

# 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. Troy Page**

Official School Name: **Trenton Avenue Elementary School**

School Mailing Address: **320 Trenton Avenue**

**Uhrichsville**

City

**OH**

State

**44683-2188**

Zip Code+4 (9 digits total)

County: **Tuscarawas**

State School Code Number **037473**

Telephone: **(740) 922-5641**

Fax: **(740) 922-7427**

Website/URL: [www.claymont.k12.oh.us](http://www.claymont.k12.oh.us)

E-mail: [tpage@claymont.k12.oh.us](mailto:tpage@claymont.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: **Mr. Gary Hunter**

District Name: **Claymont City School District**

Tel.: **(740) 922-5478**

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. Joseph Bollon**

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: 4 Elementary schools  
0 Middle schools  
1 Junior High schools  
1 High schools  
0 Other  
6 Total
2. District Per Pupil Expenditure: \$7,689  
Average State Per Pupil Expenditure: \$9,028

### SCHOOL

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 6 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				7			
K	38	23	61	8			
1	42	37	79	9			
2	36	31	67	10			
3	32	29	61	11			
4	30	28	58	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>326</b>

6. Racial/ethnic composition of the students in the school:
- |            |                                  |
|------------|----------------------------------|
| <u>97</u>  | % White                          |
| <u>2</u>   | % Black or African American      |
| <u>1</u>   | % Hispanic or Latino             |
| <u>0</u>   | % Asian/Pacific Islander         |
| <u>0</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: 16 %

[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.	23
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	52
<b>(4)</b>	Total number of students in the school as of October 1	326
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.16
<b>(6)</b>	Amount in row (5) multiplied by 100	16

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 66 %  
 Total number students who qualify: 216

10. Students receiving special education services:  $\frac{28}{91}$  % Total Number of Students Served

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>16</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>2</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>45</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 19:1

13.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95 %	95 %	95 %	95 %	95 %
Daily teacher attendance	87 %	88 %	92 %	90 %	90 %
Teacher turnover rate	0 %	4 %	12 %	0 %	4 %
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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Share, Care, and Learn. This is the mission of Trenton Avenue Elementary School. Trenton Avenue is one of three elementary schools in the Claymont City School district in Tuscarawas County, Ohio. The total enrollment in our kindergarten-fourth grade classes for the 2005-2006 school year is 326 students. We believe learning is for a lifetime, and that every child can learn. We strive for excellence.

Our students are greeted every day by a veteran staff with a combined experience of almost 500 years. We provide free breakfast and lunch programs for our students who come from economically diverse backgrounds; 66% of the student population is economically disadvantaged.

### *Programs*

How do we do it? First, we provide many excellent educational programs: Accelerated Math, Accelerated Reader, Study Island, and Math Facts in a Flash. These are computer-based programs that the students use to help develop the skills they need. Our all day, every day kindergarten has been a great benefit to our students' learning. We have Literacy Lunches and Reader's Theatre, which engage the students in books and reading during lunch time and after school. We also have in-school and after-school tutoring programs to ready our students for the state achievement tests.

### *Volunteers*

We use many volunteers, including students from our high school's Future Teachers of America program, to read with our students. We are part of the OhioReads initiative, the COAD (Corporation for Ohio Appalachian Development) Foster Grandparent Program, and the Retired Seniors Volunteer Program. People from the community come into our school for our Fine Arts Festival, Career Day, and International Day to demonstrate their expertise with our students. We also have a school-based after-school mentoring program (through Big Brothers and Big Sisters) for students who have difficulty completing homework.

### *Parents*

We keep our parents involved through activities such as Math, Science, Citizenship, Reading, and Testing nights. Parents come to the school and take part in activities in these areas. We use Progress Book which allows parents to have online access to their child's academic progress. Every classroom sends home a newsletter on a bi-weekly basis, and a school newsletter goes home once a month. Our active PTO provides many things for the students that we could not otherwise afford. They sponsor a book fair and a Santa's Secret Shop where the children can purchase low-cost gifts.

### *Students and Staff*

Our students and staff take responsibility for their own success through goal setting. Students set goals on a monthly basis. We then celebrate student successes with award assemblies and celebrations that honor the achievement of behavior, academic and attendance goals.

Our teachers have many staff development opportunities throughout the year that focus on increasing student achievement. Teachers also collaborate on a weekly basis within their own grade levels. We have a guidance counselor and a program that fosters good character. In the Boomerang Program students are nominated by staff for acts of kindness they have displayed, and stresses that kindness will come back to you just like a boomerang. Students are then selected for prizes and their names go to all the classrooms for recognition on a monthly basis.

We take seriously that "No Child is Left Behind." Our goal is to reach out to all students and help them meet their full potential as lifelong learners.

## **PART IV: INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results**

Trenton Avenue Elementary School uses state diagnostic instruments beginning at the kindergarten level through the fourth grade to determine the individual educational needs of all students. Since the 1990s, Trenton Avenue Elementary has participated in the state proficiency criterion-reference testing at the fourth-grade level. Proficiency tests, currently being replaced by achievement tests, assessed students in reading, writing, math, science and citizenship. For proficiency tests, students were ranked as Below Basic, Basic, Proficient or Advanced. Current state testing involves the assessment of state standards in writing, reading, and mathematics at the fourth-grade level, and reading and mathematics at the third-grade level. As the state moves to more standard-based achievement tests in all subject areas, students will be applying critical thinking skills to comprehend and solve problems in the main content areas. The achievement tests include five rankings; Limited, Basic, Proficient, Accelerated or Advanced. Students should strive to achieve the rank of proficient or above on either the proficiency or achievement test.

The state has established an expectation that 75% of all students in a building or district should be at the proficient level or higher in order for the building or district to meet the testing indicator on the state report card. The percentages earned by students on each portion of the proficiency or achievement tests, at all grade levels, are reported to parents and the community through the building and district report card provided by the Ohio Department of Education. These annual results are also posted on the department's website. Individual student scores rank the child's performance and are reported directly to the parents.

Trenton Avenue is one of three elementary buildings in the school district. This building has the majority of economically-disadvantaged families, yet test results have improved dramatically over the past two years. Trenton Avenue tests ALL students. No students are excused from testing due to a disability. Appropriate accommodations are implemented during testing as indicated on a student's individual education plan. These students' scores are disaggregated in the building and district report card as required by the No Child Left Behind Act. Our test results show that both groups are achieving well above the state minimum of 75%.

Performance on past tests indicated students were performing well below state standards in all areas until the 2003-2004 school year. During the 2003-2004 school year fourth grade students met indicators on the report card in all areas except mathematics (73%). During the 2004-2005 school year, continued growth was evident by further improvement on 2003 scores and even surpassing the state standard on all five tests.

The third grade Achievement Test began in the 2003-2004 school year. The reading test is given to all third grade students in October, March, and July. Trenton Avenue Elementary has shown tremendous growth in the testing results from October to March. Passage on the March tests has exceeded the state requirement of 75% by significant margins in both the 2003-2004 and 2004-2005 school years. The math test was given for the first time in March, 2005. Once again, Trenton Avenue Elementary surpassed the state proficiency standard and met the state indicator in math. These data show remarkable increases in student achievement as set forth by the state.

Additional information on Ohio's assessment system may be found on the following websites:  
(4<sup>th</sup> grade: [www.ode.state.oh.us/proficiency/standards.asp](http://www.ode.state.oh.us/proficiency/standards.asp))  
(3<sup>rd</sup> grade: [www.ode.state.oh.us/proficiency/technical\\_data/StatSumm\\_AchievementTests.asp](http://www.ode.state.oh.us/proficiency/technical_data/StatSumm_AchievementTests.asp))

## **2. Using Assessment Results**

Trenton Avenue Elementary School is data driven. From kindergarten through fourth grade, students are assessed in order to find those who need extra assistance. At the Kindergarten level, we administer the Ohio Department of Education Kindergarten Screening Measures in reading, writing and math. The Kindergarten Readiness Assessment in Literacy is also administered to incoming Kindergarten students. The first grade students are assessed with the First Grade Ohio Department of Education Diagnostic Screening Test. Second grade students take the Ohio Department of Education Diagnostic Screener in reading, writing, and math, the Otis-Lennon, and the Stanford Achievement Test. These tests give teachers the data they need to target individual students for additional help. Intervention is provided to at-risk students through OhioReads tutors, Homework Club, and our Schoolwide Title I program.

Starting in third grade, the Reading Achievement Test is administered in October and March. The previous year's Third Grade Math Achievement Test is also given. This test is teacher graded and analyzed for the purpose of gaining student information. The fourth grade students take the Harcourt Brace Math Assessment and also take a prior year's Fourth Grade Reading Achievement Test in the fall. The results of these tests are used to direct students who fall below proficient levels to participate in our after-school tutoring program. These tutoring sessions begin in mid-January and continue through the week before the spring administration of testing. The Title I teachers also use the testing results to identify those students who need further intervention.

In addition to the state achievement and standardized tests, each grade level gives a nine week assessment to check current progress. The teachers discuss results by grade level during district waiver days. An exchange of ideas and teaching strategies results in teacher growth and student learning. The prior year's testing results are also discussed and analyzed using the Lotus Diagram to find students' and teachers' strengths and weaknesses. Teacher strategies and lessons are shared, and wonderful communication is demonstrated to ensure student success. Since the Lotus Diagram shows students' incorrect answers it helps teachers realize students' thinking processes. This has altered teachers' teaching methods. Then the prior year's tests are used to create a curriculum pacing calendar that directs student learning. Trenton Avenue Elementary is an excellent school due to the information made possible by the testing done at each grade level.

## **3. Communicating Assessment Results**

At Trenton Avenue Elementary School communication is an ongoing priority. Parents are informed by teachers' bi-weekly newsletters, the principal's monthly newsletter, academic nights, conferences, midterm reports, report cards, and data folders. Parents receive a booklet at the beginning of the year titled, "A Standards Guide for Families," which explains the Ohio academic content standards. Our students participate in the Accelerated Reader Program which gives students and parents immediate feedback on their reading comprehension quiz scores. The students set individual and classroom academic goals each month, and those who meet their goals participate in nine-week celebration activities (ice cream social, movie, luau, water day, etc.). All students take a computerized Star Literacy Test several times throughout the school year to show parents their child's reading progress. Students have planners that are sent home daily with students to provide a structured communication tool between home and school. Technology has also increased communication with parents. Grades and daily homework can be accessed by parents via the web, teacher voice mail and/or email.

In Ohio, the school report card is sent to parents, community groups, and the local media. These data enable the community to follow the academic success of each school and district. It is also an excellent resource to compare our building and district results with similar buildings and districts across the state.

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

The Trenton Avenue Elementary Staff is eager to share teaching practices with other teachers, parents, and professionals. We take part in the Tuscarawas Carroll Harrison Educational Service Center share program several times throughout the year in which teachers from area schools meet, share ideas and brainstorm ways to improve. This sharing has helped build a bond among teachers in neighboring school districts. Teachers contact colleagues when they have a situation that someone else might have encountered. We also have district grade level meetings to share ideas and practices as well as gain new ideas from our colleagues.

Trenton Avenue Elementary has implemented the Accelerated Math program in third and fourth grades. Teachers from our building have provided training for other teachers in our district in the use of Accelerated Math and we welcome teachers from other districts to spend a day observing classrooms and different procedures. Our building is always open to individuals who are entering the teaching profession. Both high school and college students have spent many hours observing our teachers.

Our staff has collaborated with the other elementary buildings in our district to create a pacing calendar for the district. This provides each building with a guide of skills that are aligned with the state standards to be covered each month. The pacing calendar provides all of our district's students with a unified educational structure.

Our principal has made a great impact on the students' excitement to share with family and friends. He has done cartwheels through the gym during an assembly and performed cheers from the roof to let the students know that their hard work preparing and taking the grade level tests is appreciated. The children receive a high five from all the staff and go back to their rooms with a feeling of pride. The principal also makes the morning announcements full of goal awareness. He uses key words such as "in conclusion" and statements like "together we can make Trenton Avenue EXCELLENT." Students share these words with people in the community.

The Claymont City School District has a web site available to all parents, teachers and the community. Parents also have access to student grades, homework assignments and/or notes in Progress Book. This helps to keep parents informed of their child's current grades and/or assignments. Progress Book also provides our parents with their child's midterm information.

In conclusion, the entire staff of Trenton Avenue Elementary is open to sharing and trying new ideas that may improve the learning at our building. We take pride in our students and the work that they accomplish in their days at Trenton Avenue Elementary.

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

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### **1. Curriculum**

Trenton Avenue Elementary's motto is "EXCELLENCE in curriculum and instruction." From lesson planning - to lesson delivery - to assessment, our teachers are doing what is needed to ensure that our students are proficient in the Ohio Academic Content Standards. The staff is 100% highly qualified in their respective teaching fields.

Prior to the start of the school year, the teachers at each grade level meet to develop a monthly pacing guide listing indicators to be taught. The teachers develop effective lessons aligning district curriculum with the Content Standards. Since the new content standards were implemented, all grade levels

participate in some degree of departmentalization. Departmentalizing allows a teacher to plan and develop lessons in one subject area. Teachers also collaborate with other teachers teaching the same subject area to provide a continuous sequence of subject matter between grade levels.

Trenton Avenue Elementary teachers use a variety of teaching methods, computer software, online technology, and resources to help meet the grade level indicators. Guided reading has been implemented in the kindergarten through the second grade language arts program to improve literacy. Reading Rod machines (an interactive / hands-on piece of equipment that helps improve early reading skills) are used in the kindergarten and first grade classes to develop reading readiness. The third and fourth grade teachers are using the CPS (classroom performance system) to engage, monitor and assess student learning in real time. Study Island, an online practice for the Ohio Achievement Tests and Accelerated Math, an individualized math program, have also been implemented at the third and fourth grade levels. All students work to improve their reading through Accelerated Reader by setting personal goals. Trenton Avenue Elementary boasts a state-of-the-art computer lab that provides students with weekly computer instruction by a qualified computer instructor. Trenton Avenue Elementary offers all day, every day kindergarten, a Jump Start Program and summer school to better prepare our students for success. The school also qualifies for the Schoolwide Title I program, thus, all students are afforded assistance when needed.

Effective assessment strategies are necessary to leave no child behind. Trenton Avenue Elementary teachers have created short-cycle assessments to monitor each student's progress in the objectives taught in each nine-week period. This is an efficient way to identify students that need intervention on specific grade level indicators.

Trenton Avenue Elementary staff expects students to be responsible and accountable for their learning and school behavior. Our school has implemented the Quality Initiative where students set learning and behavior goals and chart them daily. At the conclusion of each nine-week period, students are recognized for achieving excellent behavior, excellent homework, and/or perfect attendance in a schoolwide assembly. At the end of each grading period, teachers are asked to choose a student who has displayed the qualities of a good citizen from their class. Those students are awarded a certificate and attend a special party in their honor. Our school's Boomerang Program stresses the premise that good deeds always come back to you. If a child is caught doing something extraordinary to help another child, a teacher, or even the school, a paper boomerang listing the child's name and reason for the nomination gets put into a drawing held at the end of each month. Making students more accountable and recognizing positive behaviors has had a huge impact on student achievement. Students now know what types of behaviors are expected and rewarded at Trenton Avenue Elementary.

Parent involvement is integral to our school's success. It is vital that parents are aware of what is happening in the classroom with their child. To accomplish this, the school utilizes Progress Book, an online grade book that offers 24 hour access for parents to view student assignments and grades. Trenton teachers send bi-weekly newsletters to keep parents current on classroom information. Our principal sends monthly newsletters highlighting school activities. At the end of each nine-week period, students take home their data folders to share with their parents. This folder demonstrates the student's achievement in classroom behavior, homework habits, and progress in core subjects. Lastly, parents are invited to attend assemblies that spotlight children's successes. Trenton Avenue Elementary School's success would not be possible without all of the stake holders (staff, parents and students) working together.

## **2. Reading**

Trenton Avenue Elementary's reading curriculum is designed within the framework of a balanced literacy program. By emphasizing the essential elements of scientific-based research, phonemic awareness, phonics, fluency, vocabulary and comprehension, teachers ensure that every child, including our at-risk students, will learn how to read. We have chosen a balanced literacy program because it gives both teachers and children the best opportunity for success by incorporating a wide variety of strategies that help meet the needs of individual students.

Teachers determine a student's strengths and weaknesses by using a variety of different data. We use the Star and Early Star Literacy tests, given at the beginning and end of the year and at the end of each nine week grading period. We also use information gathered from the state diagnostic and achievement tests that are given each year in the fall and spring. As the needs of the students are determined, teachers will use many different techniques to find what works best for a student.

Some of the different strategies that are used at Trenton Avenue Elementary are guided reading and writing, shared reading and writing, and self-selected reading. To provide students with extra practice we use Study Island and Accelerated Reader programs. We have a dedicated staff of Title I teachers that provide us support in many areas, incorporating both in-class and pull out settings. Our OhioReads volunteers give us much needed one-on-one tutoring with our students.

A large part of our success lies in the cooperative efforts of our staff and their willingness to devote added time to their regular teaching schedule. We have many activities that require after school hours, such as Family Academic Nights, Readers Theater Club and after-school tutoring.

Our success in reading at Trenton Avenue Elementary is the result of a combination of high-quality teaching, solid research-based intervention, and special education that is an integral part of our curriculum.

## **3. Social Studies**

At Trenton Avenue Elementary, we utilize many strategies to help our children share, care and learn. One area of focus is Social Studies. We have included this into our curriculum by using a departmentalization format - one teacher teaches the subject area to all the students at that grade level. This allows one teacher to become a specialist in one area such as Social Studies. The use of curriculum mapping and a district pacing guide help ensure all the Ohio Academic Content Standards are being taught. We have subject specific meetings on in-service days where each teacher that teaches Social Studies for that grade level meets and discusses best practices in the area of Social Studies.

We "share" (as our building mission indicates) often within our social studies curriculum. On Social Studies Academic Nights, students present projects that they have created to other students and parents. During Ohio Week, student projects on Ohio (counties, presidents, famous people, etc.) are shared with the rest of the school and parents. We invite speakers such as judges, state senators, mayors and Ohio naturalists to share their expertise with our students. The students and staff also shared Ohio facts, books and food.

Another way that we enrich our Social Studies curriculum is through field trips. These trips help give our students life experiences that many are lacking, and provide opportunities that help support our curriculum. As a whole school, we have celebrated Veterans' Day and Constitution Day with projects, plays and activities to help the students learn about our country. At the upper grade levels, we use after-school tutoring, the Classroom Performance System and the Study Island computer program to help

prepare our students for the achievement tests. The use of all of these strategies has helped us raise our 4<sup>th</sup> grade Citizenship Proficiency Test results from 38% in 2002-2003 to 76% in 2003-2004 and 86% in 2004-2005!

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

At Trenton Avenue Elementary, the educators have come to embrace student growth and learning with a focus towards the individual child. Each student comes to the building with unique life experiences, which amplify the diversity of our school. It is the responsibility of the educators to identify and recognize the students' prior knowledge in order to motivate, inspire, and connect those past experiences to new material.

The staff at the building exemplifies a team when working towards improving student learning. A school-wide "Quality" program has been implemented, in which the students and teachers, together, create both long and short-term goals for all subject areas, behavior and the arts. The staff also recognizes that a vital part of quality education involves targeting the needs of the individual student. This requires differentiating instruction to improve student levels of performance and challenging each child to his or her full potential. Diagnostic assessments during the first part of the year, progress reports at midterms, and our newly developed short-cycle assessments are among the many forms of evaluation techniques utilized to monitor student progress.

Computer programs, such as Accelerated Reader, CPS, and Study Island, provide an exciting learning experience for children, while allowing for immediate feedback. They also reflect a framework in which students become familiar with the state tests. The building has piloted the Accelerated Math program in which the teacher is able to designate specific objectives to cover, while evaluating students. These methods of teaching reflect the value of differentiated instruction in the forms of visual, auditory, and kinesthetic learning. Teachers are always making available manipulative devices for students such as reading rod machines, math lines, and guided reading materials.

Collaboration is a key component at the building when working to improve student learning. Intervention Specialists and Title I teachers are constantly in communication with one another, as well as the general education teachers. Title I services utilize a whole-class model, while also targeting students for individual instruction. Twenty-eight percent of students at Trenton Avenue Elementary currently have an IEP, and collaboration among the staff provides the opportunity for those students to learn in a productive inclusion setting. Finally, departmentalization among and between grade levels in the K-4 setting immerses students in a variety of teaching styles and methods, as Trenton Avenue Elementary strives to ensure the most effective learning environment for students as they grow in all areas of development.

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

Professional development of the teachers at Trenton Avenue Elementary is achieved through an ongoing and multi-faceted commitment of time and resources by both the staff and administration of Claymont City Schools. There is a high priority placed on continual teacher learning, knowing that educated and motivated teachers better assist students in achieving needed skills and working to their full potential. Professional development at Trenton Avenue Elementary is a combination of collective teacher learning and collaborative small group planning. Teachers are given four waiver days each year for staff development, and participate in Summer Institutes and workshops, topical small group in-services, and after school grade-level meetings.

Collectively, the teachers at Trenton Avenue Elementary have had staff development in CPS training, Study Island, Accelerated Math and Reader, Reading Rod program, Progress Book, Guided Reading, and

Math and Reading curriculum adoptions. Prior to implementing the Quality Education Program currently being used, the staff used a waiver day to visit a school and observe Quality Education in action. At Trenton Avenue Elementary, 28% of our students have IEPs. The Special Education staff has had numerous trainings on formulating computer generated IEPs that are in compliance with the standards established in IDEIA. Trenton Avenue Elementary teachers have had opportunities to participate in waiver days in which various options are available, including such topics as working with at-risk students, computer skills, discipline and handling stress. Teachers choose which sessions to attend, making staff development pertinent and beneficial for individual needs.

The value of sharing teaching strategies and learning from successful teachers is clearly understood at Trenton Avenue Elementary. Trained mentor teachers assist entry-year teachers by offering encouragement and answering questions that arise. Opportunities for grade-level collaboration are included in our waiver days. Trenton Avenue Elementary participated in creating a district-wide pacing calendar. We are now developing district-wide short-cycle quarterly assessments. These provide on-going evaluations and allow teachers to monitor student progress on educational benchmarks. At Trenton Avenue Elementary grade levels have common planning time weekly for collaboration. We also participate in district-wide grade level strategy sessions several times a year, enabling teachers to focus on potential problem areas and address issues common to the group.

## **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

SCHOOL SCORES		2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
	% At or Above Below Basic				100%	100%
	% At or Above Basic				100%	96%
	% At or Above Proficient				85%	85%
	% At or Above Accelerated				61%	57%
	% At Advanced				29%	33%
	# students tested				62	54
	% of total students tested				100%	100%
	# students alternatively assessed				0	0
	% of students alternatively assessed				0%	0%
SUBGROUP SCORES						
WHITE						
	% At or Above Below Basic				100%	100%
	% At or Above Basic				100%	96%
	% At or Above Proficient				87%	85%
	% At or Above Accelerated				63%	57%
	% At Advanced				31%	32%
	# students tested				59	53
ECONOMIC DISADVANTAGE						
	% At or Above Below Basic				100%	100%
	% At or Above Basic				100%	97%
	% At or Above Proficient				86%	81%
	% At or Above Accelerated				57%	57%
	% At Advanced				37%	38%
	# students tested				41	37
STUDENTS WITH DISABILITIES						
	% At or Above Below Basic				100%	100%
	% At or Above Basic				100%	92%
	% At or Above Proficient				71%	84%
	% At or Above Accelerated				35%	67%
	% At Advanced				14%	42%
	# students tested				14	12
STATE SCORES						
	% At or Above Below Basic				100%	100%
	% At or Above Basic				90%	89%
	% At or Above Proficient				78%	77%
	% At or Above Accelerated				59%	56%
	% At Advanced				33%	31%

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

Subject: Math

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

<b>SCHOOL SCORES</b>		2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
	% At or Above Below Basic					100%
	% At or Above Basic					96%
	% At or Above Proficient					81%
	% At or Above Accelerated					37%
	% At Advanced					15%
	# students tested					54
	% of total students tested					100%
	# students alternatively assessed					0
	% of students alternatively assessed					0%
<b>SUBGROUP SCORES</b>						
<b>WHITE</b>						
	% At or Above Below Basic					100%
	% At or Above Basic					96%
	% At or Above Proficient					81%
	% At or Above Accelerated					36%
	% At Advanced					13%
	# students tested					53
<b>ECONOMIC DISADVANTAGE</b>						
	% At or Above Below Basic					100%
	% At or Above Basic					95%
	% At or Above Proficient					81%
	% At or Above Accelerated					32%
	% At Advanced					16%
	# students tested					37
<b>STUDENTS WITH DISABILITIES</b>						
	% At or Above Below Basic					100%
	% At or Above Basic					92%
	% At or Above Proficient					67%
	% At or Above Accelerated					34%
	% At Advanced					17%
	# students tested					12
<b>STATE SCORES</b>						
	% At or Above Below Basic					100%
	% At or Above Basic					89%
	% At or Above Proficient					70%
	% At or Above Accelerated					34%
	% At Advanced					14%

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

Subject: Reading Grade: 4 Test: Ohio Proficiency (2000-2003) & Achievement (2003-2005)  
 Edition/Publication Year: 2005 Publisher: Ohio Department of Education  
 Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles

SCHOOL SCORES		2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
% At or Above Below Basic		100%	100%	100%	100%	100%
% At or Above Basic		89%	93%	86%	98%	100%
% At or Above Proficient		37%	57%	36%	83%	92%
% At or Above Accelerated						49%
% At Advanced		0%	0%	3%	24%	36%
# students tested		52	61	58	75	56
% of total students tested		100%	100%	100%	100%	100%
# students alternatively assessed		0	0	0	0	0
% of students alternatively assessed		0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>						
<b>WHITE</b>						
% At or Above Below Basic		100%	100%	100%	100%	100%
% At or Above Basic		87%	93%	88%	98%	100%
% At or Above Proficient		35%	57%	37%	84%	90%
% At or Above Accelerated						46%
% At Advanced		0%	0%	4%	24%	33%
# students tested		48	61	55	72	54
<b>ECONOMIC DISADVANTAGE</b>						
% At or Above Below Basic		100%	100%	100%	100%	100%
% At or Above Basic		82%	91%	84%	98%	100%
% At or Above Proficient		39%	52%	29%	84%	89%
% At or Above Accelerated						42%
% At Advanced		0%	0%	0%	17%	29%
# students tested		23	31	31	42	38
<b>STUDENTS WITH DISABILITIES</b>						
% At or Above Below Basic		n/a	n/a	100%	100%	100%
% At or Above Basic		n/a	n/a	75%	95%	99%
% At or Above Proficient		n/a	n/a	8%	77%	91%
% At or Above Accelerated						66%
% At Advanced		n/a	n/a	0%	6%	33%
# students tested		n/a	<10	12	17	12
<b>STATE SCORES</b>						
% At or Above Below Basic						100%
% At or Above Basic						89%
% At or Above Proficient						77%
% At or Above Accelerated						36%
% At Advanced						6%

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

Subject: Math      Grade: 4      Test: Ohio Proficiency (2000-2003) & Achievement (2003-2005)  
Edition/Publication Year: 2005      Publisher: Ohio Department of Education  
Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled Scores \_\_\_\_\_ Percentiles

<b>SCHOOL SCORES</b>		2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
	% At or Above Below Basic	100%	100%	100%	100%	100%
	% At or Above Basic	76%	76%	41%	57%	88%
	% At or Above Proficient	51%	52%	31%	74%	79%
	% At or Above Accelerated					25%
	% At Advanced	0%	0%	3%	19%	0%
	# students tested	53	60	58	75	56
	% of total students tested	100%	100%	100%	100%	100%
	# students alternatively assessed	0	0	0	0	0
	% of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>						
<b>WHITE</b>						
	% At or Above Below Basic	100%	100%	100%	100%	100%
	% At or Above Basic	75%	79%	42%	86%	87%
	% At or Above Proficient	51%	52%	31%	72%	78%
	% At or Above Accelerated					24%
	% At Advanced	0%	5%	4%	18%	0%
	# students tested	49	60	55	72	54
<b>ECONOMIC DISADVANTAGE</b>						
	% At or Above Below Basic	100%	100%	100%	100%	100%
	% At or Above Basic	78%	71%	39%	86%	86%
	% At or Above Proficient	61%	45%	29%	72%	73%
	% At or Above Accelerated					26%
	% At Advanced	0%	0%	6%	17%	0%
	# students tested	23	31	31	42	38
<b>STUDENTS WITH DISABILITIES</b>						
	% At or Above Below Basic	n/a	n/a	100%	100%	100%
	% At or Above Basic	n/a	n/a	50%	83%	91%
	% At or Above Proficient	n/a	n/a	25%	65%	83%
	% At or Above Accelerated					33%
	% At Advanced	n/a	n/a	8%	12%	0%
	# students tested	n/a	<10	12	17	12
<b>STATE SCORES</b>						
	% At or Above Below Basic	100%	100%	100%	100%	100%
	% At or Above Basic	70%	73%	70%	77%	74%
	% At or Above Proficient	57%	60%	59%	66%	65%
	% At or Above Accelerated	16%	16%	15%	26%	26%

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