2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[ ] Elementary	[X] MIddle	[X] High	[ ] K-12
[X] Charte	[X] Title I	[ ] Magnet	[ ] Choice

Name of Principal   Mr. Howard Walters
<p style="font-size:small">(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</p>

Official School Name   Toledo School for the Arts
<p style="font-size:small">(As it should appear in the official records)</p>

School Mailing Address   333 14th Street
<p style="font-size:small">(If address is P.O. Box, also include street address.)</p>

Toledo	Ohio	43604-5459
City	State	Zip Code+4(9 digits total)

County   Lucas   State School Code Number* 133942

Telephone (419) 246-8732   Fax   (419) 244-3979

Web site/URL www.ts4arts.org   E-mail   hwalters@ts4arts.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

                                                      Date _____
_____
Principal's Signature

Name of Superintendent   Mr. Martin Porter
<p style="font-size:small">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</p>

District Name   Toledo School for the Arts   Tel. (419) 246-8732

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

                                                      Date _____
_____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Rob Koenig
<p style="font-size:small">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</p>

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

                                                      Date _____
_____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. 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 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

_____	Elementary schools
_____	Middle schools
_____	Junior High Schools
_____	High schools
1	Other
1	TOTAL

2. District Per Pupil Expenditure: 5670

    Average State Per Pupil Expenditure: 9586

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
    .
    [X]   Urban or large central city
    [   ]   Suburban school with characteristics typical of an urban are
    [   ]   Suburban
    [   ]   Small city or town in a rural are
    [   ]   Rural

4. _____5_____   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
Pre K			0		7	16	64	80
K			0		8	15	56	71
1			0		9	27	49	76
2			0		10	17	58	75
3			0		11	13	36	49
4			0		12	16	34	50
5			0		Other			0
6	21	36	57					
TOTAL STUDENTS IN THE APPLYING SCHOOL								458

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
1	%	Asian or Pacific Islander
27	%	Black or African American
8	%	Hispanic or Latino
64	%	White

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 yea ___1___ %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	458
(5)	Total transferred students in row (3) divided by total students in row	0.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: _____ %

_____ Total Number Limited English Proficient

Number of languages represented _____
Specify languages:

9. Students eligible for free/reduced-priced meals ___53___ %

Total number students who qualify: ___242___

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: ___3___ %

___13___ Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism		Orthopedic Impairment
	Deafness		Other Health Impairment
	Deaf-Blindnes	10	Specific Learning Disabilit
1	Emotional Disturbanc	1	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	6	0
Classroom teachers	32	8
Special resource teachers/specialist	1	5
Paraprofessionals	2	0
Support Staff	5	6
Total number	46	19

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   ___14___ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	95	%	95	%	95	%	94	%
Daily teacher attendance	95	%	97	%	100	%	100	%	100	%
Teacher turnover rate	1	%	1	%	1	%	1	%	1	%
Student drop out rate (middle/hig	2	%	0	%	3	%	4	%	4	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	42	
Enrolled in a 4-year college or university	45	%
Enrolled in a community college	29	%
Enrolled in vocational training	7	%
Found employment	10	%
Military service	2	%
Other (travel, staying home, etc.)	2	%
Unknown	5	%
Total	100	%

PART III - SUMMARY

The mission of Toledo School for the Arts (TSA) is to provide students with creative opportunities to achieve personal and academic success through arts-based learning. TSA prepares students as life-long learners and productive members of society with appreciation for, and competence in, the arts.

In order to fulfill this mission, students are provided an integrated curriculum that develops intellectual capacity, artistic ability, and social responsibility. The curriculum focuses on a progressive and rigorous program of instruction that enables students to make cognitive connections between academic subjects and the arts. This is accomplished by providing an interdisciplinary, arts-centered curriculum that meets or exceeds Ohio academic standards.

TSA's broad academic objectives for student learning for student learning are to:
Provide the secondary school equivalent of a liberal arts education, integrating the arts, humanities, and sciences into a truly interdisciplinary curriculum,

Have all students successfully meet the State of Ohio proficiency exams,
Have all students meet or exceed the Ohio Competency-based Education expectations
Have all students meet or exceed all graduation requirements of TSA

The Education Program
The educational program of TSA is best described as academically-integrated arts instruction.
Specific arts and academic curriculum objectives from the Ohio Model Curricula for arts, language arts, foreign languages, social studies, math and science are incorporated as the teams of teachers create the integrated curriculum objectives and course contents.

Performance standards and assessments
Criterion-Referenced Testing: TSA students are administered the required state proficiency tests, including the Ohio 6th, 7th and 8th Grade Achievement Tests and the Ohio Graduation Tests. Their scores are compared to the scores of public schools in the Toledo area as well as those across Ohio.

Specialized Assessment: Students entering TSA with special education classification will be re-evaluated by a certified educational psychologist. IEPs are developed upon entry by a team that include one member of the home school district, one member of Lucas County Educational Service Center, a TSA administrative representative, other specialists and team members as required by IDEA. IEPs are reviewed at the end of each school year. Students without special education classification who are suspected of having special educational needs are assessed as indicated in Individuals with Disabilities Education Act (IDEA).

Because each student has performance-based assessment activities, the progress of each student is evaluated by teachers, students, and parents. These activities vary from student to student, and may consist of compiling portfolios of writing or artwork; various performances and/or demonstrations, and other activities. Individualized measurements are assessed according to the various activities, with each student being measured against himself/herself.

In keeping with the mission of TSA, the most critical evaluation of the success of the school is the level of personal academic achievement of its graduates. The administration and staff of the school are held accountable for that measure, and are evaluated by the Board of Directors.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

Our curriculum aligns with the Ohio Department of Education's Academic Content Standards model, and provides our teachers with curriculum maps, assessments, and resources to effectively instruct our students in the content areas. We assess our students throughout the year to check for student development on these specific benchmarks. For Toledo School for the Arts students, the actual Ohio Graduation Test which is taken in the spring of their 10th grade year is the final summative measure of their progress.   Our assessment results on the Ohio Graduation Test, especially in reading and math, have confirmed the work we have accomplished to align and pace our curriculum. We have surpassed the state goals (75%) by significant margins for the past several years. In the 2006-07 school year, over ninety-three percent (93.2%) of our students were proficient in math and over ninety-seven (97.2%) of our students were proficient in reading. This information may be confirmed on the State of Ohio's Department of Education web site (www.ode.state.oh.us/reportcard).

There are many reasons why Toledo School for the Arts' students were successful on the math and reading sections of the Ohio Graduation Test. Perhaps the most important of these is the commitment of our teachers to help all students reach their full potential. We have a variety of course offerings for a school our size which meets the needs of our students and provides intervention for struggling students. In math, success is achieved because our staff is about more than computation and procedure. At its core, math is a technical language. In order to comprehend it, one needs an understanding of the relationships expressed by equations and graphs and the ability to describe mathematical concepts in words. By focusing on the forms of expression, we are able to build an understanding of mathematics that goes beyond routine calculations and assignments, to allow students to become problem solvers. We encourage students to succeed whether they are auditory, visual, or symbolic learners. Our staff uses a variety of instructional methods while incorporating the arts into the subject matter. We employ traditional lecture, group and partner-based work, and discovery learning techniques. At times, we use calculators and graphing technology extensively, while at other times we expect the students to rely on their computational abilities and number sense. This willingness to employ a blend of approaches allows us to choose the one method which is the most appropriate and effective for a given topic.

2. **Using Assessment Results:**

Toledo School For the Arts has made a commitment to utilize assessment data to drive instruction and improve school performance. Our curriculum is aligned to Ohio academic standards. We have developed assessments to measure the student's progress in content areas. As a professional learning community, the focus of our school is student learning. We gauge our success by these results, and utilize formative assessments for learning, having developed common summative assessments as measures of student learning.

Technology is used to assist us in using assessment results. By using the electronic gradebook program called Gradebook, we are able to daily track student progress and make decisions for student intervention. We also incorporate common assessments (Study Island) to examine student progress on specific content benchmarks on a daily/weekly basis. For instance, recent weekly Study Island Report (1/21'1/26/2008) shows 19,077 questions were asked with 65.8% correct answers. The yearly stats were 175,400 with 70.5% correct answers. A usage trend graph, along with a breakdown of students using the program in Math, Science, Reading, and Social Studies also shows percentages at various grade levels.

Buckledown Workbook Pretests are given near the end of our first semester to record the student responses on a spreadsheet. Data is sorted by Ohio Academic standards so that teachers are better able to focus on areas needing improvement. This method also gives us the opportunity to see individual student understanding of content, allowing students to get any help they might need, and giving them the option of using our after school tutoring program.

Professional time is also set aside, allowing each of the academic and artistic teachers the opportunity to collaborate on how the test results should be implemented. Through these sessions, concepts and teaching methods are shared that optimize the gathered data.

Another very important resource is our Artists-in-Residence program that brings artists to visit and work with students and teachers to expand their knowledge of art in the workplace. These practical applications provide teachers with instructional ideas, and also complement our ever-expanding vocational program addressing real-life experience.

3. **Communicating Assessment Results:**

We believe that much of our success is due to the partnership between our staff, parents, and students. A key to our academic success is the cooperation that occurs due to this relationship. We strive to communicate constantly to our stakeholders. We believe that our fundamental purpose is student learning and much of the dialogue is focused on student achievement. This is communicated in many ways.

Utilization of our electronic grade book system allows parents and students unlimited access to their classroom grades. The students' grades reflect their comprehension of state content standards. Parents receive written communication regarding upcoming state assessments, and our website (www.ts4arts.org) allows parents to be notified of these tests as well as the test results. We also set aside time for divisional academic teams to inform parents of their student's individual performance so that parents and faculty can make informed decisions regarding their students.

TSA communicates a message which embraces the standards as set by the Ohio State Department of Education. It is our belief that these assessments are an important measure of our progress and each individual student's progress helps the parents and students understand the importance of this process. We are proud of our academic progress, and value the opportunity to communicate these results with our parents and community through our newsletter, annual report, and local media.

4. **Sharing Success:**

Collaboration is a point of emphasis in our professional learning community. This is demonstrated by monthly departmental meetings where faculty members share with their colleagues the teaching pedagogy which they use to achieve high levels of student learning. We extend this same philosophy of collaboration to education professionals outside of our district who seek such information.

Due to our academic success, educators from other districts have visited Toledo School of the Arts to observe the practices implemented by our staff. Several of our staff members have shared their teaching strategies with colleagues in other districts by presenting at local, regional, and national conferences such as The National Science Teacher Convention.

We will continue to share our successes with other schools in the future. We plan to expand the collaborative models we have developed even further to not only include content area work, but also to share areas specific to high schools such as testing on the ACT and SAT evaluative instruments. We very much believe in and utilize a collaborative culture to help others, and to grow ourselves in our pursuit to be the best school possible.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The TSA curriculum is divided into Junior Division (grades 6-8) and Senior Division (grades 9-12) courses.

The Junior Division program requires daily academic courses in Language Arts, Social Studies, Mathematics and Science, and semester-long required introductory arts courses in Dance, Music, Theatre and Visual Arts, with one Arts Elective. All courses are designed to meet or exceed Ohio and National Academic and Arts Standards. Student academic and art achievement is measured regularly, including administration of Ohio Achievement Tests.

The Senior Division curriculum is built on a foundation of college preparatory classes required of all students and exceeds the state requirements for graduation. These requirements include mandatory arts programs as well as technology, foreign language and humanities credits. Expectations for student achievement are rigorous and are designed to prepare a student to perform well in college studies, whether or not the student elects to attend a college program immediately after graduation.

Requirements include a total of 24 credits:

4 English (core courses only)
3 Social Studies (one credit each of World History, U.S. History, U.S. Government)
3 Mathematics
3 Science (one credit each of Biology, Physical Science)
2 Foreign Language
1 Physical Education
½ Health
½ Computer Literacy
5 Major Arts Area (Performing or Visual Arts)
1 Senior Humanities
1 Arts Elective

Additional elective options outside of the arts include Business, Technology and Foreign Language courses. Special assistance is available to students with Individual Education Plans. Students may elect to take part in the Post Secondary Enrollment Options providing an opportunity for students to take classes at eligible post-secondary institutions. A small number of TSA students enroll in PSO programs each year, generally fewer than five.

The Major Arts area requirements form a career-oriented course of study, preparing students for potential employment or college entrance, and are intended to instill the principles of self-discipline, self-motivation, skill development, problem-solving and self-awareness. TSA students are required to complete a total of 6 credit hours in elective courses for graduation, including courses in the arts, business, foreign language or technology. If the student completes five of these courses within a single arts discipline (dance, music, theatre or visual arts) that student is recognized with a Major's Certificate.

The curricula in all grades incorporate integrated arts lessons as required of each teacher on a regular basis. These lessons may be taught individually or jointly, and special assistance is provided to teachers to create integrated lesson plans through in-service training and planning. These integrations are designed to pair similar concepts or skill sets associated with academic and arts subjects (ex. Mathematical fractions and musical time signatures) as a means to further student's understanding.

2b. **(Secondary Schools) English:**

The English Department of Toledo School for the Arts explores the many facets of poetry, fiction, and non-fiction. Students develop a personal response to literature through group discussions, individual writing, research and analysis. Through class and small group discussions, as well as formal and informal presentations, students learn to participate in a community of learners. Students read for sustained periods of time and develop extended pieces of writing, including descriptive, narrative, expository, and persuasive

essays. Exploration of various genres assists in developing an increasingly sophisticated vocabulary, organizational strategies, and critical thinking skills.

Additionally, the Senior English curriculum examines themes that reappear throughout world literature, helping students develop varying perspectives regarding life and other cultures. Students read, discuss, and write about universal themes and human values, thereby enhancing problem solving and communication skills. Students also explore the conventions of practical writing as in resumes, business letters, cover letters, and memos.

Reading is used in problem solving strategies, to clarify personal thinking and understanding, and the use of written responses to material help students develop their critical thinking skills and expand an imaginative use of language.

3. **Additional Curriculum Area:**

Math at TSA is aligned with the Ohio Math Model, making sure that students address recommended concepts and standards. Learning is achieved in part by traditional methods, but the most effective learning tools have been found to be integrating with the arts and technology. The TSA mission statement speaks to arts integration. As an example, the geometry classes visit the Toledo Museum of Art four times each year studying topics such as symmetry and the use of graphs. In the classroom, mathematical application of perspective is compared to that used in the visual arts. Students are shown that trigonometric ratios are not merely abstract but necessary to build a theatre set and align the lighting. These integrations have even led to a full math/art production including theatrical presentations of the history of math; dance illustrating patterning and statistics; music composed by students to illustrate sequences, and a seven foot Serpinski's tetrahedron, allowing students to literally walk through mathematics. Students have been using the computer labs more frequently, especially for projects. Last year, the math department allocated its discretionary budget to adding smart boards to the math classrooms. Increasing technology will likely be the focus for the next few years. This allows for specialized planning on the part of teachers, maximizes interaction for students, and provides an excellent means of tracking and modifying lessons for special education and at-risk students.

4. **Instructional Methods:**

In our college-preparatory curriculum, we search for opportunities to integrate the arts into academic subject matter. Statistically, the arts, when well integrated into academic curricula, foster greater understanding of the subject matter.

TSA actively encourages teachers to create innovative curriculum that aligns with the Academic Content Standards adopted by the Ohio State Board of Education. In the past, one unit developed by two TSA science teachers, 'Teaching Science - Art & Soul', was featured at the annual meeting of the National Association of Teachers of Science in San Diego. In this unit, students learned principles of chemistry while making their own chalk and crayons, which they then used to create drawings and sketches.

Another example of innovative arts integration is collaboration among 10th grade teachers to integrate the arts into the study of American Studies/American Literature from the 1860's to the present. These history, visual art and English teachers work together to coordinate lessons on topics such as the history and process of making Native American pottery, understanding the relationship between literature and its historical period, and appreciating how writers represent and reveal their cultures and traditions.

In addition, students demonstrating a need for academic intervention are given the opportunity for tutoring through the members of our National Honor Society which has proven to be quite successful due to their inherent connection and understanding of their peers.

5. **Professional Development:**

TSA professional development activities are based on a needs assessment done at the beginning of each school year. This assessment is based on the results of a survey consisting of questions about different topics, such as technology, classroom management, and special needs, among others. The professional development committee then meets once a month and plans various activities that meet the current educational needs of the faculty in keeping with the school mission. Therefore, some of these activities are interdisciplinary in nature; academic and arts colleagues collaborate to discuss arts integration ideas into the academic subjects and vice versa. Other activities include training sessions about research-based ways that can be used to assist special needs students to be successful academically.

The committee also plans technology sessions to improve the technology competency of both teachers and students. In addition, the committee encourages faculty members to seek professional development opportunities outside the school. The school provides professional leave days and funding for such opportunities.

The committee also builds ARTnerships with community resources through planning activities for teachers at their site. These 'Artners' are some of the Toledo's major cultural institutions, such as the Toledo Symphony Orchestra, the Arts Commission of Greater Toledo, the Toledo Museum of Art, the Toledo Ballet Association, Toledo Jazz Society, Toledo Repertoire Theatre, and the Owens Community College Center for Fine and Performing Arts. These 'Artners' help to add a 'real-world' component to staff development and lesson planning.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 6 Test Ohio Achievement Test

Edition/Publication Year 2006-2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	87			
% "Exceeding" State Standards	2	27			
Number of students tested	42	30			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	87	73			
% "Exceeding" State Standards	0	33			
Number of students tested	15	15			
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	82	60			
% "Exceeding" State Standards	0	10			
Number of students tested	11	10			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 6   Test Ohio Achievement Test

Edition/Publication Year 2006-2007   Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	87			
% "Exceeding" State Standards	17	23			
Number of students tested	42	30			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	93	73			
% "Exceeding" State Standards	13	27			
Number of students tested	15	15			
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	82	70			
% "Exceeding" State Standards	9	10			
Number of students tested	11	10			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject   Reading (E)   Grade   6   Test   Ohio Proficiency Test

Edition/Publication Year   2004-2005   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards				83	58
% "Exceeding" State Standards				17	17
Number of students tested				35	36
Percent of total students tested				100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard				80	50
% "Exceeding" State Standards				15	17
Number of students tested				20	18
2. African-American					
% "Meeting" plus % "Exceeding" State Standard				73	
% "Exceeding" State Standards				18	
Number of students tested				11	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math(other)   Grade 6   Test Ohio Proficiency Test

Edition/Publication Year 2004-2005   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards				60	61
% "Exceeding" State Standards				6	11
Number of students tested				35	36
Percent of total students tested				100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard				80	50
% "Exceeding" State Standards				15	17
Number of students tested				20	18
2. African-American					
% "Meeting" plus % "Exceeding" State Standard				73	
% "Exceeding" State Standards				18	
Number of students tested				11	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 7   Test Ohio Achievement Test

Edition/Publication Year 2006-2007   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	94			
% "Exceeding" State Standards	20	18			
Number of students tested	54	66			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	92	95			
% "Exceeding" State Standards	17	11			
Number of students tested	24	37			
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	87	93			
% "Exceeding" State Standards	20	7			
Number of students tested	15	27			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 7   Test Ohio Achievement Test

Edition/Publication Year 2006-2007   Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	89	76	66		
% "Exceeding" State Standards	6	5	5		
Number of students tested	54	66	65		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	83	78	58		
% "Exceeding" State Standards	4	3	6		
Number of students tested	24	37	33		
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	80	78	44		
% "Exceeding" State Standards		4			
Number of students tested	15	27	16		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject   Reading (LA)   Grade   8   Test   Ohio Achievement Test

Edition/Publication Year   2006-2007   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	93	92		
% "Exceeding" State Standards	21	27	25		
Number of students tested	76	70	65		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	89	93	83		
% "Exceeding" State Standards	20	23	23		
Number of students tested	35	30	30		
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	91	86	86		
% "Exceeding" State Standards	18	14	14		
Number of students tested	22	22	21		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 8   Test Ohio Achievement Test

Edition/Publication Year 2006-2007   Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	84	83	53		
% "Exceeding" State Standards	3	1	2		
Number of students tested	76	70	66		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	77	87	42		
% "Exceeding" State Standards	0	0	3		
Number of students tested	35	30	31		
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	68	77	27		
% "Exceeding" State Standards	5	0	0		
Number of students tested	22	22	22		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 10   Test Ohio Achievement Test

Edition/Publication Year 2006-2007   Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	98	96	87	
% "Exceeding" State Standards	18	33	36	39	
Number of students tested	44	51	45	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	96	94	94	
% "Exceeding" State Standards	20	30	39	25	
Number of students tested	15	23	18	16	
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	91	100	93	88	
% "Exceeding" State Standards	0	22	13	29	
Number of students tested	11	18	15	17	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 10   Test Ohio Achievement Test

Edition/Publication Year 2006-2007   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	84	87	71	
% "Exceeding" State Standards	39	35	27	2	
Number of students tested	44	51	45	45	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	93	83	78	53	
% "Exceeding" State Standards	27	26	28	7	
Number of students tested	15	23	18	15	
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	91	72	73	56	
% "Exceeding" State Standards	9	28	0	0	
Number of students tested	11	18	15	16	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E)   Grade 10   Test Ohio Achievement Test

Edition/Publication Year 2006-2007   Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards				96	100
% "Exceeding" State Standards					
Number of students tested				46	44
Percent of total students tested				100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard				94	
% "Exceeding" State Standards					
Number of students tested				16	
2. African-American					
% "Meeting" plus % "Exceeding" State Standard				88	100
% "Exceeding" State Standards					
Number of students tested				17	11
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math(other)   Grade 10   Test Ohio Achievement Test

Edition/Publication Year 2006-2007   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards				72	84
% "Exceeding" State Standards					
Number of students tested				46	44
Percent of total students tested				100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard				50	
% "Exceeding" State Standards					
Number of students tested				16	
2. African-American					
% "Meeting" plus % "Exceeding" State Standard				47	64
% "Exceeding" State Standards					
Number of students tested				17	11
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 9 Test Ohio Achievement Test

Edition/Publication Year 2006-2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					96
% "Exceeding" State Standards					
Number of students tested					53
Percent of total students tested					100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. African-American					
% "Meeting" plus % "Exceeding" State Standard					90
% "Exceeding" State Standards					
Number of students tested					20
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 9   Test Ohio Achievement Test

Edition/Publication Year 2006-2007   Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					62
% "Exceeding" State Standards					
Number of students tested					53
Percent of total students tested					100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. African-American					
% "Meeting" plus % "Exceeding" State Standard					50
% "Exceeding" State Standards					
Number of students tested					20
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					