

**REVISED 03/15/05**

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

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

Official School Name New Bremen High School  
(As it should appear in the official records)

School Mailing Address 901 E. Monroe Street  
(If address is P.O. Box, also include street address)

New Bremen Ohio 45869-9685  
City State Zip Code+4 (9 digits total)

County Auglaize School Code Number\*026641

Telephone ( 419 ) 629-8606 Ext. 1200 Fax ( 419 ) 629-0115

Website/URL bremen.k12.oh.us E-mail [fborchers@bremen.k12.oh.us](mailto:fborchers@bremen.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\* Dr. Larry D. Smith  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New Bremen Local School Tel. ( 419 ) 629-8606 Ext. 1100

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Norman E. Holcomb  
(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 \_\_\_\_\_

## **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 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 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**

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**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  
    Middle schools  
    Junior high schools  
   1   High schools  
    Other
- 2   TOTAL
2. District Per Pupil Expenditure:       \$7,282.00  
     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.   14   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				7			
K				8			
1				9	46	36	82
2				10	34	31	65
3				11	32	37	69
4				12	45	47	92
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>308</b>



10. Students receiving special education services:   9  %  
  29   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>  25  </u> Specific Learning Disability
<u>      </u> Emotional Disturbance	<u>      </u> Speech or Language Impairment
<u>  1  </u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>  4  </u> Mental Retardation	<u>      </u> Visual Impairment Including Blindness
<u>      </u> Multiple Disabilities	

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> 13  </u>	<u>  7  </u>
Special resource teachers/specialists	<u>  3  </u>	<u>  1  </u>
Paraprofessionals	<u>  0  </u>	<u>      </u>
Support staff	<u>  2  </u>	<u>      </u>
Total number	<u> 19  </u>	<u>  8  </u>

12. Average school student-“classroom teacher” ratio:  18:1

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 %	96 %	97 %
Daily teacher attendance	96 %	96 %	97 %	98 %	97 %
Teacher turnover rate	0 %	8 %	13 %	4 %	4 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	1%	0 %	0 %	2 %	2 %

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>57</u>
Enrolled in a 4-year college or university	<u>70</u> %
Enrolled in a community college	<u>20</u> %
Enrolled in vocational training	<u>5</u> %
Found employment	<u>5</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	100 %

### **PART III - SUMMARY**

New Bremen High School is located in New Bremen, Ohio. Our village is located in Auglaize County of the predominantly rural west-central Ohio area. New Bremen High School serves 308 students in grades 9-12. The vast majority of students in our twenty-three square mile district reside in Auglaize County with small percentages coming from neighboring Mercer and Shelby Counties. New Bremen High School has been accredited by the state of Ohio since 1878 and by the North Central Association since 1913. We have a veteran teaching staff, the majority of whom have a Master Degree. New Bremen High School has successfully met every state report card criteria for the past four years, helping our district earn the highest possible state ranking each of the past five school years.

New Bremen High School is housed in a relatively new facility, opened at the beginning of the 1999-2000 school year. The building was constructed entirely from local tax dollars on property donated to the district. An athletic complex, financed through donations and booster projects, was built on ground adjoining the high school. Throughout the years, the New Bremen community has been very supportive of the school system. Only three levies have failed since 1947, all of which passed on the second try. Our community typically has strong family backgrounds with high standards and expectations. These expectations carry over to the school system, which is a focal point for the community. As a result, we have had several National Merit Scholarship Finalists and Commended students in recent years. Since the inception of required proficiency testing in the early nineties, New Bremen High School has never had a student fail to receive a diploma due to not passing the required high-stakes state-level test. Our local education foundation has been growing steadily and last year donated 48 scholarships to New Bremen graduates. Ninety-five percent of last year's graduates planned to further their education.

Co-curricular participation also reflects these high expectations. Our marching band has earned a state record with 23 consecutive Superior ratings at the state contest. More than a third of our student body participates in choir. Our wide-ranging athletic program has had increased success recently, including a State Champion Hurdler last spring. The Scholastic Teams have consistently been at or near the top of their league. Our Future Farmers of America program has a strong reputation. Overall, ninety-two percent of our students participate in at least one co-curricular activity, with most students involved in several different ones.

All the factors mentioned above contribute to the success of New Bremen High School and are blended into our mission statement which reads: With the combined efforts of home, school, and community, the New Bremen Local School system is committed to the development of life-long learners who are

accountable, responsible, and self-sufficient contributors to society. Through the continued growth of literacy, math, science, and technology, all students will be provided with a quality education.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. The Meaning of Our Assessment Results:**

All high school students in Ohio faced a unique year of testing requirements. Those students who were tenth graders in the 2003-2004 school year were the last cohort of students required to pass all five 9<sup>th</sup> grade proficiency tests in order to graduate. If a 2003-04 10<sup>th</sup> grader had not passed all exams in the ninth grade, they took the appropriate exams again and will continue to take the remaining exams in the upcoming years until they pass. Both the Ninth- Grade Reading and Mathematics Proficiency Test cut scores are 200 or above in order to be proficient. All 2003-04 10<sup>th</sup> graders, including those who passed all subject areas of the 9<sup>th</sup> grade proficiency test, were required to take the new Ohio Graduation Tests (OGTs) in reading and mathematics in March 2004, though these tests are not required for graduation for them. Students entering 10<sup>th</sup> grade after June of 2004 are required to pass the full five subject array of OGTs in order to graduate. The Tenth-Grade Reading OGT Cut Scores are: Limited (below 383), Basic (383-399), Proficient (400-428), Accelerated (429-477), and Advanced (448-547). The Tenth-Grade Mathematics OGT Cut Scores are: Limited (below 384), Basic (384-399), Proficient (400-425), Accelerated (425-443), Advanced (444-546).

More information on these proficiency tests can be located at:

<http://www.ode.state.oh.us/proficiency/OGT/default.asp> and OGT Interpretive Guide, Spring 2004 (for the 10<sup>th</sup> grade graduation tests)

The reading portion of the state proficiency tests measures such areas as fiction, non-fiction, and everyday functional skills in reading. New Bremen students have had an average passage rate of 99% in the past five years. The state average passage rate during the same time span has been 94.6%. On the Ohio Graduation Tests given for the first time this year, New Bremen students again performed significantly better than the state averages. This would indicate that our students have obtained more than the necessary reading skills for success in high school.

The mathematics portion of the state proficiency tests involves areas of measurement, arithmetic, geometry, data analysis, and algebra. New Bremen High School's average passage rate in math over the past five years has been 97.6% as compared to the state average of 82.2%. Also on the Ohio Graduation Test in math, our students compared favorably to the state averages. Once again it would appear our students fare well in their attainment of necessary skills. In addition, our high school students who have completed the core curriculum over the past five years and taken the ACT, have an average math score of 23.62. By comparison, Ohio students averaged 22.26 and the national average was 21.68 for core students on the math test during the same time period.

### **2. Applying Assessment Data to Improve Student and School Performance:**

The staff and administration of New Bremen High School closely review the results of all statewide proficiency tests. We are constantly trying to determine if any trends exist that may indicate areas of curricular strength or weakness. Results of other tests, such as the ACT, PLAN, and PSAT, are also scrutinized. As a result of this process, adjustments to curriculum have been made. These adjustments may be as minor as simply stressing an area of need within an already developed lesson or as major as adding an additional course offering to fill gaps not presently being met.

New Bremen High School is a member of the Western Ohio Computer Organization (WOCO) which serves as the Data Acquisition Site for a large number of districts in our area.

WOCO provides its schools with access to a computer program called Data for Student Learning. (DSL is being updated and will then be known as DASL) This program provides the means to examine data from a variety of tests including state proficiencies, off year state required tests, and any others for which the results have been downloaded. The program allows us to examine test results by individual student, class, teacher, grade level, or building. Results may also be grouped by item subscale and learning outcomes developed by the Ohio Department of Education.

This type of information along with the results gathered through classroom assessments are used to determine the effectiveness of our instructional programs and whether or not the curriculum is properly aligned to the adopted state standards. This information also provides crucial data allowing us to meet the specific needs of individuals or groups of students. The data may also be used to determine areas of need for professional development on an individual or building-wide basis.

### **3. Communicating Student Performance to Parents, Students, and the Community:**

New Bremen High School makes a concerted effort to share information regarding student performance with all shareholders. Student assessment information is shared in a variety of ways. The testing company provides labels with individual student information for the state proficiencies. These labels are affixed to a letter explaining the results and mailed to the parents. Each student meets with either the counselor or principal to be informed of test results, receive explanations, and have any questions answered. The statewide testing program is explained to parents at meetings such as Eighth-Grade Orientation and our Cardinal Pride Association with literature provided by the state department being put to use. An excellent example of this literature would be *A Guide to the New Ohio Graduation Tests for Students and Families* which can be found at the following website: [www.OhioAcademicStandards.com](http://www.OhioAcademicStandards.com). State proficiency scores in the past were mailed annually to every residence in our district through the state generated building and district report cards. The local news media makes this information front page material which provides the opportunity for easy comparison of each district's performance. Test results are discussed at our board of education meetings, printed in newsletters mailed to every residence, are part of our annual report, and are available on our school website.

New Bremen High School also uses an electronic grade book (ProgressBook) that features modules allowing both students and parents to view classroom progress via the internet. Parent-teacher conferences are conducted which provide the opportunity for face-to-face discussions to raise concerns and develop plans to improve student performance.

### **4. Sharing Our Successes with Other Schools:**

New Bremen High School shares its successes with other schools through various means. The Auglaize County Educational Service Center conducts monthly meetings for the principals of every school in the county. Successes, problems, and concerns are shared and discussed. The cooperative nature of the meetings provide each of us with ideas of what's working along with ideas and means for improvement. In addition, we mail our school newsletters to surrounding area schools. The staff and administration are generally encouraged to attend professional development opportunities. These are often excellent opportunities for sharing ideas. Two of our high school mathematics teachers presented at the statewide mathematics conference. Our superintendent has taught classes at a local university, undoubtedly using information from our school as examples during his classes.

We also work with other educators from the area in hosting team visits. For example, early last December, a team of educators from an area school visited New Bremen High School to interview and observe several of our teachers use new technology equipment. Actually seeing the equipment in use and

hearing the opinions of our teachers helped our neighboring district make a more informed decision regarding their own purchase.

Our school's webpage is designed and maintained by students under the direction of a staff member. They attempt to include highlights and successes on the webpage. The easy access to this information readily lends itself to sharing successes to virtually anyone, anywhere.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. School Curriculum:**

New Bremen High School provides students with a variety of coursework, whether college preparatory or vocational in nature. All courses are open to any student, though some have prerequisites for prior coursework or suggested grade levels which increase the likelihood for student success in the classes. The guidance counselor works with both students and parents to build schedules that best meet student needs and interests. The community expects all our students to be academically well-prepared at graduation time. Our curriculum offerings reflect the high expectations of our community.

Our English or Language Arts offerings include required courses English 9, English 10, English 11, and English 12. Through these courses, all students are exposed to grammar, literature, and writing skill development. Department electives include semester classes in Communication Skills, Creative Writing, Death and Dying, Basic Reading, and Advanced Reading.

The mathematics curriculum is our most diverse and certainly may be tailored to meet the needs of every student. Students are required to complete three years of mathematics with most taking four and a significant number, even five courses. From what would be considered the basic math to the highest level, the following are our math course offerings: Integrated Math 9, Algebra IA, Algebra IB, Business Math, Algebra I, Algebra II, Geometry, Pre-Calculus/Trigonometry, Foundations of College Mathematics, and Senior Advanced Math which is one-quarter statistics and three-quarters calculus.

Science also provides students with some choices depending on ability, interests, and career choice. Three credits are required for graduation. Coursework includes: General Science, Earth Science, Biology, College Preparatory Biology, Chemistry, and Physics. A semester of Physiology is offered as well as semesters of independent study in Advanced Chemistry and Advanced Physics when the need arises. Students are required to complete three year-long courses in Social Studies including American History, World History, and American Government. Optional semester course offerings include: Geographical Political Science, Citizenship, Sociology, and Psychology.

Our final required coursework lies in one semester of Health and two semesters of Physical Education. Our summer physical education class has been popular with the students.

We have been able to offer three foreign languages to our students. Four years of Spanish is available and is by far the most popular choice of our students. Four years of German have also been available for some time. However, the recent retirement of our teacher and shrinking enrollment caused us to provide German I and II classes online this year and to transport our German III students to a nearby school. In addition to Spanish and German, two years of American Sign Language are open to students. This class is taught by a teacher in another neighboring district with our students accessing instruction through interactive video distance learning (IVDL) equipment.

Our Business course offerings are all electives. Year-long courses include General Business, Accounting I, and Accounting II. Semester offerings include Business Law and Consumer Economics along with our computer technology courses. These include: Keyboarding, Computer Concepts, Computer Word Processing, Computer Spreadsheets and Database, Advanced Computers, Webpage Design, Multimedia Presentations, and Computer Repair.

Industrial Technology is comprised entirely of semester electives and includes: Woods I and II, Metals I and II, Drafting I and II, Photography, Auto Power, and Independent Study.

Four years of Vocational Agriculture coursework is available along with a year-long work-study course in Agribusiness. This coursework is quite practical as many of our students are from family farms. The associated Future Farmers of America program has earned numerous state and national awards.

Students may also choose from four year-long Art classes as electives.

Music offerings include four years of high school band, choir, or a semester of Music Theory.

Family and Consumer Science courses are available electives. Four semesters of Life Skills and semester courses in Marriage and Family Relations, Coed Survival, Child Development, and Nutrition and Wellness may be chosen by students.

Career Technical (Vocational) courses are available through affiliated schools.

Advanced Placement coursework is available online and students may also choose to take college coursework at local universities through our post-secondary education options.

Finally, students that are determined to be at-risk may take advantage of the county-wide Opportunity School. This program was created in conjunction with the Juvenile Court and provides small group instruction for either remedial or regular course work. One of the main reasons our drop-out rate is pretty much non-existent, is the success this program has had in meeting the specific needs of our at-risk students.

## **2b. English Language Curriculum:**

As mentioned above, the cornerstone of our English curriculum are the four courses required of each student. Writing skills and grammar are stressed at each grade level as is reading through the study of literature and poetry. The Ohio Department of Education has provided the framework for these courses by its adoption of academic content standards required at each grade level. The materials used and creation of appropriate assignments to teach the standards remain a local decision and thereby become primarily the responsibility of the classroom teacher. The elective courses within the department allow the student to work at further improving certain skills. For instance, Basic Reading is a course designed to assist students reading below grade level. The intent of the course is to bring these students up to par with their classmates. The class size is typically small and gives the teacher the chance to provide the additional individual attention so often necessary for success in this situation. For the students with more profound deficiencies and identified needs, special education courses are available. These students use the same textbooks and materials as their counterparts in regular education, but have their needs addressed as specified in their IEPs.

Students at the other end of the spectrum in reading skills benefit from taking our Advanced Reading course. Class work on topics such as vocabulary development, critical reading and comprehension skills, provides students with the higher level thinking skills required for success on the ACT or SAT type tests.

New Bremen High School also offers elective courses to students that specifically develop writing skills (Creative Writing) and communication skills (Communication Skills).

### **3. Mathematics Curriculum:**

The mathematics curriculum at New Bremen High School has evolved over the years. Various factors, such as increased graduation requirements, suggestions from post-secondary institutions, graduate surveys, and our quest to fill the needs of our students as life-long learners, have all played roles of some degree.

The state increased the graduation requirements several years ago. This presented a problem for those students whose abilities would have previously kept them from going beyond geometry and algebra. Several curricular options were developed including Integrated Math 9, and Business Math. These courses provide avenues for improving math skills and applying the learned outcomes in real life situations. They are also crucial to developing the skills necessary for successful completion of the math portion of the Ohio Graduation Tests. Another modification to our curriculum came when we chose to offer, in addition to our regular Algebra I class, the same information split over a two-year time period. This slowed-down, but not watered-down course allows the time needed for lower level students to master the material.

Adjustments have also been made on the upper end of the mathematics course offerings. Our graduates entering math intensive careers, such as engineering, informed us of the need for more calculus. The fifth-year math course called Senior Advanced Math was added. This course presently involves one quarter of statistics and three quarters of calculus. Recent graduates are much more pleased with their preparation. A second offering was added several years ago. A study by a local university found that students who did not take any math course during their senior year scored significantly lower on college entrance exams and were more likely to require remedial math collegiate work. A joint effort of the college staff and area high school math teachers resulted in a course seniors could take to not only retain, but also improve their math skills. The Foundations of College Mathematics course incorporates concepts identified on the ACT Work Keys, critical thinking skills, math reasoning and communication skills, collaborative learning activities and extensive technology including TI83 Plus graphing calculators, calculator-based labs, and calculator-based rangers. The use of technology in our math courses has trickled down to where all students now in Algebra II or higher math courses are required to have graphing calculators. Our geometry classes also make use of the Geometry Sketchpad program in our sign-out computer lab. These applications assist us in meeting our district technology goals.

### **4. Instructional Methods to Improve Student Learning:**

Like students everywhere, New Bremen High School students have a variety of learning styles which in turn dictate the instructional strategies used by our teachers. Many teachers incorporate lectures and teacher-led discussions in their classes. The discussions are interactive and use a variety of questioning techniques which require students to use higher level thinking skills and move the lessons beyond rote memory responses or simple note taking. These discussions are regularly enhanced with video clips, power point presentations, or more traditional audio-visual technologies. Several staff members are utilizing the Sympodium technology with their classes, which takes whiteboard technology and allows for it to be projected. This interactive technology is very intriguing for students. Our teachers also utilize small and large group activities that develop collaborative skills in addition to teaching academic standards. These group activities often require a class presentation as the summative activity. Most of our teachers are willing to work on an individual basis with students either before school, after school, or during their conference periods. A retired math teacher is hired for several hours a week to tutor students

in math from either study halls or the math class pull-out program. We also use National Honor Society students as tutors for students having trouble with classes.

Many of our classes lend themselves to hands-on lab activities including science, art, industrial technology, vocational agriculture, family and consumer science, and computer technology courses. We also have a sign-out computer lab that teachers use for class research, writing activities, or software applications pertinent to their classes. Our American Sign Language course is presented to our students through IVDL equipment. Most teachers also take advantage of guest speakers, field trips, and assemblies to provide other options for student learning.

#### **5. Professional Development Program:**

New Bremen High School has a multi-faceted professional development plan. Teachers are encouraged to attend professional meetings and state conferences throughout the school year or summer time. These meetings provide staff with up-to-date information and are often an excellent source for new ideas. Locally, our teachers have two full paid days set aside each year for professional development. One is set up and presented by our Auglaize County Educational Service Center. This day may feature a single speaker for the entire day. More typical is a smorgasbord of presentations from which the teachers choose those which are most pertinent to their classroom setting. In recent years, at least one session has been set aside to allow teachers to meet with the other grade level/subject area teachers from the entire county. This is important because the size of our schools is relatively small and some departments have only one teacher. This format is popular and successful because it allows for a good deal of cooperative give and take as teachers share their ideas, successes, and concerns with one another. The second professional day is set aside for activities prepared and organized by the area teacher's union.

New Bremen High School also has a series of three early dismissals throughout the school year for staff in-service. We try to have an ongoing topic that we work on developing throughout the year. This year we have an outside presenter working with us on the nuts and bolts on how teachers should be creating assignments that are grade-level appropriate and specifically address the state academic content standards. The program is Examining Student Work: Connecting and Aligning Artifacts and Resources to High Stakes Curriculum. Student achievement is directly impacted by the quality and appropriateness of the lessons teachers develop. Improved lesson development should result in improved student learning.

We also take time at our own staff meetings, before school or after school, to in-service staff on a more ongoing basis. Frequent updates on proper use of our electronic grade book or other technologies are commonplace. Again, student achievement is impacted. Since both students and parents are able to view grades within the electronic grade book, the constant and consistent communication that results sets the stage for improved student performance.

## **PART VII - ASSESSMENT RESULTS**

### **STATE CRITERION-REFERENCED TEST**

Subject **Reading** Grade **9** 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*
<b>SCHOOL SCORES</b>					
% At or Above Proficient	99%	99%	100%	99%	98%
Number of students tested	68	95	58	86	83
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%
<b>SUBGROUP SCORES</b>					
1. White					
% At or Above Proficient	98%	99%	100%	99%	98%
Number of students tested	68	95	58	86	83
2. Students with disabilities					
% At or Above Proficient	NC	NC	NC	NC	NC
Number of students tested	<10	<10	<10	<10	<10
3. Economically Disadvantaged					
% At or Above Proficient	NC	NC	NC	NC	NC
Number of students tested	<10	<10	<10	<10	<10
4. Asian/Pacific Islander					
% At or Above Proficient	NA	NA	NA	NA	NC
Number of students tested	NA	NA	NA	NA	<10
<b>STATE SCORES</b>					
% At or Above Proficient	96	94	95	94	94

\* Grade 9 Reading Proficiency Test taken at the 10<sup>th</sup> grade

**The table above reflects Ohio's assessment categories and terminology.**

In areas where information is not provided, NC, subgroups such as students with disabilities and economically disadvantaged, do not comprise sufficient numbers (ten or more) to be part of the state assessment report. NA indicates Not Applicable. No alternative assessments were given.

**STATE CRITERION-REFERENCED TEST**

Subject **Mathematics** Grade **9** 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*
<b>SCHOOL SCORES</b>					
% At or Above Proficient	97%	98%	100%	99%	94%
Number of students tested	72	94	55	84	82
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
<b>SUBGROUP SCORES</b>					
1. White					
% At or Above Proficient	97%	98%	100%	98%	94%
Number of students tested	72	94	55	84	81
2. Students with disabilities					
% At or Above Proficient	NC	NC	NC	NC	NC
Number of students tested	<10	<10	<10	<10	<10
3. Economically Disadvantaged					
% At or Above Proficient	NC	NC	NC	NC	NC
Number of students tested	<10	<10	<10	<10	<10
4. Asian/Pacific Islander					
% At or Above Proficient	NA	NA	NA	NA	NC
Number of students tested	NA	NA	NA	NA	<10
<b>STATE SCORES</b>					
% At or Above Proficient	85	82	83	81	80

\* Grade 9 Mathematics Proficiency Test taken at the 10<sup>th</sup> grade

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

In areas where information is not provided, NC, subgroups such as students with disabilities and economically disadvantaged, do not comprise sufficient numbers (ten or more) to be part of the state assessment report. NA indicates Not Applicable. No alternative assessments were given.

**STATE CRITERION-REFERENCED TEST**

Subject **Reading** Grade **10** Test **Ohio Graduation Test**

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

	2003-2004	<b>The Tenth-Grade Reading Graduation Test was not administered prior to 2003-2004.</b>
Testing month	March	
<b>SCHOOL SCORES</b>		
% At or Above Limited	100%	
% At or Above Basic	99%	
% At or Above Proficient	94%	
% At or Above Accelerated	75%	
% At Advanced	46%	
Number of students tested	67	
Percent of total students tested	100%	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0%	
<b>SUBGROUP SCORES</b>		
1. Students with disabilities		
% At or Above Limited	100%	
% At or Above Basic	83%	
% At or Above Proficient	50%	
% At or Above Accelerated	17%	
% At Advanced	0%	
Number of students tested	6	
2. White		
% At or Above Limited	100%	
% At or Above Basic	99%	
% At or Above Proficient	94%	
% At or Above Accelerated	75%	
% At or Above Advanced	46%	
Number of students tested	67	
<b>STATE SCORES</b>		
% At or Above Limited	100	
% At or Above Basic	89	
% At or Above Proficient	79	
% At or Above Accelerated	53	
% At Advanced	27	

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

No alternative assessments were given.

**STATE CRITERION-REFERENCED TEST**

Subject **Mathematics** Grade **10** Test **Ohio Graduation Test**

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

	2003-2004	<b>The Tenth-Grade Mathematics Graduation Test was not administered prior to 2003-2004.</b>
Testing month	March	
<b>SCHOOL SCORES</b>		
% At or Above Limited	100%	
% At or Above Basic	99%	
% At or Above Proficient	93%	
% At or Above Accelerated	76%	
% At Advanced	39%	
Number of students tested	67	
Percent of total students tested	100%	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0%	
<b>SUBGROUP SCORES</b>		
1. Students with disabilities		
% At or Above Limited	100%	
% At or Above Basic	86%	
% At or Above Proficient	72%	
% At or Above Accelerated	29%	
% At Advanced	0%	
Number of students tested	7	
2. White		
% At or Above Limited	100%	
% At or Above Basic	99%	
% At or Above Proficient	93%	
% At or Above Accelerated	76%	
% At Advanced	39%	
Number of students tested	67	
<b>STATE SCORES</b>		
% At or Above Limited	100	
% At or Above Basic	83	
% At or Above Proficient	68	
% At or Above Accelerated	38	
% At Advanced	18	

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

No alternative assessments were given.