

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

Official School Name Longfellow Magnet School  
(As it should appear in the official records)

School Mailing Address 120 Hiawatha Avenue  
(If address is P.O. Box, also include street address)

Westerville OH 43081-2221  
City State Zip Code+4 (9 digits total)

County Franklin School Code Number\* 023145

Telephone ( 614 ) 797-7180 Fax ( 614 ) 797-7181

Website/URL http://www.wcsoh.org/longfellow\_es.htm E-mail petercss@wcsoh.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. George E. Tombaugh  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Westerville City Schools 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)

## **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:       16   Elementary schools  
    4   Middle schools  
    0   Junior high schools  
    3   High schools  
    0   Other  
  
   23   TOTAL
2. District Per Pupil Expenditure:        \$8356.00   
  
     Average State Per Pupil Expenditure:  \$9028.00

### 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.   14   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	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	13	13	26	9	0	0	0
2	13	13	26	10	0	0	0
3	13	13	26	11	0	0	0
4	13	13	26	12	0	0	0
5	13	12	25	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>129</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>88</u>   | % White                          |
| <u>9</u>    | % Black or African American      |
| <u>1</u>    | % Hispanic or Latino             |
| <u>1</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%

[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.	2
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	4
<b>(4)</b>	Total number of students in the school as of October 1	129
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.031
<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: 1  
 Specify languages: Somalian

9. Students eligible for free/reduced-priced meals: NC %  
 Total number students who qualify: >10

10. Students receiving special education services: 9 %  
11 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</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>          </u>	<u>1</u>
Classroom teachers	<u>5</u>	<u>          </u>
Special resource teachers/specialists	<u>          </u>	<u>8</u>
Paraprofessionals	<u>          </u>	<u>1</u>
Support staff	<u>3</u>	<u>          </u>
Total number	<u>8</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: 26:1

13.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	96%	97%
Daily teacher attendance	96%	95%	95%	96%	95%
Teacher turnover rate	0%	0%	20%	0%	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

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Serving a culturally and economically diverse 52-square mile area in northeastern Franklin County and southern Delaware County, Westerville City School District meets the needs of approximately 85,000 residents. The district is comprised of 23 schools – 16 elementaries, four middle schools, and three high schools. At the end of the 2004-2005 school year, enrollment in the 9<sup>th</sup> largest district in Ohio stood at more than 14,000 pupils. For the fourteenth year in a row, Westerville City Schools met the criteria for having “What Parents Want” in education, a designation awarded by School Match, a research and database service company that collects, audits, integrates processes and manages information about public and private elementary and secondary schools.

Longfellow Elementary is part of the Westerville Magnet School Program which is designed for students in grades first through fifth, who have a particular interest and desire to experience education through a focused curriculum in a small school setting. The total enrollment of the school is 129 students which include Caucasian, African-American, and Asian students. There is no kindergarten program; therefore, students are selected by a lottery drawing from schools throughout the entire district. The lottery is held in May at the conclusion of a child’s kindergarten experience. Parents elect to enroll their children in the lottery. There are no academic requirements or testing necessary for a student to be enrolled in the program. Because it is a magnet school program with such a small student population, limited intervention services are provided at the school. The only exception to this is speech and language services. Gender equality is maintained by keeping an equal number of boys and girls for each class.

Longfellow’s focus is mathematics and science and the school mission is: *To provide children with a technology-rich environment in which they experience and communicate mathematics and science as an integral part of life.* The natural curiosities of children about their world provide the energy that motivates teaching and learning at Longfellow. Expanding each child’s world of wonder enhances both their fascination and reason, thus our instructional program emphasizes a “hands-on/minds-on” approach to learning with an integration of math and science units across the curriculum and grade levels. We also make a strong effort to link mathematics and science to the outside world of work through business and community partnerships. Team building and cooperation, modeled through the scientific process, are also key aspects of the teaching-learning environment. Technology is utilized at Longfellow to assist students in developing computer skills, constructing knowledge and extending their learning potential.

The history of the Westerville Magnet School Program is one of change. Established with the intent to provide alternative models to the existing elementary program in Westerville, Longfellow continues to explore innovative approaches to teaching and learning. Successful changes have been achieved through staff collaboration. This decision making process has and is producing a high degree of teacher ownership which in turn fosters teachers’ renewed commitment to increase student achievement. The small size of our students (129) and teaching staff (5) benefits student learning in those teachers get to know all the students in the building. Often times, students of varying grade levels are working together on assignments. At Longfellow, students have easy access to technology so that they can electronically research, create, and communicate.

Longfellow parents are a significant component in our learning community. They provide many hours of volunteering, primarily in the media center and classrooms. Tutoring programs use parent volunteers to provide students opportunities to develop fluency in acquiring reading and math skills. Our PTA is very supportive, providing funds for field trips and for supplemental materials.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Current results are based on the State of Ohio’s 3<sup>rd</sup> & 4<sup>th</sup> Grade Reading & Math Achievement Tests, and the 5<sup>th</sup> grade Reading Achievement Tests. In reading for 3<sup>rd</sup> and 4<sup>th</sup> grades, all students were tested with 100% of the students scoring Proficient or above. All 5<sup>th</sup> grade students were tested with 96% of the students scoring Proficient or above. In mathematics all students in 3<sup>rd</sup> & 4<sup>th</sup> grade were tested and all students were Proficient or above. In Ohio, schools are judged by their Performance Index Score which reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grades three, four and five. The most weight is given to the Advanced scores (1.2), and the weights decrease for each performance level. This creates a scale of zero to 120 points, with 100 being the goal.

Third-Grade Reading Achievement Test Cut Scores	Third – Grade Math Achievement Test Cut Scores	Fourth-Grade Reading Achievement Test Cut Scores	Fifth Grade Reading Achievement Test Cut Scores	Fourth Grade Math Achievement Test Cut Scores
<ul style="list-style-type: none"> <li>Limited: below 385</li> <li>Basic: 385- 399</li> <li>Proficient: 400-414</li> <li>Accelerated: 415-431</li> <li>Advanced: 432 – and above</li> </ul>	<ul style="list-style-type: none"> <li>Limited: below 378</li> <li>Basic: 378-399</li> <li>Proficient: 400-428</li> <li>Accelerated: 429-446</li> <li>Advanced: 447-520</li> </ul>	<ul style="list-style-type: none"> <li>Limited: below 383</li> <li>Basic: 384-399</li> <li>Proficient: 400-434</li> <li>Accelerated: 435-466</li> <li>Advanced: 467-552</li> </ul>	<ul style="list-style-type: none"> <li>Limited: below 385</li> <li>Basic: 385- 399</li> <li>Proficient: 400-440</li> <li>Accelerated: 441-458</li> <li>Advanced: 459- 535</li> </ul>	<ul style="list-style-type: none"> <li>Limited: below 378</li> <li>Basic: 378-399</li> <li>Proficient: 400-428</li> <li>Accelerated: 429-446</li> <li>Advanced: 447-520</li> </ul>

### Longfellow Magnet School Performance Levels 2004-2005

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	0.5	x	0.3	=	0.2
	Basic	2.5	x	0.6	=	1.5
	Proficient	41.1	x	1.0	=	41.1
	Accelerated	23.9	x	1.1	=	26.3
	Advanced	32	x	1.2	=	38.4
Your School's Performance Index Score						107.5

Performance Index Score Over Time	2004–2005	2003–2004 <sup>1</sup>	2002–2003 <sup>1</sup>
	107.5	105.2	102.8

<sup>1</sup>Based on grades 3, 4 and 6 only. <sup>2</sup>Based on grades 4 and 6 only.

Due to Longfellow’s small population our test scores are not disaggregated into sub-groups but it can be stated that non-white student performance is equivalent to white student performance. Data regarding Longfellow’s 2004-2005 academic performance can be found at the following web site:

<http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/021345.PDF>.

- 2. Using Assessment Results:** Longfellow 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 and the building principal, review an in-depth analysis of the previous year's testing results. This facilitates identification of any significant areas that need to be instructionally addressed. Intervention plans are developed for all students performing below grade level expectations in each content area. These plans provide supplemental instruction to address specific skill deficiencies and are shared with parents at the initial parent-teacher conference. Throughout the school year quarterly assessments in reading, writing, and mathematics are given to each student using both formal and informal assessment instruments. These periodic assessments allow teachers to monitor student progress towards grade level standards and make appropriate interventions.

Additionally, trend data on student mean scores provides the teaching staff with a longitudinal picture of student performance in all content areas. Improving overall student mean scores indicates academic performance for all students is increasing each year. Over the past seven years, trend lines in all content areas have shown a continued upper movement. The number of students attaining advanced scores in achievement and proficiency tests is also evaluated. 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 analysis 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 Terra Nova scores also provides an indicator of how well students are positioned to perform on the third grade achievement test and fourth grade achievement and proficiency tests. Thus, assessment is used proactively by identifying early in the students' instructional program any areas for possible intervention or enrichment.

- 3. Communicating Assessment Results:** The use of several successful venues provides the opportunity to communicate student performance. A critical element is the establishment, with parents, of a common language and explanation of grade level expectations. This is done at Curriculum Night when teachers explain in detail, the grade level content standards and how they will be assessed for competency. In addition, parents are given a written copy of the content standards for that grade level. All standardized tests administered to a student, whether district or state initiated, include a parent report. This report contains results of their child's academic performance with an explanation of these results as it relates to grade level benchmarks. Upon receipt of the report, parents can discuss their child's academic performance with teachers. 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 parents have an opportunity to view the progress their child is making towards the appropriate grade level benchmarks.

Student feedback is essential to increase student achievement. At Longfellow, students play a vital role in the assessment process by: 1) helping to develop rubrics which assist students in giving direction regarding what is expected at different levels of student performance; 2) using software programs to assess student reading and math progress providing immediate feedback to the learner. Students and teachers can track their progress in these subjects over the course of the school year.

Over the years, Longfellow has held open houses, technology nights and family math/science nights for parents and the community. The purpose of these events is to showcase how students apply the learning by presenting projects based on classroom instruction. This year we have established an internet blog <http://mathsciencemagnet.blogspot.com/> in which parents and the community can view recent activities and make comments to the principal. For a direct link to our local school report card containing recent assessment data the public can access our web site <http://wcsoh.org>.



4. **Sharing Success:** Since its inception as a magnet school in the Westerville City School District in 1991, Longfellow has had, as one part of its mission, to incorporate new curricular approaches to the teaching-learning process. Unique and novel approaches, whether incorporating technology or using community resources to support instruction, have consistently been part of Longfellow's strategic plan to improve student achievement. Teachers selected for Longfellow have agreed to be actively involved in sharing the successes of our program. Several of our teachers have served the school district as science and/or math teacher-leaders. As teacher-leaders, they provide grade-level workshops for other district teachers and assist in developing curriculum approaches to Ohio's Academic Content Standards. In the past, the awarding of several state grants to Longfellow provided opportunities to initiate the use of technology into the classroom and to showcase classroom successes via statewide teleconferencing.

During the past three years we have established a collaborative relationship with our "sister school" Central College Magnet School. This partnership has provided both staff a unique opportunity for sharing our models of learning. *Exchange City*, a Junior Achievement learning experience for fifth graders, distance learning programs designed to enrich first grade students, and a third grade investigation of force and motion culminating with student created toys are examples of how we share our successes with others.

Furthermore, if selected as a NCLB Blue Ribbon School, Longfellow would welcome the opportunity to share our successes with even more schools. Our past experiences in showcasing our programs have also proven enriching for our school community. Often we learn more about ourselves and improve our teaching-learning process as we prepare to share with others.

## PART V – CURRICULUM AND INSTRUCTION

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- 1. Curriculum:** Longfellow’s core curriculum includes reading/language arts, mathematics, science, social studies, health, art, music and physical education and each content area is aligned with the Ohio Academic Content Standards. As a magnet school, our curriculum focus area is mathematics and science. It is through this lens that we integrate all content areas. Each grade has a self-contained classroom with one teacher teaching all content areas. A critical aspect that has led to our academic success is teacher knowledge of the vertical aspects of the elementary curriculum. Each Longfellow teacher is conversant about the previous and following year’s curriculum, thus providing a smooth student transition from year to year with little wasted time in re-teaching. This consistency of academic expectations benefits both the student and teacher. In order for this consistency to occur, constant communication and planning between staff members is necessary. Further aspects of Longfellow’s curriculum include:

  - Teachers develop integrated units of study that encompass all content areas. Incorporated into each unit of study is the flexibility to expand and include the learning styles inclusive of all students.
  - Teachers provide learning opportunities that allow students to experience success in multiple intelligences as they actively engage in learning the core curriculum.
  - The art specialist regularly collaborates with classroom teachers to provide a fine arts perspective to the units of study; creating projects that enhance the various units of math and science currently under study by the students.
  - The community offers opportunities in the performing arts that support our core curriculum. Longfellow students regularly attend performances by the local college and high school theatre groups and each year our 4<sup>th</sup> and 5<sup>th</sup> grade students attend a performance by the Westerville Symphony Orchestra. Prior to these activities teachers are provided supplemental activities by the arts groups to prepare students for the performances.
  - The music specialist regularly collaborates with classroom teachers to provide enrichment for the core curriculum. Several examples include preparing songs for our annual Veterans’ Day ceremony, exploring historical songs, and extending the understanding of sound as an outgrowth of a science study.
- 2. Reading:** All of Longfellow’s teachers are first teachers of reading. Longfellow uses a balanced, comprehensive reading program that provides the materials and support to help students become fluent, lifelong readers. Students are exposed to a wide variety of classical and contemporary works of literature with an opportunity to self-select trade books for independent, sustained reading. Students are provided opportunities to respond to literature in ways that demonstrate comprehension, interpretation, and appreciation. Decoding instruction, appropriately sequenced, is maintained through the primary grades. Students are given multiple opportunities to read and reread, building accuracy and fluency. Direct instruction in word meanings and usage provides for systematic vocabulary development. Assessment of reading comprehension is done through questioning, retelling, and summarizing activities. Direct instruction that emphasizes major writing forms, purposes, and processes help students connect reading to writing. Our teachers also are trained in the guided reading approach in which the teacher supports each reader’s

development of effective strategies for processing texts at increasing levels of difficulty. Through guided reading, teachers use ongoing observation and assessments that inform the teacher of reading progress and guides them in selecting appropriate texts for students.

Since our curriculum focus, as a magnet school, is mathematics and science, students are quickly exposed to non-fiction materials immediately upon entering the program. Learning to read non-fiction requires students to acquire many different reading strategies than one would typically use with fictional materials. These early and continuous exposures to both non-fictional reading along with high quality literature provide Longfellow students with a rich variety of reading experiences and thus, they are well prepared for all types of content assessments.

Longfellow does not have any supplemental reading services so the classroom teachers must develop and provide intervention for students not reading at grade level. Westerville Reads, a volunteer community reading program, comprised primarily of Longfellow parents, tutors students needing additional time to work on reading.

- 3. Mathematics/Science:** Longfellow's mission is to provide children with a rich and integrated environment in all content areas where they experience and communicate mathematics and science as an essential part of life. Thus our instructional program in this area emphasizes a "hands-on approach" to learning with an integration of math and science units across the curriculum and grade levels. We follow the board of education's approved course of study in mathematics and science but take a very in-depth approach to each unit of study at every grade level. In each unit of study students are given activities that require them to use the scientific process in completing their investigations. Identifying the problem, developing a hypothesis, testing it, evaluating the data and then determining new questions are all important steps in developing students' critical thinking skills. The inquiry method best describes our philosophy regarding the teaching of science. Much of the student learning comes from their hands on involvement in classroom experiments in which students actively engage in learning scientific concepts. From first graders making "slime" to understand properties, to fifth graders dissecting owl pellets to understand anatomy, each child's experience is grounded in concrete applications of scientific concepts.

Another important aspect of our approach to mathematics and science is our continuing partnerships with the business community. The Longfellow- Battelle Memorial Institute partnership has provided an opportunity for scientists and teachers to infuse the curriculum with real-life applications and to expose students to adult role models in the fields of science and mathematics. Now in its 14<sup>th</sup> year, the Longfellow – Battelle partnership has been a tremendous success in meeting the above goals and it was named an Ohio Best Practice in Education by the Ohio Education Improvement Consortium. Through another partnership, Longfellow has been involved in the Ohio Energy Project in cooperation with the Westerville City Electric Division. A solar panel has been installed on school grounds and students can see first hand, through readings sent from the solar panel to our server, how sunlight generates passive energy.

Integrated into the math & science curriculum is our use of computer technology. First grade through fifth grade students are taught to incorporate computer technology in a constructive manner. Such an approach allows students to use software (e.g. PowerPoint, Excel, Word, etc.) to develop documents that reflect what is learned in the classroom.

- 4. Instructional Methods:** Our small school size provides the teachers and the building principal to operate as a learning team. Many of our learning activities are the result of total team planning together, either school wide, or between several classes. Staff has numerous opportunities to

observe all of the students in various learning situations. This allows for good interaction between teachers when addressing student learning concerns. As a staff, we are believers in providing situations where students are actively involved in the learning process. The ability for a child to construct knowledge products is very important and is an excellent assessment of student progress. The bulletin boards and display cases around the school all speak of student creativity in many content areas. This is an excellent way to communicate to the entire community the impact of our approach to teaching and learning at Longfellow. The following approaches also help enhance instruction:

1. Collaborative learning among students, such as: Book clubs, math lab groups, Dyad reading (reading in pairs) and science labs are several examples of collaboration.
  2. Cross grade-level educational experiences, such as: multi-age groupings for in-depth studies and multi-age and same grade groupings with our “sister school”
  3. Inquiry based learning; and
  4. Student ownership for learning, such as: Writing Portfolios, checklists, rubrics, pre and post testing and goal setting and self evaluations.
5. **Professional Development:** Professional development is a critical component to our success at Longfellow Magnet School and it occurs at three distinct levels: district, school and individual

Each year the district provides district-wide professional development opportunities to meet student needs and close the identified educational 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, our staff has benefited from monthly early release days provided by the district. This two-hour block of time has been critical for the staff to work on improving 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 school’s academic performance. Initially as a staff we breakdown recent grade level and individual student assessments and begin discussions on goal setting for improving student academic performance. In recent years we have staff development programs in: Integrating Technology into the Classroom; Activities in Math and Science (AIMS); and evaluating student work. At present most of our students are performing at or above proficiency levels, and if Longfellow is to continue increasing its performance index score as well as its Adequate Yearly Progress, it is essential that students continue moving beyond proficient to more advanced levels. Recognizing this need, our current professional growth focus, as a school, is to assist teachers in adding new instructional strategies that “stretch” student creative and critical thinking.

Finally, all district teachers are required by contract to complete a professional growth activity once every three years. This professional growth activity is completed under the supervision of the building principal. Longfellow teachers have primarily used this opportunity to further strengthen their individual teaching skills or pursue additional certification requirements. Classroom action research projects, writing for education grants, and preparing workshops, are some of the activities that have resulted from these planned teacher growth projects.

## PART VII - ASSESSMENT RESULTS

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### STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3                      Test: Ohio Achievement

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>SCHOOL SCORES*</b>			N/A	N/A	N/A
% Below Basic	0	0			
% At or Above Basic	100	100			
% At or Above Proficient	100	100			
% At or Above Accelerated	92	92			
% At Advanced	69	66			
Number of students tested	25	24			
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 _____ (specify subgroup)					
% Below Basic	0	0			
% At or Above Basic	100	100			
% At or Above Proficient	100	100			
% At or Above Accelerated	95	90			
% At Advanced	16	15			
Number of students tested	19	20			

Note that other subgroups are not comprised of a sufficient number of students to be reported.

**STATE CRITERION-REFERENCED TESTS**

Subject: Math                      Grade: 3                      Test: Ohio Achievement

Edition/Publication Year: 2004-2005                      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>SCHOOL SCORES*</b>		N/A	N/A	N/A	N/A
% Below Basic	0				
% At or Above Basic	100				
% At or Above Proficient	100				
% At or Above Accelerated	84				
% At Advanced	38				
Number of students tested	25				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. _____ White _____ (specify subgroup)					
% Below Basic	0				
% At or Above Basic	100				
% At or Above Proficient	100				
% At or Above Accelerated	95				
% At Advanced	42				
Number of students tested	26				

Note that other subgroups are not comprised of a sufficient number of students to be reported.

**STATE CRITERION – REFERENCED TESTS**

Subject: Reading Grade: 4 Test: Ohio Reading Achievement Test

Edition/Publication Year: 2004-2005 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>SCHOOL SCORES*</b>		N/A	N/A	N/A	N/A
% Below Basic	0				
% At or Above Basic	100				
% At or Above Proficient	100				
% At or Above Accelerated	92				
% At Advanced	8				
Number of students tested	25				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. _____ White _____ (specify subgroup)					
% Below Basic	0				
% At or Above Basic	100				
% At or Above Proficient	100				
% At or Above Accelerated	90				
% At Advanced	10				
Number of students tested	21				

**STATE CRITERION – REFERENCED TESTS**

Subject: Reading Grade: 4 Test: Ohio Proficiency Tests

Edition/Publication Year: 2001-2004 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
<b>SCHOOL SCORES*</b>	N/A				
% Below Basic		0	0	0	0
% At or Above Basic		100	100	100	100
% At or Above Proficient		96	91	88	85
% At Advanced		29	32	0	12
Number of students tested		21	22	26	26
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% Below Basic		0	0	0	0
% At or Above Basic		100	100	100	100
% At or Above Proficient		94	91	100	85
% At Advanced		26	29	0	12
Number of students tested		19	21	20	23



**STATE CRITERION – REFERENCED TESTS**

Subject: Math Grade: 4 Test: Ohio Proficiency Tests

Edition/Publication Year: 2001-2004 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
<b>SCHOOL SCORES*</b>					
% Below Basic	0	0	0	4	8
% At or Above Basic	100	100	100	96	92
% At or Above Proficient	100	90	100	92	92
% At Advanced	28	38	41	46	42
Number of students tested	25	21	22	26	26
Percent of total 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
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% Below Basic	0	0	0	0	4
% At or Above Basic	100	100	100	100	96
% At or Above Proficient	100	90	100	95	96
% At Advanced	33	32	38	45	39
Number of students tested	21	19	21	20	23

**STATE CRITERION – REFERENCED TESTS**

Subject: Reading      Grade: 5      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>SCHOOL SCORES*</b>		N/A	N/A	N/A	N/A
% Below Basic	0				
% At or Above Basic	100				
% At or Above Proficient	96				
% At or Above Accelerated	46				
% At Advanced	14				
Number of students tested	22				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
1. _____ White _____ (specify subgroup)					
% Below Basic	0				
% At or Above Basic	100				
% At or Above Proficient	95				
% At or Above Accelerated	45				
% At Advanced	10				
Number of students tested	20				