

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. Michael E. Lane
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 232 Summit Street
(If address is P.O. Box, also include street address)

Pettisville OH 43553-0001
City State Zip Code+4 (9 digits total)

County Fulton School Code Number 029793

Telephone (419) 446-2705 Fax (419) 445-2992

Website/URL http://blackbirds.pettisville.k12.oh.us E-mail pet_hs_ml@nwoca.org

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

(Principal's Signature) Date _____

Name of Superintendent Dr. Stephen S. Switzer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pettisville Local Schools Tel. (419) 446-2705

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. John S. King
(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

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 (7-12)
 Other
- 2 TOTAL
2. District Per Pupil Expenditure: \$ 7,883
- Average State Per Pupil Expenditure: \$ 8,768

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. 2.5 Number of years the principal has been in her/his position at this school.
 8 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	21	31	52
K				8	32	20	52
1				9	25	27	52
2				10	20	19	39
3				11	23	22	45
4				12	14	25	39
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							279

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>90</u> | % White |
| <u>0</u> | % Black or African American |
| <u>8</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100 | % Total |

7. Student turnover, or mobility rate, during the past year: 3 %

(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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	269
(5)	Subtotal in row (3) divided by total in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3

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

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 42

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: $\frac{10}{27}$ %
 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>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</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>0</u>
Classroom teachers	<u>14</u>	<u>7 (2.5 FTE)</u>
Special resource teachers/specialists	<u>0</u>	<u>4 (1.5 FTE)</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>0</u>	<u>23</u>
Total number	<u>15</u>	<u>34</u>

**** Pettisville Local is a K-12 building where some staff members are shared (considered part-time above) between the elementary and high school. No support staff or specialists are dedicated specifically to the elementary or high school, and therefore are considered part-time for the purposes of this reporting.**

12. Average school student-“classroom teacher” ratio: 20 : 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	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	98 %	99 %	99 %	98 %	98 %
Teacher turnover rate * based on 20	5 %	5 %	10 %	0 %	10 %
Student dropout rate (middle/high)	2 %	2 %	0 %	2 %	2 %
Student drop-off rate (high school)	2 %	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>43</u>
Enrolled in a 4-year college or university	<u>53 %</u>
Enrolled in a community college	<u>26 %</u>
Enrolled in vocational training	<u>5 %</u>
Found employment	<u>9 %</u>
Military service	<u>2 %</u>
Other (travel, staying home, etc.)	<u>5 %</u>
Unknown	<u>0 %</u>
Total	100 %

PART III - SUMMARY

The Pettisville Local School District, located in Fulton County, Ohio, is approximately 30 miles west of Toledo, in northwest Ohio. This is a unique school district as it is one of the smallest school districts in the state, and enjoys an almost unduplicated level of public support.

The Pettisville Local Schools consist of one K-12 building offering exceptional educational opportunities to the children served. Much of the uniqueness of this district is due to curricular and extra-curricular activities across grade levels, and having a number of teachers who cover all grade levels. Within the building, grades K-6 (elementary) are in their own section while grades 7-8 (junior high school) and grades 9-12 (high school) are together in the other part of the facility. For the purpose of the data in this report, the junior high and high school will be combined, as that is how the state recognizes the school.

Mission Statement - The Pettisville Local School District is committed to provide each student a distinctly superior education that enriches both student and community.

Along with the mission statement, the following Core Values are central to our beliefs about education, youth, and community. These eight core values are 1) Quality Education, 2) Worth of the Individual, 3) Parents and Community Involvement, 4) Service, 5) Responsibility, 6) Recognition of Intellectual, Physical, Spiritual, Emotional, and Social Dimensions, 7) Work Ethic, and 8) Cooperation, Not Confrontation.

The following are a few examples of recent accomplishments and activities:

- The Pettisville Local School District received the highest state ranking for school districts in the 1996-97, 2001-02, and 2003-04 school years.
- Pettisville High School has been designated as an “Excellent School” by the state in each of the last four years. The Excellent designation is earned by meeting all state indicators of student achievement on annual state assessments in reading, writing, math, science, and citizenship.
- Both Pettisville High School and Pettisville Junior High School won awards for the “School with the Highest Number of Superiors” in a seven-county “Academy of Science Day” in 2004.
- Pettisville High School was recognized by the Ohio Department of Education in 2004 as one of seventy-four schools selected by The Ohio Academy of Science to receive the Governor’s Award for Excellence in Youth Science Opportunities.
- Two science teachers and one agricultural science teacher were selected in 2004 to receive the Governor’s Award for Excellence in Youth Science Opportunities for extending science education beyond the traditional classroom. Only 186 teachers statewide earned this distinction.
- Pettisville High School’s band and choir toured and performed in New York City in 2002.
- In the 2004 Fulton County Business Education Competition, Pettisville High School students received 4 of the 6 Accounting I awards and 2 of the 3 Accounting II awards.
- Pettisville High School had two state winners in the Ohio Federation of Soil and Water Conservation digital poster contest in 2003. One placed 2nd in the national competition.
- Pettisville’s FFA program had nine state finalists and was selected as “Outstanding Program in the State” in 2003.
- FFA Alumni and Friends has over 150 members, making it the second largest FFA alumni chapter in the state, which is impressive for such a small school.
- The Spanish Club and Student Council raised funds in 2003 and donated over \$1,700 to aid the hurricane stricken people of the Yucatan Peninsula in Mexico.
- Members of the Spanish Club spent 16 days touring Spain during a 2004 educational field trip.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

The instructional staff at Pettisville takes great pride in not only their work with the children served, but also in the academic and personal success of those children. As the state assessment process has evolved, the instructional staff at Pettisville has been effective and efficient with the transition, most recently implementing Ohio’s new academic content standards in the classroom to meet and exceed expectations of the Ohio Department of Education.

For a number of years, the state assessment system relied on a battery of tests collectively called the Ohio Ninth-Grade Proficiency Test. Passage of all five sections (reading, writing, math, science, and citizenship) was required for a student to graduate. The test was given to all students beginning in their eighth grade year with multiple opportunities to pass each test prior to graduation.

Beginning in 2004-2005, sophomores (class of 2007) will be required to pass the new Ohio Graduation Test (OGT) covering the same five academic content areas. The OGT will be more difficult as students will be writing much more to explain how answers were determined, and there will be fewer opportunities to pass each test.

In March 2004, Pettisville's tenth grade students took the math and reading sections of the new OGT. Since these tenth graders had previously passed all five sections of Ohio's Ninth-Grade Proficiency Test, they had nothing to gain or lose by taking the test. However, the district wanted to use this opportunity to gauge student learning and instructional progress since the faculty began using the new academic content standards as the foundation for classroom instruction.

The five achievement levels for the Ohio Graduation Test results are, from lowest to highest, limited, basic, proficient, accelerated, and advanced. Only proficient and higher is passing.

On the reading section of the Ohio Graduation Test, **98%** of Pettisville sophomores passed, scoring at or above the proficient level. Seventy-eight percent of the students scored at or above the accelerated level, with 52% of the students achieving at the advanced (highest) level.

On the math section of the Ohio Graduation Test, **98%** of Pettisville sophomores passed, scoring at or above the proficient level. Sixty-seven percent of the students scored at or above the accelerated level, with 46% of the students achieving at the advanced (highest) level.

Not only did Pettisville students perform very well individually, the overall class results placed this group of students ahead of every other school district in the four northwest counties (Defiance, Fulton, Henry and Williams). In addition, Pettisville High School had the greatest percentage of students placing in the highest classification (advanced) of achievement in both reading and math.

Although proud of the results listed above, the instructional staff, guidance department, and administration will strive to continuously improve the instructional process for the betterment of each child served.

Additional information on Ohio's assessment system may be found at both of the following locations: <http://www.ode.state.oh.us/proficiency/OGT/default.asp> and [OGT Interpretive Guide, Spring 2004](#)

Use of Assessment Data

From the information provided to us by the Ohio Department of Education and discussions held with language arts, reading, and math instructors, we feel confident that we are heading in the right direction with the implementation of the academic content standards across all curricular areas.

When the Ninth-Grade Proficiency Test was used as the state assessment tool, the state would provide an analysis of each student's scores by individual strand. Interpreting the statistical data provided a picture of how our instruction matched, or did not match, the expectations of the state.

For example, if a high percentage of students taking the math section of the test performed poorly in the area of geometry, we would look into how that area was taught, what students might have missed, how students learned or didn't learn, or any other avenue to provide clues to determine changes to be immediately implemented. Instruction was then analyzed and reevaluated.

Since this is the initial year for the OGT to be used exclusively as the state assessment tool for high schools, the same statistical analysis of the results will be used to improve classroom instruction and student achievement.

The more in-depth the statistical information can be analyzed, and the further it can be broken down, the better our instructional staff will be able to respond with adjustments in the instructional process.

Communicating Performance

Pettisville High School operates on a semester system. Two quarters of nine weeks each comprise a semester. Credit is earned by successfully passing a semester class. The semester grade, which is used to calculate the student's GPA, is based on the average of grades from two quarters along with a semester exam. Midway through a nine week grading period parents are mailed an "interim report" listing the grades achieved in each class at that point. Parents appreciate knowing how their children are progressing, and this gives the school an opportunity to get a parent more involved in helping their child.

Understanding the role parents play in the successful academic performance of their children, the district encourages parents to keep in touch with their children's teachers. Voice mail and email are available for parents to use at all times to contact teachers. Parent-teacher conferences are scheduled twice a year for parents to meet directly with teachers. Because the school district is small and the community is close-knit, parents and teachers have many additional opportunities to discuss the performance of the children.

Results from the state assessment tool are shared with students, parents, and the community through a variety of methods. The students (and their families) are mailed a "Student Test Report" that has testing results for each specific student that shows the student's overall scores along with their performance for individual academic standards.

Parents are mailed a copy of the "School Report Card" which shows how the school did on each of the assessment tools by grade level, against comparable districts, and against the state average. In addition, because of the emphasis on educational reform in Ohio, local newspapers and television stations report on the testing results of the area school districts.

Sharing Success

Pettisville is proud of the results achieved by the students taking the state assessments. Due to consistent achievement at a high level, other districts have shown an interest in determining where our success comes from. Our district personnel have been more than willing to share with other schools many of the ideas, concepts, activities, and instructional practices for which we attribute our success.

The superintendent attends many local, state and national superintendent meetings where information is shared with other superintendents. The superintendent also conducts mentorship sessions for new superintendents in the region.

The high school principal attends many local, regional, and state functions, as well. In addition, monthly meetings of county high school principals are held by the Fulton County Educational Service Center to share information about successful practices and procedures, and to discuss local and state concerns.

Through professional development opportunities, curriculum meetings, and college coursework, the instructional staff communicates with other teachers in Northwest Ohio about current issues and teaching techniques. Our teachers also take students to a variety of educational competitive experiences (FFA, band & choir, business education, FCCLA, etc.) where both teachers and students share ideas.

Students regularly attend leadership conferences to share ideas and learn from others. It is through this process that Pettisville students have the opportunity to communicate with students from other school districts. These students then bring back ideas that will help motivate Pettisville students to do better in school and review them with the guidance department and administration.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

Ohio's academic content standards, as they are developed and implemented, are the blueprint for what the state of Ohio has determined all students should be able to know and do, by grade level, in meeting the requirements of Amended Substitute Senate Bill 1. The content area courses of study and academic instruction at Pettisville has transitioned to align with the academic content standards.

All Pettisville students are required to take four years of English in grades 9-12. Students in grades 7 and 8 take English each year, with an additional reading class in 7th grade. The Language Arts academic content standards are the basis for instruction. Solidifying reading comprehension and improving writing skills across the curriculum are the main focus in grades 7 and 8. High school English courses take the focus to a different level with research-based written projects, interpretation of a variety of written works, including critical analysis and appreciation of ancient through contemporary literature from around the world. Students may also take additional courses in speech, creative writing, and newspaper.

All Pettisville students are required to take three years of mathematics in grades 9-12, and two in grades 7 and 8. Math offerings, based on the mathematics academic content standards, include pre-algebra, algebra I, geometry, algebra II, and advanced math. Eighth graders are placed in either the general math 8 class, pre-algebra, or algebra I based on the prior end-of-year performance on a math placement test. Students are engaged in problem solving and critical-thinking skill development at every level.

All Pettisville students are required to take three years of science in grades 9-12, and two in grades 7 and 8. Science credit is earned in high school by taking the mandatory physical science and biology courses, and either environmental science, chemistry, physics, or anatomy and physiology. Students in grades 9-12 can also receive additional science credit through agricultural science classes. The science academic content standards are used as the basis of instruction.

All Pettisville students are required to take three years of social studies in grades 9-12, and two in grades 7 and 8. The social studies academic content standards provide the basis for instruction. Students study the history of the people and nations of the world, and closely examine the political processes and structures on both the state and national level to prepare for participating as an active member of society.

All Pettisville students are required to take one year of health and two semesters of physical education in their first three years of high school. Seventh graders take health and physical education, while eighth graders have physical education. These classes focus on developing and maintaining a healthy lifestyle and making wise decisions in social situations.

Spanish I, II, III, and IV classes are very high in demand as a foreign language offering. Music classes include band and choir are popular, as well. Agricultural science classes include agricultural science I and II, along with welding and small engine repair. Agricultural business I and II, with a hands-on, cooperative work experience component are available for students with career interests in this field.

Two years of accounting are available to juniors and seniors. Seven computer offerings extend from learning a variety of software and graphics programs to creating programming language and disassembling and reassembling computer hardware. Family and consumer science selections include resource management, personal development, life planning, nutrition and wellness, parenting, and family studies. Technical education offers four years of drafting, design, and woodworking classes, as well as construction, metals, machine technology, CAD, 3-Dimensional CAD, and robotics offerings.

English Language Curriculum

In the 7th grade, all students take both a reading class and an English class. In reading, comprehension skills are further developed and integrated into the school curriculum. Students not reading at grade level are identified and interventions implemented. Pettisville has had tremendous success with reading intervention through special needs instructors and/or additional time with the instructor outside of class.

In English class, all students are taught to write, speak, listen, and visualize ideas for the many varied purposes required in our fast-paced, technological society. Three different strategies are utilized to keep students engaged. First, a variety of learning styles are used to meet each student's individual strengths and weaknesses. Second, writing, speaking, and listening activities are developed that are meaningful to the real world. Finally, students are empowered with the opportunity for success by reaffirming that all students are capable of developing the necessary skills to write, speak, and listen well, by acknowledging their weaknesses and building on their strengths.

In the 8th grade, the English curriculum focuses on solidifying reading comprehension and extending writing skills across the curriculum, as well as introducing analytical and critical thinking. The literary genres explored are fiction, non-fiction, drama, novel, and poetry. The writing experiences include expository, persuasive, narrative, descriptive, and reflective.

The English curriculum in grades 9-12 begins with refining composition and comprehension skills, while further developing critical thinking skills. Written projects and the study of literature are the main objectives, with introductions to speech and group problem solving. Students are next engaged in creative and technical writing. A research component is added, along with the study of ancient through contemporary literature from around the world using critical analysis. Students develop an overall appreciation of cultures and the people of the countries from which the literature originates from this experience, including additional written research projects.

Curriculum and the Mission Statement

Pettisville's mission statement - The Pettisville Local School District is committed to provide each student a distinctly superior education that enriches both student and community – is the foundation on which our curriculum offerings are based. In addition to meeting the minimum graduation requirements of the state of Ohio, it is the belief of this school and community that each and every student be given the opportunity to excel. Teachers go above and beyond the call of duty to make certain this happen.

Using the Spanish curriculum as an example, the Spanish instructor established a pen pal program with students in Central America for Pettisville Elementary third grade students to exchange letters. The students in the Spanish III class go to the third grade class throughout the school year and serve as mentors. The students in the third grade class write letters to their pen pals. The Spanish III students then translate those letters to Spanish so they can be read by the pen pals in Central America. When the response is received from the pen pal, the Spanish III students interpret the letters for the third graders. This establishes the student-to-student relationship that makes Pettisville unique, and incorporates a foreign language across grade levels.

In addition, the Spanish Club, which is an extra-curricular component of the Spanish program, puts on a well-attended annual Cinco de Mayo extravaganza open to the community. This past year, Spanish Club sponsored a fund-raiser to generate money to send to help purchase school supplies for the third graders' Central American pen pals, and to purchase necessities for their families after they were hit by a hurricane. This fund-raiser increased our awareness of the needs of children in other parts of the world, and decreased barriers by unselfishly helping others.

Instructional Methods to Improve Student Learning

The faculty at Pettisville is committed to the students served. Instructional methods vary by instructor and class. The consistent documented success of Pettisville students is evidence that learning takes place for all students.

Students are actively engaged in their learning. The importance of helping oneself is stressed. Students are expected to take an interest in their own educational growth, and accept responsibility for their actions. Students are encouraged to do their best, and to be proud of the work they accomplish.

As stated earlier, Pettisville is unique. Students understand this is a special place. There is a positive atmosphere produced in the building as a safe place for learning, a place of mutual respect, and a place with teachers who genuinely care about the academic, personal, and social growth of each child.

Students are well aware of the demands by the state of Ohio in terms of academic requirements for graduation. At Pettisville, students are held accountable for their learning. In return for respectfully treating our students as young adults, they perform as such. This is an instructional method that offers us success. High school students wish to be considered as young adults rather than children.

Instructional methods include hands-on learning, and cross-curricular activities. For example, students in the 7th grade will learn how to build a project with instruction from their tech-ed teacher. As they build their project, they will take pictures with a digital camera to capture the stages of development. The pictures will be downloaded into a computer during their computer class, and a MS Word document will be created with pictures inserted to illustrate the project's progress. In their English class, students will learn technical writing and will enter the technical information into the document to explain the process of their project and to show its progress. In the end, each student will have a completed project and a document with pictures that explains the process from beginning to end.

Professional Development and Student Achievement

The Pettisville Local School District is committed to providing professional development experiences for the instructional staff in order to improve instructional practices, professional growth, and content area expertise in order to positively impact student achievement.

The district reimburses a portion of a teacher's expense for participating in professional development opportunities outside of the school. Faculty and staff are encouraged to improve aspects of their instructional responsibility, as well as maintain a valid teaching certificate by taking college coursework, or acquiring Continuing Education Units (CEU's) as alternatives offered by the state for renewing or upgrading a teaching certificate.

Internally, professional development days are scheduled with experts in specific educational areas brought into the school to address the needs of a changing academic climate. The administration, in conjunction with the needs of the faculty, will select a topic or topics of current interest and find the best talent available to provide the needed information to help teachers improve student achievement.

This past year, as the academic content standards were being introduced throughout the state, Pettisville acquired the use of experts to help break down the materials received from the state, identify specific components, and explain the rationale (as it related to NCLB and Amended Senate Bill 1) for academic content standards. Hands-on activities helped teachers become comfortable with understanding and implementing the standards. Today, our faculty is well prepared to teach at and above the level expected by the Ohio Department of Education and NCLB, and all Pettisville students will be the beneficiaries.

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*
SCHOOL SCORES					
% At or Above Proficient	100	100	100	100	100
Number of students tested	43	38	41	45	39
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. <u>White</u>					
% At or Above Proficient	100	100	100	100	100
Number of students tested	37	35	38	41	35
2. <u>Hispanic</u>					
% At or Above Proficient	100	100	100	100	100
Number of students tested	<10	<10	<10	<10	<10
3. <u>Economically Disadvantaged</u>					
% At or Above Proficient	100	100	100	100	100
Number of students tested	<10	<10	<10	<10	<10
4. <u>Students with Disabilities</u>					
% At or Above Proficient	100	100	100	100	100
Number of students tested	<10	<10	<10	<10	<10
STATE SCORES					
% At or Above Proficient	96	94	95	94	94

* Grade 9 Reading Proficiency Test taken at the 10th grade

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

The Ninth-Grade Reading Proficiency Test Cut Scores

Proficient: 200 or above

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*
SCHOOL SCORES					
% At or Above Proficient	100	95	95	92	90
Number of students tested	44	38	41	45	37
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. <u>White</u>					
% At or Above Proficient	100	94	97	98	95
Number of students tested	38	35	38	41	35
2. <u>Hispanic</u>					
% At or Above Proficient	100	100	100	NC	NC
Number of students tested	<10	<10	<10	<10	<10
3. <u>Economically Disadvantaged</u>					
% At or Above Proficient	100	80	80	NC	NC
Number of students tested	<10	<10	<10	<10	<10
4. <u>Students with Disabilities</u>					
% At or Above Proficient	100	100	--	NC	NC
Number of students tested	<10	<10	0	<10	<10
STATE SCORES					
% At or Above Proficient	85	82	83	81	80

* Grade 9 Mathematics Proficiency Test taken at the 10th grade

NC = Not Calculated by the state due to insufficient subgroup size

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

The Ninth-Grade Math Proficiency Test Cut Scores

Proficient: 200 or above

STATE CRITERION-REFERENCED TEST

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

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

	2003-2004	<p>The Tenth-Grade Reading Graduation Test was not administered prior to 2003-2004.</p> <p>Tenth-Grade Reading Ohio Graduation Test (OGT) Cut Scores</p> <p>Limited: below 383 Basic: 383-399 Proficient: 400-428 Accelerated: 429-447 Advanced: 448-547</p>
Testing month	March*	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	98	
% At or Above Accelerated	78	
% At Advanced	52	
Number of students tested	46	
Percent of total students tested	100	
Number of students alternatively assessed	1	
Percent of students alternatively assessed	2	
SUBGROUP SCORES		
1. <u>White</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	98	
% At or Above Accelerated	80	
% At Advanced	55	
Number of students tested	40	
2. <u>Hispanic</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	67	
% At Advanced	33	
Number of students tested	<10	
3. <u>Economically Disadvantaged</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	43	
% At Advanced	43	
Number of students tested	<10	
4. <u>Students With Disabilities</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	0	
% At Advanced	0	
Number of students tested	<10	
STATE SCORES		
% 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.

STATE CRITERION-REFERENCED TEST

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

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

	2003-2004	<p>The Tenth-Grade Mathematics Graduation Test was not administered prior to 2003-2004.</p> <p>Tenth-Grade Mathematics Ohio Graduation Test (OGT) Cut Scores</p> <p>Limited: below 383 Basic: 383-399 Proficient: 400-428 Accelerated: 429-447 Advanced: 448-547</p>
Testing month	March*	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	98	
% At or Above Accelerated	69	
% At Advanced	47	
Number of students tested	45	
Percent of total students tested	100	
Number of students alternatively assessed	1	
Percent of students alternatively assessed	2	
SUBGROUP SCORES		
1. <u>White</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	75	
% At Advanced	50	
Number of students tested	40	
2. <u>Hispanic</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	83	
% At or Above Accelerated	17	
% At Advanced	17	
Number of students tested	<10	
3. <u>Economically Disadvantaged</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	86	
% At or Above Accelerated	57	
% At Advanced	29	
Number of students tested	<10	
4. <u>Students With Disabilities</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	67	
% At Advanced	33	
Number of students tested	<10	
STATE SCORES		
% 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.