

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 2004-2005 school years.
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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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:
- | | |
|-----------|---------------------|
| <u>16</u> | Elementary schools |
| <u>4</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>3</u> | High schools |
| <u>0</u> | Other |
| <u>23</u> | TOTAL |

2. District per Pupil Expenditure: \$8,330.00
- Average State per Pupil Expenditure: \$8,768.00

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. 11 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	N/A	N/A	N/A	7	N/A	N/A	N/A
K	N/A	N/A	N/A	8	N/A	N/A	N/A
1	12	12	24	9	N/A	N/A	N/A
2	13	13	26	10	N/A	N/A	N/A
3	13	13	26	11	N/A	N/A	N/A
4	13	12	25	12	N/A	N/A	N/A
5	14	11	25	Other	N/A	N/A	N/A
6	N/A	N/A	N/A				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							126

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | | |
|-------------------|---|--------------------------------|
| 85 | % | White |
| 9 | % | Black or African American |
| 0 | % | Hispanic or Latino |
| 6 | % | Asian/Pacific Islander |
| 0 | % | American Indian/Alaskan Native |
| 100% Total | | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	120
(5)	Subtotal in row (3) divided by total in row (4)	.016
(6)	Amount in row (5) multiplied by 100	1.6

8. Limited English Proficient students in the school: 2 %
2 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: French, Chinese
9. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 6

If this method does not produce an 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: 9 %
11 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>8</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Emotional Disturbance	

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>0</u>	<u>1</u>
Classroom teachers	<u>5</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>8</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>8</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 26:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	97 %	97 %	96 %
Daily teacher attendance	94 %	95 %	96 %	95 %	94 %
Teacher turnover rate	0%	0%	0%	20 %	0%
Student dropout rate (middle/high)	N/A%	N/A %	N/A %	N/A %	N/A %
Student drop-off rate (high school)	N/A %				

PART III - SUMMARY

Serving a culturally and economically diverse 52-square mile area in northeastern Franklin County and southern Delaware County, Westerville City School District meets the needs of approximately 85,000 residents. The district is comprised of 23 schools – 16 elementaries, four middle schools, and three high schools. At the end of the 2003-2004 school year, enrollment in the 9th largest district in Ohio stood at more than 14,000 pupils. For the thirteenth year in a row, Westerville City Schools met the criteria for having “What Parents Want” in education, a designation awarded by School Match, a research and database service company that collects, audits, integrates, processes and manages information about public and private elementary and secondary schools.

Central College Elementary is part of the Westerville Magnet School Program which is designed for students in grades 1-5, who have a particular interest and desire to experience education through a focused curriculum in a small school setting. The total enrollment of the school is 120 students which include Caucasian, African-American, and Asian students. There is no kindergarten program; therefore, students are selected by a lottery drawing from schools throughout the entire district. The lottery is held in May at the conclusion of a child’s kindergarten experience. Parents elect to enroll their children in the lottery. There is no academic requirement or testing necessary for a student to be enrolled in the program. Because it is a magnet school program, no intervention services are provided at the school. The only exception to this is speech and language services. Gender equality is maintained by keeping an equal number of boys and girls for each class.

Central College’s focus is mathematics and science and the school’s mission is: *To provide children with a technology-rich environment in which they experience and communicate mathematics and science as an integral part of life.* The natural curiosities of children about their world provide the energy that motivates teaching and learning at Central College Mathematics & Science Magnet School. Expanding each child’s world of wonder enhances both their fascination and reason, thus our instructional program emphasizes a “hands-on/minds-on” approach to learning with an integration of math and science units across the curriculum and grade levels. We also make a strong effort to link mathematics and science to the outside world of work through business and community partnerships. Team building and cooperation, modeled through the scientific process, are also key aspects of the teaching-learning environment. Technology is utilized at Central College to assist students in developing computer skills, constructing knowledge and extending their learning potential.

The history of the Westerville Magnet School Program is one of change. Established with the intent to provide alternative models to the existing elementary program in Westerville, Central College continues to explore innovative approaches to teaching and learning. Successful changes have been achieved through staff collaboration. This decision making process has and is producing a high degree of teacher ownership which in turn fosters teachers’ renewed commitment to increase student achievement. The small size of our school (120 students) and teaching staff (5) benefits student learning in that a teacher gets to know all the students in the building. Walking the hallways of the school, one would find groups of students scattered around working on a variety of projects and activities. Often times, students of varying grade levels are working together on assignments. At Central College, students have easy access to technology so that they can electronically research, create, and communicate.

Central College parents are a significant component in our learning community. They provide many hours of volunteering, primarily as media center and classroom aides and as reading and math tutors. Tutoring is a vital service, for it allows students an opportunity to develop fluency in acquiring reading and math skills on a one to one or small group basis. Our PTA is very strong and active, providing funds for field trips - supplemental learning materials.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Current results are based on the State of Ohio’s Third Grade Reading Achievement Test and the Fourth grade Reading and Mathematics Proficiency Tests. In reading for 3rd and 4th grades, all students were tested with 95.5% of the students scoring proficient or above. This exceeded by 59% the federal Annual Yearly Progress (AYP) goal of 40.5 %. In mathematics all students in 4th grade were tested and all students passed (100%). This exceeded by 64% the federal AYP goal of 39%. In Ohio, schools are rated by their Performance Index Score which reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grades 3 & 4. The most weight is given to the advanced students (1.2), and the weights decrease for each performance level. This creates a scale of 0 to 120 points, with 100 being the goal. There are 5 performance levels: Limited*/Below Basic, Basic, Proficient, Accelerated*, Advanced.

Third-Grade Reading Achievement Test Cut Scores*	Fourth-Grade Reading Proficiency Test Cut Scores	Fourth-Grade Mathematics Proficiency Test Cut Scores
<ul style="list-style-type: none"> Limited: below 385 Basic: 385- 399 Proficient: 400-414 Accelerated: 415-431 Advanced: 432 – and above 	<ul style="list-style-type: none"> Below Basic: 197 and below Basic: 198 -216 Proficient:217-249 Advanced: 250 and above 	<ul style="list-style-type: none"> Below Basic: N/A Basic: below 218 Proficient: 218-249 Advanced: 250 – and above

Central College Magnet School Performance Levels 2003-2004

Performance Index Score Calculations for the 2003-2004 School Year						
Grades 3 & 4 for All Tested Subjects	Performance level Across All Test Grades (includes all students in the school for a full academic year)	Percentage	X	Weight	=	Points
Calculation	Untested	0	X	0.0	=	0.0
	Limited*/Below Basic	.7	X	0.3	=	.2
	Basic	2.2	X	0.6	=	1.3
	Proficient	34.3	X	1.0	=	34.3
	Accelerated*	5.2	X	1.1	=	5.7
	Advanced	57.5	X	1.2	=	69
Central College’s Performance Index Score						
Performance Index Score Over Time	2003-2004	2002-2003		2001-2002		
	110.5	99		105.9		

* Third grade performance level only.

Due to Central College’s small population, our test scores are not disaggregated into sub-groups but it can be stated that non-white student performance is equivalent to white student performance. Data regarding Central College’s 2003-2004 academic performance can be found at the following web site:

<http://www.ode.state.oh.us/reportcardfiles/2003-2004/BUILD/005355.PDF>. Additional information on Ohio’s assessment system may be found at:

http://www.ode.state.oh.us/proficiency/technical_data/StatSumm_AchievementTests.asp (for 3rd grade achievement tests; www.ode.state.oh.us/proficiency/standards.asp (for 4th & 6th grade proficiency tests).

2. Central College Magnet School has implemented a continuous assessment approach to monitor and improve academic performance for all students. At the beginning of each school year, the teaching staff, along with the building principal, review an in-depth analysis of the previous year's testing results. This facilitates identification of any significant skill areas that need to be instructionally addressed. Intervention plans are developed for all students performing below grade level expectations in each content area. These plans provide supplemental instruction to address specific skill deficiencies and are shared with parents at the initial parent-teacher conference. Throughout the school year quarterly assessments in reading, writing and mathematics are given to each student using both formal and informal assessment instruments. These periodic assessments allow teachers to monitor student progress towards grade level standards and make appropriate interventions.

Additionally, trend data on student mean scores provides the teaching staff with a longitudinal picture of student performance in all content areas. Improving overall student mean scores indicates academic performance for all students is increasing each year. Over the past seven years, trend lines in all content areas have shown a continued upper movement. The number of students attaining advanced scores in the achievement and proficiency tests is also evaluated. Our goal is, and has been, to increase the number of students at the advanced level as opposed to simply being satisfied with basic proficiency level performances. In order to achieve this goal, item analysis of test results on the various tests are reviewed to determine how students, in general, are performing in various levels of both learning objectives and skills. An analysis of second - grade Terra Nova scores also provides an indicator of how well students are positioned to perform on the third - grade achievement test and fourth grade achievement and proficiency tests. Thus, assessment is used proactively by identifying early in the students' instructional program any areas for possible intervention or enrichment.

3. The use of several successful venues provides the opportunity to communicate student performance. A critical element is the establishment with parents of a common language and explanation of grade level expectations. This is done at Curriculum Night when teachers explain, in detail, the grade level content standards and how they will be assessed for competency. In addition, parents are given a written copy of the content standards for that grade level. All standardized tests administered to a student, whether district or state initiated, include a parent report. This report contains results of their child's academic performance with an explanation of these results as it relates to grade level benchmarks. Upon receipt of the report, parents can discuss their child's academic performance with teachers. Scheduled parent-teacher conferences also offer parents a time to discuss student performance. At these conferences teachers present samples of student work in the various content areas so parents have an opportunity to view the progress their child is making towards the appropriate grade level benchmarks.

Student feedback is essential to increase student achievement. At Central College, students play a vital role in the assessment process by: 1) helping to develop rubrics which assist them in giving direction regarding what is expected at different levels of student performance; 2) using software programs that assess student reading and math progress providing immediate feedback to the learner. Students and teachers can track their progress in these subjects over the course of the school year. In addition, this year we have implemented the use of *Headsprouts*, phonics - based reading program. This is an on-line early reading program designed to teach a typical 4- to 7-year old the critical skills and strategies essential for reading success. Students can use the program at home and their work can be monitored by the teacher from her/his own computer.

Over the years, Central College School has held open houses, technology nights, and family math/science nights for parents and the community. The purpose of these events is to showcase how students apply their learning by presenting projects based on classroom instruction. For additional information about our program, Central College has an established web site (http://www.westerville.k12.oh.us/ccollege_es.htm) which provides a direct link to our local school report card containing recent assessment data.

4. Since its inception as a magnet school in the Westerville City School District in 1989, Central College has had, as one part of its mission, to incorporate new curricular approaches to the teaching-learning process. Unique and novel approaches, whether incorporating technology or using community resources to support instruction, have consistently been part of Central College's strategic plan to improve student achievement. Teachers selected for Central College have agreed to be actively involved in sharing the successes of our program. Several of our teachers serve as district science and/or math teacher-leaders. As teacher-leaders, they provide grade-level workshops for other district teachers and assist in developing curriculum approaches to Ohio's Academic Content Standards. The awarding of several state grants to Central College provided new opportunities to initiate the use of technology into the classroom and to showcase classroom successes via statewide teleconferencing. Staff members have presented at a recent Ohio SchoolNet Conference showing how they utilize technology to help incorporate state standards into everyday instruction.

During the past two years we have established a collaborative relationship with our "sister school," Longfellow Elementary. This partnership has provided both staffs a unique opportunity for sharing our models of learning. *Exchange City*, a Junior Achievement learning experience for fifth graders, distance learning programs designed to enrich first-grade studies, and a third-grade investigation of force and motion culminating with student created toys, are examples of how we share our successes with others.

If selected as a NCLB Blue Ribbon School, Central College would welcome the opportunity to share our successes with other schools. Our past experiences in showcasing our programs have also been enriching for our school community. Often we learn more about ourselves and improve our teaching-learning process as we prepare to share with others.

PART V – CURRICULUM AND INSTRUCTION

1. Central College’s core curriculum includes reading/language arts, mathematics, science, social studies, health, art, music and physical education and each content area is aligned with the Ohio Academic Content Standards. As a magnet school our curriculum focus areas are mathematics and science. It is through this lens that we integrate all content areas. Each grade (1-5) has a self-contained classroom with one teacher teaching all content areas. A critical aspect that has led to our academic success is teacher knowledge of the vertical aspects of the elementary curriculum. Each Central College teacher is conversant about the previous and following year’s curriculum, thus providing a smooth student transition from year to year with little wasted time in re-teaching. This consistency of academic expectations benefits both the student and teacher. In order for this consistency to occur, constant communication and planning between staff members is essential. The following bulleted statements provide examples of the integrated curriculum approach at Central College:

- Teachers develop integrated units of study that encompass all content areas. Incorporated into each unit of study is the flexibility to expand and include the learning styles inclusive of all students. For example: All fifth grade students participate in Exchange City. Exchange City is a hands-on learning program that combines an eight-week classroom curriculum with a state-of-the art interactive government and free enterprise laboratory. The Exchange City experience helps students learn and apply rigorous academic standards in math, civics, social studies, language arts, and technology in real-life roles as citizens of their very own mini-town. For example: Fourth grade students work with “Grow Labs” in which they study the economy of plants; learn how the Fibonacci sequence of numbers actually occurs in nature; and write poetry about plant life.
- Teachers provide learning opportunities that allow students to experience success through a variety of pathways as they actively engage in learning the core curriculum. We recognize that each individual student possesses different intelligences and we attempt to recognize and encourage these strengths. For example: Third grade students, in a six week long unit, investigate, research, and construct simple machines. Students must demonstrate knowledge of simple machines by designing and producing a toy which operates using at least one simple machine and by creating a multi-media presentation about the machine. Such an active not only shows typical linguistic intelligence but also incorporates students’ spatial and kinesthetic modalities.
- The art specialist regularly collaborates with classroom teachers to provide an arts perspective to the units of study, such as an in-depth study of the artwork of Georgia O’Keeffe to enhance a science study of plant life and ecosystems.
- The community offers opportunities in the performing arts that support our core curriculum. For example, after experiencing live theatre performances, our students have written, produced, and performed fable plays.
- The music specialist regularly collaborates with classroom teachers to provide enrichment for the core curriculum. Several examples include preparing songs for our annual Veterans’ Day ceremony, exploring historical songs dealing with the Underground Railroad, and extending the understanding of sound as an outgrowth of a science study.

2. First and foremost, all Central College's teachers are teachers of reading and practice an eclectic approach to this essential skill. Central College does not subscribe to a "one size fits all" reading approach but instead employs an individualized approach to reading instruction based on the assessed needs of each child.

Central College Elementary uses a literature-based approach to reading instruction. This instructional method emphasizes the use of literature (trade books) in lieu of basal reading texts. A literature-based approach was selected by our staff because it exposes students to quality children's literature and provides opportunities for meaningful writing experiences that support our core curriculum. Since our curriculum focus as a magnet school is mathematics and science, students are quickly exposed to non-fiction materials immediately upon entering the program. Learning to read non-fiction requires students to acquire many different reading strategies than one would typically use with fictional materials. These early and continuous exposures to both non-fictional reading along with good literature provide Central College students with a rich variety of reading experiences, and thus, they are well prepared for all types of content assessments. Instruction in phonics is used for emerging readers to provide them with a foundation for word attack skills. "Reading logs" and "Bag a Book" for home reading are used to develop reading fluency. Writing also plays a vital role in helping students in the reading process by providing opportunities to learn how written language is used to communicate.

Central College does not have supplemental reading services so the classroom teachers must develop and provide intervention for students not reading at grade level as well as for those students who read at advanced levels. *Westerville Reads*, a volunteer community reading program comprised primarily of Central College parents, provides tutoring for first-grade students.

3. Our mission at Central College is to provide children with a rich and integrated environment in all content areas where they experience and communicate mathematics and science as an essential part of life. Thus our instructional program in this area emphasizes a “hands-on/minds-on approach” to learning with an integration of math and science units across the curriculum and grade levels. We follow the board of education’s approved course of study in mathematics and science but take a very in-depth approach to each unit of study at every grade level. In each unit of study students are given instruction that requires them to use the scientific process in completing their investigations. Identifying the problem, developing a hypothesis, testing it, evaluating the data and then determining new questions are all important steps in developing students’ critical thinking skills. The inquiry-based method best describes our philosophy regarding the teaching of science. Much of the student learning comes from their hands-on involvement in classroom experiments in which students actively engaged in learning scientific concepts. From first graders making “slime” in order to experience the properties of matter to fifth graders dissecting owl pellets to understand anatomy, each child’s experience is grounded in concrete applications of scientific concepts.

Another significant aspect of our approach to mathematics and science is to show how these subjects are important to our everyday lives. We routinely invite community experts to share their knowledge with our students. Our work with Battelle scientists, science educators from the metro parks, a university math professor, and a middle school math teacher all help students see that math and science are an essential part of our lives.

At Central College, students encounter significant learning opportunities in Outdoor Education. Outside the first and second grade rooms is a patio and garden with numerous birdhouses. Often this is a place where students can enjoy the pleasures of nature while doing reading and writing activities. The garden also provides a setting for introducing students to the scientific process. Adjacent to Central College is *Chipmunk Chatter Trail* leading to Inniswood Metro Park & Gardens. All students are involved in seasonal nature walks which provide extensive in-depth studies that incorporate Ohio academic standards.

4. Our small school atmosphere and design allow teachers and the administrator the opportunity to function as a learning team. Many of our learning activities are a result of total team planning, either school wide or among several classes. The staff has numerous opportunities to observe all of the students in various learning situations. This allows for quality interaction among teachers when addressing student learning concerns. As a staff, we are believers in providing situations where students are actively involved in the learning process. The ability for a child to construct knowledge is very important and is an excellent assessment of student progress. The bulletin boards and display cases around the school all speak of student creativity in many content areas. This is an excellent way to communicate to the entire community the impact of our approach to teaching and learning at Central College.

The following are specific examples of the ways Central College encourages an active learning environment for all students.

- Collaborative learning among students, such as:
 - Book clubs
 - Math lab groups
 - Dyad reading
 - Jigsaw sharing
 - Think, Pair, Share
 - Science lab groups
- Cross grade level educational experiences, such as
 - Multi-age groupings for in-depth studies
 - Multi-age and same grade groupings with our “sister school”
- Inquiry based learning to promote critical thinking skills.
- Student ownership for learning
 - Portfolios containing evidence of student work – both hard copy and electronic
 - Checklists
 - Rubrics for product assessment
 - Pre and Post Testing
 - Goal setting and self-evaluations

5. Professional development is a critical component to our success at Central College Magnet School and it occurs at three distinct levels: district, school and individual.

Each year the district provides professional development opportunities to meet student needs and close the identified educational gaps. All teachers attend these workshops and grade level meetings to gain an understanding of district expectations for student learning at each grade level. In addition, during the past two years, our staff has benefited from monthly early release days provided by the district. This two-hour block of time has been critical for the staff to work on improving student achievement.

At the building level, all staff members know that in employing a common theme in our professional development program, we can positively impact the school's academic performance. At our beginning of the year retreat, we analyze recent grade level and individual student assessments and begin discussions on goal setting for improving student academic performance. In recent years we have had staff development programs in: Integrating Technology into the Classroom; Activities in Math and Science (AIMS); Gifted and Talented Instruction; and Evaluating Student Work. At present most of our students are performing at or above proficiency levels. If Central College is to continue increasing its performance index score as well as its annual yearly progress (AYP), it is essential that students continue moving beyond proficient to more advanced levels. Recognizing this need, our current professional growth focus, as a school, is to assist teachers in adding new instructional strategies that "stretch" student creative and critical thinking.

Finally, all district teachers are required by contract to complete a professional growth activity once every three years. This professional growth activity is completed under the supervision of the building principal. Central College teachers have primarily used this opportunity to further strengthen their individual teaching skills or pursue additional certification requirements. Developing classroom action research projects, writing education grants, and preparing workshops are just a few of the activities that have resulted from these planned teacher growth projects.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **3** Test **Ohio Achievement Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Third-Grade Reading Achievement Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	79	
% At Advanced	50	
Number of students tested	24	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES		
1. <u>White</u> (specify subgroup)	N/A	
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	75	
% At Advanced	40	
Number of students tested	20	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	90	
% At or Above Proficient	78	
% At or Above Accelerated	59	
% At Advanced	33	

The table above reflects Ohio’s assessment categories and terminology.

Other subgroups, namely Asian, economically disadvantaged and students with disabilities do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **4** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	100	N/A	N/A	N/A
% At or Above Proficient	95	96	92	73	100
% At Advanced	64	46	0.0	12	25
Number of students tested	22	22	21	26	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Gender - Male					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	100	N/A	N/A	N/A
% At or Above Proficient	91	100	91	69	100
% At Advanced	62	50	0	7	16
Number of students tested	11	10	11	13	12
2. Gender - Female					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	100	N/A	N/A	N/A
% At or Above Proficient	100	100	90	76	100
% At Advanced	60	8	0	15	33
Number of students tested	11	12	10	13	12
3. White					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	100	N/A	N/A	N/A
% At or Above Proficient	97	53	92	64	71
% At Advanced	42	47	0	12	5
Number of students tested	19	19	25	25	21
4. STATE SCORES					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	77	70	N/A	N/A	N/A
% At or Above Proficient	66	59	63	59	49
% At Advanced	26	15	17	16	11

The table above reflects Ohio’s assessment categories and terminology.

Other subgroups, namely Asian, economically disadvantaged and students with disabilities do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **4** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Below Basic	100	9	N/A	N/A	N/A
% At or Above Basic	100	91	N/A	N/A	N/A
% At or Above Proficient	100	91	96.2	88	88
% At Advanced	64	41	46.2	53	33
Number of students tested	22	22	26	26	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Gender - Male					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	10	N/A	N/A	N/A
% At or Above Proficient	100	90	92	92	91
% At Advanced	25	46	69	54	25
Number of students tested	12	10	13	13	12
2. Gender - Female					
% At or Above Below Basic	100	8	N/A	N/A	N/A
% At or Above Basic	100	92	N/A	N/A	N/A
% At or Above Proficient	100	92	100	85	83
% At Advanced	33	25	23	53	41
Number of students tested	12	12	13	13	12
3. White					
% At or Above Below Basic	100	5	N/A	N/A	N/A
% At or Above Basic	100	95	N/A	N/A	N/A
% At or Above Proficient	100	53	50	36	71
% At Advanced	58	42	46	56	29
Number of students tested	19	19	24	25	21
STATE SCORES					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	77	70	N/A	N/A	N/A
% At or Above Proficient	66	59	63	59	49
% At Advanced	26	15	17	16	11

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