U.S. Department of Education September 2003

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

Name of Principal: Mr. Carl U. Brown

Official School Name: Minster Local High School

School Mailing Address: 100 E. Seventh Street

Minster Ohio 45865-1097
City State Zip Code+4 (9 digits total)

Tel. (419) 628-2324 Fax (419) 628-2495

Website/URL www.Minster.K12.Oh.US E-mail c_brown@minster.k12.oh.us

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

_____ Date_1/09/04
(Principal's Signature)

Name of Superintendent: Dr. Halver L. Belcher

District Name Minster Local Schools Districts Tel. (419) 628-3397

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_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Carol Ranly
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_____
(School Board President's/Chairperson's Signature)

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:

__1_ Elementary schools
__1__ Middle schools
_____ Junior high schools
__1__ High schools
_____ Other (Briefly explain)

__3__ TOTAL

2. District Per Pupil Expenditure: **$7337**

   Average State Per Pupil Expenditure: **$8441**

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
[X] 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.

   _____ 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					**7**			
1					**8**			
2					**9**	38	38	76
3					**10**	41	35	76
4					**11**	35	31	66
5					**12**	38	34	72
6					Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						290

6. Racial/ethnic composition of the students in the school:

99.8___% White
_____% Black or African American
_____% Hispanic or Latino
0.2____% Asian/Pacific Islander
_____% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: ___0_____%

(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 ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	290
(4)	Total number of students in the school as of October 1	0
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

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: __5.17_%

__15___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: ____6.55__%
____19__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	_13_ Specific Learning Disability
____Hearing Impairment	____Speech or Language Impairment
_3__Mental Retardation	____Traumatic Brain Injury
_3__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	
	Full-time	**Part-Time**
Administrator(s)	__1____	_____
Classroom teachers	__17___	_____
Special resource teachers/specialists	__1____	_____
Paraprofessionals	__1____	_____
Support staff	_____	___4____
Total number	__20___	___4____

12. Average school student-"classroom teacher" ratio: __17 to 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	97.4	96.6	96.2	96	96
Daily teacher attendance	96.4	96.4	92.7	96.5	96
Teacher turnover rate	1	1	0	1	0
Student dropout rate	1.4	0	0	1.4	0
Student drop-off rate	0.7	0	0	0.37	1.09

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

Graduating class size	68
Enrolled in a 4-year college or university	73%
Enrolled in a community college	17%
Enrolled in vocational training	0%
Found employment	7%
Military service	3%
Other (travel, staying home, etc.)	0%
Unknown	0%
Total	100 %

PART III – SUMMARY

The vision of the Minster Local Schools is illustrated by the district's goals and objectives. The goals and objectives are:

1. To provide an equal opportunity for ALL students to develop emotional, physical, academic, creative, aesthetic, and cultural values and skills.
2. To provide curriculum that is pertinent to student needs and that reflects the needs of the community both at the present time and into the future.
3. To provide continuing and accurate communications with the community-at-large.
4. To develop a sense of student, staff and community pride in our schools.

It is our mission as educators to provide a meaningful and comprehensive program that will establish an environment that meets the needs of the total child. This environment allows ALL students to experience both personal and academic growth; to learn the importance of working together to solve problems and reach common goals; to be motivated to become lifelong learners; and to see themselves as worthwhile, capable individuals with unlimited potential. Through our efforts, our students will learn, grow and ultimately come to discover the special talents they each possess. Our mission can be realized more effectively through the infusion of technology into all aspects of the educational and administrative processes in the district.

Minster High School is located in Minster, Auglaize County, Ohio. We are located in a rural area of Ohio. The district serves 290 students in 9-12. The district serves students from parts of four counties that include Auglaize, Shelby, Mercer and Darke counties. The school has an excellent academic and extra-curricular reputation and has been recognized by the Ohio Department of Education as an "Excellent school" the last two years, meeting all 22 of the 22 state standards. We have five teachers district-wide who hold National Board Certification with one to gain that status in the near future. We have had seven (7) students earn their National Future Farmers of America Degree. Our students have attained seventeen (17) state championships in girl's basketball, in football, in girl's track and cross-country and have made state appearances in several other areas. Over 90% of the student population participates in extra and co-curricular activities.

We are considered a high wealth district by the State of Ohio. Therefore, we receive only about 20% of our funding from the state. The highest percentage of our revenue is from local sources. The district just completed a new middle school, an addition and renovation of the high school and renovation of the elementary school. This was financed totally by local dollars. The community is very supportive of the schools. We are fortunate in that we have a good industrial and commercial tax base that accounts for approximately 53% of our local resources.

We also are fortunate to have a community that is very family oriented and sets high values and standards. The community not only supports quality education but demands it. Various organizations within the community make significant donations in both financial resources and their time and talents to the district. We have a very strong contingency of school booster groups including Athletic Boosters, Band Boosters and Academic Boosters who also contribute significant fiscal resources along with very strong support for our schools and their activities. As in most small communities, the school system is the focal point of the community and the community takes a great deal of pride in its schools. Only two times in the last twenty years have any levies been voted down and those passed on the second attempt. During that time frame we have passed eighteen (18) levies, including operating, permanent improvement, recreation, and bond issues with passage rates ranging from 51% to 82.4% positive vote.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Clear Assessment Results

The reading portion of the Ninth-Grade Proficiency Tests measure areas of fiction, nonfiction, and everyday functional skills in reading. With the average passage rate of over 99% for all freshmen in the past five years, compared to the state average passage rate of 93.8%, one can conclude that the students have adequate reading skills for success in high school.

Although the ACT is an optional test for students, an average of 87% of the seniors in the past five years took it. Our local average reading score was 22.24 while the state average was 21.8 and the national average was 21.3. With over 72% of the graduating seniors from Minster High School enrolling in a 4-year college or university and 18% enrolling in a 2-year community or vocational school, one can conclude that reading skills for the students continued to develop while attending high school.

The mathematics portion of the Ninth-Grade Proficiency Tests measure areas of measurement, arithmetic, geometry, data analysis, and algebra. Minster Local High School's average passage rate of over 97% for all freshmen in the past five years compared to the state average passage rate of 82%, one can conclude that the students have adequate mathematics skills for success in high school.

Minster Local High School's average math score for the 87% of the seniors who took the ACT was 22.66, while the state average was 21.1 and the national average was 20.7.

Assessment Data Use

Minster Local High School's staff reviews proficiency results and the academic successes of its students to help determine curricular choices. Teachers also use results of PLAN, PSAT and ACT tests to determine areas of need that are emphasized in the classrooms.

We use student performance on various tests to make some determinations about class placement of students. For example, we use The California Algebra Aptitude Test to assist in placing incoming freshman in a math class that will meet individual needs.

Minster Local High School is a member of the Western Ohio Computer Organization (WOCO) and accesses assessment data through a computer program know as Data for Student Learning (DSL). This website was developed at the request of member schools. Item analysis data for the Ohio Proficiency Test, off-year state required tests, and norm referenced tests, such as the PLAN and ACT are available through Data for Student Learning. We are able to examine performance on individual questions within the Ohio Proficiency Test by district, building, and class. There is also examination of questions grouped by Item Subscale and Learning Outcomes as developed by the Ohio Department of Education.

This information along with the results gathered by classroom assessments is used to determine the effectiveness of instructional programs, instructional methodologies, and whether the curriculum is properly aligned to the state-adopted learning outcomes. Professional development and improvement planning are also developed in accordance with the data. Professional development activities are based on research that indicates that student performance is directly correlated to teaching methods that are matched to learning styles.

Communication of Student Performance

The Minster Local High School communicates student performance by several methods. State Proficiency Test performance is communicated by the distribution of the Ohio Department of Education district and building local report cards to every household in the district via the mail. This is annually reported in the local newspapers and school newsletter. Other student academic information is accessed through grade cards, interim reports, phone calls or e-mails. Parent-teacher conferences help facilitate discussion regarding expectations and results. Residents also may access the school's website of information.

The guidance department conducts meetings to inform parents and students of ongoing activities and results. These meetings provide information regarding scheduling, vocational options, scholarship possibilities, post-secondary options, and advanced placement.

When the PLAN, PSAT, and Armed Services Vocational Aptitude Battery are received, all students receive an explanation of the results during a regular class period. The guidance counselor explains what these results mean to them in terms of their current performance, their career aspirations and a correlation to the ACT.

ACT and SAT results are explained to the students on an individual basis. When students receive their scores, the guidance counselor meets with them to explain the results and to seek additional information as needed.

Sharing Success

The successes of the Minster Local Schools have been and will continue to be shared in several different manners. Administrators have shared information in county and regional principal and superintendent meetings. The superintendent has made several presentations to prospective teachers and administrators at the university level in his role of adjunct professor, teaching educational administration classes with Bowling Green State University and Wright State University. Most recently, the superintendent has been involved in the Teacher Leader Program of the graduate education department of Wright State University. The superintendent is a mentor for beginning superintendents through the Buckeye Association of School Administrators.

Nine times a year the district newsletter is mailed to every home in the school district. Neighboring school districts receive copies of these. We have a very accessible school web page on the Internet that shows highlights of our successes.

Most of our successes become public through the news media; more often the sharing comes in meetings with civic groups with the community, and other less formal gatherings. School Board meetings are publicized and frequently school successes are discussed in this forum so that the board is aware of how things are progressing at school. Superintendents, building principals, and guidance counselors have monthly meetings with neighboring schools and in these meetings; areas of success, progress, problem areas, etc…are discussed.

Awards are given to students for academic success, which is often inclusive of their assessment results. Students are rewarded for their academic achievements in such settings as school assemblies, the Franklin B. Walter award, scholar-athlete awards (local, regional, and state), and other scholarships. These successes always make the newspaper and therefore our school successes are shared with the public.

PART V – CURRICULUM AND INSTRUCTION

MINSTER LOCAL HIGH SCHOOL'S CURRICULUM

The curriculum at Minster Local High School offers our students a wide variety of choices challenging the students academically and allowing for individual student's interests. At the end of each school year, students, parents, and teachers work together with the guidance counselor to select the appropriate courses for the following year. The Minster community and schools have high academic expectations for all students. To accommodate this high expectation, Minster Local High School offers its students a variety of higher-level cognitive and academic classes.

Upon completion of their eighth-grade year, students are assessed and advised for science placement by their classroom performance in science and the use of the practice test of the 9th Grade Proficiency Test. When students enter Minster High School, they may select Biology, Integrated Science, or Agriscience I. During their sophomore year, they may take Agriscience II, Biology, Advanced Biology, Chemistry for Life, or Chemistry. As juniors, they can select Biology, Advanced Biology, Chemistry for Life, Chemistry, or Physics. Seniors may chose from Advanced Biology, Chemistry for Life, Chemistry, Anatomy and Physiology, or Physics.

As freshmen, all students take English I, and then English II during their sophomore year. As a junior, students can choose English III or Business English. During their senior year, the student may select English IV or Integrated English.

Mathematics provides the most flexibility for the students. As eighth graders, all students are given The California Algebra Aptitude Test to help determine the most appropriate course to take as freshman. Students and parents work with the teachers and guidance counselors in matching course selection to the math skills of the student. As a freshman, students may start at Integrated Math I, Integrated Math III, or Algebra I. As sophomores, students can select Integrated Math II, Geometry, Algebra I, or Algebra II. As juniors, students may choose Algebra I, Algebra II, Geometry, or Trigonometry. During their senior year, the students may select Algebra II, Geometry, Transitions to College Math, Pre-Calculus, or Calculus.

During their freshman or sophomore years, students may take World History. As juniors, students can select American History and Economics. As seniors, students take American Government. Sociology and Psychology are also available to juniors or seniors on a rotating basis.

Starting in the 7th grade, students may take Spanish I for high school credit. Students interested in Foreign Language can select Spanish I, II, III, and IV, French I, II, and American Sign Language I and II. The Sign Language courses are offered using Inter-Active Video Distance Learning (IVDL).

Students interested in the Arts can choose Band, Art I, II, III, and IV, and Yearbook-Photography.

Students interested in Business can select Keyboarding, Accounting I, II, and III, Windows Applications, Advanced Windows Applications, Computer Programming, Technology Assistant, and Business and Technology Applications.

Students interested in Industrial Arts Technology can select courses in Mechanical Drawing, Woodworking, Architectural Drawing, Advanced Woodworking, Computer Aided Drawing, and Modular Technology.

Students interested in Vocational courses can chose Academics of Life, Parenting, Glorious Foods, Advanced Foods, College Life, Agriscience I and II, Agriculture Studies III and IV, Agricultural Business Related and Agriculture Job Co-Op.

Students can take Physical Education I, in the summer of their eighth-grade or freshman year. Students may also take Physical Education I and II, during the freshman and sophomore years. Students take Health during their freshman year.

Students can take Advanced Placement classes in American Government, American History, Psychology through independent study.

MINSTER LOCAL HIGH SCHOOL'S ENGLISH CURRICULUM

The Minster Local High School English curriculum groups students heterogeneously in the first two years. Upon their junior year, students may select (with guidance from their previous teachers) a college preparatory English or a Business English course. In their senior year, students may continue with a full college preparatory track or select the basic English track. Seniors also have the option of selecting a junior level college preparatory course upon successful completion of the junior Business English course.

In almost all of the instances, the curriculum consists of literature-based writing. Writing assignments are generated from the reading of novels, plays, stories, or poetry. The courses are progressive in nature, becoming more challenging and difficult. The students are constantly building upon their skills developed in the lower levels and working toward higher level thinking skills. All reading or all writing skills are constantly developed for maximum student achievement.

Besides the required literature the students read as a class, students are required to read books of their own choosing independently. Periodically, class time is scheduled for sustained silent reading. Students and teachers reading in class emphasizes that reading is important and should be a life-long habit.

Including magazines and newspapers in the curriculum also promotes life-long reading habits. These media provide easy reading material for incorporating topics of special interest and important current events. These materials incorporated into the curriculum develop vocabulary skills, summary writing, and other language skills.

Individual and peer tutoring are available for students who read below grade level. Supplementary instructional materials include books on tape or CD. The media specialist works with individuals to obtain reading materials for individual reading and interest levels.

By using a wide variety of reading materials of different reading levels and allowing students to choose their own reading material, the English curriculum allows all students to experience the value and use of reading and writing.

MINSTER HIGH SCHOOL MATHEMATICS CURRICULUM

The math curriculum at Minster High School has changed throughout the years due to changes in the State of Ohio graduation requirements, input from students who have attended college, and suggestions from the Universities themselves.

The increase of the mathematics requirement for graduation from 2 to 3 credits necessitated the need for more courses designed for students for whom Geometry and Algebra II are not a viable option. These students were accommodated by the introduction of an Integrated Math series. Students at the lowest level can take a 2 year Integrated Math series followed by 1 year of Algebra. Students at a higher level, but still not yet ready to take Algebra I as a freshman, can take a 1 year Integrated Math course and then Algebra I, followed by Geometry.

Feedback from recent graduates who continued their education by attending traditional four-year university prompted the change of the Senior Mathematics class. The class was an introductory to analysis class, and past students who were entering a field requiring a heavy concentration of mathematics felt they were behind their fellow peers when entering Calculus their freshman year. The senior math class was then split into two classes, Calculus and Pre-Calculus. Since this change the school has received very positive feedback from the students entering college.

Due to concern from Ohio State University about students' need for remedial math courses, Minster High School participated in a grant designed to provide a math option for seniors who would not normally take a math course. The course is called Transitions to College Math and is a lower level Algebra II course. Students are provided with TI 83+ calculators and use them along with the CBR and CBL modules to work hands-on with real life situations.

INSTRUCTIONAL METHODS

Since research shows that student achievements are enhanced when teaching methods are matched to the learning styles of students in each classroom, a variety of instructional methods are utilized at Minster Local High School. Methods ranging from the traditional lecture/note taking to intensive individual instruction are used. Some classes have a number of hands-on activities, and teachers willing to work with students before and after the regular school day.

Many of Minster Local High School's teachers use an interactive discussion approach in their classrooms. Subject-based discussions are a regular activity in the classroom. Teachers are very active in the use of technology in the classroom. Students and teachers create Power Point presentations to enhance the lectures, notes, projects, and discussions. Interactive Video Distance Learning (IVDL) is used in the American Sign Language courses and for special events. Teachers enhance their curriculum utilizing video streaming from Digital Curriculum.com and other sources via the Internet, as well as, student-made digital pictures and videos, Internet search techniques, and Power Point presentations.

Special needs students are utilizing assistive technology, such as the scan/read program called Kurzweil, which reads their word-processed documents back to them and use a visually enhanced LCD monitor and various software packages for enlargement to aid in the visual needs. The use of Discovery Switch assists in the mobility and the enhancement of the keyboard. Authentic learning takes place in a variety of settings. The LD tutor works closely with the regular classroom teachers to insure that proper curriculum modifications are made for students with an IEP. A peer-tutoring program has been started that matches freshman students who are struggling with organizational and study skills with a successful junior or senior volunteer.

Student Tech Assistants are involved in creating, maintaining, and updating the school website. They are responsible for the majority of the scanning of materials for the Kurzweil program. Tech assistant students help in the repair, installation, troubleshooting, and maintenance of the over 520 computers in the district.

In the Industrial Arts Technology program, students design and build projects such as entertainment centers, cedar chests, and cabinetry. Students can use the Computer Assisted Drafting (CAD) program for designing projects, and creating mechanical and architectural drawings. The Industrial Arts Technology Lab consists of modular computer aided components to develop problem solving skills and learning activities integrating Computer Numerically Controlled lathe and mill, stress analysis, plastics, electronics, hydraulics, aerodynamics, and robotics. Teachers incorporate group activities and projects throughout their classrooms.

Several students are taking The College Board advanced placement courses.

PROFESSIONAL DEVELOPMENT

Professional development activities are offered in a number of different ways so every teacher has an opportunity to improve their skills. We feel that professional development programs are important because they improve student performance and learning.

Our district sponsors four early dismissals in-service sessions each year for teachers and administrators. In recent years we have focused these days for district-wide curriculum mapping and alignment and training for ProgressBook (electronic grade book). All teachers and administrators attend a full day of in-service activity at the beginning of the school year that is scheduled by the Auglaize County Educational Service Center. Before and after school professional development activities are also offered throughout the school year. A Western Ohio Educational Association Day is scheduled each October with several professional development activities held in the surrounding area.

An Entry-Year Program through the Auglaize and Mercer County Consortium incorporating the Pathwise/Praxis models matches successful teacher-mentors to teachers who are new to the profession or new to our school. Formal monthly meetings are held throughout the school year with various activities for the teams. Four times a year there are opportunities available for veteran teachers, as well.

The administration does not refuse teachers professional leave for professional development. Some of the professional released days are for work on curriculum and instruction projects, such as textbook adoption, curriculum alignment, and course of study development. Some of the professional leaves granted include: three teachers to our regional Data Acquisition Site for train-the-trainer program for the ProgressBook, one teacher to the Ohio School Net conference, the librarian to the Ohio Educational Library Association's Great Ohio Technology Education Conference.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade__9_____

Test__Ohio Ninth-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 ___79____

Number of students who took the test ____78___

What groups were excluded from testing? Why, and how were they assessed? One student exempted;

Participated in alternate assessment in accordance with his IEP.

Number excluded___1_____ Percent excluded___1_____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

For the 2002-2003 school year, Ohio required 4th, 6th, and 9th grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assignments are based on Ohio's academic content standards that delineate what 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 ninth-grade proficiency test were reported as proficient or below proficient. The scaled score of 200 is the designated "proficient" standard for both reading and mathematics.

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

Sample Data Display Table for Reading (language arts or English) and Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	98.7	98.7	98.6	100	100
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	78	77	70	70	59
Percent of total students tested	99	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	1	0	0	0	0
SUBGROUP SCORES **No subgroup Identified**					
1._____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2._____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
State Mean Score					
% At or Above Proficient	86.9%	91.6%	90.5%	89.1%	88.7%
State Mean Score					
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score					

*In accordance with the requirements of the federal No Child Left Behind Act, Ohio's calculation of proficiency percentages in 2002-2003 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

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade___9____ Test__Ohio Ninth-Grade Mathemtics Proficiency Test

Edition/publication year__2003___ Publisher _____Ohio Department of Education

Number of students in the grade in which the test was administered __79___

Number of students who took the test __78___

What groups were excluded from testing? Why, and how were they assessed? One student exempted;

Participated in alternate assessment in accordance with his IEP.

Number excluded___1_____ Percent excluded___1_____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

For the 2002-2003 school year, Ohio required 4th, 6th, and 9th grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assignments are based on Ohio's academic content standards that delineate what 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 ninth-grade proficiency test were reported as proficient or below proficient. The scaled score of 200 is the designated "proficient" standard for both reading and mathematics.

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).

Ohio Ninth-Grade Mathematics Proficiency Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	98.7	98.7	94.2	95.9	98.4
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	78	77	70	70	59
Percent of total students tested	99	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	1	0	0	0	0
SUBGROUP SCORES **No subgroup Identified**					
1._____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2._____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
State Mean Score					
% At or Above Proficient	71.2%	73.5%	72.5%	70.4%	68.8%
State Mean Score					
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score					

*In accordance with the requirements of the federal No Child Left Behind Act, Ohio's calculation of proficiency percentages in 2002-2003 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.