

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 72559 Colerain Road
(If address is P.O. Box, also include street address)

Dillonvale OH 43917-9547
City State Zip Code+4 (9 digits total)

Tel. (740) 635-2444 Fax (740) 633-3108

Website/URL www.mfcsd.k12.oh.us E-mail mf_127@omalp1.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 _____

Name of Superintendent* Mr. Nick Stankovich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Martins Ferry City School District Tel. (740) 633-1732

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Cynthia Bruney
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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. (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 2003-2004 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 1998.
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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: __ 3 __ Elementary schools
 __ 1 __ Middle schools
 __ 0 __ Junior high schools
 __ 1 __ High schools
 __ 0 __ Other (Briefly explain)
- __ 5 __ TOTAL
2. District Per Pupil Expenditure: __ \$6,599.00 _____
 Average State Per Pupil Expenditure: __ \$8,441.00 _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. __ 1 __ Number of years the principal has been in her/his position at this school.
 __ 2 __ 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	13	10	23	7	N/A	N/A	N/A
1	15	17	32	8	N/A	N/A	N/A
2	21	14	35	9	N/A	N/A	N/A
3	16	13	29	10	N/A	N/A	N/A
4	15	12	27	11	N/A	N/A	N/A
5	N/A	N/A	N/A	12	N/A	N/A	N/A
6	N/A	N/A	N/A	Other	N/A	N/A	N/A
TOTAL STUDENTS IN THE APPLYING SCHOOL →							146

6. Racial/ethnic composition of the students in the school: 95 % White
5 % Black or African American
 % Hispanic or Latino
 % Asian/Pacific Islander
 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 5.3 %

(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.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	149
(5)	Subtotal in row (3) divided by total in row (4)	.053
(6)	Amount in row (5) multiplied by 100	5.3%

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

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

If this method does not produce 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: 22.8 %
32 Total Number of Students Served

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

- | | |
|----------------------------|---|
| ___ Autism | ___ Orthopedic Impairment |
| ___ Deafness | ___ Other Health Impaired |
| ___ Deaf-Blindness | _ 1_ Specific Learning Disability |
| ___ Hearing Impairment | _ 11_ Speech or Language Impairment |
| _ 12_ Mental Retardation | ___ Traumatic Brain Injury |
| _ 1_ Multiple Disabilities | ___ Visual Impairment Including Blindness |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	___	___ 1 ___
Classroom teachers	___ 6 ___	___
Special resource teachers/specialists	___ 4 ___	___
Paraprofessionals	___ 4 ___	___ 1 ___
Support staff	___	___
Total number	___ 14 ___	___ 2 ___

12. Average school student-“classroom teacher” ratio: 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.4	96.6	96.5	95.0	95.4
Daily teacher attendance	95.2	90.5	97.0	96.5	98.2
Teacher turnover rate	0	0	0	0	0
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Hilltop School is a K-4 elementary located on the outskirts of the city of Martins Ferry. Its mission statement, *The Hilltop Community Working Together to be Responsible, Respectful, and to Learn*, was developed by the entire building staff. Its building goals are to *Improve Reading, Improve Math, Improve Behavior, and Improve Writing*. Classroom and individual goals, developed by the students, uphold the building goals based on areas in need of improvement.

Being located in the Appalachian region, the majority of our student population is comprised of children from blue-collar families. These families hold education in high regard as evidenced by parents being actively involved in the educational process and by encouraging students who have graduated from our high school to pursue advanced studies.

Hilltop School is tied to the community by providing opportunities for senior citizens to participate in school projects and activities. Parents, teachers, and staff work together in social/educational endeavors so as to encourage open communication and participation in the education of children.

Our small size makes it easy for teachers to develop new approaches to learning through Quality Change committee work. Student Achievement and Process Management Teams drive the educational process at Hilltop. Committee members include both certified and non-certified staff.

The Student Achievement Committee evaluates results from Short-Cycle Assessments that are administered four times a year. From these results, benchmarks are set to monitor student progress in reaching building goals. This committee is also responsible for developing innovative programs in order to keep students excited about learning.

The Process Management Committee reviews monthly classroom goals and monitors student data folders and the use of quality tools.

Our faculty consists of experienced well-educated professionals, 72% of whom hold masters degrees or above and are 100% certified in their fields. One teacher holds the designation of being National Board Certified. There is an average teaching experience of 22 years as compared to comparable districts in the state who show an average of 16.

The Hilltop philosophy is that students who are excited about learning will become actively involved in the learning experience. As students find success in meeting classroom and individual goals, they develop a positive attitude toward learning.

For this reason, success assemblies are held quarterly to recognize student achievements as well as to applaud staff efforts. Quarterly building newsletters recognizing students who meet classroom and/or individual goals are sent home in order to keep a line of communication open between home and school. Classroom newsletters offer students the opportunity to share with parents and others the exciting learning experiences taking place within the classroom. We feel a positive attitude reaps positive results.

Our commitment to excellence in education qualifies Hilltop Elementary for recognition as a No Child Left Behind -- Blue-Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Clear Assessment Results

A significant amount of time was spent collecting and analyzing pertinent information in order to determine the building's strengths and weaknesses. Major sources for collecting data were the district and building state report cards and supplementary test scores. The mission statement and goals also coincide with the district's Continuous Improvement Plan's established goal that students meet or exceed high academic standards. Students are reminded daily of the building and classroom mission statements, as well as the goals to be reached in order to maintain a focus on learning. Student data related to classroom or individual goals is collected and recorded daily; short-cycle assessments in reading, writing, and math are conducted quarterly in order to monitor student progress in achieving building goals.

Proficiency test scores at Hilltop have reflected a significant improvement as indicated by an upward trend over the past three years. The percentages of Hilltop fourth grade students passing each subject area of the state required tests are as follows along with the percentage of low income students included in the results.

<u>Subject Area</u>	<u>2001</u>	% Low Income	<u>2002</u>	% Low Income	<u>2003</u>	% Low Income	<u>+/- Percentage Points</u>
Citizenship	62%	25%	83%	17%	92%	29%	+30
Math	47%	21%	100%	26%	100%	32%	+53
Reading	52%	21%	76%	9%	89%	25%	+37
Writing	71%	33%	87%	17%	96%	29%	+25
Science	57%	25%	91%	22%	100%	32%	<u>+43</u>
						Total	+188

Year 2002-2003 scores are indicative that Hilltop's status is substantially above the state's required 75% standard.

Hilltop's free and reduced lunch rate is approximately 52%, which allows it to qualify as a Title I Schoolwide building. This is the fourth year Hilltop qualifies as a Schoolwide.

Many kindergarteners enrolled in our school district have had no preschool experience. Therefore, we added our own district preschool which is housed at Hilltop. We elected to be proactive in order to better assist our students in the transition to kindergarten by providing the necessary readiness skills.

Hilltop also houses a Junior First classroom, a transitional class for students who have completed kindergarten but are not yet ready for first grade, and two developmentally handicapped units which serve the district.

We have an approximate 6% mobility rate. At least 23% of Hilltop's students have some type of disability. Thirty-two (32) of one hundred forty-nine (149) students received some type of special education services in 2002-2003.

2. Assessment Data Used

At Hilltop Elementary, emphasis is placed on meeting the academic needs of all of our students. This may be in the form of providing intervention for those students who are having difficulty meeting the academic standards required for learning success, or through providing an enriched curriculum for those students who require a more challenging program. Students' progress is not only monitored through "traditional" classroom evaluations, but also through monthly goal setting geared toward specific content areas. Through the charting of goals the success to meet, or the failure to meet, these goals allow both the teacher and student to discern areas of strength or weakness. In addition, these evaluative techniques accompany building-wide assessments which are administered four times a year in the three most stressed areas at Hilltop: reading, math, and writing.

The data collected from these assessments is charted, tracked, and analyzed by staff through the PDSA Cycle (Plan, Do, Study, Adjust). Based on the results of our testing, instruction then follows the PDSA approach to teaching. Instruction is continually being directed to ensure that the curriculum is aligned with the needs of our students. The PDSA Cycle allows for overall growth of both student achievement and teacher performance.

3. *Communication of Student Performance*

Our school publishes a *Quality Newsletter* that goes home at the end of each nine weeks listing classroom and/or individual goals that were achieved. In order to provide personal recognition, all students' names are listed individually.

The state of Ohio mails an annual school report card to the district residents and puts assessment data on its website. The school publishes an annual report, which is mailed to every household in the school district which contains descriptions of the policies and procedures we have adopted to ensure continuing excellence.

The local daily newspaper, *The Times-Leader*, publishes proficiency test scores of all neighboring districts so that readers can compare school performance.

Charts communicating assessment data collected and used by the building are predominately displayed in the front entry. The data is shown on both a building and classroom level. All classrooms use scattergrams and various other quality tools to display and communicate the assessment data and their progress to the students.

Each student keeps an individual data folder to chart performance in academic areas along with conduct and effort. These are sent home with interims and report cards. Parents and family are invited to view the data folders with their children twice a year at a celebration at school. Invitations are extended to community and student leaders to tour the building, listen to the students explain their goals and charts in the rooms, and view the data folders. Teachers and students establish monthly classroom/individual goals. These goals are charted by the students in the classroom and discussed on a daily basis.

4. *Sharing Success*

The Hilltop Community has opened its doors to over one thousand sixty (1, 060) teachers and administrators from different regions around the state of Ohio as well as representatives from Michigan, West Virginia, and Pennsylvania. Our superintendent, principal, staff and students share the steps of the Quality Process and provide a first-hand look at its success.

Our participation in Quality Academies and Quality Conclaves, both as presenters and participants, has resulted in a vast network of support via e-mails and mentorships throughout the state. The Hilltop Community will continue to offer all of its resources to schools interested in experiencing the success of the Quality Process.

It is our intent that Hilltop's accolades be published both on the U.S. Department of Education's website, in local newspapers, and in the district's *School Scene*, a brochure reaching every member of the community. Information will also be forwarded to television/radio communication stations in the area for announcement.

PART V – CURRICULUM AND INSTRUCTION

1. Core Curriculum

The curriculum at Hilltop Elementary is aligned to the Ohio content Standards for English language arts, mathematics, science, and social studies. In addition, our building and classroom goals reflect these standards. Regularly scheduled grade-level meetings assure that curriculum is aligned across all grade levels.

Three of the building goals are to increase reading scores, to increase mathematics scores, and to increase writing scores. Short-cycle assessments are administered to all students quarterly in order to ascertain student progress. Data is then charted and posted in the lobby so that staff, students, and parents can monitor progress.

Hilltop's language arts program focuses on phonemic awareness, word recognition and fluency, acquisition of vocabulary, reading processes and applications and how they align with Ohio's Academic Content Standards which include specific benchmarks and indicators at each grade level. Students meet their benchmarks and indicators through the use of skill-based activities which encompass all subject areas in the total language arts spectrum. In addition, computer-generated programs assist students in the development of skills needed to become proficient readers and writers.

The math curriculum includes both learning and performance objectives to ensure that building goals and state standards are met. Mathematics includes problem solving, reasoning and communicating. Thus, an appropriate mathematics curriculum includes all of these topics at every grade level. All students are provided access to a full range of mathematical topics. This mathematics curriculum is also associated with component elements included in the Ohio Mathematics Model, the National Standards set by the National Council of Teachers of Mathematics, and the Ohio proficiency outcomes.

Social Studies is also a part of Hilltop's curriculum in grades K-4. The social studies program helps students understand, through the study of the past and present, what it means to live in a society and develop the ability to make informed and reasonable decisions for the public good as citizens of a democratic society.

In the area of science, students are provided the opportunity to understand and engage in the areas of earth and space, life, physical, science/technology, scientific inquiry, and scientific ways of knowing. This exposure to all aspects of the science spectrum helps prepare students for the future.

Hilltop's two special education classes follow the curriculum provided for regular K-4 classrooms. The Junior First Grade, a transitional class between grades kindergarten and first, also follows the school's regular curriculum, which is modified to be developmentally appropriate.

Students receive art, music, and physical education instruction weekly at Hilltop.

As highlighted in the above paragraphs, Hilltop's curriculum is all-inclusive and offers the students the opportunity to become critical thinkers and responsible citizens.

2. Reading/English Language Arts

We are required by state statute to implement a locally developed Competency-based Language Arts program which includes phonemic awareness, word recognition/fluency, acquisition of vocabulary, reading processes and applications. Our school also makes use of the Academic Content Standards, benchmarks (key check points that monitor student progress in meeting state standards), and Indicators (grade-level specific statements of what students should know and be able to do) in order to develop monthly classroom goals. In our Quality Change program, classroom goals might reflect specific needs in academics such as reading. This goal-making process is based on the S.M.A.R.T. (Specific, Measurable, Accountable, Realistic, and Time-line) technique.

Hilltop utilizes the McGraw-Hill reading series, which contains many easily found skill-based activities that help our students meet state indicators and benchmarks. This series also all meets the requirements of a Competency-Based Language Arts program and encompasses all subject areas in the total language arts spectrum.

Hilltop students participate in many computer software programs such as the Scholastic Reading Inventory assessment systems called Lexile, Reading Counts, and Accelerated Reader. All measure and develop comprehension/application skills necessary to become proficient readers.

Finally, the B.E.A.R. (Be Excited about Reading) program requires that each student read nightly.

By exposing our students to meaningful learning activities and providing them with the necessary skills and encouragement to read, the fourth-grade proficiency scores have improved significantly.

3. Other Curriculum Area

The Hilltop staff believes that children must master basic mathematical skills as well as develop the skills necessary to problem solve in order to become productive members of society. Therefore, the application of mathematical principles in real-world situations is emphasized.

Our mathematics program is aligned to Ohio's Academic Content Standards to allow students the opportunity to meet benchmarks and indicators in order to be proficient. In addition to the use of a textbook which is standards aligned, teachers employ other instructional strategies such as hands-on activities, discovery/inquiry learning, and the utilization of computer-assisted instruction.

4. Instructional Methods

The Hilltop staff provides an ever-changing approach to teaching. Teaching strategies are continually modified to meet all student needs and learning styles. Quality tools are used in order to measure teaching success. Plus/Delta/Rx allows students to offer feedback on positive as well as negative aspects of the daily instruction. Teachers and students then must provide for a prescription to remedy areas in need of improvement. This student input enables the teacher to plan instructional methods useful for a follow-up lesson. Brainstorming, another quality tool, is utilized by teachers and students to create action plans for those goals set by the students for upcoming academic concepts.

The instructional method used at Hilltop is centered on problem solving. A variety of opportunities for students in both math and science are provided to analyze a concept and strategize a solution. Furthermore, in an effort to prepare our students for diagnostic and proficiency testing, third and fourth-grade students are exposed to daily proficiency practice problems and the use of content area specific centers. Students are afforded the opportunity to familiarize themselves with the types of questions they will encounter on these assessments.

The Classroom Performance System (CPS) is used in all areas of the curriculum whereby students and teachers experience immediate feedback from responses to teacher pre-programmed questions. Intervention is provided as needed. Because students are actively engaged in the learning process, academic performance continues to progress.

3. Professional Development

Hilltop Elementary is presently in the third year of the Quality Change Process. This program has enabled our staff to professionally develop our attitudes toward learning and ways to impact our students' overall achievement. The staff is divided into two main committees: process management and student achievement. The process management members oversee the PDSA (Plan, Do, Study, and Adjust) Cycle to improve school processes and monitor progress toward school goals. The student achievement committee plans the strategies to improve student achievement in each classroom, and compare data from one year to the next or among similar schools. Each committee meets bi-monthly to review progress and report findings to the entire staff. One member from each committee meets once a month with other committee members from the other elementary buildings in the district to share ideas and discuss ways to build on the foundation already established with Quality Change.

Professional development days throughout the year find teachers doing "Museum Walks" throughout the building to share classroom ideas and strategies being used successfully at each grade level. The staff is encouraged and funded to attend off-site Quality Academies and other teacher workshops/seminars appropriate for their grade levels and/or areas of specialization throughout the year.

Hilltop participates in grade level meetings twice a year. Teachers have the opportunity to share ideas and coordinate curriculum. Courses of study are developed with each new textbook adoption to align curriculum, instruction, and assessment.

STATE CRITERION-REFERENCED TEST

Grade 4 Test Ohio Fourth-Grade Reading Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 28

Number of students who took the test 28

What groups were excluded from testing? Why, and how were they assessed? _____

Number excluded 0

Percent excluded 0

For the 2002-2003 school year, Ohio required 4th, 6th and 9th grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, reading scores for the fourth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Fourth-Grade Reading		
Category	Scaled Score	2002-2003 State Percentage
At Advanced	250 and higher	9.3%
At or above proficient	217 and higher	66.3%
At or above basic	198 and higher	90.6%
Below basic	below 198	9.4%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

STATE CRITERION-REFERENCED TEST

Grade 4 Test Ohio Fourth-Grade Mathematics Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 28

Number of students who took the test 28

What groups were excluded from testing? Why, and how were they assessed? _____

Number excluded 0

Percent excluded 0

For the 2002-2003 school year, Ohio required 4th, 6th and 9th grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, mathematics scores for the fourth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Fourth-Grade Mathematics		
Category	Scaled Score	2002-2003 State Percentage
At Advanced	250 and higher	14.6%
At or above proficient	218 and higher	58.6%
At or above basic	208 and higher	70.4%
Below basic	below 208	29.6%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

State of Ohio Fourth Grade Proficiency Test: Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	October and March				
SCHOOL SCORES					
% At or Above Basic	100%	N/A	N/A	N/A	N/A
% At or Above Proficient	88.9%	76.2%	52.4%	65.4%	60.0%
% At Advanced	11%	14.3%	4.8%	7.7%	0%
Number of students tested	28	23	24	28	25
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	100%	N/A	N/A	N/A	N/A
% At or Above Proficient	88.9%	72.9%	52.4%	65.4%	60.0%
% At Advanced	11%	13.7%	4.8%	7.7%	0%
Number of students tested	28	22	24	28	25
2. <u>African-American</u> (specify subgroup)					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	100%	N/A	N/A	N/A
Number of students tested	0	1	0	0	0
STATE SCORES					
% At or Above Basic	90.6%	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	66.3%	67.7%	56%	58.2%	59.2%
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	9.3%	7.0%	7.0%	6.0%	4.0%
State Mean Score	N/A	N/A	N/A	N/A	N/A

Based on information provided by the State of Ohio

State of Ohio Fourth Grade Proficiency Test: Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	100%	N/A	N/A	N/A	N/A
% At or Above Proficient	100%	100%	47.6%	50%	60%
% At Advanced	39%	34.8%	4.8%	11.5%	12%
Number of students tested	28	23	24	29	25
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	100%	N/A	N/A	N/A	N/A
% At or Above Proficient	100%	100%	47.6%	50%	60%
% At Advanced	39%	33.3%	4.8%	11.5%	12%
Number of students tested	28	22	24	29	25
2. <u>African- American</u> (specify subgroup)					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	100%	N/A	N/A	N/A
Number of students tested	0	1	0	0	0
STATE SCORES					
% At or Above Basic	70.4%	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	58.6%	62.9%	59.4%	48.9%	50.6%
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	14.6%	17.0%	16.0%	11.0%	12.0%
State Mean Score	N/A	N/A	N/A	N/A	N/A

Based on information provided by the State of Ohio