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

## *U.S. Department of Education*

**Cover Sheet**     Type of School:  (Check all that apply) <u>X</u> Elementary __ Middle __ High __ K-12 __Charter

Name of Principal ___Mr. Joseph P. Nocera_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)  (As it should appear in the official records)

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

School Mailing Address___350 Belleview Blvd._____
(If address is P.O. Box, also include street address)

___Steubenville_____Ohio_____43952-1600___
City                                                                         State                 Zip Code+4 (9 digits total)

County ____Jefferson_____State School Code Number*___032433_____

Telephone ( 740  )___282-4912_____Fax ( 740  )___283-8935_____

Website/URL___www.steubenville.k12.oh.us_____ E-mail  jnocera@steubenville.k12.oh.us

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.

_____ Date___1/25/06_____
(Principal's Signature)

Name of Superintendent ___Mr. Richard Ranallo_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name__Steubenville City Schools_____ Tel. ( 740  )  283-3767_____

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.

_____ Date__1/25/06_____
(Superintendent's Signature)

Name of School Board
President/Chairperson ___Mrs. Jane Keenan_____
(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.

_____ Date__1/25/06_____
(School Board President's/Chairperson's Signature)

# 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:    __5__ Elementary schools
   __1__ Middle schools
   __NA__ Junior high schools
   __1__ High schools
   __NA__ Other

       __7__ TOTAL

2. District Per Pupil Expenditure:    8,111

   Average State Per Pupil Expenditure:    9,028

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ]    Urban or large central city
   [ ]    Suburban school with characteristics typical of an urban area
   [ ]    Suburban
   [X]    Small city or town in a rural area
   [ ]    Rural

4. __4__ Number of years the principal has been in her/his position at this school.

   __NA__ 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 | NA | NA | NA | | 7 | NA | NA | NA |
| K | 15 | 12 | 27 | | 8 | NA | NA | NA |
| 1 | 19 | 16 | 35 | | 9 | NA | NA | NA |
| 2 | 31 | 14 | 45 | | 10 | NA | NA | NA |
| 3 | 27 | 13 | 40 | | 11 | NA | NA | NA |
| 4 | 20 | 13 | 33 | | 12 | NA | NA | NA |
| 5 | 23 | 19 | 42 | | Other | NA | NA | NA |
| 6 | NA | NA | NA | | | | | |
| | | | | | | **TOTAL STUDENTS IN THE APPLYING SCHOOL →** | | **222** |

6.   Racial/ethnic composition of
     the students in the school:

     39    % White
     61    % Black or African American
     0     % Hispanic or Latino
     0     % Asian/Pacific Islander
     0     % 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: __14__ %

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

| **(1)** | Number of students who transferred *to* the school after October 1 until the end of the year. | 20 |
|---|---|---|
| **(2)** | Number of students who transferred *from* the school after October 1 until the end of the year. | 11 |
| **(3)** | Total of all transferred students [sum of rows (1) and (2)] | 31 |
| **(4)** | Total number of students in the school as of October 1 | 222 |
| **(5)** | Total transferred students in row (3) divided by total students in row (4) | .14 |
| **(6)** | Amount in row (5) multiplied by 100 | 14 |

8.   Limited English Proficient students in the school: __0__ %
     __0__ Total Number Limited English Proficient
     Number of languages represented: __0__
     Specify languages:   NA

9.   Students eligible for free/reduced-priced meals: __91__ %

     Total number students who qualify:   __202__

     If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___19___%

                                             ___43___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.

| | |
|---|---|
| ____Autism | ____Orthopedic Impairment |
| ____Deafness | ____Other Health Impaired |
| ____Deaf-Blindness | _10_ Specific Learning Disability |
| ____Emotional Disturbance | ____Speech or Language Impairment |
| ____Hearing Impairment | ____Traumatic Brain Injury |
| _33_ Mental Retardation | ____Visual Impairment Including Blindness |
| ____Multiple Disabilities | |

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

| | **Number of Staff** | |
|---|---|---|
| | **Full-time** | **Part-Time** |
| Administrator(s) | 1 | |
| Classroom teachers | 14 | |
| Special resource teachers/specialists | 1 | 1 |
| Paraprofessionals | 2 | |
| Support staff | 2 | |
| Total number | 20 | 1 |

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers:      _16:1_

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 | 96 % | 96 % | 96 % | 95 % | 94 % |
| Daily teacher attendance | 94 % | 96 % | 95 % | 95 % | 95 % |
| Teacher turnover rate | 17 % | 12 % | 0 % | 0 % | 8 % |
| Student dropout rate (middle/high) | NA | NA | NA | NA | NA |
| Student drop-off rate (high school) | NA | NA | NA | NA | NA |

**Part III Summary**

        Roosevelt Elementary School is located in the Belleview section of Steubenville, Ohio. The students come from a diverse, low-income population with a 91% free and reduced lunch rate. The school consists of Kindergarten through fifth grade, with four special education units including one primary LD/DH, two intermediate LD/DH, and one multiple categories. Roosevelt's school motto is: "Students of Today…. Leaders of Tomorrow". Roosevelt's mission statement is: "We will all work together to be responsible, respectful, and to learn." Roosevelt's building level goals are to increase positive behavior, to increase reading scores, to increase math scores, and to increase writing skills.

        Every class at Roosevelt has a mission statement. Teachers and students also work together to set classroom and individual goals. They track progress towards goals on charts in the classroom and celebrate goals that are met. All of our students chart individual progress, including behavior, reading homework, math homework, test preparation, and best work in their data folders.

        Several educational reform programs have been successfully implemented over the past six years including: "Success for All" Reading and Math, Curiosity Corner, Kinder Corner, Fast Track phonics, Alphie's Alley tutoring, and Quality Tools. Several computer aided instruction programs have been implemented including: Larson's Math, Math Facts in a Flash, Accelerated Reader, Star Math, and Star Reading. Students receive 90 minutes of reading daily and 75 minutes of math daily. Teachers use short cycle assessment data and nine-week assessment data to drive instruction. Roosevelt Elementary School also works in a partnership with the Franciscan University of Steubenville to provide tutoring for our students. Education department students from the university tutor our students in reading and math. Curiosity Corner and Kinder Corner are theme based early childhood programs for preschool and kindergarten. These programs provide the foundation for the "Success for All" reading and math programs that begin with first grade. Through these early childhood programs, the children are introduced to various types of literature including poetry, fiction, nonfiction, and information text. They are also introduced to various print media, calendar information, emergent writing, and phonics. Fast Track Phonics is a component of the "Success for All" reading program. It is a video based program that teaches phonics using puppets and animation. The children watch a segment daily which drills and reviews letter sounds related to the vocabulary in the stories being taught. Alphie's Alley is an individualized computer assisted tutoring program designed to help children who are reading below grade level. This component of the "Success for All" reading program is used in the primary grades with a paraprofessional working with three to four students daily.

        Administrators and teachers receive highly qualified professional development throughout the school year and summer months. This professional development includes but is not limited to such topics as: "Success for All" reading and math curriculum, quality tools, bullying, computer aided instruction, CPR and AED life saving training, safe schools, leadership academies and data interpretation.

        The greatest contributing factor to Roosevelt's success is our relentless commitment to our reform programs. Our school has a long-term commitment to our reading and math reform program, "Success for All". We also have a long-term commitment to our quality tools reform program. Our staff believes that having a clear mission and having strong goals and direction for our children is essential to our success. Because our teaching staff is the key to implementing our programs successfully, our administration has a long-term commitment to give our teaching staff all of the tools and training necessary for them to succeed.

**Part IV – Indicators of Academic Success**
**1. Assessment Results**

Roosevelt Elementary School participates in the Ohio Department of Education's assessment system.  For the 2004 – 2005 school year, the state of Ohio set twenty-three indicators based upon statewide assessments, graduation rates, and attendance rates.  A total of nine indicators are applied to elementary schools, which include the following:  3rd grade reading and mathematics achievement tests; 4th grade proficiency/achievement tests in reading, writing, mathematics, science, and citizenship; 5th grade reading achievement test; and a student attendance rate.

The state requirement for each of the achievement/proficiency test indicators is 75% passage.  The state assigns a school designation of Academic Emergency, Academic Watch, Continuous Improvement, Effective, and Excellent based upon the number of indicators achieved by the school.  Roosevelt Elementary School received a designation of "Excellent" based upon meeting nine out of the nine possible indicators.

The state uses a multi-tiered rating system including Below Basic, Basic, Proficient (state standard), Advanced, and Accelerated to rank student performance on achievement tests.  Our 2004-2005 third grade reading test results indicate that 100% of our students scored at or above the state standard with 35% scoring at the accelerated level and 65% scoring at the advanced level.  There was no disparity among subgroups.  Our third grade mathematics test results in 2004-2005 indicate that 97% of our students scored at or above the state standard with 31% scoring at the accelerated level and 54% scoring at the proficient level.  There was no disparity among subgroups.

Our fourth grade reading test results in 2004-2005 indicate that 100% of our students scored at or above the state standard with 67% scoring at the accelerated level and 25% scoring at the proficient level.  There was no disparity among subgroups.  Our fourth grade mathematics test results indicate that 100% of our students scored at or above the state standard with 42% scoring at the accelerated level and 58% scoring at the advanced level.  There was no disparity among subgroups.

Our fifth grade reading test results indicate that 93% of our students scored at or above the state standard with 26% scoring at the accelerated level, 11% scoring at the advanced level, and 56% scoring at the proficient level.  There was no disparity among subgroups.

Over the last five years our test results have dramatically improved due to the implementation of the "Success for All" reading and math programs as well as the "Quality Tools" program.  Details of the "Success for All" program are included in this application under Part V- Curriculum and Instruction.  "Quality Tools" is a program designed primarily to instill student responsibility for learning and behavior.  This program establishes a school mission statement and goals.  It also incorporates classroom mission statements, classroom goals, and individual student goals.

Information regarding the State of Ohio assessment system may be found at the following website:  http://www.ode.state.oh.us/proficiency/

## 2.  Using Assessment Results

At Roosevelt Elementary School, we use a variety of assessment instruments to both evaluate student and school performance and to drive instruction decisions and intervention strategies.  These assessment instruments are both formative and summative including short-cycle assessments, quarterly assessments, and statewide achievement and diagnostic testing assessments.  Our reading and math curriculum incorporates short-cycle assessments and quarterly assessments throughout the school year to monitor student progress, drive instruction decisions and set intervention strategies for individual students.  This formative assessment allows us to place students in the proper curriculum levels including both accelerated and remedial.  These formative assessment data also help us identify students who need intervention services.  Our teachers use both short-cycle assessments and quarterly assessments to set, chart, and monitor classroom goals and individual student goals throughout the school year. These goals help drive instruction decisions as well.

When we receive state assessment data, we conduct detailed analyses of the testing results.  The state provides us with detailed test item analyses of the achievement tests.  These data show us how our students performed on specific subject strands and benchmarks.  They also provide a detailed profile of each student's performance including strengths and weaknesses and suggestions for improvement. These test data also gives us a running track record for the individual students so that we can monitor achievement across grade levels.  We use all of this information to establish a clear curriculum focus for the next school year, as well as make any necessary adjustments to our instruction practices.

## 3.  Communicating Assessment Results

Roosevelt Elementary School holds individual parent conferences, student led conferences, and Solutions Team Meetings to communicate student progress with our parents.  All of our parents receive four interim progress reports and four quarterly report cards throughout the school year.  A solution team consisting of the principal, facilitator, social worker, teachers, nurse, and school psychologist meet with parents at the first sign of academic struggle.  These meetings are designed to not only identify academic or behavior problems, but to also develop solutions and to closely monitor the child's progress.

In Ohio, the school report card is sent to parents and community groups each year.  The report card indicates test results on a district and building level, so that the community can follow the academic success of each school and school district.  The report card compares our results to similar districts and with statewide results.  The state also provides each parent with a detailed student assessment profile for each achievement test.  This profile explains to the parent how their student performed on the testing, what their strengths and weakness were and what is needed to improve.  The individual results are reviewed with the students and successes are celebrated.

## 4. Sharing Success

Roosevelt Elementary School staff has participated in several "Best Practice" programs, sharing information with other educators across the state.  We have been very fortunate to participate in the State Superintendent's "School of Promise" program in which sharing of ideas and successes is both encouraged and facilitated. We have also hosted several visits from other school districts to share our instructional techniques and strategies.  We also have made our staff available for seminars, in-service training, as well as state and federal visits to be a catalyst for change in other schools.  We have made formal presentations at the State Superintendent's School of Promise Conference, the Franciscan University of Steubenville's Leadership Academy, and the Ohio Association of Administrators State and Federal Education Programs Title I Conference.  We have also recently participated in a study of "Schools that Work" with the University of Michigan. We are strongly committed to not only sharing our ideas with other schools but also to learning from other schools in the process.

**Part V – Curriculum and Instruction**

**Curriculum**

Roosevelt Elementary School emphasizes strong basic skills in reading, math, writing, science and social studies. These are supplemented with a strong computer assisted program and tutoring. Our classrooms are set up in cooperative teams to encourage the free exchange of ideas and solutions. Cooperative learning is at the core of our curriculum. It permeates through the entire curriculum areas. The curriculum is closely aligned with Ohio's Academic Content Area Standards.

Reading Curriculum Focus
- phonemic awareness
- word recognition and fluency
- acquisition of vocabulary
- reading process
- concepts of print
- comprehension strategies
- reading applications
- informational text
- technical text
- persuasive text
- literary text

Writing Curriculum Focus
- Writing Processes
- writing applications
- writing conventions
- research
- oral communication
- visual communication

Mathematics Curriculum Focus
- number
- number sense and operations
- measurement
- geometry and spatial sense
- patterns
- functions and algebra
- data analysis and probability
- mathematical processes

Science Curriculum Focus
- earth and space sciences
- life sciences
- physical sciences
- science and technology
- scientific inquiry
- scientific ways of knowing

Social Studies Curriculum Focus
- history
- people in societies
- geography
- economics
- government
- citizenship rights and responsibilities

A pacing schedule is adhered to in reading and mathematics to insure that all necessary subject strands are taught. Writing, reading, and problem solving are key components across all of our curriculum areas. All of our students read, write, and problem solve daily. Our students read for 90 minutes daily and problem solve for 75 minutes daily.

In addition to our core curriculum, our students receive instruction in physical education, vocal music, instrumental music, library and computer sciences, and test preparation and strategies.

**Reading**

Beginning with the 2000-2001 school year all of the elementary schools in the Steubenville City Schools district, including Roosevelt Elementary, adopted the "Success for All" reading program as its reading curriculum. This comprehensive approach was adopted primarily because it strives to have every child, including those at risk, reading at grade level by grade three. To accomplish this goal, the "Success for All" curriculum has eight key components as follows:

1. a reading curriculum designed to provide at least 90 minutes of daily instruction in classes regrouped across age lines according to reading performance;
2. continual assessment of student progress;
3. one on one tutoring;
4. an emphasis on cooperative learning as a key teaching strategy;
5. a family support team to encourage parental involvement and support;
6. a building facilitator to provide mentoring, counseling, and support to the staff;
7. Staff Support Teams to assist teachers; and
8. training and technical assistance provided by "Success for All" staff.

The "Success for All" reading program is meticulously aligned with the state's content area standards. The main goal of "Success for All" is to ensure success in reading. Secondary goals include reducing the number of referrals to special education, reducing the number of students being retained, increasing daily attendance, and addressing family needs.

**Mathematics**

Beginning in the 2001 – 2002 school year Roosevelt Elementary School adopted the "Success for All" Math Wings program for our mathematics curriculum. As with the "Success for All" reading program, the Math Wings program has cooperative learning at its core. Like the reading program, the Math Wings program is aligned with the state's math content standards.

The program is also aligned to the National Council of Teachers of Mathematics standards. The math facilitator and classroom teachers have a pacing schedule for daily lessons in grades Kindergarten through five. Each lesson incorporates cooperative learning, direct instruction, teamwork, exploration, and independent work. All teachers and students speak the same mathematical language, which helps promote understanding. The use of tactile materials, models, and working with partners and teams make students active participants in their daily 75 minute math class. Administrators, teachers, and facilitators receive intensive professional development training throughout the school year and summer months. Classroom teachers, the principal, and facilitator hold monthly component meetings to discuss issues and to provide support and training. Classroom teachers set quarterly goals and intervention strategies that address classroom and individual weaknesses. Parents receive daily summaries of each lesson so that they can assist their child with homework and facts practice. Tutors provide individual and small group math help during and after school. Students and teachers also use three computer assisted instructional programs, which compliment the math curriculum.

## Instructional Methods

Central to our core curriculum is the use of cooperative learning standards as an instructional method. Our students work in cooperative teams to help each other learn and solve problems. Our classrooms are set up in teams to encourage the free exchange of thoughts and solutions. Teams are encouraged to reach a consensus while solving problems. Also central to our instruction is student goal setting, charting, monitoring, and celebrating. We celebrate our successes. Students use a data folder to track behavior, homework, test scores, best work, etc. We strongly believe that students must take responsibility for their own behavior and learning. Our teachers also maintain an intervention plan for all of our students. Instruction is driven by short-cycle assessment data. Classroom instruction is supplemented by computer-assisted instruction in reading and math, one on one tutoring, and intervention classes.

## Professional Development

The greatest contributing factor to Roosevelt's success is our relentless commitment to our reform programs. An extensive professional development program fuels this commitment. Administrators, teachers, and support staff receive highly qualified professional development throughout the school year and during the summer months in the form of half-day, full day, and multiple day in-service training. This professional development includes but is not limited to "Success for All" reading and math curriculum and instruction methodology, quality tools, bullying, computer aided instruction, CPR and AED life saving training, safe schools training, leadership academies, and data interpretation. For example, this year our Kindergarten teachers received professional development to learn how to implement our new "Success for All" KinderCorner program. During the training our teachers learned about the various components of the program, including new teaching strategies designed to transition the students from readiness skills to reading skills. The emphasis of all of our professional development is on improving student performance. We strongly believe that our teaching staff is key to implementing our programs successfully. We have a long-term commitment to give our teaching staff all of the tools and training necessary for them to succeed.

**Part VII - Assessment Results**
**STATE CRITERION-REFERENCED TESTS**

Subject: **Reading**     Grade: **3ʳᵈ**     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** | | | N/A | N/A | N/A |
| % At or Above Below Basic | 100 | 100 | | | |
| % At or Above Basic | 100 | 100 | | | |
| % At or Above Proficient | 100 | 96 | Achievement tests were not administered prior to the 2003-2004 school year. | | |
| % At or Above Accelerated | 100 | 91 | | | |
| % At Advanced | 65 | 52 | | | |
| Number of students tested | 26 | 23 | | | |
| Percent of total students tested | 100 | 100 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| **SUBGROUP SCORES** | | | | | |
| 1. White | | | | | |
| % At or Above Below Basic | NC | 100 | | | |
| % At or Above Basic | NC | 100 | | | |
| % At or Above Proficient | NC | 100 | | | |
| % At or Above Accelerated | NC | 90 | | | |
| % At Advanced | NC | 30 | | | |
| Number of students tested | <10 | 10 | | | |
| 2. African American | | | | | |
| % At or Above Below Basic | 100 | 100 | | | |
| % At or Above Basic | 100 | 100 | | | |
| % At or Above Proficient | 100 | 91 | | | |
| % At or Above Accelerated | 100 | 91 | | | |
| % At Advanced | 60 | 73 | | | |
| Number of students tested | 10 | 11 | | | |
| 3. Economically Disadvantaged | | | | | |
| % At or Above Below Basic | 100 | 100 | | | |
| % At or Above Basic | 100 | 100 | | | |
| % At or Above Proficient | 100 | 95 | | | |
| % At or Above Accelerated | 100 | 91 | | | |
| % At Advanced | 61 | 55 | | | |
| Number of students tested | 23 | 22 | | | |
| **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 | | | |

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:  **3<sup>rd</sup>**        Test:  **Ohio Achievement**
Edition/Publication Year:        **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** | | N/A | N/A | N/A | N/A |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 96 | | | | |
| % At or Above Proficient | 85 | Achievement tests were not administered prior to the 2004-2005 school year. | | | |
| % At or Above Accelerated | 31 | | | | |
| % At Advanced | 0 | | | | |
| Number of students tested | 26 | | | | |
| 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 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 | | | | |
| 2.  African American | | | | | |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 100 | | | | |
| % At or Above Proficient | 90 | | | | |
| % At or Above Accelerated | 40 | | | | |
| % At Advanced | 0 | | | | |
| Number of students tested | 10 | | | | |
| 3.  Economically Disadvantaged | | | | | |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 96 | | | | |
| % At or Above Proficient | 83 | | | | |
| % At or Above Accelerated | 26 | | | | |
| % At Advanced | 0 | | | | |
| Number of students tested | 23 | | | | |
| **State Scores** | | | | | |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 89 | | | | |
| % At or Above Proficient | 70 | | | | |
| % At or Above Accelerated | 34 | | | | |
| % At Advanced | 14 | | | | |

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:          **4**[th]          Test: **Ohio Achievement**
Edition/Publication Year:          **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** | | N/A | N/A | N/A | N/A |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 100 | | | | |
| % At or Above Proficient | 100 | | | | |
| % At or Above Accelerated | 75 | | | | |
| % At Advanced | 8 | | | | |
| Number of students tested | 24 | | | | |
| 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 Below Basic | 100 | | | | |
| % At or Above Basic | 100 | | | | |
| % At or Above Proficient | 100 | | | | |
| % At or Above Accelerated | 83 | | | | |
| % At Advanced | 17 | | | | |
| Number of students tested | 12 | | | | |
| 2. Economically Disadvantaged | | | | | |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 100 | | | | |
| % At or Above Proficient | 100 | | | | |
| % At or Above Accelerated | 74 | | | | |
| % At Advanced | 9 | | | | |
| Number of students tested | 23 | | | | |
| 3. Students with Disabilities | | | | | |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 100 | | | | |
| % At or Above Proficient | 100 | | | | |
| % At or Above Accelerated | 82 | | | | |
| % At Advanced | 18 | | | | |
| Number of students tested | 11 | | | | |
| **State Scores** | | | | | |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 89 | | | | |
| % At or Above Proficient | 77 | | | | |
| % At or Above Accelerated | 36 | | | | |
| % At Advanced | 6 | | | | |

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

Subject: **Reading**          Grade:   **4<sup>th</sup>**          Test:  **Ohio Proficiency**

Subject: **Reading**          Grade:   **4th**          Test:  **Ohio Proficiency**
Edition/Publication Year:     **2001-2004**          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** | NA | | | | |
| % At or Above Below Basic | | 100 | 100 | 100 | 100 |
| % At or Above Basic | | 97 | 93 | 100 | 100 |
| % At or Above Proficient | | 84 | 57 | 97 | 67 |
| % At Advanced | | 26 | 0 | 27 | 11 |
| Number of students tested | | 31 | 30 | 33 | 27 |
| Percent of total students tested | | 100 | 100 | * | * |
| Number of students alternatively assessed | | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | | 0 | 0 | * | * |
| **SUBGROUP SCORES** | | | | | |
| 1. White | | | | | |
| % At or Above Below Basic | | NC | NC | 100 | 100 |
| % At or Above Basic | | NC | NC | 100 | 100 |
| % At or Above Proficient | | NC | NC | 100 | 70 |
| % At Advanced | | NC | NC | 20 | 20 |
| Number of students tested | | <10 | <10 | 10 | 10 |
| 2. African American | | | | | |
| % At or Above Below Basic | | 100 | 100 | 100 | 100 |
| % At or Above Basic | | 100 | 94 | 100 | 100 |
| % At or Above Proficient | | 82 | 71 | 94 | 60 |
| % At Advanced | | 24 | 0 | 25 | 7 |
| Number of students tested | | 17 | 17 | 16 | 15 |
| 3. Economically Disadvantaged | | | | | |
| % At or Above Below Basic | | 100 | 100 | NC | NC |
| % At or Above Basic | | 100 | 91 | NC | NC |
| % At or Above Proficient | | 88 | 52 | NC | NC |
| % At Advanced | | 31 | 0 | NC | NC |
| Number of students tested | | 26 | 23 | <10 | <10 |
| 4. Students with Disabilities | | | | | |
| % At or Above Below Basic | | NC | 100 | NC | NC |
| % At or Above Basic | | NC | 82 | NC | NC |
| % At or Above Proficient | | NC | 36 | NC | NC |
| % At Advanced | | NC | 0 | NC | NC |
| Number of students tested | | <10 | 11 | <10 | <10 |
| **State Scores** | | | | | |
| % At or Above Below Basic | | 100 | 100 | 100 | 100 |
| % At or Above Basic | | 92 | 91 | 90 | 87 |
| % At or Above Proficient | | 71 | 66 | 65 | 54 |
| % At Advanced | | 15 | 9 | 6 | 6 |

Other subgroups do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.
* These numbers were not calculated during the 2001 and 2002 school years.

Subject: **Mathematics**          Grade:   **4th**          Test: **Ohio Proficiency**

Edition/Publication Year:    **2001-2005**              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 | 84 | 60 | 100 | 85 |
| % At or Above Proficient | 100 | 74 | 40 | 97 | 70 |
| % At Advanced | 42 | 13 | 13 | 48 | 33 |
| Number of students tested | 24 | 31 | 30 | 33 | 27 |
| Percent of total students tested | 96 | 100 | 100 | * | * |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | * | * |
| **SUBGROUP SCORES** | | | | | |
| 1.  White | | | | | |
| % At or Above Below Basic | 100 | NC | NC | 100 | 100 |
| % At or Above Basic | 100 | NC | NC | 100 | 90 |
| % At or Above Proficient | 100 | NC | NC | 90 | 70 |
| % At Advanced | 25 | NC | NC | 50 | 60 |
| Number of students tested | 12 | <10 | <10 | 10 | 10 |
| 2.  African American | | | | | |
| % At or Above Below Basic | NC | 100 | 100 | 100 | 100 |
| % At or Above Basic | NC | 82 | 71 | 100 | 80 |
| % At or Above Proficient | NC | 76 | 53 | 100 | 67 |
| % At Advanced | NC | 6 | 12 | 50 | 20 |
| Number of students tested | <10 | 17 | 17 | 16 | 15 |
| 3.  Economically Disadvantaged | | | | | |
| % At or Above Below Basic | 100 | 100 | 100 | NC | NC |
| % At or Above Basic | 100 | 88 | 52 | NC | NC |
| % At or Above Proficient | 100 | 77 | 39 | NC | NC |
| % At Advanced | 43 | 12 | 17 | NC | NC |
| Number of students tested | 23 | 26 | 23 | <10 | <10 |
| 4.  Students with Disabilities | | | | | |
| % At or Above Below Basic | 100 | NC | 100 | NC | NC |
| % At or Above Basic | 100 | NC | 36 | NC | NC |
| % At or Above Proficient | 100 | NC | 18 | NC | NC |
| % At Advanced | 9 | NC | 0 | NC | NC |
| Number of students tested | 11 | <10 | 11 | <10 | <10 |
| **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 Advanced | 26 | 26 | 15 | 16 | 16 |

Other subgroups do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.
* These numbers were not calculated during the 2001 and 2002 school years.
**STATE CRITERION-REFERENCED TESTS**

Subject: **Reading**　　　　Grade:　**5ᵗʰ**　　　　Test: **Ohio Achievement**
Edition/Publication Year:　　**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** | | N/A | N/A | N/A | N/A |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 100 | | | | |
| % At or Above Proficient | 93 | Achievement tests were not administered prior to the 2004-2005 school year. | | | |
| % At or Above Accelerated | 37 | | | | |
| % At Advanced | 11 | | | | |
| Number of students tested | 27 | | | | |
| Percent of total students tested | 100 | | | | |
| Number of students alternatively assessed | 0 | | | | |
| Percent of students alternatively assessed | 0 | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1. African American | | | | | |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 100 | | | | |
| % At or Above Proficient | 86 | | | | |
| % At or Above Accelerated | 36 | | | | |
| % At Advanced | 14 | | | | |
| Number of students tested | 14 | | | | |
| 2. Economically Disadvantaged | | | | | |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 100 | | | | |
| % At or Above Proficient | 91 | | | | |
| % At or Above Accelerated | 39 | | | | |
| % At Advanced | 9 | | | | |
| Number of students tested | 23 | | | | |
| 3. Students with Disabilities | | | | | |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 100 | | | | |
| % At or Above Proficient | 91 | | | | |
| % At or Above Accelerated | 36 | | | | |
| % At Advanced | 18 | | | | |
| Number of students tested | 11 | | | | |
| **State Scores** | | | | | |
| % At or Above Below Basic | 100 | | | | |
| % At or Above Basic | 87 | | | | |
| % At or Above Proficient | 77 | | | | |
| % At or Above Accelerated | 23 | | | | |
| % At Advanced | 8 | | | | |

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