

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

Official School Name Hilltop Elementary School
(As it should appear in the official records)

School Mailing Address 400 Hilltop Blvd.
(If address is P.O. Box, also include street address)

Canfield Ohio 44406-1227
City State Zip Code+4 (9 digits total)

County Mahoning State School Number 038430

Telephone (330) 533-9806 Fax (330) 702-7051

Website/URL <http://cvms.canfield.k12.oh.us/hilltop/> E-mail canf_lxh@access-k12.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. Dante Zambrini
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Canfield Local Schools Tel. (330) 533-3303

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 Mrs. Martha Zarlenga
(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.

10. Students receiving special education services: 13 %
71 Total Number of Students Served

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

- | | |
|-----------------------------|---|
| 3 ___ Autism | 1 ___ Orthopedic Impairment |
| 0 ___ Deafness | 1 ___ Other Health Impaired |
| 0 ___ Deaf-Blindness | 21 ___ Specific Learning Disability |
| 0 ___ Emotional Disturbance | 30 ___ Speech or Language Impairment |
| 0 ___ Hearing Impairment | 0 ___ Traumatic Brain Injury |
| 14 ___ Mental Retardation | 0 ___ Visual Impairment Including Blindness |
| 1 ___ 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)	___ 1 ___	_____
Classroom teachers	___ 22 ___	_____
Special resource teachers/specialists	___ 4 ___	___ 3 ___
Paraprofessionals	___ 4 ___	___ 4 ___
Support staff	___ 3 ___	___ 6 ___
Total number	___ 34 ___	___ 13 ___

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 24:1

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 %	97 %
Daily teacher attendance	96 %	96 %	97 %	96 %	96 %
Teacher turnover rate	4 %	4 %	0 %	0 %	4 %
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

Hilltop Elementary School is one of two kindergarten through fourth grade elementary schools in the Canfield Local School District. We are located in the city of Canfield about 13 miles south of Youngstown, Ohio. The school district covers 30 square miles with the population almost equally divided between township and city residents. Our students come from rural areas and neighborhoods of single family dwellings with a mixture of upper, moderate and low income housing. Within the Hilltop district we have an apartment complex and a motel with weekly rentals from which we draw students. We presently have 536 students enrolled for the 2005-06 school year. Our kindergarten program is a half-day program. Classes for the district's elementary cognitively delayed students are located in our school.

Hilltop Elementary has a legacy of being a friendly, nurturing and child centered school. We maintain a school climate where children feel welcome and connected. Our mission statement reflects the staff's desire to involve all stakeholders in the educational process:

“The staff works with families and the community to provide a warm and safe environment where high expectations for learning and good citizenship are valued. It is the mission of Hilltop Elementary School to provide each student with an education appropriate to his or her individual needs... with the ultimate goal of becoming life long learners.”

The Golden Rule is emphasized in Hilltop School. Each month students are introduced to a different character education theme such as responsibility, generosity and determination. The Rotary Club of Canfield provides the financial support for the Chick-Fil-A Character Education Program. The monthly Character Education themes are highlighted in the Hilltopper newsletter. Daily announcements include reminders of the theme with accompanying vignettes. Banners are hung throughout the hallways displaying the various positive character traits we wish our children to possess.

Fourth graders take turns leading the Pledge of Allegiance during morning announcements. Afterwards they are given a special Americana pencil and a personalized pep talk by the principal about the importance of being a good leader, showing initiative and becoming a good citizen. Teachers are encouraged to nominate students to receive the Super Student Award, recognizing students for service to the school or community.

Believing that the quality of teachers has the greatest impact on individual student learning, Canfield Schools place a high value on professional development; thus, all Hilltop teachers are Highly Trained and Highly Qualified under No Child Left Behind. The staff has a mix of novice and experienced teachers eighty percent of whom have earned a master's degree. Current professional development focuses on standard-based assessment mapping, instructional design and scheduling and delivery systems. Our teachers have been trained in the use of the Ohio Academic Content Standards, cooperative learning practices, differentiated instruction, and in Baldrige in Education. Our professional development “train the trainer” model minimizes the time out of the classroom for professional development and encourages teacher leadership. Grade level common planning sessions are built into the daily schedule allowing time for discussions on curriculum, assessment practices and student interventions.

Hilltop Elementary enjoys the support of a very active PTO. In addition to the many extra-curricular activities sponsored by the group, parents, grandparents and community members can be found volunteering in the school. Each May our volunteers are honored at a Volunteer Breakfast.

The goals of No Child Left Behind are consistent with the goals of Hilltop Elementary School. High expectations are set for all learners and the entire staff joins together to help students meet their potentials.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results:

Ohio has utilized State Proficiency or State Achievement testing for over ten years. During the 2003-2004 school year, Ohio began the transition from State Proficiency Testing in reading, writing, math, science and social studies beginning in grade four to standards-based achievement testing beginning in grade three. State Achievement Tests are now given in math and reading in grades three through eight. Grades four through eight students also have a writing achievement test. Science and Social Studies Achievement Tests will be added for grades five through eight in the next two years. The Achievement Tests rank students in one of five categories: below basic, basic, proficient, accelerated and advanced. A proficient score means students are performing at the expected grade level. The Proficiency Tests score students as limited, basic, proficient, or advanced. Students are expected to reach the level of proficient on either type of assessment. To be an effective school at least 75% of students within a building must receive a ranking of proficient in all areas being assessed. Hilltop Elementary School has been given a ranking of Excellent since individual building reports became available in the State of Ohio. More information is available at: <http://www.ode.state.oh.us/proficiency/standards.asp> (for Fourth Grade Proficiency Tests) and at http://www.ode.state.oh.us/proficiency/technical_data/StatSumm_AchievementTest.asp (for Third Grade Achievement Tests).

Trends from the past six years demonstrate that Hilltop students continue to improve in all content areas. Fourth grade reading scores have risen from 71 % of students passing in 1999-2000 to 98 % of students passing in 2004-2005. Math scores show a similar rise from 61% of students passing in 1999-2000 to 96 % of students passing in 2004 -2005. The steady rise in scores is the result of concentrated professional development centered on Ohio's Academic Content Standards, diagnostic testing starting in kindergarten and progress monitoring throughout the grades. Information gathered from assessments is used to help guide instruction and to provide timely interventions for students scoring below the standard.

Ohio schools are also judged on a Performance Index. The following weighted scores are used as the criteria:

Limited/Below Basic Score	0.3 points
Basic Score	0.6 points
Proficient Score	1.0 points
Accelerated Score	1.1 points
Advanced Score	1.2 points

Hilltop's Performance Index has risen from 102.6 in 2002-2003 to 2004-2005 to 108.1. The state average score for 2005 was 91. Hilltop's score is reflective of the 70 % of students scoring at advanced or accelerated levels in all subjects assessed.

Data from Ohio's testing is also disaggregated to give more information regarding students from different subgroups including those with Cognitive and Learning Disabilities. Hilltop special education students traditionally perform at a proficient level given appropriate accommodations.

Using Assessment Results:

Both formative and summative assessment data is used to determine the needs of Hilltop students. At the start of each school year teachers have an opportunity to gather summative data from students' cumulative records. In addition, standardized test results and pertinent data from item analysis are shared with the staff at opening staff meetings; and subsequently used to develop the School Improvement Plan (SIP) for the year. Professional development activities are created to support the SIP and are offered during the year at monthly staff meetings, weekly common planning meetings and during professional in-service days.

Within the first weeks of the new school year students are given a variety of diagnostic tests to determine the levels of achievement within the class and to identify students who need interventions. In addition, new students to the district are given the Ohio Diagnostic Assessments. All students' progress in reading fluency, reading comprehension, math computation and spelling is monitored three times during the year using the Aims Web Progress Monitoring System. The progress of students with Individual Education Plans and students receiving intervention is monitored bi-monthly to see if the interventions are effective. Teacher designed benchmark tests in reading and mathematics, given periodically throughout the year, help guide and differentiate instruction. Teachers meet weekly to discuss the progress of individual students and to share strategies and lessons that have been helpful in getting students to achieve. Intervention Assistance Team meetings provide an opportunity to get input from the teacher, parents, support staff, psychologist and building administrator to help establish appropriate interventions. Students are given opportunities to monitor and evaluate their own progress with the use of scoring rubrics and are taught to graph their progress in several content areas.

Student performance is monitored by various stakeholders throughout the year in a variety of ways so that we may provide the most beneficial instruction and intervention.

Communicating Assessment Results:

Parent communication is a key component to the success of our school. Student performance data are reported to parents on an on-going basis throughout the school year. In addition to the two scheduled parent teacher conferences, four interim reports and four written progress reports, teachers communicate with parents by way of classroom newsletters, phone calls, e-mail messages, student planners and written notes. The monthly Hilltopper Newsletter is used to keep parents notified of upcoming events and information about test dates, test-taking suggestions and results of academic performance. In addition, letters are sent from the principal to parents announcing test times and dates and the protocols for the high stakes testing.

The District's Annual Report contains information regarding all indicators that have contributed to the Academic Excellence of the District. This newsletter is sent to every household within the school community. District Report Cards are issued by the State of Ohio each year. These results can be found on the ODE website and are mailed to students' homes.

Parent generated assessment reports are provided by the State and sent home from the school. These reports contain information regarding the specific strengths and needs of the child. Parent conferences are scheduled to provide opportunities to discuss individual concerns.

Before the start of the school year, the District Performance Team meets with a parent committee to share the results of state tests. At this time parents have an opportunity to share any curriculum concerns they have that could contribute to the success of our students. Canfield's State Excellent rating is recognized by the Mahoning County Chamber of Commerce and the Mahoning County Steel to Scholars Program that sponsors television commercials highlighting excellent schools. A billboard coming into the community

recognizes Canfield schools' performance as being 13th out of 611 school districts in Ohio.

It is important to gather information from parents as to their perceptions of the schools strengths and areas needing improvement. Parent surveys provide an avenue by which the classroom teacher, building administrator and superintendent get input from the district stakeholders. Together these communications provide the avenue by which our schools keep the students, parents and community informed of the strengths and needs of our schools.

Sharing Success:

The Hilltop staff has a collaborative relationship with colleagues within our school as well as within the district. Several professional development opportunities are scheduled during the year where all elementary teachers join together to share educational best practices to promote high achievement for all members of the learning community. Teacher liaisons to the Mahoning County Educational Service Center share written information and demonstrate lessons during common planning meetings and at staff meetings.

We maintain a collaborative relationship with Youngstown State University and have served as a site for their Teacher Education Center. This program gives teachers in training opportunities to observe classroom teachers and students and to plan lessons under the direction of university instructors and Hilltop teachers. In addition, various staff members mentor student teachers during the school year. University students from several local colleges visit our school as part of their teacher observation requirements.

Hilltop staff welcomes visitors from other school districts with particular attention being paid to the integration of technology into instructional practices. Our special education program successfully utilizes the Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) method and is an observation site for many visitors from other school districts and for university students. Our special education teacher, Mrs. Debbie Foote, serves as a national trainer for the TEACCH Program, which is used for teaching children with autism.

Our teachers are members of many county and statewide educational organizations where sharing and learning takes place. Math Investigations Study Groups, International Reading Association, State Institute of Reading Instruction, and Far East Region – Ohio Alliance for Arts Education are but a few of the professional organizations to which our teachers belong and serve as mentors. Mrs. Diane Leonard, Hilltop's art instructor, serves on the state committee for designing model lessons that will become part of the Ohio Department of Education's website for model curriculum. Hilltop has hosted such meetings to showcase the teaching strategies that promote student achievement in our school. Teachers are also encouraged to travel to other districts to learn and to share effective practices.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The curriculum at Hilltop Elementary School is aligned with all of Ohio’s Academic Content Standards. Our curriculum consists of using scientifically based resources and materials that allow us to provide instruction to meet the needs of our students. Teachers are eclectic in their approach to teaching language arts, mathematics, science, social studies, art, music, technology and physical education. Technology is incorporated into all core subjects. Hilltop Elementary has a computer lab as well as four computers in each classroom. State Standards and the district course of study form the basis for instruction.

Language Arts: The Ohio Academic Content Standards for Language Arts form the basis of Hilltop’s research-based approach to literacy development. The standards encourage writing as a process and provide expectations for students to become confident and effective communicators. Fiction and non-fiction selections form the foundation of our program and are drawn from a variety of sources including basal reading books, read aloud books, trade books, the Time for Kids/Weekly Reader magazines and studies within our grade level content areas of science and social studies. Language Arts instruction is supplemented with the Wilson Foundations for K – 3 program. It is a program viable in the general education classroom, the intervention classroom, and in our special needs classroom. It was chosen to support our reading program because it is a versatile, research and evidenced based multi-sensory system.

Mathematics: Students have many opportunities to use and develop mathematical skills in number, number sense, and operations; measurement, geometry and spatial sense; patterns, functions and algebra; data analysis and probability and in mathematical processes. The above standards provide a comprehensive foundation for all students to think and reason mathematically and use mathematics knowledge and skills effectively in their daily lives. Classrooms are supplied with manipulatives that help students develop a deeper conceptual understanding of math processes. To make learning real and relevant, students are introduced to mathematical concepts throughout the day and are encouraged to use multiple methods to solve problems.

Science: Hilltop’s science curriculum is centered on science concepts, processes, and ways of thinking. The curriculum encourages development of a student’s understanding of science ideas by incorporating scientific inquiry and technology studies with math reasoning/analysis and language skills. Classroom instruction is supplemented with literature, poetry, music, Internet research, trade books, games, Time for Kids/Weekly Reader magazine, and manipulatives. Science is taught through a hands on approach using the AIMS inquiry based program and is correlated to the Ohio Academic Content Standards for science.

Social Studies: The social studies curriculum is modeled after the Ohio Academic Content Standards. The Harcourt - Brace series and the Macmillan – McGraw Hill series that are used as resources are supplemented with similar materials as in science instruction. Both are project based and allow for the integration of art, music, math, language arts, and physical activities. Hilltop students are engaged in activities throughout the year that connect the study of history, people in societies, geography, citizenship, rights and responsibilities, and economics to real life. Programs include Famous Americans, Holidays Around the World, Traditional Folk Dance, Third Grade Entrepreneur Project and the Science Fair.

Fine Arts: Hilltop’s art curriculum is based on Ohio’s Academic Content Standards for the fine arts. Focus is placed upon making art, connecting art to our personal lives, learning art history, enjoying art, and being able to talk about our art. The Baldrige in Education model is used to create a productive learning environment where students assess their own work and offer constructive ideas to others. Baldrige in Education was designed to improve schools by combining management techniques proven successful in the business world with best practice from education.

2. **Reading:** Hilltop's mission is to develop solid skills in reading, writing and speaking in each child. Knowing the critical importance of literacy, Hilltop teachers have engaged in a study of researched – based methods, materials and interventions that result in significant student success. A diagnostic approach has proved to be successful. The use of teacher- made pre and post assessments, benchmark tests and the AIMS Web Progress Monitoring Program serve as tools for identifying student's strengths and weaknesses in literacy. The results from the diagnostic testing are used to lay the groundwork for differentiated instruction. The Harcourt Brace reading series and the Scott Foresman Reading series are supplemented with materials and activities which emphasize reading fluency and comprehension, grammar, phonemic awareness, phonics, and vocabulary development. Daily writing and editing activities augment the communications aspect of language arts. Vocabulary and spelling are taught contextually as well as independently. Teachers guide reading instruction within the classroom in both whole class and small group settings. Direct guided reading, read alouds, silent sustained reading, peer reading, computer programs, and classroom Book Clubs are some of the ways reading instruction is enhanced. Classroom teachers have attended the State Institute for Reading Instruction professional development in-services offered throughout the county and a majority of classroom teachers have Masters' Degrees in Reading Instruction.

For most students the classroom teacher provides the first line of defense in early intervention. Because we do not receive Title I monies, we have developed a reading intervention program where reading tutors provide intensive, research based interventions for at-risk kindergarten through fourth grade students. The most intensive reading interventions are given by special education teachers for students with Individual Education Plans. The Wilson Reading Program and its phonemic awareness component, Foundations, are used along with a variety of other research-based programs to provide individual and small group instruction.

3. **Mathematics:** The Ohio Mathematics Academic Content Standards provide a comprehensive foundation for all students to think and reason mathematically and use mathematics knowledge and skills effectively in their daily lives. The six standards include number, number sense, and operations; measurement; geometry and spatial sense, patterns, functions and algebra; data analysis and probability; and mathematical processes. The math standards are taught using a variety of materials and instructional strategies.

The Harcourt-Brace program is the basis of our math program and is supported with Investigations in Numbers, Data, and Space. Teachers use other resources and materials aimed at developing life long math skills in our students. Harcourt-Brace is a researched-based program aligned with the National Math Standards, but allows the classroom teacher flexibility to customize lessons based on the state standards. Investigations in Number, Data and Space is recognized by the National Science Foundation and is based on an extensive body of research on how students learn mathematics. This program is designed to help children understand the fundamental ideas underlying numbers and arithmetic, geometry, data, measurement and algebraic thinking. Mathematics content in Investigations encourages students to reason mathematically, to develop problem solving strategies, and to communicate their thinking using numbers and words within models, diagrams, and graphs.

Teachers also complement math skill instruction with Everyday Counts Calendar Math each day. Experiences students have include analyzing data, examining patterns, exploring mathematical relationships, and communicating their thoughts.

To help students become life long learners and responsible citizens, teachers utilize cooperative learning communities where students can be found working together to solve problems and communicating their thoughts and answers to their peers.

4. Instructional Methods: Decision making in all areas of instruction is based on regular, on-going pre and post assessments of the grade level indicators defined by the Ohio Academic Content Standards. Teachers and administrators together reflect about methods and strategies of instruction that would be most effective and meaningful based on the findings of the assessments and our students backgrounds. Instructional activities are then designed using the standards and assessments as guidelines. Hilltop's mission statement expresses our belief of providing each student with an education appropriate to his or her individual needs. We understand that students learn in different ways and plan instruction accordingly. We all work together to design instruction that integrates our core curriculum in language arts, math, science, social studies and technology with art, music and physical education. Instruction may include extension activities, enrichment activities, intervention activities, and activities that reflect all levels of Bloom's Taxonomy, while continually providing for the distinctive needs of all our students. Teachers are free to pull from a variety of resources which support and extend the core curriculum in order to effectively teach the grade level indicators to each student. Daily instruction is enhanced through distance learning opportunities and academic field trips.

5. Professional Development: Canfield Schools place a high value on professional development. Because we believe teachers should be active members of the learning community we encourage and offer high quality professional development that directly affects student learning. Hilltop Elementary staff members engage in professional development at various levels. Professional development has been centered on the implementation of the Ohio Academic Content Standards in English/Language Arts, mathematics, social studies, science and fine arts which are the standards for all curriculum and instruction. Additional professional development is developed as the result of data collected from State testing, requests from teachers and the needs of our students. All teachers are trained in essential teaching skills taught through the Pathwise Program. This assessment system for teachers includes a system in which teachers are assessed in four domains: organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning and teacher professionalism. Because this is a framework for teaching we have found it to enhance professional practice. County consultants meet with building principals to help determine the needs of each building. Teachers engage in book study groups, work on county curriculum committees, attend workshops, and enroll in college courses. Weekly team meetings, monthly staff meeting, and professional development days focus on areas such as assessment practices, learning materials and best teaching practices. The principal and county consultants build in follow up collaborative sessions to support learning and to provide time to reflect on new practices.

In addition, teachers attend state and local conferences in literacy, are active members of the State Institute of Reading Instruction and serve as liaisons to county curriculum meetings. Grant money was used to give teachers release time to work on curriculum mapping, assessment construction, rubric grading and construction of instructional materials. Our most recent professional development has been centered on the Wilson Reading Program, which includes a phonemic awareness program for early primary grades called Foundations. We have found this program to be most suitable to our needs because it is effective with both regular and special education students.

Hilltop teachers model the life long learning practices that we desire for our students and are encouraged to share best practices with their team members and with other elementary teachers within the district.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Ohio Achievement
 Edition/Publication Year: 2004-2005 Publisher: Ohio Department of Education
 Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Below Basic	100	100	Achievement tests were not administered prior to 2003-2004		
% At or Above Basic	99	100			
% At or Above Proficient	97	96			
% At or Above Accelerated	86	86			
% At Advanced	52	60			
Number of students tested	111	100			
Percent of total students tested	100	100			
Number of students alternatively passed	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	100			
% At or Above Proficient	97	97			
% At or Above Accelerated	87	87			
% At Advanced	51	60			
Number of students tested	107	97			
2. Economically Disadvantaged					
% At or Above Below Basic	NC	NC			
% At or Above Basic	NC	NC			
% At or Above Proficient	NC	NC			
% At or Above Accelerated	NC	NC			
% At Advanced	NC	NC			
Number of students tested	NC	NC			
3. Students with Disabilities					
% At or Above Below Basic	100	100			
% At or Above Basic	94	100			
% At or Above Proficient	94	77			
% At or Above Accelerated	75	54			
% At Advanced	44	38			
Number of students tested	16	13			
STATE SCORES					
% At or Above Below Basic	100	100			
% At or Above Basic	89	90			
% At or Above Proficient	77	78			
% At or Above Accelerated	56	59			
% At Advanced	31	33			

STATE CRITERION-REFERENCED TESTS

Subject: Math

Grade: 3

Test: Ohio Achievement

Edition/Publication Year: 2004-2005

Publisher: Ohio Department of Education

Scores are reported here as (check one):

NCEs _____

Scaled scores _____

Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001				
Testing Month	March	March	March	March	March				
SCHOOL SCORES									
% At or Above Below Basic	100	Achievement tests were not administered prior to 2004-2005							
% At or Above Basic	97								
% At or Above Proficient	92								
% At or Above Accelerated	62								
% At Advanced	33								
Number of students tested	111								
Percent of total students tested	100								
Number of students alternatively passed									
Percent of students alternatively assessed	2								
SUBGROUP SCORES									
1. White									
% At or Above Below Basic	100	Achievement tests were not administered prior to 2004-2005							
% At or Above Basic	97								
% At or Above Proficient	92								
% At or Above Accelerated	62								
% At Advanced	33								
Number of students tested	107								
2. Economically Disadvantaged									
% At or Above Below Basic	NC								
% At or Above Basic	NC								
% At or Above Proficient	NC								
% At or Above Accelerated	NC								
% At Advanced	NC								
Number of students tested	<10								
3. Students with Disabilities									
% At or Above Below Basic	100	Achievement tests were not administered prior to 2004-2005							
% At or Above Basic	82								
% At or Above Proficient	76								
% At or Above Accelerated	57								
% At Advanced	38								
Number of students tested	16								
STATE SCORES									
% At or Above Below Basic	100					Achievement tests were not administered prior to 2004-2005			
% At or Above Basic	89								
% At or Above Proficient	70								
% At or Above Accelerated	34								
% At Advanced	14								

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Ohio Achievement

Edition/Publication Year: 2004-2005

Publisher: Ohio Department of Education

Scores are reported here as (check one):

NCEs _____

Scaled scores _____

Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	100	99	100	100	100
% At or Above Proficient	98	93	91	96	90
% At or Above Accelerated	77	N/A	N/A	N/A	N/A
% At Advanced	17	36	23	20	19
Number of students tested	113	113	125	103	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively passed	NC	NC	NC	NC	NC
Percent of students alternatively assessed	NC	NC	NC	NC	NC
SUBGROUP SCORES					
1. White					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	100	100	100	100	100
% At or Above Proficient	99	93	91	96	90
% At or Above Accelerated	77	N/A	N/A	N/A	N/A
% At Advanced	17	36	23	19	19
Number of students tested	102	105	125	101	95
2. Economically Disadvantaged					
% At or Above Below Basic	NC	NC	NC	NC	NC
% At or Above Basic	NC	NC	NC	NC	NC
% At or Above Proficient	NC	NC	NC	NC	NC
% At or Above Accelerated	NC	NC	NC	NC	NC
% At Advanced	NC	NC	NC	NC	NC
Number of students tested	NC	NC	NC	NC	NC
3. Students with Disabilities					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	100	91	100	100	100
% At or Above Proficient	92	82	63	100	82
% At or Above Accelerated	71	N/A	N/A	N/A	N/A
% At Advanced	21	9	18	9	0
Number of students tested	14	11	11	11	11
STATE SCORES					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	89	92	91	90	87
% At or Above Proficient	77	71	66	65	54
% At or Above Accelerated	36	N/A	N/A	N/A	N/A
% At Advanced	6	15	9	6	6

STATE CRITERION-REFERENCED TESTS

Subject: Math

Grade: 4

Test: Ohio Achievement

Edition/Publication Year: 2004-2005

Publisher: Ohio Department of Education

Scores are reported here as (check one):

NCEs _____

Scaled scores _____

Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	98	97	92	99	94
% At or Above Proficient	96	96	88	94	88
% At or Above Accelerated	N/A	N/A	N/A	N/A	N/A
% At Advanced	61	42	37	49	32
Number of students tested	103	113	125	102	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively passed	NC	NC	NC	NC	NC
Percent of students alternatively assessed	NC	NC	NC	NC	NC
SUBGROUP SCORES					
1. White					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	98	97	92	99	94
% At or Above Proficient	96	96	88	94	88
% At or Above Accelerated	N/A	N/A	N/A	N/A	N/A
% At Advanced	62	41	37	48	32
Number of students tested	102	105	125	100	99
2. Economically Disadvantaged					
% At or Above Below Basic	NC	NC	NC	NC	NC
% At or Above Basic	NC	NC	NC	NC	NC
% At or Above Proficient	NC	NC	NC	NC	NC
% At or Above Accelerated	N/A	N/A	N/A	N/A	N/A
% At Advanced	NC	NC	NC	NC	NC
Number of students tested	NC	NC	NC	NC	NC
3. Students with Disabilities					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	100	82	64	100	80
% At or Above Proficient	100	82	64	91	60
% At or Above Accelerated	N/A	N/A	N/A	N/A	N/A
% At Advanced	86	18	9	36	7
Number of students tested	14	11	11	11	15
STATE SCORES					
% At or Above Below Basic	100	100	100	100	100
% At or Above Basic	74	77	70	73	70
% At or Above Proficient	65	66	59	60	57
% At or Above Accelerated	N/A	N/A	N/A	N/A	N/A
% At Advanced	26	26	15	16	16