

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

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

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

School Mailing Address 305 Ninth Street
(If address is P.O. Box, also include street address)

Wellsville Ohio 43968-1460
City State Zip Code+4 (9 digits total)

Tel. (330) 532-1370 Fax (330) 532-6204

Website/URL www.wellsville.k12.oh.us E-mail WELL_LKK@ACCESS-k12.org

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

_____ Date February 5, 2003
(Principal's Signature)

Name of Superintendent Mr. James R. Brown
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wellsville Local School District Tel. (330) 532-2643

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.

_____ Date February 5, 2003
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Steve Creaturo
(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.

_____ Date February 5, 2003
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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 demographic information presented in this section is based upon data from 2002-2003 (the school year for which the No Child Left Behind-Blue Ribbon School nomination is based). Fairview Elementary closed at the end of the 2002-2003 school year and was merged with MacDonald this past fall. Therefore, the demographic data for 2003-2004 is somewhat different with the building's new configuration.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
 1 Middle school
 0 Junior high schools
 1 High school
 0 Other (Briefly explain)

 5 TOTAL

2. District Per Pupil Expenditure: \$7,811.00

 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.

 10 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	17	18	35	7			
1	14	10	24	8			
2	9	7	16	9			
3	7	10	17	10			
4	15	18	23	11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							115

6. Racial/ethnic composition of the students in the school: 80% White
2% Black or African American
18% Multi-Racial

100% Total

7. Student turnover, or mobility rate, during the past year: 19.13%

(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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	115
(5)	Subtotal in row (3) divided by total in row (4)	.1913
(6)	Amount in row (5) multiplied by 100	19.13

8. Limited English Proficient students in the school: $\frac{0}{0}$ %
 Total Number Limited English

Proficient

Number of languages represented: NA

Specify languages:

9. Students eligible for free/reduced-priced meals: 57.39 %

66 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: $\frac{20.87}{24}$ %
 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> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 14 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 10 </u> Speech or Language Impairment
<u> </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>	
Classroom teachers	<u> 6 </u>	<u> 4 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 3 </u>
Paraprofessionals	<u> 1 </u>	<u> 1 </u>
Support staff	<u> 2 </u>	
Total number	<u> 11 </u>	<u> 8 </u>

12. Average school student-“classroom teacher” ratio: 19:1

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	94.8%	94.9%	94.7%	94.5%	94.9%
Daily teacher attendance	94.2%	96.1%	91.1%	92.3%	93.0%
Teacher turnover rate	0	0	1	0	2
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

PART III - SUMMARY

MacDonald Elementary is located in Wellsville, Ohio near the border of Pennsylvania and West Virginia. Nestled in a small, Appalachian village of 4,500 people, the school is situated near the banks of the Ohio River and serves children in grades kindergarten through fourth.

Approximately twenty-seven percent of MacDonald's students arrive daily by school bus. The other seventy-three percent either walk or are transported by a family member.

The staff members of "MacDonald Elementary, in partnership with the families and community, are responsible for promoting growth and development of all children socially, academically, and emotionally. Regardless of economic background, race, gender, family history, or past performance, they believe each child is able to achieve individual, maximum potential. Through the use of human, technological, and community resources, they encourage children to become productive, contributing members of society."

Many families served by MacDonald Elementary are either unemployed or subject to lay-offs due to the decline of the steel and pottery industry in and around the immediate area. The largest in-town employer is the Sterling China Company (supplier of various pottery ware for Longaberger and Bob Evans). Wellsville Local School District is rated the seventeenth poorest school district in the state of Ohio, and fifty-seven percent of the students are eligible for free or reduced lunches.

Despite economic constraints, however, student academic performance has steadily improved over the past several years as evidenced by results from the Ohio Fourth Grade Proficiency Test. As a recipient of the State Superintendent's School of Promise award the last two consecutive years, MacDonald Elementary has shown that low-income does not have to mean low-performing. The school has focused on:

- * delivering rigorous instruction aligned to the standards;
- * providing leadership that results in continuous improvement of instruction;
- * designing instruction to ensure every student succeeds;
- * engaging parents and community to support student success;
- * and creating a culture where each individual feels valued.

The implementation of the district's continuous improvement plan in 1999 has also attributed to MacDonald Elementary's noted academic success. By addressing various facets of (1) student academic performance, (2) curriculum alignment, (3) parent/community involvement, and (4) technology, the school brought its scores in 1999 from fifteen percent in reading and ten percent in math to eighty-six percent in both subject areas in 2003.

"Are our children experiencing success?" is the guiding question for the teachers and staff members each day at MacDonald Elementary. Through the utilization of ongoing, individual assessments, student success is achieved through a combination of instruction within the classroom and with non-traditional after-school and summer programs. This multi-faceted approach to student success relies on a team effort where teachers develop classroom instructional strategies that have resulted in increased pupil achievement.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The meaning of the school’s assessment results in reading (language arts or English) and mathematics.

Students at MacDonald Elementary undergo diagnostic testing at each of the five grade levels. Using information from these different testing methods, intervention practices are used to enable all students to reach their fullest potential in the classroom as well as on standardized tests. The primary assessments used to measure student progress are the Ohio Fourth Grade Proficiency Tests because these are the results that are reported in the annual Local School Report Cards. The students at MacDonald Elementary have shown dramatic improvement over the last five years in the tested areas for reading and mathematics.

The Ohio Revised Code requires the State Board of Education to establish a statewide assessment program to measure student proficiency. This mandate includes students in the fourth grade. Tests are administered in reading and mathematics as well as in writing, citizenship, and science. Results from these tests are used to demonstrate a level for proficiency and basic competency as determined by mastery of the learner outcomes for each subject area. The state of Ohio has set the standard of a minimum seventy-five percent of students achieving at least proficiency level to meet the indicator associated with each assessment. Districts earn one percentage point for each indicator reached. MacDonald Elementary has succeeded in performing at or beyond the state minimum of seventy-five percent proficiency at the fourth grade level for the past three years in both reading and mathematics. We repeatedly score higher than similar districts as reported by the state of Ohio in the annual Local Report Card. In accordance with the provisions of other Ohio legislative acts, such as Senate Bill 55 and Senate Bill 1, the State Department of Education is required to publish the results of these assessments in the annual Local Report Card.

MacDonald Elementary tests ALL students. No student has been excused from the statewide assessments due to disabled status, even though the scores may not have always been included in the past accountability measures. Appropriate accommodations, in accordance with the students’ individualized educational plans, have been implemented during testing sessions. Beginning with the 2002-2003 school year, these students’ scores were counted into the percentages appearing on the Local Report Cards.

In terms of testing scores in reading and mathematics, the five-year trend for students at MacDonald Elementary has shown steady improvement. The results are as follows:

Test Results	1999	2000	2001	2002	2003
Reading	15%	68%	75%	88%	86%
Mathematics	10%	68%	94%	88%	86%

Despite the fact that we live and teach in a poor community where our children have many needs, the staff at MacDonald Elementary believes in the potential of our students and their ability to achieve. The success that they have found in the past they believe they will continue to find in the future.

2. How the school uses assessment data to understand and improve student and school performance.

The staff of MacDonald Elementary has made a commitment to improve student and school performance. Utilizing the assessment data provided each testing year following the proficiency has become one of the most vital tools towards school improvement.

As a staff, especially at the fourth grade level, we decided to use the data and relate the curriculum more closely to the assessment questioning on the state exam. Proficiency tests at the fourth grade level were scrutinized for each subject area. Tests from previous years were taken apart and formatted into groups according to learner outcomes. Reading tests were also broken down into groups based on genre and questioning format. The formatted groups were then bound into packets of questions which in turn were used to guide curriculum. They were aligned with material that teachers were already using, and they became valuable tools for filling in any curriculum “gaps” that were found. Additional questions and strategies were added each year as new tests were given, and then scrutinized the following year. We want to ensure that, in the very least, students are presented with material they will be tested on in a manageable, efficient, and timely manner --- ensuring their success.

In looking at material in this manner, teachers at every grade level were able to find strengths and weaknesses in their classroom curriculums, and they were able to adjust accordingly. Not only do teachers work hard to ensure student success for their own grade level testing, but they go beyond to see that students are prepared for the next grade level as well. We are very fortunate at MacDonald Elementary to have a caring, supportive, and innovative staff and administration that work well together to improve student and school performance.

3. How the school communicates student performance, including assessment data, to parents, students, and the community.

At MacDonald Elementary, we believe that parental and community support is vital to our success and the success of our students. Beginning at the classroom level, communicating data about student performance and achievement, as well as expectations, is an on-going matter. Parent/teacher conferences are held twice a year throughout the district. Teachers are also available and willing to meet with parents any time a conference is requested or is deemed necessary. Teachers frequently call parents and send notes of praise, encouragement, and/or concern. Many teachers in the building use weekly newsletters to communicate information about students’ accomplishments, classroom performance, and curriculum expectations. We begin each school year with an informal open house. This past year over 300 students and parents were in attendance, and we were able to share our good news of being chosen for the second consecutive year as a “State Superintendent’s School of Promise” for Ohio. District newsletters are also sent to each household in the district regarding school performances, student and building achievements, scheduling, upcoming events, and staffing information. Our building as a whole sends out a newsletter to local businesses and community leaders who are very supportive of our programs even to the point of incorporating business/school partnerships. Board meetings are also advertised in the local newspapers and open to the public. In addition, each parent or guardian in the district receives a copy of the Local Report Card for their child’s school. Numerous volunteer programs have been established including, but not limited to, OhioReads, a summer reading camp, and practice proficiency after-school sessions that use specific strategies to address weaknesses indicated by various forms of assessment data.

4. How the school will share its successes with other schools.

Wellsville Local School District has and will continue to share its academic successes in a variety of ways. Our results on the state proficiency tests have not gone unnoticed by other districts. Our administrative team has attended a variety of meetings where they have shared our practices. These meetings have been held at local, county, and state levels. We are currently making final preparations for a state network meeting and site visit that would be held at MacDonald Elementary to further share our successes with other Schools of Promise from across the state of Ohio. Our teachers have also contributed to sharing our academic successes. They have attended mentor meetings with local districts as well as other county level meetings. Teachers and administrators have received and responded to e-mails from other professionals also. Because our district has enjoyed a friendly relationship with the other districts in our area, we have been able to communicate with them and share our successes. With the lines of communication open with other districts, our hope is that *all* children will benefit from the strategies presented and shared with one another.

PART V – CURRICULUM AND INSTRUCTION

1. The school’s curriculum.

The curriculum in the Wellsville School District for all core academic subjects is based on the Ohio Academic Content Standards. In collaboration with the county team of curriculum coordinators, our staff has aligned the instruction of math, science, social studies, and language arts to the state standards at all grade levels. These standards are published in book-form as well as on CD-ROM and distributed to our teachers for them to use as a road map for academic success. The firm belief that all students can learn and be successful provides us with the foundation for our approach to meeting these standards. Throughout the year, we track and monitor student and classroom progress in achieving the curricular goals. Lessons are then modified and structured according to the results of those assessments. Interventions are provided by regular classroom teachers, Title I specialists, a DPIA (Disadvantaged Pupil Impact Aid) interventionist, a Model IV (resource room/special education) teacher, and OhioReads volunteers who serve the school.

The Harcourt Brace Math Advantage basal series forms the basis of our mathematics curriculum. The activities outlined in the series provide the instructional staff with a strong springboard for meeting the standards. Students of all abilities are engaged in the skill-developing activities while being guided through the practice needed to successfully complete the assessments. Title I specialists and the DPIA (Disadvantaged Pupil Impact Aid) interventionist provide additional activities to students that need reinforcement of the skills presented in the classroom, while the Model IV (resource room/special education) teacher modifies instruction to better assist those children with special needs.

As in mathematics, our science and social studies programs are supported with basal series. Scott Foresman Science and Harcourt Brace Social Studies provide lessons aimed at all learners. Using these lessons as a guide, our teachers are able to provide instruction to all of our students including those with special needs who are mainstreamed into the regular classroom for these two subject areas.

The WYNN (What You Need Now) Reader computer program is used to assist students that have difficulty reading to succeed in the other core academic areas. By removing the reading roadblock, challenged students are able to focus on the core subject being presented thus enabling them to succeed in that area.

We share the list of learner outcomes with the parents of all our students by providing them with brochures at the beginning of each school year. These brochures describe what skills will be taught and assessed for specific grade levels in each core subject area. Our hope is that we can reach our destination of academic success for each of our students by creating a team of teachers, students, and parents that work together to promote the mastery of core academic subjects.

2. The school’s reading curriculum, including a description of why the school chose this particular approach to reading.

A combination of teaching phonics and applying reading comprehension strategies is the most effective approach to teaching reading according to The National Reading Panel (NICHD, 2000). In its 2000 report, the panel identifies phonemic awareness, phonics, fluency, vocabulary, and comprehension as the five essential components of a successful reading program. MacDonald Elementary School uses this scientifically based reading research and the Ohio Academic Content Standards for Language Arts as the basis of our reading instruction program and offers the students a balanced approach to teaching reading.

Over eighty-five percent of our teachers have been trained in the Four Blocks method of teaching reading. These teachers use the research supported by this model as the framework of their reading instruction and have effectively incorporated the use of our basal series.

After researching various basal series, our staff selected the Harcourt Trophies Series because it offered this balance and correlated with the Ohio Academic Content Standards for Language Arts. This series serves as the core of our program while appropriate interventions for at-risk students close the gap. Our Title I staff, trained OhioReads volunteers, and technology-based learningware programs, such as Accelerated Reader, provide the children with the necessary intervention activities to support our curriculum. Our intervention program includes activities such as: (1) small-group instruction focusing on reinforcing skills from all of the five components of our reading program, (2) opportunities for students to experience reading on a one-to-one basis with adult volunteers to strengthen vocabulary, comprehension and fluency skills, and (3) the use of the learningware programs as mentioned above.

The importance of our reading curriculum and the dedication to improving the literacy of our students is evident in the increase in reading test scores as well as the overall enthusiasm for reading throughout the building.

3. Another curriculum area and how it relates to essential skills and knowledge based on the school’s mission.

The mission of MacDonald Elementary includes “promoting the growth and development of all children socially, academically, and emotionally. Regardless of economic background, race, gender, family history, or past performance, we believe each child is able to achieve individual, maximum potential.” This mission is achieved together with students, staff, families, and the community along with human, technological, and community resources. We believe children will be encouraged to become productive, contributing members of society.

The exceptional math program at MacDonald Elementary focuses on the Ohio Proficiency Test outcomes and the new academic content standards. Together with staff and parent volunteers, MacDonald endeavors to aid students to master essential mathematics skills.

To provide instruction for varied learner needs, the staff utilizes diverse strategies including teaching to student learning modality strengths, incorporating a variety of manipulatives, and utilizing hands-on activities. Team teaching, intervention specialists, after-school tutoring, and utilization of computers as a practical learning tool assist in mastering the necessary skills needed.

To meet the Ohio Proficiency Test outcomes, we obtain data from the state proficiency tests. We have created an instructional program that includes intervention specialists together with the classroom teacher. The students become familiar with the format of the proficiency and are instructed how to apply their knowledge within the test format. Included are a variety of activities that focus on obtaining mastery. Teacher-created “assessments” are also given for each of the learning outcomes. Additional support is provided for those who need more time for mastery. Outcomes are periodically revisited to maintain mastery. Students are actively involved by participating in classroom activities and are rewarded for their efforts.

4. Different instructional methods the school uses to improve student learning.

MacDonald Elementary operates in partnership with family and community to provide a rich learning environment for our children. The staff is dedicated to enabling all students to reach their fullest potential. This requires a variety of instructional methods. Among the methods most used at MacDonald Elementary you will see whole group and small group instruction, peer tutoring, hands-on learning, computer assisted instruction, one-on-one assistance, and inclusion.

We participate in the OhioReads mentoring/tutoring program during the school day and also provide after-school intervention through the ACES (Are our Children Experiencing Success) program, an extension of OhioReads. We call this intervention the Homework Club. Parent volunteers have made this program a success. Here students receive math tutoring, phonics instruction, and assistance with homework completion, as well as enrichment activities that include photography, quilting, conversational French, cookie baking, and scrapbooking.

Improvement in student learning also occurs during the summer when students attend Camp AIR (Adventures in Reading), a reading camp that has trained and assigned student counselors from the middle school to work one-on-one with an elementary student reviewing and reinforcing reading skills. Parent volunteers are also trained to help students in this program under the guidance of the teachers. Methods of instruction during these sessions are more non-traditional in their approach to learning. Activities include computer gaming, word kickball, and water balloon reading. Students learn about their community when the mayor visits to read with them. The local grocery store has the students participate in a reading scavenger hunt in the store. The students go on field trips, get a library card so they may borrow books when they visit the local library each week, and at the end of the summer session they get to “Read Under the Stars.” During this activity which is held at the community park, parents are invited to attend with their child and bring a favorite book. At dusk, after food and games, the children use flashlights to read the book to their parents.

Modeling a love of learning is a continual process at MacDonald Elementary. Being involved in the educational process of the children through both traditional and non-traditional methods fills the staff, families, and entire community with pride for our students.

5. The school’s professional development program and its impact on improving student achievement.

MacDonald Elementary’s professional development activities are driven by needs which have been developed at both the district and building levels in conjunction with the four facets addressed in our continuous improvement plan:

- student academic performance
- curriculum alignment
- parent/community involvement
- technology

In regards to student academic performance, proficiency test results from the past several years have shown tremendous improvement in achievement because educators are engaged in high quality professional development. A strong commitment exists among staff members and administration to do whatever is deemed necessary to improve student achievement. The allocation of finances for professional development inside and outside of the district is a priority.

Wellsville School District has provided its staff members various learning opportunities to improve teaching strategies, collaborate with others at both grade and building levels, choose curriculum series and adopt textbooks which align with the Ohio Academic Content Standards, and disaggregate data obtained from proficiency and standardized assessments. Attendance at conferences and workshops sponsored “outside” the district are also greatly encouraged. Summer training sessions such as SIRI (State Institute for Reading Instruction) and AIMS (Activities Integrating Mathematics and Science) have helped provide our staff members with professional development specifically in the areas of reading and mathematics. In addition, Wellsville School District offers release time for site visits in order that educators may have an opportunity to see how fellow colleagues orchestrate and deal with similar instructional situations within their classrooms. Support for professional development is also provided through the reimbursement for college coursework.

STATE CRITERION-REFERENCED TESTS

Grade: 4

Test: Ohio Fourth Grade Reading Proficiency Test

Publication years: 1998-1999
1999-2000
2000-2001
2001-2002
2002-2003

Publisher: Ohio Department of Education

Number of students excluded from the testing: 0

Percent of students excluded: 0%

For the 2002-2003 school year, Ohio required fourth, sixth, and ninth 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 TESTS, Continued

Data Display Table for Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	86%	N/A	N/A	N/A	N/A
% At or Above Proficient	86%	88%	75%	68%	15%
% At Advanced	6%	6%	6%	11%	0%
Number of students tested	22	16	16	23	20
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. Male/Female (subgroup)					
% At or Above Basic (Male)	21%	N/A	N/A	N/A	N/A
% At or Above Basic (Female)	0%	N/A	N/A	N/A	N/A
% At or Above Proficient (Male)	79%	86%	50%	71%	9%
% At or Above Proficient (Female)	100%	89%	90%	67%	22%
% At Advanced (Male)	29%	0%	0%	14%	0%
% At Advanced (Female)	38%	0%	10%	8%	0%
Number of students tested (Male)	14	6	6	7	9
Number of students tested (Female)	8	8	10	12	11
2. Economically disadvantaged (subgroup)					
% At or Above Basic	80%	N/A	N/A	N/A	N/A
% At or Above Proficient	80%	71%	67%	70%	9%
% At Advanced	10%	0%	11%	0%	0%
Number of students tested	10	7	9	10	11
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%	56.0%	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

* In accordance with the requirements of the federal No Child Left Behind Act, Ohio's calculation of proficiency percentages in 2003-2003 changed in two significant ways from calculations in prior years. First, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Second, students were required to be enrolled in a school for 120 consecutive days in order to be included in the proficiency calculations for that school. These two changes may cause the data from the 2002-2003 school year to appear markedly different from the data from previous years for some schools.

STATE CRITERION-REFERENCED TESTS

Grade: 4

Test: Ohio Fourth Grade Math Proficiency Test

Publication years: 1998-1999

1999-2000

2000-2001

2001-2002

2002-2003

Publisher: Ohio Department of Education

Number of students excluded from the testing: 0

Percent of students excluded: 0%

For the 2002-2003 school year, Ohio required fourth, sixth, and ninth 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 CRITERION-REFERENCED TESTS, Continued

Data Display Table for Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	86%	N/A	N/A	N/A	N/A
% At or Above Proficient	86%	88%	94%	68%	10%
% At Advanced	45%	13%	13%	21%	0%
Number of students tested	22	16	16	23	20
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. Male/Female (subgroup)					
% At or Above Basic (Male)	N/A	N/A	N/A	N/A	N/A
% At or Above Basic (Female)	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient (Male)	79%	86%	83%	71%	9%
% At or Above Proficient (Female)	100%	89%	100%	67%	11%
% At Advanced (Male)	38%	0%	17%	14%	0%
% At Advanced (Female)	29%	22%	10%	42%	0%
Number of students tested (Male)	14	6	6	7	9
Number of students tested (Female)	8	8	10	12	11
2. Economically disadvantaged (subgroup)					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	70%	86%	89%	70%	0%
% At Advanced	20%	14	11	10	0
Number of students tested	10	7	9	10	11
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

* In accordance with the requirements of the federal No Child Left Behind Act, Ohio's calculation of proficiency percentages in 2003-2003 changed in two significant ways from calculations in prior years. First, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Second, students were required to be enrolled in a school for 120 consecutive days in order to be included in the proficiency calculations for that school. These two changes may cause the data from the 2002-2003 school year to appear markedly different from the data from previous years for some schools.