

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

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

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

School Mailing Address 707 Wilson Avenue
(If address is P.O. Box, also include street address)

Mingo Junction Ohio 43938 -1499
City State Zip Code+4 (9 digits total)

Tel. (740) 283-2479 Fax (740) 283-2286

Website/URL _____ Email ICHI_RS@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 March 28, 2003

Name of Superintendent Mr. Jene Watkins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Indian Creek Local School District Tel.(740) 264-3502 Ext 101

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 March 28, 2003

Name of School Board
President/Chairperson Dr. Theodore Starkey

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: March 28, 2003

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

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
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.
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.
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.
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.

PART II - DEMOGRAPHIC DATA

1. Number of schools in the district: 4 Elementary schools
 0 Middle schools
 1 Junior high school
 1 High school
 6 TOTAL

2. District Per Pupil Expenditure: \$7,207.00
 Average State Per Pupil Expenditure: \$8,073.00

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 3 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	36	27	63	7			
1	28	23	51	8			
2	38	28	66	9			
3	27	42	69	10			
4	25	38	63	11			
5	30	36	66	12			
6	22	29	51	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							429

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>97</u> | % White |
| <u>3</u> | % Black or African American |
| <u>0</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 11.3 %

(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.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	49
(4)	Total number of students in the school as of October 1	435
(5)	Subtotal in row (3) divided by total in row (4)	.113
(6)	Amount in row (5) multiplied by 100	11.3

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

9. Students eligible for free/reduced-priced meals: 52 %
221 Total Number Students Who Qualify

10. Students receiving special education services: 15 %
64 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>15</u> Speech or Language Impairment
<u>26</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>9</u> Multiple Disabilities	<u>0</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>20</u>	<u>3</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>8</u>	<u>6</u>
Total number	<u>45</u>	<u>10</u>

12. Student-“classroom teacher” ratio: 20:1

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	93.5%	94.3%	94.4%	94.0%	94.4%
Daily teacher attendance	97.5%	97.5%	96.7%	96.5%	96.7%
Teacher turnover rate	0	0	0	0	0
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III – SUMMARY

Hills Elementary School in Mingo Junction, Ohio, constructed in 1965, is the newest facility in the Indian Creek Local School District. Prior to 1965, “Hills School” was a one-room school for grades 1 – 6. Hills currently serves students from preschool through grade 6. Enrollment in grades K – 6 is 429, a total which has been consistently maintained during its relatively short history. Hills is one of four elementary schools in the Indian Creek Local School District which educates a total of 2,250 students. “The mission of Hills Elementary is to provide a safe, nurturing environment for students and to encourage them to become life-long learners and responsible citizens. We will do this through programs and activities that involve the cooperation of students, parents, staff and community.”

Many families served by Hills are either unemployed, under-employed, or subject to layoffs. Recreational opportunities are few. Hunting season and high school sports are among the most popular activities. Hills serves children of families in the village of Mingo Junction built around a flourishing steel industry with accompanying coal mines and railroad yards, all of which have been downsizing operations over the past 10 – 15 years. Industrial bankruptcies have caused a decline in available jobs. However, Hills has maintained enrollment during these slow economic times, and in the past 3 - 5 years, has increased enrollment by 25 – 30 students, most of whom are non-residents of Mingo Junction, but opted to attend Hills Elementary under Ohio Revised Code Public Choice Options.

Hills is not just mortar and bricks but also a tradition in the community, a place where children are safe, secure, nurtured, disciplined, and the focus of learning activities facilitated by experienced and highly qualified educators. Recognition of, identification of, and intervention for students with learning problems is a collaborative process, not separate activities performed by isolated staff members. Staff includes not only teachers but also support personnel who work together in a team setting with a third year administrator who has emerged as an instructional leader.

Despite difficult economic times, student academic performance has steadily improved over the past eight years as evidenced by results from the Ohio Fourth and Sixth Grade Proficiency Tests. The high number of low socio-economic students (52 % free/reduced lunch participation) has not had a negative impact upon the academic performance of the school. Increased student achievement remains the constant in a school that *leaves no child behind*.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Ohio Revised Code requires the Ohio State Board of Education to establish a statewide assessment program to ensure student achievement. The board ensures that all tests administered under the testing program are aligned with the Ohio Performance Outcomes and the State Board Adopted Ohio Model Curricula. The tests were created with input from Ohio parents, Ohio classroom teachers, Ohio school administrators, and other Ohio school personnel. This assessment mandate extends to students in fourth and sixth grade at Hills Elementary School.

The results from the Ohio Fourth and Sixth Grade Reading and Mathematics Proficiency Tests are used to measure basic, proficient, and advanced levels of performance. The Basic Competency Level was established for 2001-2002 and all subsequent assessments of the Ohio Fourth Grade Reading Proficiency Test and was developed to ensure that students who are not proficient readers receive the intervention they need to be academically successful. The basic scaled score is 198.

Proficient is the level at which students meet or exceed expectations on each assessment. Since 1998-1999, the scaled score for the Ohio Fourth Grade Reading Proficiency Test has been 217. A scaled score of 250 is required to meet the advanced competency level.

Since 1998-1999, the scaled score for proficient level for the Ohio Fourth Grade Mathematics Proficiency Test has been 218. The scaled score for advanced competency is 250. Since 1998-1999, the proficient level on the Ohio Sixth Grade Mathematics Proficiency Test has been 200. The advanced competency level score is 250.

Disaggregated data based on socioeconomic (free and reduced lunch), ethnicity, and gender is also reported. The data does not reflect any other ethnic subgroup due to the size of these subgroups which were below federal and state reporting laws.

The multi-handicapped students of Hills Elementary were excluded from the Ohio Proficiency Test Program. Alternate assessment is determined by the Individual Education Plan Team, which includes parents, when the team decides that a student will not participate in one or more of the tests contained in the Ohio Proficiency Test series. The Intervention Specialist implements the alternate assessment by completing four activities: aligning IEP goals, benchmarking progress, compiling data and assigning progress rating, and documenting results. Determination of progress is based primarily upon data about student success in achieving Individual Education Plan goals and objectives.

Disaggregated data of grades four and six reading and mathematics can be found in tables at the end of this report. The Ohio State Board of Education standard is that 75% of students in fourth and sixth grade be at or above the proficient level on statewide assessments. The data reported reflects a dramatic and continuous increase with no significant disparity in all subgroups indicating a concerted and collaborative effort to *leave no child behind*.

2. The staff at Hills Elementary recognizes that improving student performance is as closely aligned to an effective and ongoing process of assessment as it is to an effective process of instruction. Assessment of student learning is no longer a one-time summative event at the conclusion of an instructional segment, but is an ongoing formative process utilized frequently to monitor student progress toward mastery. The traditional theme of assessment of learning is now being replaced by the new theme of assessment for learning.

Teachers are now utilizing data gathered from multiple forms of assessment to guide and redirect individual and group instruction. Teacher-generated classroom tests, subject area unit tests, or norm-referenced achievement tests in the core subject areas all reveal meaningful and useful data if properly analyzed and utilized for intervention and realignment of instruction.

The Hills continuous improvement model includes a cyclical six-step process for understanding and improving student and school performance:

- . Validate, with data, the need for improvement
- . Clarify purposes, goals, and measures of the classroom and the building
- . Adopt a classroom-wide or district-wide approach to continual improvement
- . Translate that approach into aligned action throughout the classroom and building
- . Analyze results and make improvements
- . Repeat the cycle

Improvement of student and school performance is built upon the well known PDSA cycle, Plan Do Study Adjust.

3. Hills Elementary School recognizes its responsibility to monitor, assess, and report student performance to parents, students, and the community and is committed to fulfilling that responsibility in a thorough and efficient manner. At the midway point of each nine weeks grading period, parents and students receive extensive interim progress reports of students' classroom performance for the preceding four-and-a half weeks period. Report cards, issued to students and parents at the conclusion of each nine weeks period, communicate final grades and attendance data for that nine weeks.

Local Report Cards, mailed directly to parents and to the news media from the Ohio Department of Education on an annual basis, contain attendance and achievement data. The results of proficiency tests and other norm-referenced achievement tests are routinely sent to parents by the school district. The Indian Creek district website provides another vital link for parents and the community to view test data and other information about Hills Elementary and other district schools.

Other means of communicating performance data to parents include: parent/teacher conferences, school open house events, school news letters, the Hills Elementary Parent Teacher Organization, Title 1 Schoolwide Parent Advisory Council, and the Indian Creek Curriculum Improvement Council.

4. Hills Elementary School will share its successes with other schools in many ways. Staff at all grade levels are willing to share best practices, strategies, and materials for replication in other schools within the Indian Creek Local School District, other schools in the county, across the state, or nation. They are also willing to serve as presenters/consultants in individual districts or in multi-district, collaborative professional development activities. Several teachers have made presentations at state and national conferences such as Help One Student To Succeed (HOSTS) Conference, and Title 1; these same individuals have expressed interest in and willingness to share school successes at similar future conferences.

Staff at Hills have indicated a willingness to host on-site visitations where interested persons may observe students and teachers in their classrooms. For school personnel unable to visit our school, the Hills Staff will produce and distribute media presentations and materials. Staff will utilize school and district websites to share successes, use list-serve or email to interact with other professionals, and use Interactive Video Distance Learning (IVDL) to share successes with other schools.

In addition to the Hills teaching staff, the building principal will also be willing to share building successes at all levels of administrative staff development and to make collaborative presentations with the teachers.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum at Hills Elementary School consists of core subjects in reading, writing, mathematics, science, and social studies. Teachers are completing alignment of all core curriculum with the newly adopted Ohio Academic Content Standards for English Language Arts and Mathematics (adopted December 2001) and Science and Social Studies (adopted December 2002). Alignment ensures that students are engaged daily with rigorous content and challenging expectations for learning. At every grade level, the Ohio Academic Content Standards clearly detail what all students, including special populations, are expected to know and be able to do. Although the general curriculum is utilized with all students, it is appropriately adjusted to meet the needs of students with disabilities.

Students with special needs are challenged by highly qualified regular and special staff to reach appropriate and attainable goals. Both curriculum content and instructional strategies are implemented as a result of data driven best practices and respond to the scrutiny of previously mentioned PDSA cycle.

In addition to the core subjects, the Hills curriculum includes art, music, physical education, library media skills, character education, and technology. Students are engaged weekly in locally developed and board-adopted curriculum for these courses. This curriculum is aligned with Ohio Model Curriculum adopted by the State Board of Education and with the National Standards for art, music, and physical education.

Several ancillary services delivered by highly qualified teachers include: Reading Recovery, Title I Mathematics and Reading supplemental programs, the OhioReads Help One Student To Succeed (HOSTS) Program, Talented and Gifted (TAG) Program, Math Challenge, Accelerated Reader, and Reading Successmaker.

Regularly scheduled grade-level and/or cluster-level staff meetings, including intervention specialists and teachers of ancillary programs, help guarantee all students have access to the same curriculum.

A major difference between Hills and other schools operating on a similar time schedule is the uniqueness of Flex Period, scheduled the last period every day. Students are scheduled into this session as a result of ongoing diagnosis and validation of their individual learning needs. In addition to accommodating intervention needs, this period allows for supplemental and enrichment instructional time to ensure that all children receive opportunity to develop knowledge and skills for success.

Reading and mathematics instruction is based on individual needs of students. Hills uses cross categorical placements and grade-level placements that include schoolwide and inclusion. The staff includes four intervention specialists working with students with moderate to severe disabilities and three Title I teachers in addition to regular classroom teachers.

Another important part of equipping students with skills to master high level content involves helping parents acquire knowledge and skills to work with their children in the home setting. Hills has a literacy program in partnership with Jefferson County Job and Family Services to provide family literacy training. This program is research based and focuses on best practices. Literacy training is scheduled outside the school/work day to give parents and students opportunities to train together to improve student performance.

2. The reading curriculum consists of a variety of learning experiences enriched by instructional strategies and materials aimed at early identification of at-risk students. Appropriate intervention to close the achievement gap between the lowest achieving students and their peers follows. A research-based basal series serves as the core reading curriculum for all students. This series was selected because part of the research base includes the work of Snow, Burns and Griffin (1998), *The Prevention of Reading Difficulties in Young Children*; this same research undergirds the Reading Recovery Program, one of the early intervention programs included in the Hills Elementary reading curriculum. Both the basal program and Reading Recovery emphasize essential reading components found in the Ohio Academic Content Standards for English Language Arts and endorsed by the National Council of Teachers of English. These components include phonemic awareness, phonics, vocabulary, fluency, and comprehension as well as early intervention and one-to-one tutoring. While Reading Recovery services are directed toward first grade students, the Title I program is available to students in all grade levels.

Three days a week, more than 100 community mentors, trained through the Help One Student To Succeed (HOSTS) Program as a part of Governor Taft's OhioReads Initiative, provide individual reading tutorial services focusing on specific reading skills to identify at-risk students. Title I teachers serve as HOSTS facilitators and also provide supplemental reading and math services to HOSTS students for the remaining two days a week. Accelerated Reader software and accompanying paperback books are used by all students to supplement comprehension and to increase interest in leisure reading. Reading Successmaker software provides activities for daily intervention or remedial work for identified students.

The importance of the reading curriculum at Hills is evidenced by a school-wide ninety-minute uninterrupted block of time reserved for reading instruction.

3. "The mission of Hills Elementary is to provide a safe, nurturing environment for students and to encourage them to become life-long learners and responsible citizens. We will do this through programs and activities that involve the cooperation of students, parents, staff, and community."

This is a very challenging and yet very achievable mission for Hills Elementary. The staff at Hills believes that children must master essential mathematics skills detailed in the Ohio Proficiency Test Outcomes and the Ohio Academic Content Standards to achieve the school mission and become independent and responsible adults in the local and global communities. To assist students in achieving this level of mastery, mathematics is presented in a student-friendly and application-friendly manner with newly presented concepts carefully connected to previously mastered skills.

To accommodate varied learner needs, the instructional staff utilizes an array of teaching strategies including: teaching to student learning modality strengths, incorporating a variety of manipulatives and hands-on activities into instruction, utilization of team teaching, utilization of Title I intervention specialists, use of parent/community volunteers for drill and review, utilization of departmentalization as an instructional option (departmentalization allows a teacher to stay with a class for two or three years rather than one), and utilization of computers as an effective learning tool.

The Hills staff is implementing a cyclical six-step continuous improvement model as a structured data driven system of monitoring student progress and validating results. We have been into the implementation process for one academic year and noting very encouraging results.

4. Hills Elementary uses multiple instructional methods to meet the needs of its diverse learners. Some of the most popular methods include: OhioReads mentoring/tutoring, individualization and small group, 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 Reading/Math Successmaker intervention software used in classrooms and laboratory settings, as well as the use of Accelerated Reader software and hundreds of paperback books which increase student comprehension skills. Providing parent training for these programs has opened a new door of collaboration and an untapped 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 activities include an inquiry-based science program, innovative incentive programs, and theme-based learning.

5. The professional development program at Hills Elementary School is aligned with building Strategic and Continuous Improvement Plan goals and strategies to ensure that educators have the skills, knowledge, and resources to enable students to meet higher expectations. Professional development topics are based upon staff surveys and needs assessments.

Teachers participated in hands-on technology professional development to enhance skills in integrating technology as an instructional strategy and to empower students to use technology as a learning tool. Hills students may use the Accelerated Reading Program and Reading Successmaker in all classrooms and in the school computer lab. Staff also acquired new discipline skills and collaboratively developed a school-wide discipline plan with a goal of reducing disruptions to instruction and learning.

Teachers participated in activities focusing on aligning building curriculum and instruction with the new Ohio Academic Content Standards and the Ohio Assessment Program, including Ohio Fourth and Sixth Grade Proficiency Tests as well as the upcoming Ohio Diagnostic and Achievement Tests. Knowledge-building activities also included Balanced Literacy training focusing on a classroom reading inventory; the No Child Left Behind Act focusing on accountability, assessment, and qualified staff; and Character Education, focusing on non-academics to enhance and/or support learning.

Teachers participated in total quality management training using a cyclical six-step continuous improvement model as a means of increasing student performance. Cross curriculum grade level meetings designed to encourage teachers to collaborate and share ideas, strategies, and materials are ongoing throughout the school year.

To assure continued quality of both the topic and the content of each professional development experience, teacher participants are asked to evaluate each session at the conclusion of the experience. These results serve as validation data that may lead to change.

Participation in professional development activities allows the principal and staff opportunity to model life-long learning and reflect adult competencies.

STATE CRITERION-REFERENCED TESTS

Grade: 4 Test: Ohio Fourth Grade Reading Proficiency Test

Publication years: 1998-1999 Publisher: Ohio Department of Education
 1999-2000
 2000-2001
 2001-2002

The multi-handicapped students were excluded from testing in years 1999-2000, 2000-2001, and 2001-2002. These students were given alternate assessments based upon their success data in achieving their Individual Education Plan (IEP) goals and objectives.

Number excluded (1999-2000): 1 Percent excluded (1999-2000): 2%
 (2000-2001): 1 Percent excluded (2000-2001): 2%
 (2001-2002): 1 Percent excluded (2001-2002): 2%

Basic Score: 198 (2001-2002) NC: Not Calculated
 Proficient: 217 NA: Not Applicable
 Advanced: 250

State Standard: The Ohio State Board of Education minimum requirement is that 75% of students in fourth grade are at or above the proficient level on statewide assessments.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Oct/Mar	March	March	March	
SCHOOL SCORES					
TOTAL	86.3	82.5	64.3	65	
At or Above Basic	100	NC	NC	NC	
At or Above Proficient	86.3	82.5	64.3	65	
At Advanced	9.8	15	1.8	2.4	
Number of students tested	53	40	56	43	
Percent of total students tested	98	98	98	100	
Number of students excluded	1	1	1	0	
Percent of students excluded	2	2	2	0	
SUBGROUP SCORES					
1.SocioEconomic Free and Reduced Lunch					
At or Above Basic	95	NC	NC	NC	
At or Above Proficient	71	53	49	50	
At Advanced	10	5	0	0	
2.Ethnicity - White					
At or Above Basic	100	NC	NC	NC	
At or Above Proficient	87	82.5	64	67	
At Advanced	10	15	2	2	
3.Gender Male (M) Female (F)					
At or Above Basic	100/100	NC	NC	NC	
At or Above Proficient	77/63	94/75	61/70	40/79	
At Advanced	14/7	19/13	3/0	0/4	
STATE SCORES					
TOTAL	67.7	56	58.2	59.2	
At or Above Basic	91.4	NC	NC	NC	
State Mean Score	NA	NA	NA	N/A	
At or Above Proficient	67.7	56	58.2	59.2	
State Mean Score	NA	NA	NA	NA	
At Advanced	7	7	6	4	
State Mean Score	NA	NA	NA	N/A	

STATE CRITERION-REFERENCED TESTS

Grade: 4 Test: Ohio Fourth Grade Mathematics Proficiency Test

Publication years: 1998-1999 Publisher: Ohio Department of Education
 1999-2000
 2000-2001
 2001-2002

The multi-handicapped students were excluded from testing in years 1999-2000, 2000-2001, and 2001-2002. These students were given alternate assessments based upon their success data in achieving their Individual Education Plan (IEP) goals and objectives.

Number excluded (1999-2000): 1 Percent excluded (1999-2000): 2%
 (2000-2001): 1 Percent excluded (2000-2001): 2%
 (2001-2002): 1 Percent excluded (2001-2002): 2%

Basic Score: NC NC: Not Calculated
 Proficient: 218 NA: Not Applicable
 Advanced: 250

State Standard: The Ohio State Board of Education minimum requirement is that 75% of students in fourth grade are at or above the proficient level on statewide assessments.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
TOTAL	82.4	90	50	44	
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	82.4	90	50	44	
At Advanced	27.5	42.5	8.9	7.1	
Number of students tested	53	40	56	43	
Percent of total students tested	98	98	98	100	
Number of students excluded	1	1	1	0	
Percent of students excluded	2	2	2	0	
SUBGROUP SCORES					
1.SocioEconomic Free and Reduced Lunch					
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	62	74	31	31	
At Advanced	14	37	0	4	
2.Ethnicity – White					
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	82	90	49	45	
At Advanced	31	43	9	7	
3.Gender Male (M) Female (F)					
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	81/83	94/88	45/57	40/46	
At Advanced	28/26	56/33	12/4	0/11	
STATE SCORES					
TOTAL	62.9	59.4	48.9	50.6	
At or Above Basic	NC	NC	NC	NC	
State Mean Score	NA	NA	NA	NA	
At or Above Proficient	62.9	59.4	48.9	50.6	
State Mean Score	NA	NA	NA	NA	
At Advanced	17	16	11	12	
State Mean Score	NA	NA	NA	NA	

STATE CRITERION-REFERENCED TESTS

Grade: 6 Test: Ohio Sixth Grade Reading Proficiency Test

Publication years: 1998-1999 Publisher: Ohio Department of Education
 1999-2000
 2000-2001
 2001-2002

No students were excluded from testing. Number excluded: 0 Percent excluded: 0%

Basic Score: NC NC: Not Calculated
 Proficient: 222 NA: Not Applicable
 Advanced: 250

State Standard: The Ohio State Board of Education minimum requirement is that 75% of students in sixth grade are at or above the proficient level on statewide assessments.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
TOTAL	76.4	65.9	60	45.7	
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	76.4	65.9	60	45.7	
At Advanced	23.6	24.4	16	8.7	
Number of students tested	55	42	53	47	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1.SocioEconomic Free and Reduced Lunch					
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	75	45	50	25	
At Advanced	25	9	10	4	
2.Ethnicity – White					
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	75	67	62	45	
At Advanced	25	23	17	9	
3.Gender Male (M) Female (F)					
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	70/84	67/67	58/65	19/26	
At Advanced	23/24	17/27	16/18	4/4	
STATE SCORES					
TOTAL	58.2	58.3	54	53	
At or Above Basic	NC	NC	NC	NC	
State Mean Score	NA	NA	NA	NA	
At or Above Proficient	58.2	58.3	54	53	
State Mean Score	NA	NA	NA	NA	
At Advanced	22	23	15	18	
State Mean Score	NA	NA	NA	NA	

STATE CRITERION-REFERENCED TESTS

Grade: 6 Test: Ohio Sixth Grade Mathematics Proficiency Test

Publication years: 1998-1999 Publisher: Ohio Department of Education
 1999-2000
 2000-2001
 2001-2002

No students were excluded from testing. Number excluded: 0 Percent excluded: 0%

Basic Score: NC NC: Not Calculated
 Proficient: 200 NA: Not Applicable
 Advanced: 250

State Standard: The Ohio State Board of Education minimum requirement is that 75% of students in sixth grade are at or above the proficient level on statewide assessments.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
TOTAL	87.3	92.7	84	66	
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	87.3	92.7	84	66	
At Advanced	16.4	53.7	20	2.2	
Number of students tested	55	42	53	47	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1. SocioEconomic Free and Reduced Lunch					
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	82	82	60	46	
At Advanced	18	45	10	0	
2. Ethnicity – White					
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	87	92	83	62	
At Advanced	15	54	21	2	
3. Gender Male (M) Female (F)					
At or Above Basic	NC	NC	NC	NC	
At or Above Proficient	83/92	100/90	79/85	36/30	
At Advanced	17/16	58/53	32/15	0/2	
STATE SCORES					
TOTAL	61.7	61.1	55	52	
At or Above Basic	NC	NC	NC	NC	
State Mean Score	NA	NA	NA	NA	
At or Above Proficient	61.7	61.1	55	52	
State Mean Score	NA	NA	NA	NA	
At Advanced	9	12	8	7	
State Mean Score	NA	NA	NA	NA	