

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address P.O. Box 600, 400 East Butler Street
(If address is P.O. Box, also include street address)

Fort Recovery Ohio 45846-0604
City State Zip Code+4 (9 digits total)

County Mercer State School Code Number* 012674

Telephone (419) 375-4111 Fax (419) 375-2039

Website/URL www.noacsc.org/mercercr/fr E-mail snyder@fr.noacsc.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* Mr. David Riel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Recovery Local Schools Tel. (419)375-4139

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. Dan Kahlig
(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 for 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other
 3 TOTAL
2. District Per Pupil Expenditure: \$7,387.00
 Average State Per Pupil Expenditure: \$8,768.00

SCHOOL

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. 15 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	44	37	81
2				10	46	32	78
3				11	43	40	83
4				12	41	37	78
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							320

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>99</u> | % White |
| <u>NC</u> | % Black or African American |
| <u>0</u> | % Hispanic or Latino |
| <u>NC</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 1 %

[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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	320
(5)	Total transferred students in row (3) divided by total students in row (4)	.009
(6)	Amount in row (5) multiplied by 100	1%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 17

10. Students receiving special education services: 17 %
54 Total Number of Students Served

<u>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>41</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>6</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>12</u>	<u>10</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>17</u>	<u>12</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	96%	95%	96%	96%	96%
Teacher turnover rate	0%	0%	1%	6%	6%
Student dropout rate (middle/high)	0%	0%	1%	1%	0%
Student drop-off rate (high school)	1%	1%	2%	1%	0%

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

Graduating class size	<u>79</u>
Enrolled in a 4-year college or university	<u>39%</u>
Enrolled in a community college	<u>27%</u>
Enrolled in vocational training	<u>5%</u>
Found employment	<u>28%</u>
Military service	<u>1%</u>
Other (travel, staying home, etc.)	<u>0%</u>
Unknown	<u>0%</u>
Total	<u>100%</u>

PART III - SUMMARY

Fort Recovery High School (FRHS) is a 9-12 building of approximately 320 students. It is located in an historic, rural area in central western Ohio. Fort Recovery is characterized by long-established families, deep affiliations with the community, and a respect for education. There is a strong work ethic exhibited by students and staff. The school is a clear focus in the community. FRHS has a recent history of high attendance and graduation rates with a high percentage of students going on to further education.

The many successes of Fort Recovery High School explicitly reflect the mission of the district to “involve all stakeholders in providing a fluid, well-integrated, well-articulated, PK-12 curriculum, embraced in a rich environment where:

1. Educators provide for students’ varied learning styles and multiple intelligences;
2. Students are full partners in designing relevant learning experiences;
3. The climate is caring and supportive; and
4. The commitment is to high expectations and continuous improvement.”

To carry out the mission, “the goals of the District are that:

1. All students will learn to the best of their abilities;
2. All students will learn in a safe, supportive, caring environment; and
3. All students will graduate with the skills/knowledge to compete successfully in work and school.”

FRHS, with the help of all stakeholders, (parents, students, and the business community,) has been going through a continuous improvement process for eleven years. For the past six, it has earned the designation of “Excellent” on Ohio’s Local Report Card. As a district, Fort Recovery is one of an elite group of 23 that have earned this distinction of “Excellent” for six consecutive years.

The staff, administration, and the school board, continuously wanting to make things better, have recently developed a framework for continuous improvement planning that is based on the Baldrige National Quality Program Criteria for Performance Excellence—leadership; strategic planning; student, stakeholder and market focus; measurement, analysis, and knowledge management; faculty and staff focus; process management; and organizational performance results. Application of these criteria has assisted in identifying what has made us a very good school as well as areas in which we want to continue to improve. An impressive chronology of improvement efforts, reflecting grants received, is testimony to the desire of FRHS to continually improve.

We credit our success to data-driven decision-making, to our staff development program, and to staff who have “an extraordinary dedication to our kids.” David Riel, superintendent, states, “We have learned the importance of collecting, analyzing, tracking and using data. We have learned that our action plans must be driven by data since this information is essential in assessing curriculum and assessments, using technology, using data to make instructional decisions, and implementing successful classroom techniques and practices. The Fort Recovery Board of Education has collaborated by working to remove policy barriers.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Fort Recovery High School participates in Ohio’s state assessment system. This has included three different assessments over the past five years. The only assessment administered in the high school during the 2004-2005 school year was the Ohio Graduation Test (OGT) which was administered to 10th graders in the Spring. It was administered in five areas – Reading, Math, Science, Social Studies, and Writing. This test is the high stakes test for graduation for the Class of 2007 and those after. The performance level that the state has set for a goal is 75% Proficient or above in all areas with all subgroups. (For Fort Recovery there are two subgroups in which we have enough numbers to be rated – White Students and Disabled Students.) All students are included in the rating. No students are exempt from this reporting. There are also requirements for participation to meet Adequate Yearly Progress (AYP). That requirement is 95%. Our current AYP goal for proficiency and above is 71.8% and will eventually rise to 100% by 2014. We are also assigned a performance index score. A performance index of 100 or above makes a school Excellent. The performance index gives credit for levels of scoring by students. Students can score at six levels on the OGT:

Not tested	0.0
Limited	0.3
Basic	0.6
Proficient	1.0
Accelerated	1.1
Advanced	1.2

This system encourages all students to advance to the next level. Value added is a measure that is planned for implementation starting in 2007-2008. Fort Recovery High School is participating in Project Soar, a pilot for value added, during the 2005-2006 school year. Information on Ohio’s Report Card system can be accessed at: www.ode.state.oh.us/reportcard

Ohio’s previous ratings (prior to 2003-2004) were based upon results of a 9th grade proficiency test. The standards set by the state for the Ninth Grade Proficiency Test were 75% for 9th Graders and 85% for 10th Graders. This test did not have levels – just pass or fail.

Another high school measure in reading and math was the 12th Grade Proficiency Test which was phased out after the 2000-2001 school year.

School districts and buildings are rated in Ohio in one of five categories. The highest is Excellent which is followed by Effective, Continuous Improvement, Academic Watch, and Academic Emergency. Schools are rated by the number of state indicators that are met, the performance index, and the Adequate Yearly Progress. Reading and math assessment results figure prominently in these measures. Fort Recovery High School understands the importance of these areas to student learning and to our ratings.

Reading is a point of emphasis especially as it is important to success in all areas of testing. Math and its problem solving and reasoning skills are key to a student's learning success. All classroom teachers understand the importance of these two areas and share a stake in the learning involved with them.

Fort Recovery High School has achieved an "Excellent" rating from Ohio's rating system for each of the years it has been used. One hundred is the Performance Index standard to meet for being considered excellent. We have met APY each year. We have achieved a performance index of 111 (2003-2004) and 110 (2004-2005) in reading and 109 (2003-2004) and 113 (2004-2005) in math for the two years it has been used. Performance by our most challenging subgroup – students with disabilities – has been solid as their passing percentage in reading over the past two years is 91% (2003-2004) and 92% (2004-2005) and the passing percentage in math is 82% (2003-2004) and 92% (2004-2005). Total passing percentage for the last two years in reading has been 100% (2003-2004) and 99% (2004-2005) and for Math 97% (2003-2004) and 99% (2004-2005).

2. Using Assessment Results

Fort Recovery High School uses many types of assessment data to improve student and school performance. State test results are used in reflective ways and also predictive ways. Through Data Analyzing Student Learning (DASL) teachers look at how students whom they have previously taught performed on the standards tested. They use this data to reflect on areas of strength as well as instructional areas of need. They can also look at their current classes and identify areas of individual student need based upon previous assessments. This two-pronged approach makes for effective identification of at-risk students and need areas. Item analysis is used to pull questions that have previously been difficult for our students. Strategies for attacking those questions are worked on by the students. In this way we are preparing students with content and test taking strategies for the OGT.

The assessment results are also tracked at the building and district level. Our continuous improvement plan (CIP) is updated with each new testing so that we have a running history of our results. This allows us to look at results over a long period of time to identify trends of strengths and weaknesses. We are doing a yearly assessment of the technology benchmarks to be sure our students are accomplishing them. The technology benchmarks identify skills that we have identified as being necessary technology skills for each grade level of students. This analysis, along with data from other tests (ACT, PSAT, SAT, PLAN, AP, Iowa, Tests, Off-Year Proficiency Test, etc.) and the extensive survey data that we gather (Student Survey, Senior Exit Surveys, Parent Surveys, Staff Surveys, Post Graduate Surveys) provide FRHS with the input needed to plan strategies to accomplish the goals of our CIP.

3. Communicating Assessment Results

Fort Recovery High School goes to great lengths to share information regarding student performance. Individual test results are shared with students as soon as they arrive. If a student is attempting a test for the second time or more, the results are personally delivered to the students by the principal and discussed with them. The discussion centers on the score, the weaker areas, and strategies for preparation for the next testing if it is necessary. These individual results are shared with parents through a mailing. Parents also have the opportunity to view their child's testing results during Open House and Parent Teacher Conferences, which are held four evenings each school year, through DASL. Parents are invited to attend general meetings about state assessments. Teachers are provided staff development time to examine individual student results through DASL. This is done during the summer so that teachers can plan strategies to address needs of at-risk students.

Group testing results are disseminated to stakeholders in a number of ways. Ohio Department of Education materials are made available either in hard copy or through their website:

www.ode.state.oh.us. Group results are mailed to every district resident through the “Fort Site Journal”, our monthly school and community newsletter. Our local newspaper writes articles about all area school results.

Classroom progress is communicated to parents through EdLine, which parents can access at home via the Internet. EdLine provides web-based access to parents of student’s current grades in class. Parents attend a training session that explains how to use the program, are given a password and username, and are briefed on the sensitive nature of the data. They can then monitor grades in their child’s classes as well as missing homework, etc. Other methods of communication include parent-teacher email interaction and Intervention Assistance Team Meetings.

4. – Sharing Success

Fort Recovery High School believes that sharing information with other schools not only helps the other school, but also helps us in our quest to continuously improve. Hence, we have often “taken our show on the road” and have hosted visits at our facility. Examples of how we have shared include:

- Teachers, administrators and staff have presented at numerous conferences. Among these is the Capital Conference sponsored by the Ohio School Boards Association. This three-day conference is attended by numerous school board members, superintendents, principals, technology coordinators, vendors, etc. The Principal has also presented at the state conference on the use of data. He and a number of the teachers presented and were featured at the Ohio Coalition for the Education of Children With Disabilities Third Annual Partnering for Progress Conference. This presentation had as its theme improving results for all children. Many other presentations have been made at technology conferences featuring our use of technology as it is integrated into the curriculum.
- Students have presented and displayed at the State Technology Conferences. Topics have included our Tech Kids Program as well as other applications that are used at FRHS.
- School Profile sheets as well as tapes have been posted to the Ohio Department of Education website and used in Principal’s Zone Meetings.
- We have presented at an Ohio Department of Education meeting on the use of data.
- Our use of data has been videotaped by the Ohio Department of Education for use in a training program for schools throughout the state.
- We have hosted many visits to our building on a variety of topics, including data driven decision-making, services for students with disabilities, and using technology.
- We have piloted programs on the use of data through our Information Technology Center.
- We have presented at County Principal’s Meetings
- We have posted information on our school website.

Our plans are to continue to share as we seek to continue to improve ourselves.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Fort Recovery High School provides many opportunities for students in both college prep and vocational areas. Many of our students are able to take courses in both areas giving them a well-rounded education. All curricula are aligned to the content standards as outlined by the Ohio Department of Education. Students plan their course of study before beginning high school and also during their high school years as their goals change. All of Ohio's graduation requirements are built into students' schedules. When students graduate from FRHS, they are "prepared to successfully compete in a global society" as is stated in our vision statement. The following is a brief description of the core offerings at Fort Recovery High School.

English Language Arts – Offerings include English 9, 10, 11, and 12, Creative Writing, Advanced English 11, AP Literature and Composition, Yearbook and Newspaper, and Media Communications. Students are required to successfully complete four years of Language Arts to receive a diploma. All English classes involve writing, oral communication, literature, grammar, and integrated technology. Students are heterogeneously grouped in all classes until the junior year when some are placed in the advanced class to prepare for the AP class and exam their senior year.

Mathematics – Students are required to complete three credits of math for graduation. Many students have completed one credit of Algebra I in Middle School. These students will normally follow a track leading them through Algebra II, Geometry, Advanced Math, and AP Calculus. Other students will begin math their 9th grade year and complete Pre-Algebra, Algebra I, and Business Math for their three credits. Our expectations are for all high school students to successfully complete Algebra I or higher while at FRHS.

Science – Students may choose a rigorous science path in high school or one that is more practical to their career choice. Three credits of science are required for graduation. Offerings include General Science, Discovery Biology, Biology, Chemistry, AP Chemistry, Physics, and Anatomy and Physiology. College prep Students will normally take four or five science classes. Those inclined towards vocational areas will more likely take General Science and Discovery Biology, both classes that are geared for more hands-on activities. Many of these students will complete two years of Agricultural Science, which will equate to one year of science credit. This program is especially popular in our rural area and is associated with the Future Farmers of America, a very popular organization at FRHS.

Social Studies – Students at FRHS will complete American History, American Government, Economics, and World History for their three required credits in social studies. Sociology is offered as an elective course.

Foreign Language – FRHS has been able to offer three foreign languages to students. Spanish and German can be taken for three or four years. We also offer American Sign Language as a distance learning option. A large percentage of FRHS students have had exposure to a foreign language. Every student has the opportunity to enroll.

The Arts – Enrollment has been high in our Arts classes. Visual Arts offerings include Art, Advanced Art, and Computer Graphics. Students who have a strong aptitude in this area can take these courses more than one time to give them the opportunity to excel. Music offerings include Band, Show Choir, and Music Theory. Instrumental opportunities include marching and concert band as well as pep band and Colorguard. Many small-group vocal groups give students with special skills

in music the opportunity to develop those skills.

Many of our other offerings complement the skills taught in these core areas. Elective and other offerings, like the ones above, all have technology integrated into them. These include:

- Health and Physical Education
- Accounting I and II
- Computer Programming and Advanced Programming
- Industrial Technology
- Agricultural Business
- Family and Consumer Science
- Co Lab (A course in Broadcasting)
- Library Science
- Office Practices
- Technology Support
- Study Skills

Fort Recovery High School is affiliated with the Tri-Star Career Compact. As students Juniors and/or Seniors may elect to attend school half days at FRHS and half days at another school where they specialize in Vocational Training.

2. English

Fort Recovery High School requires four years of English for all students. All students are required to take English 9 and English 10 during their 9th and 10th grade years. These classes are aligned to the state standards and emphasize writing, reading, communication, vocabulary and grammar. During their junior year, students are required to take either English 11 or Advanced English 11. The difference between these two courses is that Advanced English 11 students are the ones who plan to take the AP Exam in Literature and Composition during their senior year. Choices for students as 12th graders are Business English, English 12, and Advanced Placement Literature and Composition. Business English emphasizes the practical communication skills needed after high school with a special focus on technology. English 12 and AP Literature and Composition are college prep courses with a greater emphasis on overall college skills in literature and composition.

Electives for students include Post Secondary Option (College) classes, creative writing classes, and various communication and journalism classes.

Reading is a point of emphasis for all FRHS teachers. We emphasize that all teachers are writing and reading teachers, and they have had professional development to look at strategies to use in instruction. We evaluate and share results with teachers on the Star Reading Test that measures a students reading grade level. Our students all have required "Reading Counts" points for every nine weeks of their high school career. Points are earned for passing quizzes on books of choice that students read. We have a required summer reading program for high school students. Language Arts teachers are beginning training in the Impact program, a program for improving reading skills of students. Students who need support for reading assignments can get help through our resource room and audio library. Specific strategies for improving the reading skills of students below grade level are incorporated as goals on students' IEP's. These strategies are used with all students needing them.

3. Mathematics

FRHS requires three units of credit in the area of mathematics. The curriculum is aligned to the state standards. Test results indicate that our curriculum allows all students to achieve well in mathematics. College-bound students can accelerate their courses by taking Algebra I in the 8th grade for high school credit and then progressing through Algebra II, Geometry, Advanced Math and AP Calculus. We

maintain high expectations for our non-college bound students as well; their rotation for three credits is Pre-Algebra, Algebra I, and Business Math. The skills they gain are designed to serve them well as they enter the job market after graduation. The curriculum is modified for students with disabilities as specified on their IEP. Imbedded in the curriculum are instructional strategies that promote high achievement. Manipulatives and technology serve as tools for learning. Assessments are rigorous and frequent with curricula decisions made based upon how students perform. Classroom climates are conducive to quality learning and are characterized by cooperative learning, student presentations, and student progress. Additional support is available for at-risk students.

4. Instructional Methods

Instructional methods at FRHS are based upon best practices and research. A number of initiatives have been implemented over the years to equip teachers with the instructional training and tools needed to maximize student learning. Training on how to differentiate instruction has been a key. Methods have been implemented providing student choice in many assignments. The emphasis here is on helping all students learn. Learning in classrooms is brain-based and reaches over a number of the multiple intelligences and learning styles. Students have opportunities to capitalize on their strongest learning style as well as to develop those they do not prefer. Hands-on learning is included in many of our classrooms. Questioning at high levels has been a major emphasis of teachers. Key to our instruction is the development of quality work for our students to do in classrooms. That work is aligned to the assessments that will measure their learning. Assessments are characterized as being authentic, using rubrics, and being similar to the state assessments that students will be taking. Technology has been a major part of class instruction. Not only are technology classes offered, but integration of technology into all classes is the norm. Integration Specialists are available as resource people to teachers. Tech Kids are trained to help with support by helping teachers set up lessons and troubleshoot problems with technology. Students and teachers have access to the latest technologies within classrooms. Student presentations and research abound. Use of manipulatives, adaptations and modifications, and cross-curricular units are evident in classroom instruction. Field trips and classroom speakers supplement instruction on a regular basis.

5. Professional Development

Fort Recovery High School has a long history of professional development for improving student achievement. The professional development (PD) is aligned to the school goals of improving achievement for all students and creating a climate in which that can occur. A Professional Development Audit has been conducted to evaluate and set goals for the professional development activities. Teachers are required to have ten hours of in-service activities per year with salary incentives available at certain thresholds above the requirement. Administrators are a part of almost all professional development activity. The District and Building Leadership Teams plan professional development opportunities. This helps make the program local and targeted in nature – the best type of professional development.

A couple of major features of the PD at FRHS include a summer in-service program and days built in to the calendar for PD during the school year. Each year teachers attend five days of concentrated in-service in late July. A myriad of activities have occurred during these sessions – all connected to goals and action plans. Recent themes for our summer in-service weeks have been Tools of Accessibility (providing access of all curriculum to all students), A Honor Roll – Alignment, Assessment, and Accessibility, and D3 (Data Driven Decision-making). Topics covered include curriculum mapping, brain-based learning, high level questioning, differentiation, engaged student learning, authentic assessment, and integration of technology. Follow-up and refocusing occurs throughout the school year as two professional development days are built into the school calendar each year. Additionally, staff meetings and teacher workdays have become mini-in-service sessions for teachers. A culture has been developed to share insights and ideas with fellow staff both at the building and district level.

Professional development is tied to action plans and goals and there is data gathered on them, helping us determine the impact on student achievement. A chronology of improvement efforts of Fort Recovery Local Schools can be found on the Website (www.noacsc.org/mercer/fr/cenoff/administ.htm). This illustrates the extensiveness of the PD activities, which are essential to improving student learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject **Reading** Grade **9** Test **Ohio Ninth Grade Proficiency Test**

Edition/Publication Year **2000-2003** Publisher **Ohio Department of Education**

Scores are reported here as (check one): NCE's _____ Scaled scores _____ Percentiles X

	2003-2002	2002-2001	2001-2000
Testing month	March*	March*	March*
SCHOOL SCORES*			
% At or Above Basic	100%	100%	100%
% At Proficient	99%	100%	99%
Number of students tested	75	61	72
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. White			
% At or Above Basic	100%	100%	100%
% At Proficient	99%	100%	99%
Number of students tested	75	61	72
2. Economic Disadvantage			
% At or Above Basic	100%	NC	NC
% At Proficient	100%	NC	NC
Number of students tested	10	<10	<10
STATE SCORES			
% At or Above Basic	100%	100%	100%
% At Proficient	87%	89%	88%

The Ohio Ninth Grade Proficiency Test is being replaced by The Ohio Graduation Test starting in 2003-2004.

***Grade 9 Reading Proficiency Test at the 9th Grade (Test not longer given in 2003-04 and on.)**

The table above reflects Ohio's assessment categories and terminology. NC means there are not sufficient numbers (ten or more) to be reported. Other subgroups do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION-REFERENCED TESTS

Subject **Math** Grade **9** Test **Ohio Ninth Grade Proficiency Test**

Edition/Publication Year **2000-2003** Publisher **Ohio Department of Education**

Scores are reported here as (check one): NCE's _____ Scaled scores _____ Percentiles X

	2003-2002	2002-2001	2001-2000	The Ohio Ninth Grade Proficiency Test is being replaced by The Ohio Graduation Test starting in 2003-2004.
Testing month	March*	March*	March*	
SCHOOL SCORES*				
% At or Above Basic	100%	100%	100%	
% At Proficient	95%	100%	96%	
Number of students tested	78	61	72	
Percent of total students tested	100%	100%	100%	
Number of students alternatively assessed	0	0	0	
Percent of students alternatively assessed	0%	0%	0%	
SUBGROUP SCORES				
1. White				
% At or Above Basic	100%	100%	100%	
% At Proficient	95%	100%	96%	
Number of students tested	75	61	72	
2. Economic Disadvantage				
% At or Above Basic	100%	NC	NC	
% At Proficient	90%	NC	NC	
Number of students tested	10	<10	<10	
STATE SCORES				
% At or Above Basic	100%	100%	100%	
% At Proficient	71%	71%	70%	

***Grade 9 Mathematics Proficiency Test at the 9th Grade (Test not longer given in 2003-04 and on.)**

The table above reflects Ohio's assessment categories and terminology. NC means there are not sufficient numbers (ten or more) to be reported. Other subgroups do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION-REFERENCED TESTS

Subject **Reading** Grade **10** Test **Ohio Ninth Grade Proficiency Test**

Edition/Publication Year **2000-2004** Publisher **Ohio Department of Education**

Scores are reported here as (check one): NCE's _____ Scaled scores _____ Percentiles X

	2004-2003	2003-2002	2002-2001	2001-2000	The Ohio Ninth Grade Proficiency Test for 10 th graders is being replaced by the Ohio Graduation Test starting in 2004-2005.
Testing month	March*	March*	March*	March*	
SCHOOL SCORES*					
% At or Above Basic	100%	100%	100%	100%	
% At Proficient	100%	100%	100%	100%	
Number of students tested	69	67	70	84	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	2	0	0	
Percent of students alternatively assessed	0%	3%	0%	0%	
SUBGROUP SCORES					
1. White					
% At or Above Basic	100%	100%	100%	100%	
% At Proficient	100%	100%	100%	100%	
Number of students tested	67	67	70	84	
STATE SCORES					
% At or Above Basic	100%	100%	100%	100%	
% At Proficient	96%	94%	95%	94%	

***Grade 9 Reading Proficiency Test results as of March of 10th Grade (Test not given in 04-05 and after.)**

The table above reflects Ohio's assessment categories and terminology. Other subgroups do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION-REFERENCED TESTS

Subject **Math** Grade **10** Test **Ohio Ninth Grade Proficiency Test**

Edition/Publication Year **2000-2004** Publisher **Ohio Department of Education**

Scores are reported here as (check one): NCE's _____ Scaled scores _____ Percentiles X

	2004-2003	2003-2002	2002-2001	2001-2000	
Testing month	March*	March*	March*	March*	
SCHOOL SCORES*					
% At or Above Basic	100%	100%	100%	100%	The Ohio Ninth Grade Proficiency Test for 10 th graders is being replaced by the Ohio Graduation Test starting in 2004-2005.
% At Proficient	97%	100%	99%	100%	
Number of students tested	70	67	70	85	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	2	0	0	
Percent of students alternatively assessed	0%	3%	0%	0%	
SUBGROUP SCORES					
1. White					
% At or Above Basic	100%	100%	100%	100%	
% At Proficient	97%	100%	99%	100%	
Number of students tested	68	67	70	85	
STATE SCORES					
% At or Above Basic	100%	100%	100%	100%	
% At Proficient	85%	82%	83%	81%	

***Grade 9 Mathematics Proficiency Test results as of March of 10th Grade. (Test not given in 04-05 and after.)**

The table above reflects Ohio's assessment categories and terminology. Other subgroups do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION-REFERENCED TESTS

Subject **Reading** Grade **12** Test **Ohio Twelfth Grade Proficiency Test**

Edition/Publication Year **2000-2001** Publisher **Ohio Department of Education**

Scores are reported here as (check one): NCE's _____ Scaled scores _____ Percentiles X

	2001-2000
Testing month	March*
SCHOOL SCORES*	
% At or Above Basic	100%
% At or Above Proficient	91%
% At Accelerated	9%
Number of students tested	57
Percent of total students tested	100%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0%
SUBGROUP SCORES	
1. White	
% At or Above Basic	100%
% At or Above Proficient	91%
% At Accelerated	9%
Number of students tested	56
STATE SCORES	
% At or Above Basic	100%
% At or Above Proficient	75%
% At Accelerated	10%

***Grade 12 Reading Proficiency Test taken during 12th Grade**

Note: This test was discontinued after the 2000-2001 school year. Students were rated as Basic, Proficient, or Accelerated. Other subgroups do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION-REFERENCED TESTS

Subject **Mathematics** Grade **12** Test **Ohio Twelfth Grade Proficiency Test**

Edition/Publication Year **2000-2001** Publisher **Ohio Department of Education**

Scores are reported here as (check one): NCE's _____ Scaled scores _____ Percentiles X

	2001-2000
Testing month	March*
SCHOOL SCORES*	
% At or Above Basic	100%
% At or Above Proficient	84%
% At Accelerated	35%
Number of students tested	57
Percent of total students tested	100%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0%
SUBGROUP SCORES	
1. White	
% At or Above Basic	100%
% At or Above Proficient	84%
% At Accelerated	34%
Number of students tested	56
STATE SCORES	
% At or Above Basic	100%
% At or Above Proficient	63%
% At Accelerated	27%

***Grade 12 Mathematics Proficiency Test taken during the 12th Grade**

Note: This test was discontinued after the 2000-2001 school year. Students were rated as Basic, Proficient, or Accelerated. Other subgroups do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year **2003-2005** Publisher **Ohio Department of Education**

Scores are reported here as (check one): NCE's _____ Scaled scores _____ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March*	March*	March*	March*	March*
SCHOOL SCORES			The Ohio Graduation Test was not administered before the 2003-2004 school year.		
% At or Above Below Basic	100%	100%			
% At or Above Basic	100%	100%			
% At or Above Proficient	99%	99%			
% At or Above Accelerated	72%	78%			
% At Advanced	37%	34%			
Number of students tested	81	79			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	NC	NC			
Percent of students alternatively assessed	NC	NC			
SUBGROUP SCORES					
1. White					
% At or Above Below Basic	100%	100%			
% At or Above Basic	100%	100%			
% At or Above Proficient	99%	99%			
% At or Above Accelerated	72%	77%			
% At Advanced	37%	34%			
Number of students tested	81	76			
2. Students With Disabilities					
% At or Above Below Basic	100%	100%			
% At or Above Basic	100%	100%			
% At or Above Proficient	92%	91%			
% At or Above Accelerated	46%	18%			
% At or Above Advanced	8%	0%			
Number of students tested	13	11			
STATE SCORES					
% At or Above Below Basic	100%	100%			
% At or Above Basic	97%	89%			
% At or Above Proficient	92%	79%			
% At or Above Accelerated	64%	53%			
% At or Above Advanced	28%	27%			

Other subgroups do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year **2003-2005** Publisher **Ohio Department of Education**

Scores are reported here as (check one): NCE's _____ Scaled scores _____ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March*	March*	March*	March*	March*
SCHOOL SCORES*			The Ohio Graduation Test was not administered before the 2003-2004 school year.		
% At or Above Below Basic	100%	100%			
% At or Above Basic	99%	99%			
% At or Above Proficient	99%	97%			
% At or Above Accelerated	86%	72%			
% At Advanced	47%	33%			
Number of students tested	81	79			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	NC	NC			
Percent of students alternatively assessed	NC	NC			
SUBGROUP SCORES					
1. White					
% At or Above Below Basic	100%	100%			
% At or Above Basic	99%	99%			
% At or Above Proficient	99%	97%			
% At or Above Accelerated	86%	72%			
% At Advanced	47%	33%			
Number of students tested	81	76			
2. Students With Disabilities					
% At or Above Below Basic	100%	100%			
% At or Above Basic	92%	91%			
% At or Above Proficient	92%	82%			
% At or Above Accelerated	62%	36%			
% At Advanced	8%	18%			
Number of students tested	13	11			
STATE SCORES					
% At or Above Below Basic	100%	100%			
% At or Above Basic	92%	83%			
% At or Above Proficient	82%	68%			
% At or Above Accelerated	53%	38%			
% At Advanced	27%	18%			

The Ohio Graduation Test was not administered prior to 2003 – 2004.