

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

Name of Principal - Mrs. Susan Sause

Official School Name - Dobbins Elementary School

School Mailing Address - 3030 Dobbins Road

Poland Ohio 44514-2324  
City State Zip Code+4 (9 digits total)

Tel. ( 330 ) 757-7011 Fax ( 330 ) 707-2080

Website/URL Email Pola\_sxs@access-K12.org

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

(Principal's Signature) Date

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

Name of Superintendent - Dr. Robert Zorn

District Name Poland Tel. ( 330 ) 757-7000

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- Mr. Ted Bair

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**

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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

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

1. Number of schools in the district:    \_\_3\_\_ Elementary schools  
   \_\_1\_\_ Middle schools  
   \_\_1\_\_ Junior high schools  
   \_\_1\_\_ High schools  
  
   \_\_6\_\_ TOTAL

2. District Per Pupil Expenditure:    \_\_\$6,096\_\_\_\_\_
- Average State Per Pupil Expenditure:  \_\_\$6911\_\_\_\_\_

### 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	
<b>K</b>	17	19	<b>36</b>	<b>7</b>				
<b>1</b>	29	29	<b>58</b>	<b>8</b>				
<b>2</b>	22	27	<b>49</b>	<b>9</b>				
<b>3</b>	24	24	<b>48</b>	<b>10</b>				
<b>4</b>	20	30	<b>50</b>	<b>11</b>				
<b>5</b>				<b>12</b>				
<b>6</b>				Other				
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>					

6. Racial/ethnic composition of the students in the school: 100 % White  
 0 % Black or African American  
 0 % Hispanic or Latino  
 0 % Asian/Pacific Islander  
 0 % American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: 2 %

(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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	241
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 0 %  
 0 Total Number Limited English Proficient  
 Number of languages represented: \_\_\_\_\_  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 3 %  
 9 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: 10%  
24 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>6</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>1</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>4</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </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**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>    </u>	<u>1</u>
Classroom teachers	<u>11</u>	<u>    </u>
Special resource teachers/specialists	<u>    </u>	<u>5</u>
Paraprofessionals	<u>    </u>	<u>1</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>16</u>	<u>9</u>

12. Student-“classroom teacher” ratio: 21.9 to 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.) 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	<u>96.2</u>	<u>97.1</u>	<u>96.3</u>	<u>97.2</u>	<u>96.6</u>
Daily teacher attendance	<u>94.4</u>	<u>95.8</u>	<u>95</u>	<u>94.9</u>	<u>95</u>
Teacher turnover rate	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student dropout rate	<u>X</u>	<u>X</u>	<u>x</u>	<u>x</u>	<u>X</u>
Student drop-off rate	<u>X</u>	<u>X</u>	<u>x</u>	<u>x</u>	<u>X</u>

## **PART III - SUMMARY**

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Dobbins Elementary School in Poland, Ohio is home for approximately two hundred and fifty, kindergarten through fourth grade students. Dobbins Elementary is one of six buildings that make up the Poland School District with a total student body of approximately two thousand five hundred. The Poland School District is a middle class suburban school system located in Mahoning County in northeastern Ohio. This area has traditionally been a steel producing valley and is somewhat depressed due to numerous plant closings. Many of the Dobbins parents, however, are professionals or commute to Pittsburgh or Cleveland.

The community of Poland is a historic, quality community that supports education and instills a love and respect for education in children. The Poland Schools have a very unique educational heritage dating back to 1802. This love of education is still evident in the Poland community today. This past year, the Poland District was ranked by the Ohio Department of Education as one of the state's top seventy one excellent school systems out of six hundred twelve districts. Our state report for 2001-2002 shows a perfect passage score of twenty two out of twenty two academic standards. In September 2002, School Match, Inc. a Columbus, Ohio based nonprofit corporation rated the Poland Schools in the nations' top fourteen percent. Last year we had a graduation rate of 100% with 91% continuing on to a higher level of education.

Dobbins's mission which is in line with the Districts' mission is to maintain a quality-learning environment for students having a broad range of abilities, interests, and special needs. Dobbins's learning environment provides each student with the opportunity to become a lifelong learner and a responsible citizen. Activities are focused on the student's academic, emotional and physical well-being. This mission is accomplished through a team work effort of the community, parents, staff, administration and students. Dobbins parents are very involved in the educational experience of their children. School activities are well attended and many parents volunteer countless hours within the building. The Dobbins staff is very experienced and continually work to further their knowledge in many related educational areas. The school administration is supportive. When presented with a new idea, the administration will listen. The Poland School system is noted as a traditional system. A variety of tried and true methodology as well as innovative techniques are utilized in educating the student populace. We have a multi handicap unit at Dobbins. The children from this unit are included in the regular classroom environment as much as possible. We are fortunate to have enough support staff that this experience is a plus for all students. We also have a full time intervention specialist and part time specialists in the areas of guidance, speech, psychology and occupational therapy. This extra support is valued at Dobbins.

The average Dobbins Elementary student has been taught the value of an education and will arrive at school rested, fed and ready to learn. Dobbins is a school where students experience a very positive atmosphere and where exemplary student achievement is always sought.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. Dobbins Elementary qualified as a *No Child Left Behind-Blue Ribbon School* by achieving at the highest level, top 10 percent in the state in reading and mathematics. This achievement was measured by state criterion-referenced assessments. Dobbins's 4<sup>th</sup> grade students took the Ohio 4<sup>th</sup> Grade Proficiency Test. Grade one, two and three students took the Ohio Off-Year Proficiency Tests.

- a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state's interpretation of statistical significance.

Dobbins Elementary has no statistically significant subgroup. Socioeconomic status is 3% on free or reduced lunch. Ethnicity is 100% White.

- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.

There was only one group of students who were excluded from taking this test. This group is our developmentally handicapped/autistic students. In the case where the student's low cognitive ability and/or his communication skills were so lacking as to make administering this form of assessment of any value, an alternative assessment was used. This was the case for one fourth grader and one second grader. Up until this year, 2003, we were also given the option of testing a child with an IEP but exempting their scores from the building and District scores. This could only be done if the student was receiving intervention and modifications were occurring daily. We had ten students in this category last year. As of the 2002-2003 school year, this is no longer an option.

- c. Attach all test data to the end of this application and continue to number the pages consecutively.

All test data for grades first through fourth is located at the end of this 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.

At Dobbins Elementary we use end-of-the-year testing to assess student achievement. In kindergarten, we use the Metropolitan Early Childhood Assessment Program. The results from this test indicate if a child is ready for math and reading instruction and/or if a child may qualify for intervention. In grades first, second and third, we use the Ohio Off-Grade Proficiency Tests. Our first graders are tested in math and reading. Second graders are tested in math, reading and writing and third graders are tested in math, reading, writing, science and citizenship. Our fourth grade students take the Ohio Fourth-grade Proficiency Tests in math, reading, writing, science and citizenship. When we receive the results, we do numerous things. First, any fourth or third grader that does not pass three of the five subject areas is recommended for summer school intervention. On the first in-service day of the new school year, each teacher is given an intervention list of her new students that did not pass. Each teacher then examines the test results to see in which strand the student was weak. She then plans an intervention strategy for these students. Next, the present teacher and the preceding teacher examine the results to see if there is an obvious weak area for a majority of the class. If so, this can mean that the new class teacher has to work on that concept, and/or that the previous teacher needs to strengthen her teaching of this concept. Before the in-service day is over, each staff member has a plan of action for any at-need child and a plan of action for concepts that need extra teaching time.

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

At Dobbins Elementary, parent-school communication is viewed as an important component for success. We have numerous ways we stay in contact with the parents. We use assignment books in second through fourth grade. On each daily sheet there is a place for teacher comments and parent comments. From kindergarten through fourth grade each student is given a blue, plastic take-home folder. Parents are encouraged to check this folder daily for any school communications. Our District schedules two parent/teacher conference nights. This is an opportune time for private teacher/parent dialogue. All Dobbins teachers have E-mail addresses. Parents may communicate in this manner. Phone calls and notes are shared often between home and school. We have an open door policy allowing parents great opportunity to observe activities within the building. We have many opportunities for parents to see their child perform in plays, skits and concerts. Informal communication between parents and teachers occurs in the hallways both before and after school. All teachers have a planning period from 2:30 to 3:30 which allows for conferencing. Teachers send home interim reports as needed and some teachers routinely send mid term reports to all students. Nationally normed test results and proficiency results are sent home with nine week report cards. One of the pluses of Dobbins is the close rapport between parents and staff.

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

Dobbins Elementary is one of three, kindergarten through fourth grade, schools in the Poland district. The principals of these three buildings meet often and share ideas almost daily. All Poland School administrators meet monthly and share E-mail and phone calls. The Poland School District is one of thirteen school districts in Mahoning County. The administrators of these thirteen districts meet monthly and share important items. As principal of Dobbins, I will share anything I have with anyone who wants to know. I have shared many of the proficiency testing readiness books I have come across. I reported back to the other administrators information I received from a seminar I attended dealing with proficiency testing. I came across a math program being sponsored by McDonalds and passed on this information. Dobbins teachers have had grade level meetings with the other elementary building staff members. When a fourth grade Dobbins teacher came up with the idea of using the high school physics students to teach the concept of simple machines, the next year, she pushed to have all the fourth graders in the district take part. A group of Dobbins teachers began a 24 Math club. Two years later another one of the buildings began a similar club. Sharing this information outside of our District is done through County liaison meetings, workshops which are attended by teachers of many districts, networking among teachers and through Dobbins staff members who teach at the local university. We will share any idea, method, tool or whatever to any school. However, I will not push this success on another. Just like a sports team, some years every thing comes together and it's a great year. Some years it doesn't matter what you do, you just don't get the same results. The school year, 2001-2002 was our year!

## PART V – CURRICULUM AND INSTRUCTION

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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.

Dobbins Elementary School's curriculum is based on the Mahoning County Course of Study which is based on the Academic Content Standards from the Department of Education of Ohio, which aligns with the National Standards. Each Dobbins teacher has a current copy of the course of study and is required to show how she addresses each objective. Especially at the elementary level, one activity may cover many objectives. Integration of content areas is highly encouraged. Math, reading, writing, science, health, citizenship, social studies, art, music and computers are taught at all grade levels kindergarten through fourth grade. At the kindergarten level a good majority of the time is spent with prewriting and pre-math activities. At the first and second grade levels there is more concentration in the areas of math, reading and writing. Beginning at the third grade level there is more emphasis on science and social studies. In fourth grade additional effort is placed on mastery of the aforementioned curriculum which is then evaluated by the State.

Dobbins Elementary School's educational philosophy is strongly rooted in teaching our students to think, to become life long learners, and to become responsible citizens. Beginning in second grade, PODs, problem of the day, are used in language arts and math. This exercise is an attempt to have the students think through different, every day problems, while reviewing learned concepts. As much as the child is able, he/she is exposed to higher-level-thinking type questions. Individual projects are often assigned allowing for multi tiered learning. Our computer program is used in conjunction with what is being taught in class. The students are taught how to research through the internet. The students also take part in three community activities-a food drive, a mitten and hat Christmas project, and the Goodwill bag project. Upon leaving Dobbins, we hope that we have prepared our students to be able to think, to learn, and to care.

Although there is a textbook for all of the major subject areas each concept is taught in a number of different ways. For example, our fourth grade students learned about water ecology and soil erosion from our high school biology students. Our third grade students are part of a wax museum project where they research a famous person, memorize a self-written speech, and recite this speech when their "button" is pushed. For pioneer day, the fourth graders spend the entire day in "pioneer" activities. When studying Hawaii, there is a Luau lunch. We have a family math night in cooperation with the Westminster College education department. The second graders go to a local bakery to better understand the principles of an assembly line. These are but a few of the ways that we try to engage all students in significant learning experiences.

When we have a child who may not be succeeding, we are fortunate to have a very active volunteer group. Each teacher and specialist has access to at least one volunteer for a half hour each day. Our volunteers come from the community, the high school leadership organization and two local colleges. We also have an effective supplemental staff. We have an elementary guidance counselor, a school psychologist, a speech pathologist, an intervention specialist, and an autistic/ multi handicapped teacher. This individual attention is invaluable when engaging children.

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.

At Dobbins Elementary, we believe in a balanced literacy classroom. Balanced literacy instruction focuses on helping students learn to read and write by reading and writing **to, with, and by** the students. At the heart of this program is comprehension of what is read. A balanced literacy program focuses on individual needs. This is done at Dobbins through direct reading to the students, whole group and small group instruction, integration of other content areas, the use of leveled readers, alternative teaching strategies, prevention/intervention techniques, and word studies for phonological awareness, phonemic awareness, word recognition, fluency, and comprehension. Assessment is also a very important component of our reading curriculum. We use a variety of assessment tools-paper/pencil, standardized test, conferencing, portfolios, oral testing and state proficiency testing. It is common to see plays or skits, poetry recitals, reader theaters or book buddies going on within the school. We also use the Accelerated Reading Program beginning in second grade. The home school connection is also important. Parents become involved in our reading program through volunteer reading within the classroom, helping other children with reading instruction or volunteering in the library. Our basal reader is the McGraw-Hill Reading series. We selected this series because we liked the numerous curriculum connections, the integration of different areas of language arts, the additional supplemental material, and the basic directions and text for guided instruction. Technology is also incorporated when the students make their own stories or review skills with *Reader Rabbit* or *Stanley Stickers*. The older students will be learning *Power Point* by the end of this year.

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.

At Dobbins Elementary, we believe that all students have an opportunity to become mathematically literate, that they are capable of extending their learning, have an equal opportunity to learn, and become informed citizens capable of understanding issues in a technological society. We further believe that knowledge of mathematics is an essential element in the development of the whole person. To this end we teach the value of mathematics, how to become mathematical problem-solvers, how to communicate mathematically and how to reason mathematically. We also believe that the student must see the connections that mathematics has to the real world. Mathematics instruction includes practical applications, real data, and numbers associated with situations and problems encountered in the workplace and daily life. Our textbook is *Exploring Mathematics* by Scott Foresman. We selected this textbook because of its numerous hands-on manipulatives, its ample practice and real-life problem-solving situations, its many cooperative learning situations, and its emphasis on a process approach to problem solving. As a supplement to this text, the teachers also use *Investigations*. This program is favored for its hands-on approach, its numerous engaging activities and its group learning experiences. Computer programs also support our math curriculum. *Mighty Math*, *Zoo Zillions* and *Calculating Crew* are very good for review. *Graph Club*, and *Every Day Math* require the students to think through real life situations and apply knowledge. *Math in the Real World* is a computer program utilized by fourth grade students to extend the problem solving capabilities of those students up for the challenge.

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

The statement No Child Left Behind can only be accomplished when a multitude of instructional methods are employed. At Dobbins, the staff diligently works towards this goal. In each classroom you will see examples of visual, tactile and auditory instruction. Tiered lessons are common as is the use of integrated, thematic units. Instruction may be occurring in small groups, large groups and/or cooperative peer groupings. A volunteer is often working with the teacher and students. This volunteer may be a parent, a local high school student or a college level education student. Journal writing, literature circles, drill work, games, holey cards, clapping/rhyming math facts, singing a list of prepositions, a hands-on science experiment, a guided reading activity, or individual level reading, individual teacher conferencing, a student working on one of the five classroom computers or at a learning center, or maybe a student taking care of the classroom pet are activities you might see at Dobbins. On a special day there might be a class play or other student presentations, or a parent or community speaker, or the class may not be in the room at all. They might be on a field trip or at the outside learning lab. Once a year you might observe our student produced, Magic Science Show, Vocabulary On Parade, Easter Bonnet Book Parade, Wax Museum, Young Author's Tea, or if you are really brave of heart, you can attend the Math Fact sleepover. Throughout the year we also have assemblies coordinated with our curriculum. It might be a presentation by COSI (Center Of Science and Industry), the Carnegie Science Center, an Opera, or a book author. After school students might stay around for Read and Dessert Club, Chess Club or Math 24. In their spare time, Dobbins students could be reading an Accelerated Reader or Book-It book. They might be working on a poem to submit to the local paper for publication. They might be reading with a book buddy or working with a classmate on an economic educational classroom company project. Instruction methods at Dobbins are numerous and often very creative. Each child is assessed for his or her best way of learning. Then we try to match the learning style with the correct instructional method.

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

Dobbins' professional development program has allowed for professional growth by all of its twelve staff members. The Poland Schools pay a stipend for each college class taken that falls within the teachers teaching field. With the help of this program, ten of twelve Dobbins teachers holds a Masters degree and nine of these ten have hours over this Masters. Besides college work, the Poland Board of Education provides district wide in-service programs. One hundred percent of the Dobbins staff is familiar with the Formula Writing Program, Orton Gillingham Method of Reading, much computer training, and the usual child abuse-bullying-safety-health issues. Our county office also provides valuable in-service opportunities such as Summer Institute of Reading Intervention (SIRI), Math Investigations and Pathwise Training. The majority of Dobbins staff members have taken these seminars. Each summer the Mahoning Country Educational Center offers a long list of professional development opportunities. Last summer over three fourths of the Dobbins teachers attended or taught classes for continuing educational training. How does this continual professional development impact on student achievement? The obvious answer to this question is that through professional development, teachers stay abreast of new teaching theories and methodologies. The more knowledge the teacher has the better she can select the best way to fulfill the needs of her students. Another way is which professional development will impact on student achievement is by the teacher setting an example for her students. We have a mission statement which includes developing life long learners. Teachers must set this example. Dobbins' teachers do this. Four Dobbins teachers are National Board Certified. All of the Dobbins teachers are members of at least one professional organization.

## State Criterion-Referenced Test (4<sup>th</sup> grade Reading)

Grade   4  

Test   Ohio Proficiency Test  

Edition/publication year   2002  

Publisher   Ohio Department of Education  

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

Only one fourth grader was totally excluded from this test. He is autistic and was tested through alternate assessment (how well he met his goals for the year). Three SLD students took the test but their scores did not count against our average. Two of these students are receiving reading intervention on a second grade level. The third student was reading at a beginning third grade level.

Number excluded   1  

Percent excluded   2%  

The Ohio 4<sup>th</sup> Grade Proficiency Test is composed of five sections-writing, reading, science, math and citizenship. A score of 250 or above is considered to be **Advanced**. A score of 217 to 249 is **Proficient**. A score of 198 to 216 is **Basic** with a score of 197 or below considered to be **Failing**. The reading section of this test is comprised of seven selections. Some of the readings are fiction and some are non-fiction. There are approximately forty five questions which are a mix of multiple-choice, short response and long response answers. The questions test for constructing and examining meaning with fiction and nonfiction material. Until 2003, special students- SLD, DH, MH- often would take this test but their scores were not included in the building percentage. Beginning in 2003, all student scores will be included.

### Data Display Table for Reading – 4<sup>th</sup> grade

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
TOTAL	100%	100%	100%		
At or Above Basic	100%	9.6%	16%		
At or Above Proficient	100%	90.4%	89%		
At Advanced	20%	NA	11%		
Number of students tested	48	50	74		
Percent of total students tested	100%	100%	100%		
Number of students excluded	1	0	0		
Percent of students excluded	2%	0%	0%		
<b>STATE SCORES</b>					
TOTAL- 75% STATE STANDARD					
At or Above Basic					
State Mean Score					
At or Above Proficient	78.7%	56.0%	85.7%		
State Mean Score					
At Advanced					
State Mean Score					

Dobbins Elementary has no statistically significant subgroup. Socioeconomic status is 3% on free or reduced lunch. Ethnicity is 100% White.

### State Criterion-Referenced Test (4<sup>th</sup> grade Mathematics)

Grade   4  

Test   Ohio Proficiency Test  

Edition/publication year 2002

Publisher   Ohio Department of Education  

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

Only one fourth grader was totally excluded from this test. He is autistic and was tested through alternate assessment. Three SLD students took the test but their scores did not count against our average. All three of these students are receiving math intervention on a second grade level.

Number excluded   1  

Percent excluded   2%  

The Ohio 4<sup>th</sup> Grade Proficiency Test is composed of five sections-writing, reading, science, math and citizenship. A score of 250 or above is considered to be **Advanced**. A score of 217 to 249 is **Proficient**. A score of 198 to 216 is **Basic** with a score of 197 or below considered to be **Failing**. The math section of this test is comprised of eight strands covered in forty five questions which are a mix of multiple-choice and short response answers. The different strands are *Patterns, Relations, & Functions; Problem-Solving Strategies; Numbers and Number Relations; Geometry; Algebra; Measurement; Estimation and Mental Computation; Data Analysis and Probability*. Until 2003, special students- SLD, DH, MH- often would take this test but their scores were not included in the building percentage. Beginning in 2003, all student scores are to count.

### Data Display Table for 4<sup>th</sup> grade Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
TOTAL	100%	100%	100%		
At or Above Basic	100%	01.9%	18.9%		
At or Above Proficient	100%	98.1%	81.1%		
At Advanced	69%	NA	32%		
Number of students tested	48	50	74		
Percent of total students tested	98%	100%	100%		
Number of students excluded	1	0	0		
Percent of students excluded	2%	0%	0%		
<b>STATE SCORES-75% state standard</b>					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient	58.6%	56.0%	70%		
State Mean Score					
At Advanced					
State Mean Score					

Dobbins Elementary has no statistically significant subgroup. Socioeconomic status is 3% on free or reduced lunch. Ethnicity is 100% White.

**State Criterion-Referenced Test (3<sup>rd</sup> grade Reading)**

Grade 3

Test Ohio Off Grade Proficiency Test

Edition/publication year 2000

Publisher Riverside Publishing

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

All third grade students took this test. Four SLD students and one DH student who were receiving reading intervention took the test but their scores did not count against our average.

Number excluded 0

Percent excluded 0%

The Ohio Off-Year Proficiency Test is a diagnostic test used at the discretion of each district. In our district a score of 250 or above is considered to be **Advanced**. A score of 217 to 249 is **Proficient**. A score below 217 is **Below Proficiency**. The reading section of this test is comprised of seven selections. Some of the readings are fiction and some are non-fiction. There are approximately forty five questions which are a mix of multiple-choice, short response and long response answers. The questions test for constructing and examining meaning with fiction and nonfiction material. Until 2003, special students- SLD, DH, MH- often would take this test but their scores were not included in the building percentage. Beginning in 2003, all student scores were to count.

**Data Display Table for Reading – 3rd grade**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL	<u>100%</u>	100%	100%		
Below Proficiency	9%	10%	25%		
At or Above Proficient	91%	90%	75%		
At Advanced	4%	66%	06%		
Number of students tested	50	50	52		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

Dobbins Elementary has no statistically significant subgroup. Socioeconomic status is 3% on free or reduced lunch. Ethnicity is 100% White.

## State Criterion-Referenced Test (3<sup>rd</sup> grade Mathematics)

Grade 3

Test Ohio Off Grade Proficiency Test

Edition/publication year 2000

Publisher Riverside Publishing

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

All third grade students took this test. Four SLD students and one DH student who were receiving math intervention took the test but their scores did not count against our average.

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Number excluded 0

Percent excluded 0%

The Ohio Off-Year Proficiency Test is a diagnostic test used at the discretion of each district. In our district a score of 250 or above is considered to be **Advanced**. A score of 217 to 249 is **Proficient**. A score below 217 is **Below Proficiency**. . The math section of this test is comprised of eight strands covered in forty five questions which are a mix of multiple-choice and short response answers. The different strands are *Patterns, Relations, & Functions; Problem-Solving Strategies; Numbers and Number Relations; Geometry; Algebra; Measurement; Estimation and Mental Computation; Data Analysis and Probability*. Until 2003, special students- SLD, DH, MH- often would take this test but their scores were not included in the building percentage. Beginning in 2003, all student scores are to count.

### Data Display Table for 3<sup>rd</sup> grade Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May			
<b>SCHOOL SCORES</b>					
TOTAL	100%	100%	100%		
Below Proficiency	7%	17%	15%		
At or Above Proficient	93%	83%	85%		
At Advanced	49%	41%	47%		
Number of students tested	50	50	52		
Percent of total students tested	100%	100%	100		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

Dobbins Elementary has no statistically significant subgroup. Socioeconomic status is 3% on free or reduced lunch. Ethnicity is 100% White.

## State Criterion-Referenced Test (2nd grade Reading)

Grade   2  

Test   Ohio Off Grade Proficiency Test  

Edition/publication year   2000  

Publisher   Riverside Publishing  

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

One second grader did not take this test. This student is DH and autistic. She was assessed through alternate assessment. One other autistic child and one SLD student did take this test but their scores did not count against our average.

Number excluded   1  

Percent excluded   2%  

The Ohio Off-Year Proficiency Test is a diagnostic test used at the discretion of each district. In our district a score of 250 or above is considered to be **Advanced**. A score of 217 to 249 is **Proficient**. A score below 217 is **Below Proficiency**. The reading section of this test is comprised of seven selections. Some of the readings are fiction and some are non-fiction. There are approximately forty five questions which are a mix of multiple-choice, short response and long response answers. The questions test for constructing and examining meaning with fiction and nonfiction material. Until 2003, special students-SLD, DH, MH- often would take this test but their scores were not included in the building percentage. Beginning in 2003, all student scores were to count.

### Data Display Table for Reading – 2nd grade

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL	<u>100%</u>	100%	100%		
Below Proficiency	2%	13%	17%		
At or Above Proficient	89%	87%	83%		
At Advanced	09%	07%	19%		
Number of students tested	46	45	48		
Percent of total students tested	98%	100%	100%		
Number of students excluded	1	0	0		
Percent of students excluded	2%	0%	0%		

Dobbins Elementary has no statistically significant subgroup. Socioeconomic status is 3% on free or reduced lunch. Ethnicity is 100% White.

## State Criterion-Referenced Test (2nd grade Mathematics)

Grade   2  

Test   Ohio Off Grade Proficiency Test  

Edition/publication year   2000  

Publisher   Riverside Publishing  

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

Number excluded   1  

Percent excluded   2%  

One second grader did not take this test. This student is DH and autistic. She was assessed through alternate assessment. One other autistic child and one SLD student did take this test but their scores did not count against our average.

The Ohio Off-Year Proficiency Test is a diagnostic test used at the discretion of each district. In our district a score of 250 or above is considered to be **Advanced**. A score of 217 to 249 is **Proficient**. A score below 217 is **Below Proficiency**. The math section of this test is comprised of eight strands covered in forty five questions which are a mix of multiple-choice and short response answers. The different strands are *Patterns, Relations, & Functions; Problem-Solving Strategies; Numbers and Number Relations; Geometry; Algebra; Measurement; Estimation and Mental Computation; Data Analysis and Probability*. Until 2003, special students- SLD, DH, MH- often would take this test but their scores were not included in the building percentage. Beginning in 2003, all student scores are to count.

### Data Display Table for 2nd grade Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
TOTAL	100%	100%	100%		
Below Proficiency	11%	11%	06%		
At or Above Proficient	89%	89%	94%		
At Advanced	61%	61%	44%		
Number of students tested	46	45	48		
Percent of total students tested	98%	100%	100%		
Number of students excluded	1	0	0		
Percent of students excluded	2%	0%	0%		

Dobbins Elementary has no statistically significant subgroup. Socioeconomic status is 3% on free or reduced lunch. Ethnicity is 100% White.

## State Criterion-Referenced Test (1<sup>st</sup> grade Reading)

Grade\_\_1\_\_\_\_\_

Test\_ Ohio Off Grade Proficiency Test

Edition/publication year 2000

Publisher \_Riverside Publishing

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

All first grade students took this test. One autistic student took the test but his scores did not count against our average.

Number excluded\_0

Percent excluded\_0%

The Ohio Off-Year Proficiency Test is a diagnostic test used at the discretion of each district. In our district a score of 250 or above is considered to be **Advanced**. A score of 217 to 249 is **Proficient**. A score below 217 is **Below Proficiency**. The reading section of this test is comprised of seven selections. Some of the readings are fiction and some are non-fiction. There are approximately forty five questions which are a mix of multiple-choice, short response and long response answers. The questions test for constructing and examining meaning with fiction and nonfiction material. Until 2003, special students- SLD, DH, MH- often would take this test but their scores were not included in the building percentage. Beginning in 2003, all student scores were to count.

### Data Display Table for Reading – 1st grade

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL	<u>100%</u>	100%	100%		
Below Proficiency	26%	2%	06%		
At or Above Proficient	74%	98%	94%		
At Advanced	12%	12%	10%		
Number of students tested	57	44	48		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

Dobbins Elementary has no statistically significant subgroup. Socioeconomic status is 3% on free or reduced lunch. Ethnicity is 100% White.

## State Criterion-Referenced Test (1st grade Mathematics)

Grade\_\_1\_\_\_\_\_

Test\_ Ohio Off Grade Proficiency Test

Edition/publication year 2000

Publisher \_Riverside Publishing

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

All first grade students took this test. One autistic student took the test but his scores did not count against our average.

Number excluded\_0

Percent excluded\_\_0%\_\_

The Ohio Off-Year Proficiency Test is a diagnostic test used at the discretion of each district. In our district a score of 250 or above is considered to be **Advanced**. A score of 217 to 249 is **Proficient**. A score below 217 is **Below Proficiency**. . The math section of this test is comprised of eight strands covered in forty five questions which are a mix of multiple-choice and short response answers. The different strands are *Patterns, Relations, & Functions; Problem-Solving Strategies; Numbers and Number Relations; Geometry; Algebra; Measurement; Estimation and Mental Computation; Data Analysis and Probability*. Until 2003, special students- SLD, DH, MH- often would take this test but their scores were not included in the building percentage. Beginning in 2003, all student scores are to count.

### Data Display Table for 1st grade Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
TOTAL	100%	100%	100%		
Below Proficiency	44%	16%	08%		
At or Above Proficient	56%	84%	92%		
At Advanced	26%	40%	37%		
Number of students tested	57	45	49		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

Dobbins Elementary has no statistically significant subgroup. Socioeconomic status is 3% on free or reduced lunch. Ethnicity is 100% White.