

2002-2003 No Child Left Behind--Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. Hugh Terrell

Official School Name Chardon Middle School
(As it should appear in the official records)

School Mailing Address 424 North Street

Chardon Ohio 44024-1086
City State Zip Code +4 (9 digits total)

Telephone (440) 285-4062 Fax (440) 285-7229

Website/URL www.chardon.k12.oh.us Email ch_terrell@lgca.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.

Date
(Principal's Signature)

Name of Superintendent Dr. Jane Hayman

District Name Chardon Local Schools Telephone (440) 285-4052

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
(Superintendent's Signature)

Name of School Board President Mr. Larry Reiter

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
(School Board President'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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district: 4 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 6 TOTAL

2. District Per Pupil Expenditure: \$7,527.00
 Average State Per Pupil Expenditure: \$8,073.00

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
 Small city or town in a rural area
 Rural

4. 6 Number of years the principal has been in her/his position at this school.

If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7	144	140	284
1					8	140	125	265
2					9			
3					10			
4					11			
5					12			
6	122	118	240		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								789

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

97.2 % White
0.8 % Black or African American
0.8 % Hispanic or Latino
1.2 % Asian/Pacific Islander
0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: **5.78%**

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	32
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	47
(4)	Total number of students in the school as of October 1	813
(5)	Subtotal in row (3) divided by total in row (4)	0.0578
(6)	Amount in row (5) multiplied by 100	5.78%

8. Limited English Proficient students in the school: **0.25%**

2 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: **Spanish and Slovenian**

9. Students eligible for free/reduced-priced meals: **7.38%**

60 Total Number Students Who Qualify

If this method is not a reasonably 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: 11.7%

94 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>69</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>2</u> Speech or Language Impairment
<u>10</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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)	<u>2</u>	<u>0</u>
Classroom teachers	<u>36</u>	<u>5</u>
Special resource teachers/specialists	<u>10</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>18</u>	<u>1</u>
Total number	<u>66</u>	<u>11</u>

12. Student-“classroom teacher” ratio: 20.5

13. Show the attendance patterns of teachers and students. 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 dropoff 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.2	95.4	96.0	96.1	95.3
Daily teacher attendance	95.8	95.2	95.0	95.7	96.1
Teacher turnover rate	0	2.5	2.3	5.0	3.8
Student dropout rate	0	0	0	0	0
Student drop-off rate	5.78	2.91	0.41	2.84	-0.43

PART III – SUMMARY

Chardon Middle School is located in Chardon, Ohio atop one of the many rolling hills of Geauga County. Chardon is known for its rural charm, historical importance, annual Maple Festival, abundant snow falls, friendly community, and high-achieving schools. Chardon has become one of the fastest growing and most desirable locations in Geauga County.

Chardon Schools' mission--to produce educated, responsible citizens equipped with the skills necessary for success in an ever-changing, highly diverse, technological world through a committed partnership with students, staff, parents and community--was created through collaboration with the community. Our student achievement results attest that we are successfully meeting our mission.

Chardon Middle School, with a population of about 800 students, is organized into interdisciplinary teams. Each team consists of five core academic teachers and an intervention specialist. The intervention specialist assists special needs students, regular education students, and gifted students. Inclusion encourages peer interaction and acceptance of diversity. Additionally, learning from and with their peers better enables students to understand their own limitations and strengths. Teaming creates an ideal framework for teaching the developing adolescent. Teaming has led to enriching theme-based activities, such as Harry Potter Day, Mimi Days, I-Searches, and field trips to the Cleveland Great Lakes Science Center, Six Flags Ohio, The Rock and Roll Hall of Fame and Museum, Hershey, Pennsylvania, and Rockwell International. By actively participating in these learning experiences, students are given opportunities to apply what they have learned in class, in environments outside the classroom.

Because teams share the same students, they are able to get to know the students very well. Using not only personal perceptions of a student's needs and abilities, but also deliberations with colleagues, we are able to demand a high level of achievement from our students. Additionally, various learning styles are accommodated through interdisciplinary units created by the teams. Students often demonstrate their mastery of the material through culminating projects that reflect their individual interests and strengths.

Adolescents need structure beyond academics. Team discipline plans provide students with a framework for accountability and behavior management. Students can easily see that choices, both appropriate and inappropriate, have consequences. Teams have developed and use a hierarchy of behavior interventions and rewards. This has led to an accepting, safe and respectful climate that facilitates student learning.

Partnerships with parents and the community are important to the success of Chardon Middle School. Our school is open to community groups seven days a week. We provide space for community education, recreation, meetings, and worship. By inviting the community into our schools, we hope they will feel that the school is more than just a place where young people go during the day. We serve many people who do not have children attending public schools. We depend on the entire community to support us financially and in our mission. We also have a Parent-Teacher organization, music booster group, athletic booster group and an academic foundation which support us. We bring community resources into the school to help teach the students, such as local law enforcement officers for drug and alcohol prevention programs and professionals for career related explorations. We also take the students into the local and regional community to expand their education beyond the walls of the school.

These features combine to create an inviting and enriching atmosphere for Chardon Middle School students. The enthusiastic, professional and dedicated staff at Chardon Middle School anchors the learning experience by holding high expectations and providing students with rich and varied educational experiences. The community supports and nurtures our successes. Ultimately, our students are the winners.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. See data and descriptions on pp. 16-19.

2. Using Assessment Data

Assessment data is the basis for curricular and instructional decisions at Chardon Middle School. Our assessments include the Iowa Test of Basic Skills, Cognitive Abilities Test, Ohio Sixth-Grade Proficiency Tests, locally designed end-of-course tests, and teacher created curriculum-based measurements.

We use the large-scale test results to identify curricular gaps and problem instructional areas. The sub-scale test results and the curriculum-based measurements are used to identify individual and small group student strengths and weaknesses. The large-scale assessment results are then used to develop school-wide and departmental improvement plans for curricular areas and instructional strategies. The sub-scale results and the curriculum-based measurements are used to develop intervention plans and effective instructional strategies for individual students and small groups. The progress of each identified student is recorded in an intervention folder that lists performance objectives, interventions and student mastery. These folders are passed from grade to grade. This enables the subsequent teacher to build on the work of the previous teacher.

Because of the previous identification, we are able to schedule these students into an intervention class or with a tutor, where they have more time to learn the required skills and information. Other students are identified during the school year through curriculum-based measurements and interventions are started at the point of identification. At the end of the year, all students are assessed again and that information is passed along to the next grade. Some students are removed from the identified list, some remain and others are added. In this way, we do not lose instructional time each year re-identifying students who need extra help.

Teachers work with colleagues on grade-level teams and subject area teams to identify problem areas and develop effective interventions. The majority of interventions take place in the regular classroom. Additional help is also available through high intensity classes, tutoring, team time, after school help, and summer school.

Chardon Middle School's focus on data as the basis for targeting student improvement has paid dividends in high levels of achievement.

3. Communicating Student Performance

Student performance is measured in terms of short-term and summative performance based on clearly established learning goals. The teacher is the first link in the communication process because it is the teacher who informs students about their performance. Through class discussion, conferencing, written feedback, tests and quizzes, the teacher helps the students understand their level of performance and what they need to do to improve. In order to assist the teachers, especially in understanding standardized test scores, the administration provides explanations and discusses the tests with the teachers during team planning time.

The next link in the communication chain is the parents. We inform parents of student performance through phone calls, notes, interim progress reports, team newsletters, conferences, graded work sent home, test results, monthly school newsletters, and student report cards. To help parents understand standardized test scores and proficiency test results, a detailed letter of explanation accompanies the results. Parents are encouraged to call the teacher, principal or counselors for further explanations. We also hold two student-led conferences each year where students share a portfolio of their work with their parents with assistance from the teacher.

The community is the largest audience we inform about student performance. This audience is important because they pay for the educational programs, and we are accountable to them. Our approach is multileveled. The school district employs a school-community relations coordinator who writes about student achievement, attends events, takes pictures and sends these to local and regional newspapers, local access cable TV and a list of "key communicators" in the community. We regularly report on student achievement at public school board meetings where reporters can pick up the information and write stories for their papers. The district publishes and mails to every community member an annual report and three other newsletters that feature test scores and highlight Chardon Middle School student achievement. The district and the school web sites have links to the Chardon Middle School state report card that lists proficiency test scores. The superintendent and the community relations coordinator attend monthly civic meetings such as Rotary and Chamber of Commerce where they speak about student achievement. We also depend on the informal communications network linked to these civic forums to help spread the word about the performance of our students.

4. Sharing Successes

Chardon Middle School's success is the result of long-term commitment to improvement through collaboration, study, professional development and careful experimentation. We are willing to explain the components that we believe are necessary for improvement. As a matter of fact, we have, in the past, shared many aspects of our work with other schools and teachers.

For example, a group of middle school teachers has presented our team discipline plan several times at the Ohio Middle School Conference. Our physical education teacher published an article in a professional journal explaining the physical education program we developed and implemented at Chardon Middle School. The principal has been active in the Ohio Middle School Association (OMSA), helping to set up a state-wide conference for the unified arts and by serving on a committee to evaluate candidates for the OMSA teaming award.

Locally, we occasionally participate on county-wide curriculum development committees. Principals from our athletic conference meet monthly to discuss academic issues and programs. Specialty groups, such as the counselors and special education teachers, meet regionally with their colleagues. The assistant superintendent meets with area curriculum directors in several forums to share successes and to discuss difficult issues. In addition, the assistant superintendent was the keynote speaker on proficiency testing at a regional meeting. We also welcome visitors from other school districts to observe at Chardon Middle School and discuss our programs.

After our district was first recognized for the top State rating, we participated in a State funded study with the University of Indiana to identify characteristics of high achieving schools. This involved a self-study, questionnaires, interviews and ranking responses gathered by the researcher. The results of this study were published and shared with other schools.

Another way we have and will continue to share our success is by mentoring student teachers and field experience teachers. Several local universities and some from across the state regularly place student teachers at Chardon Middle School. We believe that these prospective teachers will be able to improve the education for their students wherever they teach.

We will continue with this sharing. Working with prospective teachers and practicing teachers benefits us as well as them. Sharing ideas and discussing pressing issues helps us to identify and set new goals and directions. In addition, we are willing to share our successes at local and regional meetings and workshops. We can provide suggestions for teaming, discipline plans and continuous improvement.

PART V – CURRICULUM AND INSTRUCTION

1. Chardon Middle School Curriculum

Content Area	Grade 6	Grade 7	Grade 8
English	English 6 Advanced English 6	English 7 Advanced English 7	English 8 English I (freshman)*
Reading	Reading 6 Advanced Reading 6	Reading 7 Advanced Reading 7	Reading 8 See foreign language
Mathematics	Math 6 Advanced Math 6 Pre-algebra	Math 7 Advanced Math 7 Honors Algebra*	Math 8 Honors Algebra* Honors Geometry*
Science	Physical Science 6	Life Science 7	Earth/Space Science 8
Social Studies	World Geography	U. S. History Part 1	U. S. History Part 2
Foreign Language			French I* Spanish I*
Health	Health 6 (9 weeks)	Health 7 (9 weeks)	Health 8 (9 weeks)
Physical Education	P. E. 6 (18 weeks)	P. E. 7 (18 weeks)	P. E. 8 (18 weeks)
Art	Art 6 (9 weeks)	Art 7 (9 weeks)	Art 8 (18 weeks)
Music	Gen. Music (9 weeks) Chorus 6 (36 weeks) Band 6 (36 weeks)	Gen. Music (18 weeks) Chorus 7 (36 weeks) Band 7 (36 weeks)	Chorus 8 (36 weeks) Band 8 (36 weeks)
Family and Consumer Sciences		FCS 7 (9weeks)	FCS 8 (18 weeks)

* Students earn high school credit for successfully completing these courses while in middle school.

All Chardon Middle School students are expected to learn significant content based on high standards. We have continuously raised the achievement bar. Each course is based on state and/or national academic standards. Courses that were once the "advanced level" have become the minimum expectation. An example of this can be seen in the math curriculum offerings. Ten years ago, pre-algebra was an advanced level course for eighth graders. Now pre-algebra is the minimum level for eighth graders and some students take pre-algebra as early as sixth grade. We are currently planning a phase-in schedule to make algebra the minimum exit level math for Chardon Middle School students.

Another example of high standards is in the language arts area. Writing expectations for students have gradually increased over the years. At one time, students wrote single paragraph compositions in middle school; they now regularly write multi-paragraph essays. We also teach Earth and Space Science to all eighth grade students. In some schools, Earth and Space Science is a high school course.

The majority of special education students are included in the regular classroom where they have access to the curriculum. Several levels of support are provided to assure the success of these students. At the same time, gifted students are challenged. We offer six high school level courses for credit at Chardon Middle School. In addition, we have a gifted-seminar program and weekly informal discussion groups for gifted students led by a gifted intervention specialist.

We are pleased to have eliminated the gender gap in math and science. Our enrollment in advanced classes is equally split between boys and girls. Girls and boys take the same science and math courses, and they perform equally.

Chardon Middle School has a comprehensive curriculum that emphasizes high standards in the core academic areas and gives the students an enriching, exploratory experience in the fine and practical arts.

2. Chardon Middle School's English Language Arts Curriculum

Chardon Middle School students are grouped into grade-level teams with the English language arts curriculum divided into two programs: English and reading. Each program is offered during a separate class period so students have the benefit of twice the instructional time in Language Arts. The two classes are coordinated through team planning. They also use common instructional materials at each grade, allowing them to teach and reinforce all of the state's grade-level language arts indicators and benchmarks in both classes.

The reading program could be considered the center of the team in grades six and seven because it teaches content area reading strategies, study skills and vocabulary/spelling acquisition skills necessary to excel in the other content areas. The English program focuses on fiction, poetry, writing, and oral and visual communication. Research skills are divided between English and reading. Research strategies and the skills necessary to find pertinent information, taking notes, summarizing and paraphrasing are taught in reading. Documentation of sources and the preparation of a finished oral presentation and written paper are taught in English. The uses of technology to conduct research and to make presentations are integrated throughout both programs.

English and reading classes are grouped according to student strengths and needs. Sixth grade reading has three levels: accelerated (two or more years above grade level), on-level readers, and those reading two or more years below grade level. The latter class uses graduated texts designed to move the low-level reader up to or close to grade level by the seventh grade. Class size is kept smaller so the teacher can give more individualized attention to these students. In addition, small group tutoring is provided through Title I and Title V programs. Another opportunity for students to get additional instruction is during "team time" when students may meet individually with teachers for assistance. Seventh-grade reading continues with two levels (advanced and regular) and small group tutoring for below-level students. The advanced reading students complete the three-year reading curriculum in two years, allowing them to take foreign language in eighth grade.

English is divided into two levels at each grade (advanced and general). One of the general English sections is Inclusion English. This section may be co-taught by a regular teacher and an intervention resource specialist or the teacher works closely with the specialist during team planning to differentiate instruction to address the needs of students reading below grade level. The literature and poetry selections in the Inclusion class are also available on CD/tape, or read orally so students reading below level may participate in the discussion and the writing that stem from the literature. The advanced English students complete the three-year middle school curriculum in two years. This acceleration of the curriculum makes it possible for these students to take high school freshman English in eighth grade.

3. Chardon Middle School's Social Studies Curriculum

In part, the Chardon Schools' mission statement is "...to educate all students to become responsible citizens equipped with the skills necessary for success in an ever-changing, highly diverse, technological world...in a partnership with the community..." The Social Studies program at Chardon Middle School has its roots in this mission. Studies in world geography and American history incorporate interdisciplinary knowledge and skills to strengthen the students' ability to make connections between the past and present and between the United States and other parts of the world. The Chardon Middle School interdisciplinary team organization supports curriculum integration. In turn, curriculum integration, combined with effective instructional strategies, promotes the acquisition of knowledge, expressive and critical thinking, evaluation and interpersonal skills through activities involving families and the community.

Student-centered activities are designed to personalize the learning experience and build strong learning partnerships between the students and the community. For example, students host a "Proud to be an American Day," a Veterans' Day program, and a "Millennium Memories" which involve community members in celebrating their contributions as citizens. Students also expand their knowledge of the world and current events in a meaningful way by "adopting" a United States military unit. Students write letters to the soldiers and send them care packages. In return, some of the soldiers write back to the students.

In addition to learning about geography and agriculture, the "Chocolate" unit focuses on the economics of business and consumerism as students conduct research, and produce, market and sell their chocolate-based products. During the school year, students complete several "I-Searches," a specialized form of research, in which they define a question, explore a topic and share their results with the class in an expressive and unique way. Finally, students are prompted to think about their future during the "American Dream" project. This unit is based on the study of immigration, wherein students analyze their responsibility as a citizen in making the American dream a reality in their world.

These learning experiences require students to use research, interviews, presentations, technology, problem-solving, and cooperative planning. While focusing on well-defined objectives, the units are flexible enough to allow students to discover aspects of the content that they can relate to, thereby promoting self-expression and personalization of learning. Connecting with the past and the world makes the present more meaningful and the future of our world more comprehensible for the students. Together, Chardon's staff, parents and community are committed to preparing Chardon Middle School students for success.

4. Instructional Methods

At Chardon Middle School, the staff employs many research-based practices to improve student learning. Effective teachers have a large repertoire of instructional strategies and know when to use them. Cooperative learning, summarizing, grouping for instruction, differentiating instruction, questioning, guided/independent practice, setting objectives/providing feedback (frequent evaluation), advanced organizers, simulations, experiments, technology, and identifying similarities and differences are among the instructional strategies used at Chardon Middle School.

These strategies are practiced in the classroom, and successes and failures are discussed among the teams. This feedback helps teachers know when a specific strategy or combination of strategies will be most effective. Another benefit of collaborative planning is found in unit construction. It is much easier to plan for effective instruction if a teacher can organize the research-based strategies around a concept or unit of instruction. The goals of setting expectations, developing conceptual understanding, identifying patterns, and making connections are central in selecting appropriate instructional methods.

If pupil performance objectives are not mastered, intervention is provided. Instructional methods include re-teaching, differentiated lessons, individual and small group tutoring, technology based tutoring, and reinforcement or lab-based classes that supplement the regular class. For example, students identified below grade level in mathematics are required to participate in a reinforcement math class in addition to their regular math class. The reinforcement class provides additional academic time in small groups and focuses on specific skill areas that emphasize problem solving. In reading, students identified below grade level may have a specialized reading class in which comprehension skills are taught through individualized, guided practice. Once students have made significant gains, they are moved back into their regular reading class. In science, an intervention folder is maintained for each student. This intervention folder contains a record of performance on state tests and curriculum-based competency tests, teacher comments, and specific documentation of interventions that have been successful for each individual. Finally, each grade-level team has an intervention specialist to assist with modifications and differentiation within the regular education classroom.

5. Professional Development Program

Chardon Middle School's professional development program has three components: 1) a building professional development plan; 2) an individual professional development fund; and 3) a district-wide professional development component. When all three components are aligned, professional development has the most impact on student achievement.

The building professional development plan is the most powerful component of the suite. It grows out of the continuous improvement process used at Chardon Middle School. Each curricular department examines pertinent student data, including test scores, grades, attendance patterns, behavioral data and anecdotal data to identify student achievement-based improvement goals for a two-year and a five-year period. Specific results and an action plan are then devised to reach the improvement goals. The building staff development plan is then written, enabling the school to carry out the action plans. In other words, our staff development is directly based on identified student needs and targeted for increased student achievement. This focused approach allows Chardon Middle School to avoid tangential distractions for our time and money. Since the action plan has measurable goals, the accountability of the staff development plan is linked to the same measurable goals.

Four years ago, when the Ohio legislature raised the passing scores on the Sixth Grade Reading Proficiency Test, Chardon's scores fell by 10% in reading. We decided that we needed a concerted effort to raise the level of student performance. We developed the improvement process, making professional development the central piece. We decided to use the same process in every proficiency subject. The following year our scores increased by an average of 10% in each subject area. Through the continuous improvement process, we have maintained the scores since then.

The district-wide component allows us to leverage our resources by taking advantage of larger-scale professional development opportunities that also help us reach our improvement goals. Finally, each staff member is given a yearly allocation to spend on personal professional development. Many times the staff members' personal goals coincide with the building goals giving us further leverage to succeed.

Chardon Middle School
State Criterion Referenced Test

Grade	6	Test	<u>Ohio Sixth-Grade Reading Proficiency Test</u>
Publication year	2002	Publisher	<u>Ohio Department of Education</u>

What groups were excluded from testing? Why, and how were they assessed?

The only excluded group was the special education students whose Individualized Education Plan team determined that they should be excluded from the district aggregate score. The vast majority of these special education students actually did take the test with modifications per the IEP. They were only excluded from the aggregate score, not the test. The few who did not take the Ohio Sixth Grade Reading Proficiency Test were assessed through their IEP goals or a standardized test appropriate for their ability level. Typically these were developmentally handicapped students (mentally retarded) who were functioning at a cognitive level too low to measure progress validly with the Ohio Proficiency Test. The number varied from year to year based on the IEPs.

Number excluded **Range from 12 to 25** Percentage excluded **Range from 5 to 9**

The scores reported in the table represent the percentage of students who reached the proficient or advanced level on the Ohio Sixth-Grade Reading Proficiency Test. On the grade six reading proficiency test there is no basic standard. The standard for proficient was first set at a scaled score of 200 in 1995. It was raised to 211 in 1998, and finally to 222 in 1999. This represents a stringent standard.

To score at the advanced level, a student must earn a scale score of 250 or higher.

The scale score helps ensure content validity since the items from one test to another may be of different difficulty or there may be a different number of items on the test. The scale score represents approximately equal units on a continuous scale. This allows test results from year to year to be comparable, and differences in students' scaled scores represent the same amount of difference wherever they occur on the scale.

Chardon Middle School
Ohio Grade Six Reading Proficiency Test Scores

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
SCHOOL SCORES					
TOTAL	83%	83%	84%	73%	83%
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	83%	83%	84%	73%	83%
At Advanced	44%	41%	40%	29%	36%
Number of students tested	251	236	224	229	225
Percent of total students tested	91%	93%	95%	95%	94%
Number of students excluded	25	18	13	12	14
Percent of students excluded	9%	7%	5%	5%	6%
SUBGROUP SCORES					
1. Low Socioeconomic Status					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	58%	52%	63%	41%	29%
At Advanced	21%	12%	21%	6%	8%
2. Ethnic, White					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	83%	83%	84%	73%	83%
At Advanced	44%	41%	40%	30%	35%
STATE SCORES					
TOTAL	58%	58%	53%	52%	53%
At or Above Basic	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
At or Above Proficient	58%	58%	53%	52%	53%
State Mean Score	NA	NA	NA	NA	NA
At Advanced	22%	23%	15%	18%	18%
State Mean Score	NA	NA	NA	NA	NA

Chardon Middle School
State Criterion Referenced Test

Grade <u>Test</u>	6	Test	<u>Ohio Sixth-Grade Mathematics Proficiency</u>
Publication year	2002	Publisher	<u>Ohio Department of Education</u>

What groups were excluded from testing? Why, and how were they assessed?

The only excluded group was the special education students whose Individualized Education Plan team determined that they should be excluded from the district aggregate score. The vast majority of these special education students actually did take the test with modifications per the IEP. They were only excluded from the aggregate score, not the test. The few who did not take the Ohio Sixth-Grade Mathematics Proficiency Test were assessed through their IEP goals or a standardized test appropriate for their ability level. Typically these were developmentally handicapped students (mentally retarded) who were functioning at a cognitive level too low to measure progress validly with the Ohio Proficiency Test. The number varied from year to year based on the IEPs.

Number excluded **Range from 11 to 20**

Percentage excluded **Range from 5 to 7**

The scores reported in the table represent the percentage of students who reached the proficient or advanced level on the Ohio Sixth-Grade Math Proficiency Test. On the grade six math proficiency test there is no basic standard. The standard for math proficient was first set at a scaled score of 200 in 1995. It remains at a scale score of 200.

To score at the advanced level, a student must earn a scale score of 250 or higher.

The scale score helps ensure content validity since the items from one test to another may be of different difficulty or there may be a different number of items on the test. The scale score represents approximately equal units on a continuous scale. This allows test results from year to year to be comparable, and differences in students' scaled scores represent the same amount of difference wherever they occur on the scale.

Chardon Middle School
Ohio Grade Six Math Proficiency Test Scores

	2001- 2002	2000- 2001	1999- 2000	1998- 1999	1997- 1998
SCHOOL SCORES					
TOTAL	87%	92%	88%	74%	66%
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	87%	92%	89%	74%	66%
At Advanced	21%	24%	22%	14%	8%
Number of students tested	256	229	217	226	225
Percent of total students tested	93%	93%	93%	95%	93%
Number of students excluded	20	18	16	11	15
Percent of students excluded	7%	7%	7%	5%	7%
SUBGROUP SCORES					
1. Low Socioeconomic Status					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	52%	48%	47%	41%	21%
At Advanced	5%	8%	5%	0%	4%
2. Ethnic, White					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	88%	92%	88%	75%	66%
At Advanced	21%	25%	22%	15%	8%
STATE SCORES					
TOTAL	62%	61%	54%	51%	47%
At or Above Basic	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
At or Above Proficient	62%	61%	54%	51%	47%
State Mean Score	NA	NA	NA	NA	NA
At Advanced	9%	12%	8%	7%	5%
State Mean Score	NA	NA	NA	NA	NA