

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

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

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

School Mailing Address 200 Jewett Avenue
(If address is P.O. Box, also include street address)

Dennison Ohio 44621-1614
City State Zip Code+4 (9 digits total)

Tel. (740) 922-2930 Fax (740) 922-7425

Website/URL www.claymont.k12.oh.us E-mail rpage@claymont.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.

(Principal's Signature) Date _____

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

District Name Claymont City School District Tel. (740) 922-5478

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/Chairman Mr. Bill Grandison
(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: 4 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other (Briefly explain)
- 6 TOTAL
2. District Per Pupil Expenditure: \$5,810.78
 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. 4 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	21	13	34	7			
1	13	7	20	8			
2	15	10	25	9			
3	12	13	25	10			
4	14	12	26	11			
5				12			
6				Other	1*	2*	
TOTAL STUDENTS IN THE APPLYING SCHOOL →							133

* Kindergarten students assigned to Park but not attending due to special needs.

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>96.2</u> % White |
| <u>0.8</u> % Black or African American |
| <u> </u> % Hispanic or Latino |
| <u> </u> % Asian/Pacific Islander |
| <u> </u> % American Indian/Alaskan Native |
| <u>3.0</u> % Multiracial |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 10 %
 (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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	133
(5)	Subtotal in row (3) divided by total in row (4)	0.10
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 45.1 %
60 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: 11 %
15 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>15</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>	<u> </u>
Classroom teachers	<u>6</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u> </u>	<u>1</u>
Support staff	<u>1</u>	<u>3</u>
Total number	<u>9</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 22.17:1

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	96.4	95.2	95.7	95.8
Daily teacher attendance	98.2	96.4	97.4	96.4	94.1
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

Park Elementary School, located in Dennison, Ohio, is a small, seven-classroom building, which is part of the Claymont City School District. This is a rural, Appalachian school and our 98-year old building has been extensively renovated, in large part, due to state funding. We now have an office, a multipurpose room, new furnace, new windows, and new wiring. This has enabled us to house both a pre-school and SBH classroom as recently as two years ago. Park Elementary School currently has a student enrollment of 141 students in grades K-4, with 48% having been identified as coming from disadvantaged backgrounds and receiving free/reduced lunch. Our school mission states:

We will learn by working together and respecting each other.

The Park Elementary School staff, including eight teachers, a principal, secretary, custodian, and part-time librarian strives to make the learning environment warm, personal, and inviting to each student. Each teacher has earned a Bachelor's Degree in Education and seventy-five (75) percent of our classroom teachers have Master's Degrees with additional graduate work. Our teaching experience ranges from twelve years to thirty-nine years, with one teacher and our principal certified in special education. Our experience and education provide a solid, professional core of knowledge for our students. We are involved in a Schoolwide Title I Program and have a visiting staff that provides speech therapy, counseling services, art, music, physical education, computer classes, a gifted program, and enrichment classes.

We have learned that motivation from the home is sometimes not to the level we feel is necessary for student success; therefore, student motivation is a large part of our program. We have found that participation in the Quality Education movement, with its attendant rewards, helps to provide an extra boost in this area. Through the leadership of our principal, we have instituted a good behavior incentive program called "Catch 'Em Being Good." Individual recognition, through the use of P.A. announcements and photographs throughout the school, celebrate accomplishments such as attendance, honor roll, homework completion, academic goals, and exemplary behavior. In addition, we are attempting to bring more parents into the school family, through the implementation of the Quality Education/Baldrige methodology by using data folders and student-led conferences to better enable parents to understand the progress of their child.

The school community plays an extremely important role in the educational success of our students. Park Elementary School is extremely fortunate to have a very active Home and School Association. We have a core of very dedicated parents who organize fund raisers, recruit volunteers for projects, and act as an unofficial advisory group to the school staff. Our principal's open door policy welcomes and encourages parental input and involvement.

The entire staff at Park Elementary School is dedicated to the belief that "all children can and will learn." Combined with the strong support we receive from our Home and School Association, this helps to ensure the success of our students, their families, and our staff.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Clear Assessment Results

Ohio's Fourth-Grade Proficiency Test is a criterion-referenced test, which measures a student's proficiency in writing, reading, mathematics, citizenship, and science. The test measures students' ability to use critical thinking skills to comprehend and solve problems. The proficiency tests were field-tested in 1995 and based on those results, a passing rate of 200 was designated. This passing score was increased twice, and in 1998, the passing score was finally established at 217 in reading and 218 in mathematics. At this level, students are considered "proficient." To be deemed "advanced proficient," a student has to receive a score of at least 250. In 2001-2002, the state added a third category of "basic," with the required score of 198. This means that while a student may not be proficient, he/she is not so lacking in skills that he/she needs to be retained. The state has established an expectation that 75% of all students in a building/district should pass the test at the proficient level in order for the building/district to receive credit on the Local Report Card.

On the Fourth-Grade Proficiency Test, the reading assessment is based on the mastery of similar skills for both fiction and nonfiction. These skills include retelling the story, being able to summarize or state main ideas, being able to interpret information stated in the article, predicting events or inferring meaning. Students should be able to compare and contrast articles, be proficient in vocabulary development, and able to get information from charts and graphs. Students should be able to establish purposes for reading and monitor their own comprehension.

Scores in the fiction sections of the reading assessment show that Park Elementary School students are usually comfortable reading and responding to that type of article. However, our test results show repeatedly that nonfiction is much more difficult for our children to understand and respond to than fiction, because nonfiction requires a higher level of thinking skills. To be able to read for specific information, to think critically, and to develop a more extensive experiential base to understand concepts is a challenge for Park Elementary School students.

The Fourth-Grade Proficiency Test mathematics assessment is based on understanding the four basic mathematical processes including addition, subtraction, multiplication, and division. The tasks measured by the Fourth-Grade Proficiency Test in mathematics is divided into learning outcomes, which are further clustered to form subscales that are useful for reporting and evaluating individual student strengths and weaknesses. The subscales used in the mathematics assessment are: (a) patterns, relations, and functions; (b) problem-solving strategies; (c) numbers and number relations; (d) geometry; (e) algebra; (f) measurement; (g) estimation and mental computation; and (h) data analysis and probability.

Park Elementary School students usually have the most trouble being able to see similarities in problems that have slightly different wording. For instance, being asked to count back change from a dollar may be misunderstood if the child has been use to hearing the phrase, "How much change would you get from a dollar?" Reading and interpreting data from graphs and tables also presents challenges to our students.

By studying and analyzing data from our test results, the staff can more efficiently address specific strengths and areas needing improvement.

2. Assessment Data Use

The use of assessment data to improve performance is an integral part of daily activities at Park Elementary School. The driving force behind our curriculum is the data disaggregated from our annual fourth-grade proficiency tests. Using this information, we analyze how students performed, compare it to what we taught, and adjust to meet student needs. Continual assessment occurs throughout the year to measure progress toward outcome mastery.

Park Elementary School uses a variety of methods of dealing with assessment data in order to understand and improve student performance. After analyzing the strengths and areas needing improvement, as indicated by our proficiency/achievement test results, the staff sets specific measurable goals in each testing area as indicated by areas needing improvement. Each classroom teacher then tailors the curriculum to those specific needs of the class as determined by the previous year's test results.

We address higher level thinking skills guided by Bloom's Taxonomy through our Eight-Step Process. Using lists, journal writings, and Venn diagrams, each class contemplates an open-ended question such as, "How would life be different without television?" or "Compare and contrast the states of Florida and Ohio," or "List different ways to make 8." This way, we are challenging students at the basic level and above, while including those lower-achieving and special education students. Throughout the building, we have Book Buddies, in which an older child helps a younger child with either a library book or a selection from the reading series. This technique gives the older child an ego boost and provides the younger child with a reading model to follow.

When we identify at-risk students, we use more individual methods such as one-on-one tutoring, peer tutoring, and small group instruction to work on specific student needs. These are the children we assign to Ohio Reads tutors and for extra help with our Title I teacher. Additionally, we have made extensive use of after-school proficiency test tutoring for our fourth grade students. This year we have extended our tutoring services to include third grade students. This will enable them to meet the Third Grade Guarantee in Reading.

We believe that we are providing maximum opportunities for growth for each of our students, and are always searching for ways in which to improve or modify our methods of intervention.

3. Communication of Student Performance

The Park Elementary School staff has always been committed to regular communication of how students are progressing to all of our stakeholders. Since the advent of the state proficiency tests, the Park School community has been more in tune with educational progress. We have always used midterm progress reports and grade cards to communicate to the parents and students, but now we are much more cognizant of the need to use newsletters, conferences, notes home, assignment planning booklets, phone calls, and data folders to inform parents of their child's growth. Each child knows exactly where he or she stands in individual progress because of the records kept in our Quality Instruction folders. Yearly individual test results indicating strengths and weaknesses, including results from the Iowa Test of Basic Skills and the Proficiency Test, are mailed to parents.

Park School welcomes all community members, especially parents, to four community involvement days throughout the year, including Math Day, Reading Day, Grandparents' Day, and Science Fair Day. While attending these programs, community members may observe student recognition boards throughout the school.

Significantly, our principal invites the parents of all fourth-grade students to attend an informative meeting, preceding after-school tutoring for the proficiency tests, in which he gives each parent a copy of the Practice Test and asks them to complete it. When faced with the difficulty of the test, our parents stand completely behind our after-school tutoring program.

The Claymont City School District has mailed a copy of the state Local Report Card to all households and the local newspaper reports all area school testing results.

There is ample opportunity for our Park School community to be informed of student activities and performance. Visitors to our school view extensive evidence of student performance throughout the halls with the varied child-centered displays. Our commitment to working with parents and community members by communicating student performance is vital to continued success for all students.

4. Sharing Success

Because our Proficiency Test scores have risen significantly over the past two years, the Park School staff has been asked to share some of its techniques and procedures with other buildings in the Claymont system. We have done this informally in grade level meetings, in-service meetings and during professional conferences. Principals' within and outside our system network to discover effective teaching tools. Claymont's web-site mentions some of our more successful endeavors. Our open door policy allows anyone who has received administrative approval to observe classes or to tour the building. Several college students have taken advantage of this opportunity. Each member of the Park School staff is willing and pleased to share any of our ideas with interested educators.

PART V – CURRICULUM AND INSTRUCTION

1. Core Curriculum

The school curriculum at Park Elementary School is aligned with the Ohio Academic Content Standards for English language arts, mathematics, science, and social studies. Alignment ensures that students are engaged weekly in locally adopted curriculum for art, music, physical education, computers/technology, and library skills.

The staff at Park Elementary School includes regular classroom teachers, specialists in physical education, art, music, and a Title I teacher. A teacher of students identified as talented and gifted provides enrichment activities. The staff is committed to protecting instructional time and has worked extremely hard to align our curriculum with the Academic Content Standards as well as ensuring that all students are able to master the learning outcomes of the Fourth-Grade Proficiency Tests.

Park Elementary School's staff addresses the Academic Content Standards in reading through guided whole group reading, reading groups, composition, and vocabulary building exercises with emphasis on self-monitoring techniques; attention to textual clues to meaning; and revision and editing skills. These skills are presented in many formats including work in various genres of literature, composition assignments that cover a variety of purposes and audiences, and classroom presentations on diverse topics.

To meet the mathematics standards established by the State of Ohio, Park Elementary School uses a program based on incremental steps. Relying heavily on manipulatives, our math program includes a daily review of true-to-life skills such as calendar, thermometer, clock reading, and money problems. We stress the four basic mathematical processes and the use of them in real life situations to solve problems. Manipulatives help our children grasp the meaning of fractions and geometric concepts. We use tables, graphs, and charts across the curriculum and are regularly involved in measurement activities.

Reaching a proficient level in the area of science has been a challenge for Park Elementary School students and staff. Our curriculum is based on Ohio's K-12 Science Academic Content Standards. With the use of texts, supplemental research materials, and manipulatives, we have striven to instruct in earth and space sciences, life sciences, and physical sciences throughout the year. Our culminating activity in the spring is our Science Fair, in which each child is responsible for a project that is explained and on display. It is through this activity that the process of scientific inquiry is stressed, problem solving is encouraged, and the logical, predictive nature of science is realized.

Our social studies curriculum encompasses history, ethnicity, geography, economics, government, and the rights and responsibilities of citizenship. Each teacher tries to relate social studies concepts to the past, present, and future through research, professional presentations, field trips, and cooperative learning. It is in this venue that we investigate map use and time lines. Students are required to use research skills to complete projects in the field of study.

2. Reading Curriculum

Increasing student-reading achievement is a top priority at Park Elementary School. Teachers use varied strategies to meet the needs of all students. Several years ago, in response to the whole language movement, we twice invested heavily in series that followed that trend. It soon became obvious that we could not teach to the standards that define high standards of literacy for Ohio's students using only our reading series. Therefore, teachers have developed additional lessons that address the standards. We have used supplemental materials such as SRA, Accelerated Reader, and weekly student newspapers such as Weekly Reader. Our kindergarten, first, and second grades use an intensive phonics program along with our district-adopted series.

Previous assessment data indicated weaknesses in the areas of higher level thinking skills, particularly in nonfiction selections, and phonemic awareness. Our student program includes quality fiction and nonfiction literature, leveled readers, and enrichment and tutorial lessons for each of the content standards.

Reading instruction was further strengthened by staff development through Summer Institute for Reading Intervention (SIRI). We pride ourselves in utilizing community resources such as Ohio Reads mentors and parent volunteers. Local businesses also provide newspapers and donations for the Accelerated Reader Program.

Accelerated Reader, a program that is fully supported by scientifically based research, allows every student to read at his/her comfort level and has become an integral part of our curriculum.

Reading is at the heart of our curriculum and is emphasized daily in every class. We subscribe to the philosophy that "every teacher is a teacher of reading."

3. Other Curriculum Area

Park Elementary School's mission statement is "We will learn by working together and respecting each other." Our social studies curriculum supports the underlying tenets of this statement in a number of ways. When teaching the functions of an effective government or responsible citizenship, the qualities of trust, respect, honesty, responsibility, fairness, compassion, and self-control are intrinsic parts of the lesson, thus fostering our "respecting each other" phrase.

The importance of working together is covered by the economics standard in which the advantages and disadvantages of specialization and the division of labor are taught, in part, through group and individual projects. Personal responsibilities (completing homework, getting along with others) and civic responsibilities (keeping the building neat, helping in the classroom) are part of respecting each other at Park School and are taught in our Social Studies curriculum. There is a great deal of role modeling by use of volunteers, counselors, and staff. Park Elementary School strives to reach the goals of our mission statement through the Social Studies curriculum.

4. Instructional Methods

Collegiality is a tribute more available to smaller schools such as Park Elementary School. Staff members are not only willing to share successful strategies, professional development, both on and off-site, but also derive the intrinsic satisfaction of knowing that being a community of educators under one roof improves the whole school's chances of success and achieving its mission. Common threads in our approach to teaching, and learning, also promote consistency and articulation across grade levels from year to year.

We believe that a combination of strategies creates the greatest benefit for the greatest number of children. Diversity in instructional methods can be viewed daily at Park Elementary School. A walk through our building on any given day would provide glimpses of children using auditory, visual, and kinesthetic learning modes. Whole group learning is broken up by small group learning. There is extensive use of cooperative learning and peer tutoring. We make use of Ohio Reads volunteers and the Title I Schoolwide program. Park Elementary School has building-wide programs such as Book Buddies in which an older child is paired with a younger child for fifteen minutes each week to share a book. We have a computer reading program called Accelerated Reader in which children earn points by reading a book and answering questions pertaining to that book. These points are recognized monthly and can be exchanged for prizes at the end of the year. Our Eight-Step Process, first developed by Brazoport Independent School District in Texas, is a daily higher level thinking exercise that encourages creative and analytical thought. Teacher-generated questions are balanced by student generated questions. Student directed lessons can be seen in many classrooms.

Park Elementary School teachers are always excited by and willing to try new teaching techniques. A visit through our school will reveal the multitude of methods employed to reach the whole child. And, finally, even after the final bell sounds for the day, tutors and their pupils may be seen as they review and reinforce skills needed for success.

5. Professional Development

The professional community at Park Elementary School is a community of life-long learners continuously working to perfect the teaching/learning process so that all children can be guided towards meeting their full potential. The teachers at Park Elementary School have high professional standards. Staff development and staff renewal processes are part of the total plan for the school each year. Teachers learn separately through course work and seminars and collectively through professional development and waiver days activities.

In the past few years, three of our teachers joined the ranks of two other teachers in earning a Master's Degree in Education. In addition, each teacher and the principal have attended the Ohio Reads sponsored Summer Institute. We have attended seminars, taken graduate level courses, and become involved in the outreach program Character Counts. Waiver days, granted by the State of Ohio, have been used for educational speakers, as well as for communication between staff members and professional preparation of materials for the Claymont District.

All this leads to a more knowledgeable staff and to a staff who is encouraged and excited to try new instructional techniques. Our students have been the beneficiaries of this knowledge. They have increased their Proficiency Test scores and demonstrate a strong motivation to succeed in school. Students at Park Elementary School come each day with a smile on their faces, greeted by a staff that appreciates their differences and works hard to help them achieve their full potential.

Being a small school community gives teachers daily contact with each other. They know each other on a personal basis and also have the special talents and strengths that need to be shared to make the total school program effective. Valuable time is also spent reflecting on the effectiveness of projects and sharing new ideas gained as teachers implement a project in their own classrooms.

When teachers are secure in their teaching methods, they will make the learning process more natural for the students. To be truly a learner-centered school, the staff must be confident in what they are doing as facilitators. With proper training, practice, and collaboration with other professionals, teachers stay on task and focused to get the most from their students.

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 26

Number of students who took the test 26

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).

Ohio Fourth-Grade Reading Proficiency Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
% At or Above Basic	100	N/A	N/A	N/A	N/A
% At or Above Proficient	40	60	36	50	52
% At Advanced	0	0	8	8	5
Number of students tested	26	21	26	26	21
Percent of total students tested	26	21	26	26	21
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Free and Reduced Lunch</u> (specify subgroup)					
% At or Above Basic	100	N/A	N/A	N/A	N/A
% At or Above Proficient	80	55	13	29	N/A
% At Advanced	20	0	0	0	N/A
Number of students tested	10	11	8	7	N/A
2. <u>Non-Eligible for Free/Reduced</u> (specify subgroup)					
% At or Above Basic	100	N/A	N/A	N/A	N/A
% At or Above Proficient	88	60	28	42	N/A
% At Advanced	20	20	11	.05	N/A
Number of students tested	16	10	18	19	N/A
STATE SCORES					
% At or Above Basic	90.6	N/A	N/A	N/A	N/A
State Mean Score					
% At or Above Proficient	66.3	67.7	56.0	58.2	59.2
State Mean Score					
% At Advanced	9.3	7.0	7.0	6.0	4.0
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 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 26

Number of students who took the test 26

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).

Ohio Fourth-Grade Mathematics Proficiency Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
% At or Above Basic	100	N/A	N/A	N/A	N/A
% At or Above Proficient	100	67	38	46	27
% At Advanced	29	9	4	4	0
Number of students tested	26	21	26	26	21
Percent of total students tested	26	21	26	26	21
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Basic	80	64	13	29	N/A
% At or Above Proficient	20	0	0	0	N/A
% At Advanced	10	11	8	7	N/A
Number of students tested					
2. Non-Eligible for Free/Reduced(specify subgroup)					
% At or Above Basic	100	N/A	N/A	N/A	N/A
% At or Above Proficient	38	82	50	42	N/A
% At Advanced	63	0	.06	.05	N/A
Number of students tested	16	11	18	19	N/A
STATE SCORES					
% At or Above Basic	70.4	N/A	N/A	N/A	N/A
State Mean Score					
% At or Above Proficient	58.6	62.9	59.4	48.9	50.6
State Mean Score					
% At Advanced	14.6	17.0	16.0	11.0	12.0
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.