

2002-03 No Child Left Behind-Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address 908 Bricker Blvd.
(If address is P.O. Box, also include street address)

Columbus OH 43221-1642
City State Zip Code+4 (9 digits total)

Tel. (614) 365-5497 Fax (614) 365-5496

Website/URL www.columbus.k12.oh.us/cranbrook/index.html Email lstrong@columbus.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.

(Principal's Signature) Date _____

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Gene T. Harris, Ph.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Columbus Public Schools Tel. (614) 365-5000

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 Ms. Stephanie Hightower
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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: 95 Elementary schools (and K-8)
 26 Middle schools
 _____ Junior high schools
 23 High schools (and Career Centers)
- 144 TOTAL
2. District Per Pupil Expenditure: \$8,582 (for elementary schools)
- Average State Per Pupil Expenditure: \$8,073

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. 3 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	31	18	49	7			
1	26	27	53	8			
2	32	16	48	9			
3	27	21	48	10			
4	20	25	45	11			
5	15	26	41	12			
6				Other*	8	1	9
TOTAL STUDENTS IN THE APPLYING SCHOOL							293

* "Other" category represents the number of students enrolled in a special needs pre-kindergarten class.

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>38.6</u> | % White |
| <u>20.8</u> | % Black or African American |
| <u>5.5</u> | % Hispanic or Latino |
| <u>35.0</u> | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 33.6 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	51
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	50
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	101
(4)	Total number of students in the school as of October 1	301
(5)	Subtotal in row (3) divided by total in row (4)	0.336
(6)	Amount in row (5) multiplied by 100	33.6%

8. Limited English Proficient students in the school: 28 %
82 Total Number Limited English Proficient
 Number of languages represented: 34 languages from 41 different countries

Specify languages: Albanian, Amharic, Arabic, Bahasa Indonesia, Bengali, Chinese, Chinese/Mandarin, Croatian, English, Farsi, Gujarati, Hindi, Igbo, Japanese, Korean, Kurdish, Lingala, Lusoga, Marati, Portuguese, Pustu, Russian, Serbian, Serbo-Croatian, Sestwana, Slovak, Somali, Spanish, Swahili, Tigrinian, Turkish, Urdu, Uzbek, and Vietnamese

9. Students eligible for free/reduced-priced meals: 65 %
196 Total Number Students Who Qualify

10. Students receiving special education services: $\frac{10.6}{31}$ %
 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>5</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>5</u> Speech or Language Impairment
<u>11</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

*There are also 7 Emotionally Disturbed students.

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>13</u>
Paraprofessionals	<u>13</u>	<u>1</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>43</u>	<u>14</u>

12. Student-“classroom teacher” ratio: 17:1

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 drop-off rate.)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.5%	95.6%	95.4%	94.8%	95.1%
Daily teacher attendance	94.5%	93.7%	99.3%	94.6%	95.6%
Teacher turnover rate	4.3 *	21.7	8.7	0	8.7
Student dropout rate	n/a	n/a	n/a	n/a	n/a
Student drop-off rate	n/a	n/a	n/a	n/a	n/a

*The number for 2001-02 reflects one new ESL position allocated to Cranbrook. The majority of Cranbrook’s turnover can be attributed to retirements and new allocations. Columbus Public Schools annually posts an average of 1,400 teacher vacancies per year for 144 schools.

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002.

N/A

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Cranbrook Elementary School in Columbus, Ohio, provides the highest quality education possible for all students. Staff believes that children are our most valuable assets. As educators, it is our responsibility to nurture students' maximum growth by providing varied and challenging learning opportunities in a praising, supportive, and safe environment. All children have individual needs and abilities. Meeting these needs can best be achieved by the collaboration of school, family, and community.

At Cranbrook, everyone is actively engaged in the educational process. All students are motivated to think critically, creatively, collaboratively, and independently. Parents have high expectations for their children, which translates into high expectations from the teachers. Cranbrook's academic success is the result of many factors. The most important components are the teamwork, cooperation, and communication among teachers, parents, and students. Other factors include:

- Parents support the educational policies of the school,
- Teachers have high expectations for student achievement,
- Lessons focus on curriculum guides and benchmarks,
- Teachers provide enriching and challenging experiences for students,
- Risk-taking is encouraged, and
- Staff uses professional development opportunities, collaboration, and course work to identify better ways to work with students.

Cranbrook's student attendance rate is 95%, above the state standard of 93%. Reading and math standardized test scores are above the national average. The fourth-grade students have consistently scored above state standards on all sections of the Ohio Fourth-Grade Proficiency Test for the past four years. Cranbrook has received recognition for high academic achievement and improvement for the last two years. In 2001-02, Cranbrook received a Superintendent's Award for Exemplary Achievement for meeting or exceeding the state established criteria on all five sections of the Ohio Proficiency Test. Three of the district's 144 schools received this award.

Cranbrook students work hard to earn rewards for academic achievement, attendance, and good citizenship. They are honored at school-wide assemblies each grading period. Students benefit from a wide variety of extracurricular activities, including chess club, drama club, a school-wide science fair, choir, bell choir, career day, after-school proficiency club, artists-in-the-schools, a drug and alcohol awareness program, and field trips. The Cranbrook student council is a service organization with representatives from grades 1-5 and special education. Its activities include a school store, a canned food drive, support for Special Olympics, and a yearly school-wide project. Twice a year families are invited to participate in a "Book Bingo" and receive books for their children.

Because of its proximity to The Ohio State University, Cranbrook attracts a wide range of students from diverse cultural and academic backgrounds. Immigrants and refugee populations join the local area to create a community of shared educational standards. Valuing a broad diversity of students enriches the academic tradition of excellence. One-third of Cranbrook's students represent 41 countries; therefore, offering multicultural activities is a strong priority for staff members. One example is the annual International Night, which provides the Cranbrook community with the opportunity to share cultural traditions, art, and food of different countries. Students participate in music and dance.

Cranbrook parents are involved in the school's Parent-Teacher Association. This group provides financial support for additional classroom materials. It also supports extra-curricular school-wide activities. Last year, the PTA raised funds and installed new playground equipment. Parents also tutor, assist in the library, and share cultural presentations in the classroom.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

1. *The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system.*

This information is attached to the end of the application.

For Public and Private Schools

2. *Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.*

Cranbrook's staff uses data from the following tests to assess student achievement and performance: the Ohio Fourth-Grade Proficiency Test, Metropolitan Test of Achievement (MAT-8), Developmental Reading Assessment (DRA), and Target Teach assessments. The MAT-8 assessment is given in grades 1, 2, 3 and 5; DRA is administered to grades K-5; and Target Teach tests are given every nine weeks in grades 1-5. The kindergarten diagnostic tests are given in September, January, and May to compare and measure progress. These tests help teachers analyze individual student progress on prescribed learning objectives in reading and mathematics. This allows teachers to gauge the need to re-teach or reinforce specific content and skills needed at each grade level. MAT-8 scores in math are also used to select students for the after-school program, and then used to monitor and track their progress.

With regard to the Ohio Fourth-Grade Proficiency Test data, the disaggregated data help staff identify "gaps" so that teachers can focus specific attention on, or target students who are underperforming in relation to the group. Item analysis data report the specific skill areas (based on the state standards) in which students are underperforming so that these skills can be targeted instructionally. Data also show results on multiple-choice items versus the open-ended items and discrepancies between responses on these item formats can be addressed instructionally.

All special education students have an Individual Education Plan (IEP) and are assessed based on the goals of that plan. Special education students also are given the DRA, Target Teach, and an alternative assessment for the Ohio-Fourth Grade Proficiency Test. Students receiving ESL services are given annually the Brigance Assessment of Basic Skills to test their English competency.

PART IV – INDICATORS OF ACADEMIC SUCCESS (continued)

- 3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.*

Cranbrook believes strongly in meaningful, open dialogue with parents and engages in two-way communication with parents. The school communicates information about student performance to all parents and guardians via monthly school newsletters, quarterly Target Teach student data, and report cards. All parents are sent quarterly interim reports to let them know if their child needs help in a specific area. Parent-teacher conferences are held twice a year, with about 65% of the parents attending. Conferences keep communication going between the school and home. Individual report cards are issued every nine weeks and rate students in content areas and behavior.

Families of students receiving ESL services may be sent school information translated into their native language. Cranbrook staff and district interpreters make home visits to ESL students and their families. In addition, the district offers an ESL Parent class to provide assistance with homework and other school-related issues.

The district sends parents proficiency results and other information that relates to academic achievement through district-wide newsletters. In addition, the district conveys information to the community about its progress in meeting the state standards through press releases, newsletters, the Superintendent's annual State of the District, and other meetings. Also, the Ohio Department of Education annually publishes and distributes school and district report cards that provide comparison data on student achievement, based mainly on the Ohio Proficiency Tests.

PART IV – INDICATORS OF ACADEMIC SUCCESS (continued)

4. Describe in one-half page how the school will share its successes with other schools.

If selected as a Blue Ribbon School, Cranbrook would share its success throughout the Columbus Public Schools district, county-wide, state-wide, and beyond. Cranbrook staff would communicate its success by sharing information and demonstrating best practices. The district's Communications Office would work with Cranbrook's principal and staff to disseminate information to the community through media advisories to local, state, and national television, radio, and print media; schedule a press conference to announce Cranbrook's selection as a Blue Ribbon School; and seek editorials and personal interest stories. Information about Cranbrook's successful teaching and learning would also be published in district newsletters for both staff and parents. The district's radio station WCBE-90.5 FM, the local NPR affiliate, broadcasts an interview program entitled "Teacher Talk," and Cranbrook teachers would share their strategies via this mechanism as well.

In the district, Cranbrook staff would demonstrate best practices through a variety of hands-on learning opportunities some of which may include leading staff in-services; presenting at district-level, elementary division, and grade-level meetings; presenting at the administrators' Leadership Academy and Instructional Leadership training; and offering content-area specific workshops. Cranbrook staff would collaborate with teachers in other Columbus schools to share successful teaching strategies. In addition, Cranbrook teachers would be a resource for schools with a high concentration of ESL students.

Within the community, Cranbrook would offer tours of the school and its classrooms, and host events to celebrate achieving a Blue Ribbon. Cranbrook teachers would be encouraged to participate in and demonstrate successful strategies at local and state-wide conferences, including children's literature conferences, the Dublin City Schools' annual conference, the Ohio State University's Reading Recovery program, and the Ohio State University's Urban Schools Initiative which is partnered with Columbus and three other central Ohio urban districts, and focused on promoting research and developing training programs to support the work of teachers and educators.

Cranbrook would share best practices and collaborate with educational organizations including the Ohio Department of Education, the Columbus Education Association, the Ohio Education Association, the Ohio State University's Reading Recovery program, and advocacy groups like KidsOhio.org and Children's Defense Fund-Ohio. Staff would continue to serve as mentors to Ohio State College of Education students who are regularly placed at Cranbrook for internships and student teaching.

PART V – CURRICULUM AND INSTRUCTION

1. *Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.*

Cranbrook's curriculum includes reading/language arts, math, science, social studies, health, art, music and physical education. There is a daily, uninterrupted 90-minute reading/language arts block. The curriculum is deeply aligned with the recently adopted Ohio Academic Content Standards as well as the remaining state learning competencies. Cranbrook encourages a collaborative learning environment for its students. All lessons in the classroom incorporate reading/language arts, and teachers use multiple components—oral, visual, and written—to engage the students. Curriculum drives the school day. The upper grades—third, fourth and fifth—are taught in a highly structured setting. Each subject is blocked out, making for a tight day. There is more flexibility in the lower grades.

Cranbrook teachers create lessons that make students think “outside the box,” incorporating teaching and learning with fun activities. In the lower grades, teachers use learning centers, which are stations with curriculum lessons that reinforce current learning. Students read the directions and work independently. During this time, teachers can work with small groups of students that need help in other areas. Teachers also create lessons around one focus area, theme, or an author. For example, the ESL teacher created a unit around winter. Students read books about weather and the changing seasons, and incorporated science experiments and math problems on estimation and measuring. Second graders studied a unit on food. Activities incorporated measuring ingredients, reading recipes and following directions, and studying the five food groups. Fifth graders participate in a special program with the Columbus Museum of Art with reciprocal visits to the museum and school, a special curriculum guide for the current exhibitions, and lessons that incorporate language arts and poetry. At the end of the year, the Museum publishes a book of the students' poems.

Special education students are an integral part of Cranbrook's program. All are mainstreamed or involved in inclusion. Their curriculum is an adaptation of regular curriculum with students' evaluations based on their IEP goals.

Enrichment activities are provided for students identified as gifted in grades K-5. However, the gifted program is conducted through whole class instruction to include those students not yet identified. Chess club and drama club meet once a week at lunchtime. An after-school program provides expanded learning opportunities for students in math.

Each classroom has one Internet-equipped computer for every five students. The Librarian works with students to integrate the use of technology into their class work. Students have learned PowerPoint software. First graders made books about time, clocks, and Martin Luther King, Jr.; second graders created presentations about the planets; and fifth graders created presentations on the civil war and book reports.

Teachers supplement their curriculum with literature and books. The Ohio State University offers Keep Books to students. These small books are available in a variety of high interest titles and promote reading and home/school literacy connections.

Cranbrook used a \$25,000 Ohio Reading Excellence Grant along with Title I and equity funds to buy books for the library. The library was able to enhance their collection with additional non-fiction books and high interest books for the varied levels and ESL students.

PART V – CURRICULUM AND INSTRUCTION (continued)

2. *(Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.*

In 1999, each Columbus elementary school was given the option to select among four reading programs, giving the teaching staff the opportunity to choose an approach that best matched their own beliefs and philosophies. Cranbrook staff selected the Comprehensive Literacy Program with the Four Blocks model. This program complements the school's focus on collaborative learning. Comprehensive Literacy is a balanced approach for teaching reading/language arts that stresses the use of phonics, comprehension, application, written, and oral language. It is an instructional program that depends on effective and systematic instruction and intervention with continuous assessment and documentation of student progress. The following components are included in this model:

- Reading Aloud/Shared Reading (reading to and with children);
- Guided Reading (direct teacher instruction in small groups);
- Independent Reading (children making choices in selecting reading material and daily reading practice);
- Word Study (understanding the relationship among letters, sounds, and words);
- Writing Instruction and Daily Practice Using the Writing Process.

Comprehensive Literacy requires that 90 minutes per day be scheduled for reading and writing instruction. Providing students with meaningful experiences with books and language is the foundation for this program. Children's literature and the textbook series are used with this model. The teacher's instruction, demonstration, and modeling assist students in developing language growth and competence. The Four Blocks model uses four methods to teach reading: guided reading, self-selected reading, writing, and working with words (phonics and spelling). Four Blocks allows students to work with their peers. The reading program is augmented with extra support from two safety nets, the Literacy Facilitator, and the school's Title I funds.

Next school year, Columbus Public Schools will phase-in a new unified elementary reading program in grades K and 1. The new curriculum is being written by district staff using the best practices of the current reading programs along with input from teachers, principals, and the community. This curriculum is based on a thorough systemic and systematic review of the district's current reading programs, examination of reading program alignment to new state standards, and to reading standards connected to *No Child Left Behind*. This new curriculum will ensure that students who move during the school year will not be interrupted in their learning.

PART V – CURRICULUM AND INSTRUCTION (continued)

- 3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.*

Cranbrook teachers use the Board-approved math curriculum and textbooks with supplementary resources including workbooks, overheads, and technology. The math curriculum provides for instruction requiring the higher-order thinking skills of analysis, synthesis, and evaluation. Teachers encourage inquiry and the use of a hands-on model. Students with different skills and abilities work together in groups. Teachers use curriculum guides to direct classroom instruction. They also use Cognitive Guided Instruction, a hands-on approach which allows students to move from the concrete through the use of manipulatives—for counting, predicting, and measuring—to the more conceptual and abstract. Students must analyze, through pictures and writing, how they arrived at a particular answer.

First graders incorporate literature into their math lessons and use a calendar to reinforce time, count money, and place value. In addition, the first graders and the third graders are paired as buddies. The third graders help the younger students understand math problems, time, and money. By doing this, they are able to explain, understand, and internalize their own work.

Every day, third graders participate in “Mad Minute Math,” a one-page math worksheet that is timed. The objective for students is to beat their own time, not to compete with their classmates. This allows the students to use higher-level inquiry. Other classes make word problems using a calendar. They also use games. “Game 24” is a favorite of the fourth graders. They use multiplication, division, addition, and subtraction to see how many ways you can make the number 24.

In preparation for the Ohio Fourth-Grade Proficiency Test, the school's facilitator worked with students one-on-one. Students were grouped according to their abilities based on Target Teach results.

PART V – CURRICULUM AND INSTRUCTION (continued)

4. *Describe in one-half page the different instructional methods the school uses to improve student learning.*

Cranbrook teachers make use of the following instructional methods in their classrooms: identifying similarities and differences; summarizing and note-taking, reinforcing effort and providing recognition; homework and practice; non-linguistic representations; cooperative learning, small groups, guided learning, and flexible groupings; setting objectives and providing feedback; generating and testing hypotheses; and using cues, questions, and advanced organizers. Students become comfortable with the vocabulary for learning and can easily demonstrate the use for graphic organizers such as Venn diagrams.

Teachers have access to safety nets and tutors for intervention in reading and math. Instructional assistants work in small groups and one-on-one with students in skill activities. Student engagement with a high degree of success is the goal for all. Teachers also subscribe to teaching to the students' various learning styles (visual, auditory, and kinesthetic).

With cooperative learning, teachers group students with different levels so they can support each other. Students enjoy, and look forward to, taking on the role of the teacher. Teachers use differential teaching strategies, teaching to different learning styles. Teachers also use active student response (ASR), which tracks each time a student responds to a lesson. Examples include choral responding and chanting with spelling words. Active student response is correlated with more on-task behavior.

In special education, teachers use strategies for anger management, behavior management, group work, and team work to help students develop their social skills, learn to work together, and improve their organizational skills. Teacher will teach to the class first, and then break into small groups or work with individuals to review the lesson. Because of the small class size, special education teachers have the ability to work at the individual student's pace.

PART V – CURRICULUM AND INSTRUCTION (continued)

5. *Describe in one-half page the school's professional development program and its impact on improving student achievement.*

Cranbrook's staff enjoys a variety of professional development opportunities offered by the district. Four professional development days are incorporated into the school year. Professional Development workshops at the school have concentrated on the following topics: in reading (Four Blocks guided reading, make it/take it, working with words, Intervention Leadership Teams, and strategies for reading non-fiction), science (nature scavenger hunts), and technology (Ohio SchoolNet novice certification). At lunchtime, teachers hold study-groups to share with their colleagues strategies that work. They also share information gathered in reading professional books.

Columbus' Local Professional Development Committee was established to oversee and review professional development plans, course work, continuing education units, and equivalent activities for renewal of certificates and licenses and conversion to licenses. A wide variety of activities are offered that allow teachers to earn Continuing Education Unit credit, including traditional workshops, college courses, and supervising a student teacher. A special partnership was developed with The Ohio State University College of Education to offer teachers courses that are team taught by Columbus Public Schools and Ohio State staff. These courses are directly tied to identified areas of need that the district determined as goal areas after analysis of district data. The teachers' union offers online distance education courses in a professional development partnership with OSU's College of Education and the Ohio Education Association.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 Test Ohio Fourth-Grade Reading Proficiency Test

Edition/publication year 2002 Publisher Ohio Department of Education

What groups were excluded from testing? Why, and how were they assessed? Special education students with an Individual Educational Plan (IEP) and LEP students. These groups took alternate assessments based on their abilities and needs.

Number excluded see table Percent excluded see table

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

In September 2001, the Ohio State Board of Education established a cut score for a new "basic" level of performance, allowing scores below proficient to be divided into two categories. These additions created the following score ranges, which were used in the October 2002 administration of the Ohio Fourth-Grade Reading Proficiency Test:

- Advanced: 250 and above (passed the test with excellent results)
- Proficient: 217 to 249 (passed the test)
- Basic: 198 to 216
- Below Basic: 197 and below

Additional score ranges allow teachers to use data to provide differentiated levels of intervention.

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OHIO FOURTH-GRADE READING PROFICIENCY TEST

Cranbrook Elementary School	2001-02	2000-01	1999-2000	1998-99	1997-98
Testing month	March	March	March	March	March
SCHOOL SCORES					
TOTAL	38	55	47	53	46
At or Above Basic	96.4	N/A	N/A	N/A	N/A
At or Above Proficient	92.9	77.5	68.3	62.2	60.0
At Advanced	7.1	22.5	2.4	4.4	26.7
Number of students tested	28	40	41	45	30
Percent of total students tested	73.7	72.7	87.2	84.9	65.2
Number of students excluded	10	15	6	8	16
Percent of students excluded	26.3	27.3	12.8	15.1	34.8
SUBGROUP SCORES					
Asian	11	16	14	20	11
At or Above Basic	90.9	N/A	N/A	N/A	N/A
At or Above Proficient	90.9	87.5	78.6	65.0	90.9
At Advanced	9.1	25.0	7.1	0.0	54.5
Black	7	8	10	14	8
At or Above Basic	100.0	N/A	N/A	N/A	N/A
At or Above Proficient	100.0	75.0	50.0	50.0	37.5
At Advanced	0.0	25.0	0.0	14.3	0.0
White	10	15	15	10	10
At or Above Basic	100.0	N/A	N/A	N/A	N/A
At or Above Proficient	90.0	66.7	66.7	70.0	50.0
At Advanced	10.0	20.0	0.0	0.0	20.0
Economically Disadvantaged	19	26	31	33	20
At or Above Basic	94.7	N/A	N/A	N/A	N/A
At or Above Proficient	94.7	73.1	67.7	57.6	55.0
At Advanced	10.5	19.2	3.2	3.0	25.0
STATE SCORES					
TOTAL	67.7	56.0	58.2	59.2	47.1
At or Above Basic	91.4	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A
At or Above Proficient	67.7	56.0	58.2	59.2	47.1
State Mean Score	N/A	N/A	N/A	N/A	N/A
At Advanced	7.0	7.0	6.0	4.0	4.0
State Mean Score	N/A	N/A	N/A	N/A	N/A

Note: 1997-98 data have been calculated using the 1999 cut scores (217 for reading and 218 for math). The State data for this year appear in parenthesis to indicate that they reflect percent proficient using the cut scores in effect at the time of the test (210 for both reading and math).

OHIO FOURTH-GRADE MATHEMATICS PROFICIENCY TEST

Cranbrook Elementary School	2001-02	2000-01	1999-2000	1998-99	1997-98
Testing month	March	March	March	March	March
SCHOOL SCORES					
TOTAL	38	55	47	53	46
At or Above Basic	N/A	N/A	N/A	N/A	N/A
At or Above Proficient	79.3	80.0	77.5	68.2	70.0
At Advanced	31.0	37.5	27.5	15.9	23.3
Number of students tested	29	40	40	44	30
Percent of total students tested	76.3	72.7	85.1	83.0	65.2
Number of students excluded	9	15	7	9	16
Percent of students excluded	23.7	27.3	14.9	17.0	34.8
SUBGROUP SCORES					
Asian	12	16	14	20	11
At or Above Basic	N/A	N/A	N/A	N/A	N/A
At or Above Proficient	91.7	93.8	78.6	70.0	81.8
At Advanced	50.0	43.8	50.0	30.0	45.5
Black	7	8	10	14	8
At or Above Basic	N/A	N/A	N/A	N/A	N/A
At or Above Proficient	71.4	75.0	80.0	57.1	50.0
At Advanced	14.3	50.0	10.0	7.1	12.5
White	10	15	14	9	10
At or Above Basic	N/A	N/A	N/A	N/A	N/A
At or Above Proficient	70.0	73.3	71.4	77.8	70.0
At Advanced	20.0	26.7	14.3	0.0	10.0
Economically Disadvantaged	19	26	31	33	20
At or Above Basic	N/A	N/A	N/A	N/A	N/A
At or Above Proficient	84.2	76.9	77.4	66.7	65.0
At Advanced	26.3	38.5	29.0	15.2	25.0
STATE SCORES					
TOTAL	62.9	59.4	48.9	50.6	41.7
At or Above Basic	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A
At or Above Proficient	62.9	59.4	48.9	50.6	41.7
State Mean Score	N/A	N/A	N/A	N/A	N/A
At Advanced	17.0	16.0	11.0	12.0	7.0
State Mean Score	N/A	N/A	N/A	N/A	N/A

Note: 1997-98 data have been calculated using the 1999 cut scores (217 for reading and 218 for math). The State data for this year appear in parenthesis to indicate that they reflect percent proficient using the cut scores in effect at the time of the test (210 for both reading and math).