

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address 680 Hill Street (If address is P.O. Box, also include street address)

Rayland Ohio 43943-6914 City State Zip Code+4 (9 digits total)

Tel. (740) 733-7700 Fax (740)733-7125

Website/URL www.omeresa.net/schools/buckeye/nwelem.htm Email blnw_kb@omeresa.net

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

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Mr. Jerry Vinci (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Buckeye Local Tel. (740)859-2113

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. Donald Moore (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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
Yes. PK -5
2. The school has been in existence for five full years.
Yes. Northwest has been in existence for 12years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
Northwest Elementary has never been cited in a district wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
Northwest Elementary has never been issued a violation letter of findings.
5. 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.
Northwest Elementary does not have a pending suit for violations of civil rights.
6. 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.
Northwest Elementary is in compliance with IDEA.

6. Racial/ethnic composition of the students in the school: 96 % White
4 % Black or African American
0 % Hispanic or Latino
0 % Asian/Pacific Islander
0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 17%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1	262
(5)	Subtotal in row (3) divided by total in row (4)	.17
(6)	Amount in row (5) multiplied by 100	17

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: 50 %

131 Total Number Students Who Qualify

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

10. Students receiving special education services: 16 %
37 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>6</u> Speech or Language Impairment
<u>16</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> 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)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>11</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>26</u>	<u>12</u>

12. Student-“classroom teacher” ratio: 17.5:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.5	95.2	94.5	95.1	95.2
Daily teacher attendance	94.4	96.2	95.0	95.5	95.9
Teacher turnover rate	2	2	1	1	1
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

Northwest Elementary, located in Smithfield, Ohio, is a part of the Buckeye Local School District in southern Jefferson County. This rural Appalachian school serves students from several Jefferson County communities of fewer than one thousand in population. Northwest has a current school population of 227 students in grades K-5 with 51.98% having been identified as coming from disadvantaged backgrounds and receiving free/reduced breakfast/lunch. The school mission states:

Northwest exists to provide each student a diverse education in a safe, supportive environment that promotes self discipline, motivation and excellence in learning.

Visitors entering our building immediately view results of a variety of educational activities as students' work samples are amply displayed. Our principal and staff set a comfortable climate and encourage the public to visit, as well as volunteer their time and talents. Custodians, cooks, bus drivers and paraprofessionals, along with the teaching staff, share responsibility for guiding students toward excellence in both academic and social development.

One of the greatest strengths of our school is the core curriculum designed to meet the needs of all students. We target and serve at-risk students through Intervention Assistance Teams (IAT), Cross Categorical Classes (special education students mainstreamed into regular education classes), After School Extended Learning Programs, and the Summer School for Success Program. Our most recent effort to improve student achievement is implementation of the Baldrige in Education process as the model for continuous improvement. Our building is also serving as a pilot site for the Diagnostic Testing Program for the Ohio Department of Education. We have received three OhioReads Continuation Grants and an OhioReads Classroom Grant. These programs help foster improved test scores, enhance self motivation, and higher self esteem.

Building staff members have participated in professional development at the building, district, county, and regional levels. A district-wide Cross Training Initiative provided all educators opportunities to view each other's roles in educating students. Introduction of the new Ohio Academic Content Standards and aligning curriculum to those standards are major current thrusts in professional development. In accordance with the District Continuous Improvement Plan (CIP), the curriculum is designed to close the achievement gap as defined in *No Child Left Behind*.

The community plays an extremely important role in the educational success of our students. "Connect With Kids," in collaboration with WTOV9-News, is a character building program focused on linking families and schools. Community volunteers assist with computer and reading instruction. Fall and spring literacy open houses provide opportunities for parents and family members to experience their children's educational environment. Other special parent-child activities and programs include Bus Safety, Veterans' Day, a Winter Music Concert, Right-to-Read Week, and Earth Week.

Northwest Elementary has developed important relationships with a variety of local and county agencies. The fire department, including the State Fire Marshal, instructs fire safety and prevention; the Jefferson County Litter Control presents recycling and pollution instruction; and the Telecommunication Center of Ohio University provides educational programming. Other partnerships including the public library, Wheeling Pittsburgh Steel, Wheeling-Nisshin, Jefferson County Educational Service Center, Franciscan University of Steubenville, Jefferson Community College, Cardinal Operating Company (AEP), Center of Ohio Science Institute (COSI), and Oglebay Institute nature program contribute to the educational enrichment of students and faculty. Strong support from the PTA ensures the success of students, their families, and our faculty.

IV – INDICATORS OF ACADEMIC SUCCESS

1. a. Northwest Elementary has significantly improved student achievement as reflected over the last three years by results from the Ohio Fourth Grade Proficiency Test. Assessment results indicating this dramatic increase are attached at the end of the report.

Out students from disadvantaged backgrounds have benefited from our tuition-free after school and summer tutoring programs, computer access through web-based programs at home and school, as well as character building programs.

The disaggregated data indicates white as the only ethnic racial subgroup. All other ethnic/racial subgroups had numbers below federal and state reporting guidelines.

Gender subgroup results indicated that males tended to score higher than females in the area of mathematics. This supports current scientific research reporting that males outperform females in science/mathematics. Reading gender subgroup results were mixed. Males performed better than females on the 2001-02 results; females scored higher than males on the 2000-01 and 1999-00 test results. Overall, our data supports the theory that females score higher in reading than males.

- b. All students were required to take the Ohio Fourth Grade Proficiency Test. Test data does not reflect the scores of those students with disabilities due to the small numbers in this subgroup, which were below federal and state reporting guidelines. Northwest Elementary did not administer an alternative assessment test to any student.
 - c. Information from the Northwest Elementary School report card issued by the Ohio Department of Education is attached to this application.
2. The staff at Northwest totally endorses the concept of assessment as a major process in assuring that all students attain the highest level of achievement they are capable of. Assessment is looked upon as a measure of what has been learned as well as a measure of what remains to be learned.

The results of any assessment, whether that assessment is a teacher developed test, a formative unit test in any subject area, or norm referenced achievement tests assessing student progress in the core subjects, are utilized in the following ways on a building wide basis:

- Results are analyzed to determine the relative effectiveness of the learning process (segments) measured by the assessment
- Areas of weakness are identified and profiled to provide a framework of awareness as well as a planning tool for reteaching.
- A plan for modified instruction is developed to target those weaknesses that are identified. The modified plan utilizes the original instructional plan as well as student performance to guide the modified plan development.
- Implementation of modified instruction/intervention provides those students who did not master the content with additional chances to improve their performance, if needed.
- Reassessment following the modified instruction determines the relative level of effectiveness of the learning process.

The assessment process and utilization of the data is built upon the PDSA process (Plan-Do-Study Aadjust).

3. Communication is a key component in the continually increasing academic success of students in Northwest Elementary. Students, parents, and community are made aware of our programs, their purposes, and the manner in which they operate. The Northwest Elementary staff use a number of ways to communicate student performance, including assessment data.

Numerous parent conferences are held throughout the school year to provide personal accounts of individual student progress. At these conferences, parents are provided strategies to improve their children's academic achievement. In each mid-quarter grading period, interim reports are mailed to parents providing a summary of student progress as well as a summary of problems students might be encountering. Each nine weeks, a report card is sent home along with a detailed report listing all graded in-class and homework assignments.

The Northwest Elementary School Report Card, containing results of the Ohio Fourth Grade Proficiency Test are mailed directly from the Ohio Department of Education to parents. Evening informational meetings are held to interpret the Report Card and to answer questions. Report Card data are also released to all local news media.

Northwest Elementary teacher websites are another communication tool providing an invaluable link among the school, students and parents. Daily homework assignments; a calendar of events; e-mail capability; and teacher, school, and district mission statements are listed on these websites. Formal school-wide parent/teacher conferences are scheduled in November, and individual conferences are scheduled on an as-needed basis.

4. The staff at Northwest Elementary is available to present professional development workshops in our school, district, county, and state. Workshops will focus on strategies for effectively transitioning the new Academic Content Standards from a written document to student mastery in the classroom. We will share our successes during local waiver days, regional professional development workshops, and statewide OhioReads Conferences. Northwest Elementary staff will utilize school/teacher websites to provide information regarding resource materials and answer email questions from other schools.

PART V – CURRICULUM AND INSTRUCTION

1. The school curriculum at Northwest Elementary is aligned with the Ohio Content Standards for English Language Arts, Mathematics, Science, and Social Studies. Alignment ensures that students are engaged daily with rigorous content and high expectations for learning. In addition, students are engaged weekly in locally adopted curriculum for art, music, health, physical education, computers, and library skills. Regularly scheduled grade-level and/or cluster-level staff meetings, including special education and special area teachers, guarantee all students have opportunities to learn the same curriculum.

Reading and mathematics instruction is based on individual needs of students. Northwest Elementary uses cross categorical placements and grade-level placements that include schoolwide and inclusion. The staff includes two Title I teachers, a teacher of developmentally handicapped students, and a teacher of specific learning disabled students, in addition to the regular classroom teachers. A teacher of students identified as talented and gifted provides enrichment curriculum.

The school day provides six hours for instruction which allows for extended blocks of time for student engagement at all grade levels. Staff is committed to protecting instructional time, and during the spring weeks following designated statewide and districtwide assessments, they begin teaching essential content for the next grade level.

Although the district has adopted textbooks for all subject areas, teachers find it helpful and necessary to share resources that enhance the curriculum.

2. Increasing student reading achievement is a top priority at Northwest Elementary. Teachers use varied strategies to meet the needs of all students. The basal reading series selected was aligned with the Ohio Fourth Grade Proficiency Test outcomes and the locally adopted curriculum. The reading series is comprised of thematic units. Each week the story highlights a new skill. Student workbooks reinforce the story, skill, and vocabulary. The series includes a set of supplemental books for students reading below grade; these books include the same vocabulary and skills as the basal story. A self-paced enrichment level is available for advanced students. Some teachers use literature books to read to the students, have students read silently, or for staging a theatre production where students become characters in the book or act as narrators. Students use selected continuous improvement tools to record completed homework assignments. In addition, staff with lower grade level students utilize cassette programs emphasizing remedial instruction in phonics. Teachers also assign books for accelerated reading students as homework to supplement the basal reading series. Quizzes from computer software measure reading comprehension of these books. Each student at Northwest Elementary has a personal password to access a web-based reading intervention program. Students can access this program at any computer with internet capability in school or at home. Community members volunteer through the OhioReads Programs to work in small groups to assist students with computer based reading programs and oral reading during the school day and summer program. All teachers have volunteers working individually with their students on a weekly basis in the computer lab or in their classrooms. Developing a life long interest in reading is an overarching goal of the Northwest Elementary reading program.
3. The staff at Northwest Elementary believes that children must master sufficient mathematics skills to become independent and responsible wage-earning adults who will succeed and contribute in the local as well as global community. To assist students in achieving this goal, teachers present

mathematics in an interesting and concise manner with new skills appropriately linked to previously learned skills. Buckeye Local adopted the mathematics textbook series because it closely aligns with the Ohio Fourth Grade Proficiency Outcomes.

In addition to the textbook, teachers utilize other instructional strategies such as: hands-on activities; introduction, review, assessment, and reteaching of skills; individual discovery experiences; guided learning; utilization of computer assisted instruction; and use of literature as a motivational technique for understanding math concepts.

Intervention/reinforcement instruction is provided by Title I teachers, teachers of learning disabled students, teachers of the developmentally handicapped students; or schoolwide resource personnel. To fulfill our mission the goal at Northwest is to assure that all children master mathematical skills prescribed by the Ohio Fourth Grade Proficiency Outcomes and/or the Ohio Academic Content Standards. Music, art, and physical education teachers include selected mathematical concepts in their instructional strategies and thus help reinforce concepts taught in the regular classroom. We are implementing continuous improvement model of accountability validate results and monitor student progress.

4. Northwest uses multiple instructional methods to meet the needs of its diverse learners. Those methods include: OhioReads trained parent tutors; individualization, inclusion, collaboration between and across grade levels; team teaching; departmentalization; interactive instruction including inquiry-based, project-based lessons linked to larger world experiences; hands-on learning experiences emphasizing higher-order thinking skills; and computer-assisted instruction. Computer-assisted instruction includes the Study Island, a web-based intervention software that can be used at school or home. Providing parent training for this program has opened a new door of collaboration between the school and home and has tapped a new instructional strategy.

Open-ended activities such as journal writing and literature extensions where children are asked to rewrite, retell stories, or give their own unique interpretations are examples of ways children are given responsibility and opportunity to take pride in self-initiated learning. Other instructional methods include an inquiry-based science program, innovative incentive programs, and theme-based learning.

At Northwest Elementary, teachers are always looking for the “teachable moment,” that unexpected opportunity for learning initiated by the student. Because students learn through different modalities, an everyday activity, like snack time, can become an opportunity to teach and learn.

5. The Buckeye Local School District has provided a strong professional development program for the staff of Northwest Elementary. We firmly believe this commitment to increasing teacher skills and introducing new learning techniques has been a major factor in the dramatic improvement in student achievement over the last three years.

Various workshops and specialized training have been developed through partnerships with Ohio University, Franciscan University of Steubenville, the Jefferson County Educational Service Center, Salt Fork Regional Professional Development Center and many private educational programs. Additionally our district has requested and received waiver from the Ohio Department of Education for three professional development days.

Professional development enables our classroom teachers to increase content knowledge, align Ohio Fourth Grade Proficiency Outcomes with the new Academic Content Standards, develop new teaching strategies and incorporate them into a sound classroom program. Teachers attending these professional development programs are expected to share new information, techniques, and ideas with fellow staff members.

STATE CRITERION-REFERENCED TESTS

Grade: 4

Test : Ohio Fourth Grade Mathematics Proficiency Test

Edition/publication year: 2001-2002

Publisher: Ohio Department of Education

What groups were excluded from testing? Why, and how were they assessed? All students took the test

Number excluded 0

Percent excluded 0%

MATHEMATICS – Grade 4

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
TOTAL	83.9	73.8	36.4		
At or Above Basic	NC	NC	NC		
At or Above Proficient	83.9	73.8	36.4		
At Advanced	19.4	31.0	5.3		
Number of students tested	35	46	38		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. White (specify subgroup)					
At or Above Basic	NC	NC	NC		
At or Above Proficient	83.3	73.2	31.5		
At Advanced	19.0	30.9	6.0		
2. Male (specify subgroup)					
At or Above Basic	NC	NC	NC		
At or Above Proficient	91.7	73.7	32.0		
At Advanced	31.0	27.2	5.0		
3. Female (specify subgroup)					
At or Above Basic	NC	NC	NC		
At or Above Proficient	78.9	73.9	37.0		
At Advanced	11.0	30.4	8.0		
STATE SCORES					
TOTAL	62.9	59.4	48.9		
At or Above Basic	NC	NC	NC		
State Mean Score	NA	NA	NA		
At or Above Proficient	67.9	59.4	48.9		
State Mean Score	NA	NA	NA		
At Advanced	17	16	11		
State Mean Score	NA	NA	NA		

NC = Not Calculated

NA = Not Applicable

STATE CRITERION-REFERENCED TESTS

Grade: 4

Test : Ohio Fourth-Grade Reading Proficiency Test

Edition/publication year: 2001-2002

Publisher: Ohio Department of Education

What groups were excluded from testing? Why, and how were they assessed? All students took the test

Number excluded 0

Percent excluded 0%

READING – Grade 4

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
TOTAL	87.1	73.8	39.4		
At or Above Basic	9.7	NC	NC		
At or Above Proficient	87.1	73.8	39.4		
At Advanced	6.5	9.5	2.9		
Number of students tested	35	46	35		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. White (specify subgroup)					
At or Above Basic	91.6	NC	NC		
At or Above Proficient	86.7	75.6	39.0		
At Advanced	6.5	9.5	3.0		
2. Male (specify subgroup)					
At or Above Basic	97.5	NC	NC		
At or Above Proficient	91.7	68.4	35.0		
At Advanced	5.0	13.6	5.0		
3. Female (specify subgroup)					
At or Above Basic	88.4	NC	NC		
At or Above Proficient	84.2	78.3	46.0		
At Advanced	4.0	9.6	0		
STATE SCORES					
TOTAL	67.7	56.0	58.2		
At or Above Basic	94.1	NC	NC		
State Mean Score	NA	NA	NA		
At or Above Proficient	67.7	56.0	58.2		
State Mean Score	NA	NA	NA		
At Advanced	7.0	7.0	6.0		
State Mean Score	NA	NA	NA		

NC = Not Calculated

NA = Not Available