

# 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. Richard F. Bryan  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Leipsic Elementary School, Leipsic Local School District  
(As it should appear in the official records)

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

Leipsic Ohio 45856-1312  
City State Zip Code+4 (9 digits total)

County Putnam State School Code Number 020131

Telephone ( 419 ) 943-2163 Fax ( 419 ) 943-4331

Website/URL http://www.lp.noacsc.org/ e-mail lp\_bryan@lp.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 Mrs. Alice L. Dewar  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Leipsic Local School District Tel. (419)943-2165

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. Marilyn Knueven

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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       1   Elementary schools  
   0   Middle schools  
   0   Junior high schools  
   1   High schools  
   0   Other
- 2   TOTAL
2. District Per Pupil Expenditure:        \$ 8,579.00   
     Average State Per Pupil Expenditure:  \$ 9,028.00

### 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.   19   Number of years the principal has been in her/his position at this school.  
  N/A   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	16	15	31	8			
1	34	21	55	9			
2	13	17	30	10			
3	18	19	37	11			
4	18	14	32	12			
5	26	19	45	Other			
6	23	25	48				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>278</b>

6. Racial/ethnic composition of the students in the school:
- 46 % White
  - N/A % Black or African American
  - 53 % Hispanic or Latino
  - N/C % Asian/Pacific Islander
  - N/A % 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: 21 %

[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.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school as of October 1	278
(5)	Total transferred students in row (3) divided by total students in row (4)	.21
(6)	Amount in row (5) multiplied by 100	21

8. Limited English Proficient students in the school: 6 %  
17 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Spanish
9. Students eligible for free/reduced-priced meals: 54 %  
 Total number students who qualify: 158

10. Students receiving special education services: 19 %  
53 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.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</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>	_____
Classroom teachers	<u>16</u>	<u>1</u>
Special resource teachers/specialists	<u>4</u>	_____
Paraprofessionals	<u>4</u>	_____
Support staff	<u>1</u>	_____
Total number	<u>26</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17:1

13.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	95%	95%	96%
Daily teacher attendance	95%	97%	97%	98%	97%
Teacher turnover rate	5%	24 %	10 %	5%	14%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

## **PART III – SUMMARY**

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Leipsic Elementary School is located in rural northwest Ohio. The Leipsic Local School District is a combination of the three once-thriving small communities of Leipsic, West Leipsic, and Belmore. Only Leipsic has survived the economic changes of the past 50 years. West Leipsic and Belmore have become deep pockets of poverty. Our kindergarten through sixth grade building serves 278 students with 54% of these students designated as economically disadvantaged and 19% with identified disabilities.

Agriculture is a mainstay of the area. At one time a large number of Hispanic workers came to this area to harvest tomatoes, but the demand for migrant laborers dwindled to a handful as harvesting machines became more prevalent. Many Hispanic families, however, elected to stay in this area permanently. Today our Hispanic and multi-racial groups make up 53% of our elementary school population.

When Ohio proficiency testing was implemented in the 1990s, Leipsic Elementary teachers, like many teachers across the state, believed that the 4<sup>th</sup> and 6<sup>th</sup> grade testing was yet another initiative that would disappear. Teaching and learning were always taking place in the building, though little emphasis was placed on the state standards or the testing that reflected those standards. Until the publication of the Ohio District Report Card in 2001 “Let’s just continue to do what we have always done” was the mindset. Results on that report card indicated that Leipsic Local School District met only 13 of the State’s 27 Standards for the school year 1999-2000. At the fourth grade level students were below the standard in Citizenship, Mathematics, Reading, and Science. At the sixth grade level students did not meet the state standard in Mathematics, Reading, and Science. Leipsic Local School District was one of the 112 districts across the state to be placed on Academic Watch, the second worst ranking possible. Those were dark days for teachers, students and community alike; however, instead of pointing fingers of blame, teachers, students, and administrators came together to make authentic change a reality.

“Building Tomorrow by Achieving Today” became Leipsic’s vision. The Ohio Academic Content Standards became common language in the building. In the past five years our staff has participated in many hours of planned professional development. Key staff members visited the Pinellas County Florida schools, which received the coveted Sterling Award as well as runner-up status for the national Baldrige Quality Award. Discussion with colleagues after those visits led to the selection of those schools as a model for improvement. On-going professional development has focused on the standards that must be taught to improve all student achievement. Through consistent communication with parents and the community, the public became aware of the needs of the students and became a vital part of the improvement process through programs such as HOSTS (Helping One Student To Succeed). Currently 150 volunteers mentor 70 students in reading. A strong grant funded 21<sup>st</sup> Century After-school Program targets those students needing extra help to be successful. We believe this continuous collaborative all-out effort has made the difference.

Today Leipsic Elementary is recognized at the state level not only as an Excellent school but also an Ohio Department of Education *School of Promise*. To be designated a *School of Promise* the school must have over forty percent of its students on free/reduced lunches and demonstrated significant progress in closing the achievement gap in all demographic groups. This would not be possible without the common vision, “I can” attitude, hard work and dedication of the students, staff and community.

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

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1. **Assessment Results:** Beginning in the school year 2003-2004 Ohio began a phase in of the Ohio Achievement Tests (OAT) and a phase out of the Ohio Proficiency Tests (OPT). Both tests are criterion-referenced. For the school year 2004-2005 students in the fourth grade took the OPT in mathematics, citizenship and science. Students in the sixth grade took the OPT in writing, reading, mathematics, citizenship, and science. The OPT's were administered in March. Last year was the final year of OPT administration. They are being replaced with the OAT. The OAT's were given in reading and math in grade three, reading and writing grade four, and reading grade five. The OPT levels of proficiency are basic, proficient, and advanced, while the OAT has added below basic and accelerated. In order to meet the state standard a student must be Proficient or higher. The state report card standard for passing is 75% in each content area.

The Achievement Tests are aligned to the Ohio Academic Content Standards. Below are charts showing achievement/proficiency levels and scaled scores. Additional information can be found at [http://www.ode.state.oh.us/proficiency/Diagnostic\\_Achievement/achievement-default.asp](http://www.ode.state.oh.us/proficiency/Diagnostic_Achievement/achievement-default.asp).

### **Ohio Achievement Test Scaled Scores**

	<b>3rd Grade Reading</b>	<b>3rd Grade Math</b>	<b>4th Grade Reading</b>	<b>5th Grade Reading</b>
<b>Advanced</b>	432-493	447-520	467-552	459-535
<b>Accelerated</b>	415-431	429-446	435-466	441-458
<b>Proficient</b>	400-414	400-428	400-434	400-440
<b>Basic</b>	385-399	378-399	384-399	384-399
<b>Limited</b>	245-384	239-377	259-383	247-383

### **Ohio Proficiency Test Scaled Scores**

	<b>6th Grade Reading</b>	<b>6th Grade Math</b>	<b>4th Grade Math</b>
<b>Advanced</b>	250 +	250 +	250 +
<b>Proficient</b>	222-249	200-249	218-249
<b>Basic</b>	221 & Below	199 & Below	217 & Below

At Leipsic Elementary all students are tested. Students on Individualized Education Plans (IEPs) are tested using appropriate and allowable accommodations. Since its inception in 2004, Leipsic has had 100% passage on the Third Grade Reading OAT. Nine-years of proficiency data for 4<sup>th</sup> grade reading show a gain of 61%. Last year 100 % of the fourth grade students passed the new OAT reading test as compared to 39% in the first year of OPT administration; 1996-1997. In the area of 4<sup>th</sup> grade mathematics 97% were Proficient or above in the 2004-2005 school year as compared to 58% in the 1996-1997 school year. Grade six data in OPT reading and OPT math show very similar gains (reading 98% last year as compared to 31% in 1996-1997, math 98% last year as compared to 28% in 1996-1997).

The summary of these data clearly demonstrates our improvement over the last nine years. These data shows that when teachers understand how to teach to all students, all students can learn.

**2. Using Assessment Results:** Both the staff and students at Leipsic Elementary work to understand and to improve their performance on the state assessments. Before students enter kindergarten they participate in a screening. Using the data from the Ohio Kindergarten Readiness Assessment and Brigance both school and parents gain an understanding of the child's pre-kindergarten level. During the school year a variety of assessments are used to measure student knowledge. Students have the opportunity to demonstrate their knowledge through more than the state achievement tests. All third grade students are given the Iowa Tests of Basic Skills and the Cognitive Abilities Tests. These tests are not only used to identify areas of strengths and weakness but also to identify the gifted child. Diagnostic tests in reading, writing and math are given to all first and second grade students. All students in grades one through three are given the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment. Students identified in need of help are mentored through our HOSTS Program by volunteers, 30 minutes per day, four days a week. Each student has a tutoring plan matched to his needs. By targeting these students and providing them with the appropriate interventions our students are making measurable gains. In grades one through six additional interventions in reading and math are provided through our grant funded 21<sup>st</sup> Century Community Learning Centers after-school program. Monday through Thursday students stay after-school to receive homework assistance and interventions. Twice-monthly teachers meet to analyze state and local assessments. Areas of strengths and opportunities for improvement are the focus of this time. All students track their assessment results, attendance, behavior, and homework completion through individual data binders. Included in these data binders are copies of the Ohio Academic Content Standards, benchmarks and indicators that are taught throughout the year. Students track their progress in the mastery of these indicators. In these same binders, students set individual goals that are aligned to the academic content standards. Student led conferences based on the data binders have replaced the traditional parent teacher conference. During these conferences students explain their data binders to their parents and accept responsibility for their behavior and grades.

**3. Communicating Assessment Results:** Leipsic Elementary uses a variety of ways to communicate student performance. Prior to the start of school we hold an open house at which time parents and students become familiar with the classroom environment and teachers. Daily assignment books are used in grades two through six; thus making student expectations and responsibilities available to parents. Several classroom teachers send home weekly newsletters while our principal writes and distributes a monthly newsletter. The district population receives a quarterly newsletter completed by the superintendent that reflects performance results from elementary and secondary grade levels. Items highlighting student achievements are submitted to the village and county weekly newspapers. Parent teacher conferences have been replaced by student-led conferences during which students use their data binders to lead conferences with their parents. At any time parents can see their child's data binder. Local report cards are given out every nine weeks. Since our kindergarten report card is aligned to the Ohio Academic Standards, parents can tell immediately what their child has learned. While students in grades one through six receive the traditional report card, all students maintain grade level indicator checklists that track the Ohio indicators their child has been introduced to and assessed for mastery in their data binders. The State Report Card is made available to all parents. This report card is also found on the Ohio Department of Education website at <http://www.ode.state.oh.us/reportcard/> . All teachers have email addresses, and many parents have chosen this method to communicate with their child's teachers.

**4. Sharing Success:** Just as Leipsic Elementary has learned from the success of other schools we are more than willing to share our journey. We have and will continue to host visits from other districts as well as travel to districts to share our message. Leipsic is one district of nine local districts in Putnam County. Through our Putnam County Educational Service Center both the superintendent and the elementary principal each attend monthly meetings with their peers. Many ideas are shared at these meetings. Yearly grade level meetings and textbook adoption meetings are held for teachers. At these meetings there is always time set aside for sharing. Our Board of Education, superintendent, principal and teachers attend state conferences. We encourage them to not only share, but also learn from others.



Networking is a great way to share. Our local newspaper is invited to photograph our students and teachers. We believe this provides a positive image of our school while at the same time helping to build self-confidence in our students. Our school website <http://www.lp.noacsc.org/> is also used to communicate our successes. On this website all elementary teachers have their own website where successes and special events are shared. As we believe our staff has vast knowledge and demonstrates best practices, we welcome student teachers from surrounding universities. We have just learned that Leipsic Elementary is to be the focus of a longitudinal study of its HOSTS volunteer reading mentoring program. It is planned to nationally publish the results. Our HOSTS teacher is also a presenter at this year's national HOSTS Conference.

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

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1. **Curriculum:** The Ohio Academic Content Standards drive instruction at Leipsic Elementary. At each grade-level, every indicator has been dissected by teachers to determine what needs to be taught, how it needs to be taught, and how it is to be assessed.

Our curriculum integrates reading and writing. Four Block™ Literacy Model is the foundation program for our primary learners. Guided reading, self-selected reading, guided writing, and working with words are the Four Block framework. From this solid beginning, all Leipsic Elementary students are expected to read and write at or above grade level. Writing also includes modeling of short responses and extended responses needed for the Ohio Achievement Test. Accelerated Reader is used to determine understanding of books.

The Ohio Academic Standards in math are taught through real world applications. Daily emphasis is on math computation skills coupled with problem-solving scenarios. Accelerated Math is a tool used for reinforcement and advancement. Expectations are high for all students.

Following the Ohio Academic Content Standards, Leipsic's science curriculum includes life, earth, space, and physical sciences. Science is taught hands-on through the use of the scientific method, kits, literature and textbooks.

Social studies at Leipsic Elementary is aligned to the Ohio Academic Content Standards. It is our goal to develop in all students the ability to make informed decisions not only for themselves but also for the common good. We prepare students for their role as citizens by learning about significant people, places, timelines, newspapers and past/current events.

Art, Music, and Physical Education teachers meet with the core classroom teachers to develop lessons that match what is being taught in the classroom. For example when the students are learning multiplication, the physical education teacher has designed a game that reinforces the facts. Teams answer math fact questions, race across the gym and earn points based on return time. Our students meet each of these teachers at a minimum of once a week.

Instruction is differentiated to meet the needs of all students. The students that are on Individualized Education Plans are expected to master the grade level indicators through additional time, materials and teacher support. Gifted students are served in a weekly pull-out program. The after-school program is also aligned to the standards. Eighty percent of the teachers in the after-school program teach during the regular school day, therefore curriculum alignment is natural and on-going.

**2. Reading:** Leipsic teachers clearly understand that reading is critical to student success in every content area throughout the educational cycle. The reading curriculum is based on the state standards, benchmarks, and indicators. Using ongoing data assessment classroom instruction is based on student levels and learning styles. Kindergarten through fourth grade instruction is centered on the use of the Four Block™ Literacy Model Reading Program. This program has been chosen because its four approaches to teaching independent reading allow students to read at their own level and helps develop comprehensive and strategy skills. Creating words through word wall construction improves student phonetic skills and awareness as well as decoding spelling words that are multilevel. The writing mechanics enhance student abilities to visually see words and create motivation for imagination. Multiple instructional tools designed to reach a high rate of student success are found in grades five and six. Leveled readers, basal readers, and intervention workbooks are combined in order to meet the multilevel and diversified learning styles of our older students. Writing and reading skills are combined to work towards student use of extended responses. These numerous approaches make reading interesting and exciting for students as it meets their instructional needs. Accelerated Reader supplements reading instruction at all grades. The identified non or below grade-level readers in grades one through three are paired with HOSTS volunteer mentors four times a week. This extremely valuable program which began at Leipsic Elementary in 1999-2000 provides approximately 4,800 hours of reading tutoring each school year.

**3. Mathematics:** Reflecting our district vision: “Building Tomorrow by Achieving Today,” both staff and students understand the importance of grade level achievement based on Ohio Academic Content Standards. Students at all grade levels learn grade-appropriate skills in numbers and operations, measurement, geometry, algebra, and data analysis and probability. The staff uses a common math vocabulary based on state’s standards. Math mini-posters are available in all classrooms and on the school server. These posters offer yet another option to those students who learn best visually. Technology is an added dimension. Calculators and computer programs are available in all classrooms to all students. Strong classroom instruction which includes hands-on math experiences as well as problem-based learning reinforces the practical application of the math curriculum. All students are expected to master the basic math facts. Data from math facts tests provide the information to develop improvement goals. Each student sets and monitors personal goals in his or her data binder. Students are not only expected to solve the problems numerically, but also explain those solutions in both written and oral forms; thus, incorporating higher level thinking skills. Every day in grades four through six, students complete “Three-a-Days.” All students are given three problems to solve that reinforce and review materials previously taught. The level of difficulty increases as students learn more complex math concepts. Through the use of Accelerated Math in grades two through six, students can check for their individual level of understanding of math concepts. Once individual strengths and weaknesses have been determined, the student may move on if he or she meets the goal or receive additional help via power lessons taught by the teacher. The variety of learning opportunities makes success possible for all students.

**4. Instructional Methods:** Leipsic uses a variety of instructional methods in order to meet the diverse needs of its student population. These methods center on the Malcolm Baldrige philosophy of quality. In Baldrige teachers were trained to create a classroom learning system that is student-centered and allows both the teacher and the student to manage their academic performance and set goals for improvement. Through whole class and small group instruction and individualized tutoring the students at Leipsic Elementary are given every opportunity for success. All students have Internet access in each classroom and the school’s one computer lab. These computers are used for research, intervention and the Accelerated Reader and Math programs. These programs allow us to personalize instruction and provide immediate feedback. After-school programming exists for students needing additional time and more

differentiated instruction. Our grant funded 21<sup>st</sup> Century After-School Program allows for additional time and help to complete homework as well as differentiated instruction of current learning indicators.

All students are taught to use quality tools (KWL charts, fish bone diagrams, flow charts, etc.) as a way of demonstrating learning. Three special education teachers work with the IEP students. These teachers provide a continuum of services both in the resource room and in the regular classroom. Students in grade one through three who have been identified as non-readers or reading below grade level are enrolled in our HOSTS mentoring program where volunteers tutor students four days a week. The one-on-one tutoring lessons are aligned to individual student's needs. Through standardized testing (Iowa Tests of Basic Skills and Cognitive Abilities Tests) gifted students are identified for services. These students have individualized Written Education Plans (WEPs) and receive weekly instruction from a certified gifted teacher. Both classroom enrichment and pull-out classes are offered. Students in grades five and six benefit from looping. Each content area teacher has the students for both grades five and six. The teachers know exactly what the student has been taught and their level of mastery. Time on task increases as students already know classroom rules and expected behavior. Teachers have daily and weekly time to meet together in grade level teams to discuss students' needs and give each other suggestions for differentiation.

**5. Professional Development:** After our "Academic Watch" designation by the Ohio Department of Education in 1999-2000 professional development became aligned to the goals in our district's Continuous Improvement Plan (CIP). Staff development is ongoing and no longer one-day events. All teaching staff involved in the same content area receives the same professional development at the same time. Teachers serve as mentors to newly hired staff. Focus is placed on how to teach the Ohio Academic Content Standards to all students. No program is purchased or textbook adopted without the proper staff development and follow-up. Our first area of planned emphasis was reading. In this area all teachers and aides were trained in the use of the Four Blocks™ Literacy Model. Follow-up training and site visitation by a consultant is on going. To supplement this model, Renaissance Learning provided training in the use of Accelerated Reader. As staff began to use these tools we have seen our scores improve dramatically {e.g. from 4<sup>th</sup> grade reading improved from 39% in 1997 to 100% in 2005}. In the content area of mathematics, Renaissance Learning provided training and consultation in the use of Accelerated Math. With the help of the Putnam County Educational Service Center the staff have received training in the content standards, aligned what is taught to the standards and mapped out when everything is taught. The staff has also identified the proper vocabulary to use and when it will be introduced. The teachers meet annually to analyze the annual Ohio Achievement Test results. Through the use of the item analysis we are able to target low performing areas. Teachers are constantly working on curriculum design "beginning with the end in mind." Time is set aside bi-monthly for staff development. Currently all teachers are participating in Fred Jones' *Tools for Teaching*. Through this focused planned professional development we have been able to integrate classroom practices that have led to positive student achievement for all students.

## PART VII-ASSESSMENT RESULTS

<b>Subject: Reading</b>	<b>Grade: 3<sup>rd</sup></b>	<b>Test: Ohio Achievement Test</b>
<b>Edition/Publication Year: 2004-2005</b>		<b>Publisher: Ohio Department of Education</b>

SCHOOL SCORES	SCHOOL YEAR(October/March Testing [accumulative])				
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Below Basic	100%	100%			
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At or Above Accelerated	84%	45%			
% At Advanced	42%	13%			
# students tested	33	31			
percent of total students tested	100%	100%			
# students alternatively assessed	0	0			
percent of students alternatively assessed	0%	0%			
Third-Grade Reading Achievement test was not administered prior to 2003-2004.					
<b>SUBGROUP SCORES</b>					
<b>HISPANIC/LATINO</b>					
% At or Above Below Basic	100%	100%			
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At or Above Accelerated	90%	57%			
% At Advanced	40%	14%			
# students tested	10	14			
<b>ECONOMICALLY DISADVANTAGED</b>					
% At or Above Below Basic	100%	100%			
% At or Above Basic	100%	100%			
% At or Above Proficient	100%	100%			
% At or Above Accelerated	88%	44%			
% At Advanced	29%	8%			
# students tested	17	25			
<b>WHITE</b>					
% At or Above Below Basic	100%	NC			
% At or Above Basic	100%	NC			
% At or Above Proficient	100%	NC			
% At or Above Accelerated	82%	NC			
% At Advanced	44%	NC			
# students tested	16	<10			
<b>STATE OF OHIO RESULTS</b>					
% 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%			

<b>Subject: Mathematics</b>	<b>Grade: 3<sup>rd</sup></b>	<b>Test: Ohio Achievement Test</b>
<b>Edition/Publication Year: 2004-2005</b>		<b>Publisher: Ohio Department of Education</b>

		<b>SCHOOL YEAR (March Testing)</b>							
<b>SCHOOL SCORES</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>				
% At or Above Below Basic	100%	Third-Grade Mathematics Achievement test was not administered prior to 2004-2005.							
% At or Above Basic	100%								
% At or Above Proficient	96%								
% At or Above Accelerated	78%								
% At Advanced	39%								
# students tested	33								
percent of total students tested	100%								
# students alternatively assessed	0								
percent of students alternatively assessed	0%								
<b>SUBGROUP SCORES</b>									
<b>HISPANIC/LATINO</b>									
% At or Above Below Basic	100%	Third-Grade Mathematics Achievement test was not administered prior to 2004-2005.							
% At or Above Basic	100%								
% At or Above Proficient	90%								
% At or Above Accelerated	60%								
% At Advanced	20%								
# students tested	10								
<b>ECONOMICALLY DISADVANTAGED</b>									
% At or Above Below Basic	100%	Third-Grade Mathematics Achievement test was not administered prior to 2004-2005.							
% At or Above Basic	100%								
% At or Above Proficient	94%								
% At or Above Accelerated	76%								
% At Advanced	29%								
# students tested	17								
<b>WHITE</b>									
% At or Above Below Basic	100%	Third-Grade Mathematics Achievement test was not administered prior to 2004-2005.							
% At or Above Basic	100%								
% At or Above Proficient	100%								
% At or Above Accelerated	88%								
% At Advanced	50%								
# students tested	16								
<b>STATE OF OHIO RESULTS</b>									
% At or Above Below Basic	100%	Third-Grade Mathematics Achievement test was not administered prior to 2004-2005.							
% At or Above Basic	89%								
% At or Above Proficient	70%								
% At or Above Accelerated	34%								
% At Advanced	14%								

<b>Subject: Reading</b>	<b>Grade: 4th</b>	<b>Test: Ohio Achievement Test</b>
<b>Edition/Publication Year: 2004-2005</b>		<b>Publisher: Ohio Department of Education</b>

SCHOOL SCORES	SCHOOL YEAR (March Testing)								
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001				
% At or Above Below Basic	100%	Prior to 2004-2005, the 4 <sup>th</sup> grade Reading Test was administered as an Ohio Proficiency Test.							
% At or Above Basic	100%								
% At or Above Proficient	100%								
% At or Above Accelerated	47%								
% At Advanced	0%								
# students tested	34								
percent of total students tested	100%								
# students alternatively assessed	0								
percent of students alternatively assessed	0%								
<b>SUBGROUP SCORES</b>									
<b>HISPANIC/LATINO</b>									
% At or Above Below Basic	100%								
% At or Above Basic	100%								
% At or Above Proficient	100%								
% At or Above Accelerated	33%								
% At Advanced	0%								
# students tested	18								
<b>ECONOMICALLY DISADVANTAGED</b>									
% At or Above Below Basic	100%								
% At or Above Basic	100%								
% At or Above Proficient	100%								
% At or Above Accelerated	42%								
% At Advanced	0%								
# students tested	26								
<b>WHITE</b>									
% At or Above Below Basic	NC								
% At or Above Basic	NC								
% At or Above Proficient	NC								
% At or Above Accelerated	NC								
% At Advanced	NC								
# students tested	<10								
<b>STATE OF OHIO RESULTS</b>									
% At or Above Below Basic	100%								
% At or Above Basic	89%								
% At or Above Proficient	77%								
% At or Above Accelerated	36%								
% At Advanced	6%								

<b>Subject: Reading</b>	<b>Grade: 4th</b>	<b>Test: Ohio Proficiency Test</b>
<b>Edition/Publication Year: 2004-2005</b>		<b>Publisher: Ohio Department of Education</b>

<b>SCHOOL SCORES</b>	<b>SCHOOL YEAR (March Testing)</b>				
	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
% At or Above Below Basic		100%	100%	100%	100%
% At or Above Basic		98%	98%	100%	100%
% At or Above Proficient		87%	81%	85%	78%
% At Advanced		6%	11%	0%	14%
# students tested		47	46	26	50
percent of total students tested		100%	100%	NC	NC
# students alternatively assessed		2	0	0	0
percent of students alternatively assessed		4%	0%	0%	0%

<b>SUBGROUP SCORES</b>					
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<b>HISPANIC/LATINO</b>					
% At or Above Below Basic		100%	100%	NC	100%
% At or Above Basic		100%	94%	NC	100%
% At or Above Proficient		73%	87%	NC	60%
% At Advanced		0%	0%	NC	0%
# students tested		11	15	<10	10

<b>ECONOMICALLY DISADVANTAGED</b>					
% At or Above Below Basic		100%	100%	NC	100%
% At or Above Basic		100%	96%	NC	100%
% At or Above Proficient		87%	68%	NC	73%
% At Advanced		4%	8%	NC	9%
# students tested		23	25	<10	11

<b>WHITE</b>					
% At or Above Below Basic		100%	100%	100%	100%
% At or Above Basic		97%	100%	100%	100%
% At or Above Proficient		90%	79%	93%	86%
% At Advanced		7%	21%	0%	18%
# students tested		29	24	14	34

<b>STATE OF OHIO RESULTS</b>					
% At or Above Below Basic		100%	100%	96%	94%
% At or Above Basic		92%	91%	90%	87%
% At or Above Proficient		71%	66%	64%	54%
% At Advanced		15%	9%	6%	6%

<b>Subject: Mathematics</b>	<b>Grade: 4th</b>	<b>Test: Ohio Proficiency Tests</b>
<b>Edition/Publication Year: 2004-2005</b>		<b>Publisher: Ohio Department of Education</b>

<b>SCHOOL SCORES</b>	<b>SCHOOL YEAR (March Testing)</b>				
	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	97%	88%	83%	96%	98%
% At or Above Proficient	97%	73%	72%	88%	96%
% At Advanced	41%	26%	20%	15%	35%
# students tested	34	47	46	26	49
percent of total students tested	100%	100%	100%	NC	NC
# students alternatively assessed	0	2	0	0	0
percent of students alternatively assessed	0%	4%	0%	0%	0%

<b>SUBGROUP SCORES</b>					
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<b>HISPANIC/LATINO</b>					
% At or Above Below Basic	100%	100%	100%	NC	100%
% At or Above Basic	100%	73%	80%	NC	100%
% At or Above Proficient	100%	73%	67%	NC	100%
% At Advanced	39%	0%	7%	NC	10%
# students tested	18	11	15	<10	10

<b>ECONOMICALLY DISADVANTAGED</b>					
% At or Above Below Basic	100%	100%	100%	NC	100%
% At or Above Basic	96%	82%	76%	NC	100%
% At or Above Proficient	96%	69%	64%	NC	100%
% At Advanced	38%	17%	12%	NC	18%
# students tested	26	23	25	<10	11

<b>WHITE</b>					
% At or Above Below Basic	NC	100%	100%	100%	100%
% At or Above Basic	NC	93%	88%	100%	97%
% At or Above Proficient	NC	69%	75%	100%	94%
% At Advanced	NC	31%	33%	7%	39%
# students tested	<10	29	24	14	33

<b>STATE OF OHIO RESULTS</b>					
% 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 Advanced	26%	26%	15%	16%	16%



<b>Subject: Reading</b>	<b>Grade: 5<sup>th</sup></b>	<b>Test: Ohio Achievement Test</b>
<b>Edition/Publication Year: 2004-2005</b>		<b>Publisher: Ohio Department of Education</b>

<b>SCHOOL SCORES</b>	<b>SCHOOL YEAR (March Testing)</b>				
	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
% At or Above Below Basic	100%	Fifth-Grade Reading Achievement test was not administered prior to 2004 – 2005.			
% At or Above Basic	100%				
% At or Above Proficient	98%				
% At or Above Accelerated	35%				
% At Advanced	13%				
# students tested	46				
percent of total students tested	100%				
# students alternatively assessed	2				
percent of students alternatively assessed	4%				
<b>SUBGROUP SCORES</b>					
<b>ECONOMICALLY DISADVANTAGED</b>					
% At or Above Below Basic	100%				
% At or Above Basic	100%				
% At or Above Proficient	100%				
% At or Above Accelerated	15%				
% At Advanced	10%				
# students tested	20				
<b>WHITE</b>					
% At or Above Below Basic	100%				
% At or Above Basic	100%				
% At or Above Proficient	97%				
% At or Above Accelerated	40%				
% At Advanced	17%				
# students tested	30				
<b>STUDENTS WITH DISABILITIES</b>					
% At or Above Below Basic	100%				
% At or Above Basic	100%				
% At or Above Proficient	100%				
% At or Above Accelerated	30%				
% At Advanced	10%				
# students tested	10				
<b>STATE OF OHIO RESULTS</b>					
% At or Above Below Basic	100%				
% At or Above Basic	87%				
% At or Above Proficient	77%				
% At or Above Accelerated	23%				
% At Advanced	8%				

<b>Subject: Reading</b>	<b>Grade: 6<sup>th</sup></b>	<b>Test: Ohio Proficiency Test</b>
<b>Edition/Publication Year: 2004-2005</b>		<b>Publisher: Ohio Department of Education</b>

<b>SCHOOL SCORES</b>	<b>SCHOOL YEAR (March Testing)</b>				
	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	100%	93%	96%	89%	91%
% At or Above Proficient	98%	68%	84%	75%	60%
% At Advanced	66%	18%	47%	32%	20%
# students tested	44	44	59	37	45
percent of total students tested	100%	100%	100%	NC	NC
# students alternatively assessed	0	3	0	0	0
percent of students alternatively assessed	0%	7%	0%	0%	0%

<b>SUBGROUP SCORES</b>					
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<b>HISPANIC/LATINO</b>					
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	100%	100%	92%	84%	90%
% At or Above Proficient	100%	57%	67%	67%	40%
% At Advanced	67%	14%	42%	25%	10%
# students tested	15	14	12	12	10

<b>ECONOMICALLY DISADVANTAGED</b>					
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	100%	95%	93%	90%	88%
% At or Above Proficient	95%	57%	73%	80%	59%
% At Advanced	52%	14%	33%	20%	12%
# students tested	21	21	15	10	17

<b>WHITE</b>					
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	100%	87%	98%	100%	89%
% At or Above Proficient	96%	74%	90%	91%	74%
% At Advanced	67%	22%	49%	43%	26%
# students tested	21	23	39	21	27

<b>STATE OF OHIO RESULTS</b>					
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	87%	84%	83%	75%	78%
% At or Above Proficient	70%	65%	65%	55%	56%
% At Advanced	30%	23%	26%	20%	21%

<b>Subject: Mathematics</b>	<b>Grade: 6<sup>th</sup></b>	<b>Test: Ohio Proficiency Test</b>
<b>Edition/Publication Year: 2004-2005</b>		<b>Publisher: Ohio Department of Education</b>

<b>SCHOOL SCORES</b>	<b>SCHOOL YEAR</b>				
	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	98%	77%	80%	76%	68%
% At or Above Proficient	98%	68%	65%	54%	59%
% At Advanced	34%	7%	2%	5%	12%
# students tested	44	44	59	37	43
percent of total students tested	100%	100%	100%	NC	NC
# students alternatively assessed	0	3	0	0	0
percent of students alternatively assessed	0%	7%	0%	0%	0%

<b>SUBGROUP SCORES</b>					
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<b>HISPANIC/LATINO</b>					
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	100%	64%	83%	50%	50%
% At or Above Proficient	100%	64%	58%	33%	40%
% At Advanced	13%	0%	0%	0%	0%
# students tested	15	14	12	12	10

<b>ECONOMICALLY DISADVANTAGED</b>					
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	95%	67%	73%	80%	65%
% At or Above Proficient	95%	67%	40%	50%	53%
% At Advanced	33%	0%	0%	0%	0%
# students tested	21	21	15	10	17

<b>WHITE</b>					
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	100%	87%	83%	96%	72%
% At or Above Proficient	100%	74%	70%	72%	64%
% At Advanced	52%	9%	3%	10%	20%
# students tested	21	23	39	21	25

<b>STATE OF OHIO RESULTS</b>					
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	72%	74%	65%	69%	70%
% At or Above Proficient	63%	66%	53%	58%	59%
% At Advanced	16%	13%	6%	9%	11%