

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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

Official School Name Louisa May Alcott Elementary School  
(As it should appear in the official records)

School Mailing Address 10308 Baltic Road  
(If address is P.O. Box, also include street address)

Cleveland Ohio 44102-1631  
City State Zip Code+4 (9 digits total)

Tel. (216) 631-3151 Fax (216) 631-3309

Website/URL <http://www.cmsdnet.net/schools/elementary/alcott.html> E-mail bergma01@cmsdnet.net

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Ms. Barbara Byrd-Bennett  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cleveland Municipal School District Tel. (216) 574-8500

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. Margaret Hopkins  
(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 \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

---

**[Include this page in the school's application as page 2.]**

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:       61   Elementary schools  
   17   Middle schools  
   0   Junior high schools  
   20   High schools  
   23   Other (Briefly explain) (K-8)  
    121  TOTAL
2. District Per Pupil Expenditure:     10,352 (FY02#)  
     Average State Per Pupil Expenditure:   8,441

**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.   7   Number of years the principal has been in her/his position at this school.  
  N/A   If fewer than three years, how long was the previous principal at this school?
5. Number of students 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	26	<b>43</b>	<b>7</b>			
<b>1</b>	18	13	<b>31</b>	<b>8</b>			
<b>2</b>	17	15	<b>32</b>	<b>9</b>			
<b>3</b>	15	18	<b>33</b>	<b>10</b>			
<b>4</b>	19	11	<b>30</b>	<b>11</b>			
<b>5</b>	12	22	<b>34</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>203</b>

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>49.4</u> % White                       |
| <u>33.2</u> % Black or African American   |
| <u>8.9</u> % Hispanic or Latino           |
| <u>0.5</u> % Asian/Pacific Islander       |
| <u>0</u> % American Indian/Alaskan Native |
| <u>8</u> % Other                          |
| <b>100% Total</b>                         |

7. Student turnover, or mobility rate, during the past year: 25.96%

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	18
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	36
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	54
<b>(4)</b>	Total number of students in the school as of October 1	208
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.2596
<b>(6)</b>	Amount in row (5) multiplied by 100	25.96%

8. Limited English Proficient students in the school: 0%  
N/A Total Number Limited English Proficient  
 Number of languages represented: N/A  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 100% Based on universal feeding Federal Government

203 Total Number Students Who Qualify

If this method does not produce 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: 27%  
55 Total Number of Students Served (1/5/03)

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

- |                                   |   |
|-----------------------------------|---|
| <u>  1  </u> Autism               | <u> 15 </u> Orthopedic Impairment                                       |
| <u>    </u> Deafness              | <u> 10 </u> Other Health Impaired                                       |
| <u>    </u> Deaf-Blindness        | <u>  6 </u> Specific Learning Disability                                |
| <u>    </u> Hearing Impairment    | <u>  9 </u> Speech or Language Impairment                               |
| <u>  4 </u> Mental Retardation    | <u>    </u> Traumatic Brain Injury                                      |
| <u>  3 </u> Multiple Disabilities | <u>    </u> Visual Impairment Including Blindness                       |
|                                   | <u>  7 </u> Kindergarten Children: Preschool Children with Disabilities |

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u> 10 </u>	<u>    </u>
Special resource teachers/specialists	<u>  7 </u>	<u>  9 </u>
Paraprofessionals	<u>  4 </u>	<u>    </u>
Support staff	<u>  9 </u>	<u>  2 </u>
Total number	<u> 32 </u>	<u> 11 </u>

12. Average school student-“classroom teacher” ratio:  20/1 

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	99.4	99.2	95.3	93.4*	N/A
Daily teacher attendance	92	96	87*	87.7*	N/A
Teacher turnover rate	1	0	0	0	0
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

\*Non-official source  
official source corrupt.

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

NA

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	_____ %
<b>Total</b>	<b>100 %</b>

## **PART III – SUMMARY**

---

Louisa May Alcott Elementary School was opened in 1926 as a four-room schoolhouse of children in grades kindergarten through grade three. In the mid-1970s, an addition was added to the building that included a multi-purpose room, library, science room, offices and seven classrooms. In 1981, under desegregation, the school was converted to an adult sheltered workshop. With the passing of a levy in 1996, the school was converted back to an elementary school, reopening in the fall of 1997 for grades kindergarten through grade five with an entirely new staff and first-year principal. It is an urban school and part of the Cleveland Municipal School District.

With children assigned from at least ten surrounding schools, many behavior and academic problems were apparent. The school also became a special education site for children with orthopedic handicaps (OH), those who had other health impairments (OHI) and a variety of children who were developmentally handicapped or learning disabled. During the first year many procedures, policies and traditions were established. The energies of the staff went to assessing student needs, which were great, and achievement, which was low, and planning for future curriculum and programs to turn things around.

During the first year, however, much progress was made. The mission of the school to have all of our children achieve at high levels was agreed to through a planning process involving all stakeholders. Through collaborative efforts a discipline plan, a dress code and a common reading curriculum were established.

As a result of this cooperative endeavor, the staff researched, purchased and implemented Direct Instruction as the core reading curriculum. A year later, the Saxon Math program was adopted and through the training of teachers and implementation of these programs we began our climb. With the use of Title I funds that became available to us our second year, we established a science laboratory type classroom and hired a full-time science teacher.

In the course of six years we have created a school library, built a conference room and two small rooms for specialists, organized an active parent group, obtained a corporate partner, established a reading intervention program utilizing 50 tutors and built a playground. We have also written and received grants totaling almost \$400,000.00.

Louisa May Alcott is now being recognized for its innovations in curriculum and excellent performance. The superintendent has deemed Alcott as a “model school” and visitors come daily to observe the programs and teaching staff. The teachers have overwhelmingly supported the school programming as evidenced by the fact that there has not been one transfer over the last five years. The greatest impact and most rewarding benefit has been in watching the transformation of the children as they now come to school eager and prepared to learn and flourishing in the welcoming and peaceful environment that has been created for them.

Even with success, Louisa May Alcott continues to strive for greater extension of the curricula and improvement. Most likely our school will be configured into a K-8 model or K-3 model based on district need. The school community is ready to meet these challenges, with continued excellence in shared leadership and teamwork, and strong commitment to the children of Louisa May Alcott Elementary School.

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

---

### **1. The meaning of the School’s Assessment Data in Reading and Math**

The Ohio State Fourth-Grade Proficiency Test is a rigorous and timely assessment of student strengths and weaknesses in five subject areas: reading, mathematics, citizenship, writing and science. The test is given statewide to all 4<sup>th</sup> graders over a two-week period in March. Each subject takes up to two-and-one half hours and tests knowledge in a variety of ways.

Literal interpretation in reading is tested through multiple-choice questions. Short answer and extended response questions require a demonstration of higher level thinking skills as students create charts and tables from information they have read. Through the writing of longer passages, students demonstrate their ability to understand deeper meanings in passages and express opinions and draw conclusions about what they have read. Both fiction and non-fiction material is presented on the test.

The mathematics test is equally challenging. Students must answer a wide variety of questions demonstrating knowledge on many levels. There are basic computation questions in multiple choice form and short answer questions requiring interpretation of graphs, charts, etc. The most challenging part of the test requires the students to do multiple-step, word problems and give written responses to how they arrived at their answers.

The test is graded by an external company employed by the Ohio State Department of Education to insure objective results. The tests are mailed to the state in March and the results reach the schools in June. For each subject there is a scaled score established by the State Board of Education, and students are evaluated by how they perform against this standard. For the reading test, there are four categories of performance: below basic, basic, proficient and advanced. For mathematics, students are categorized as not proficient, proficient and advanced.

The testing data the school receives from the state provides valuable information for educators to determine areas of strength and weakness in each subject. Careful utilization of this information has resulted in continuous refinement of teaching strategies and practices. The changes have impacted practices in all grades, beginning in kindergarten, so that students enter fourth grade with a firm foundation to succeed. Thus we have demonstrated schoolwide improvement in reading and mathematics over the course of five years.

### **2. How the School Uses Assessment Data To Understand and Improve Student and School Performance**

Louisa May Alcott Elementary uses different forms of assessment on an ongoing basis. The assessment information is used to determine student progress and quality teacher practice. Our Direct Instruction reading program has assessments embedded in lessons to assure quality in phonics, word recognition, rate of reading and comprehension. Our *Saxon Math* program also has testing embedded within the program and includes daily fact drills and unit tests administered every five lessons. In addition to these assessments, teachers have been inserviced on creating quality teacher-made assessments that align with the standards in all core subject areas and grade these assessments using rubrics, which the children, grades 1-5, know how to read and interpret.

Teachers have access to data bases provided by the district, which can be used to interpret result of standardized testing given district and statewide. Workshops are held regularly at grade level meetings to review data and adjust curriculum to the assessment results.

When a child enters Louisa May Alcott, his reading is assessed immediately by our in-house English/Language Arts Developer. The child is then placed in the appropriate multi-aged reading group to match his ability level. Students are individually assessed throughout the year if striking gains or losses are noted, and can be easily moved from one group to another according to his or her needs. This flow of continual assessment makes for easily recognizable trends in groups and individual students, and teachers can adjust their curricula and teaching techniques to accommodate the children's needs and achieve optimum achievement.

### **3. How the School Communicates Student Performance**

Keeping our community informed of student progress has been achieved using a variety of communication techniques. Our school has established before and after-school conference times at each report card period so parents can easily schedule appointments to communicate with teachers one-on-one. A progress report is sent home every five weeks with a request for a parent conference, if needed. Our monthly calendar/newsletter informs parents and the community of our students' progress and parents are invited to quarterly awards assemblies, which highlight academic achievement. At every parent meeting, our principal gives a report of grade level and/or school-wide achievement and honors. All test scores are accessible for analysis on our district on-line Data Farm, and graphs and tables of each child's progress can be accessed and printed by teachers for parents. A quarterly progress report has been produced for each special education student and is aligned to individual I.E.P. goals. We are developing Data Folders in which the children are responsible for graphing their progress, and can compare it to last year's progress. We also have an open door policy for parents so they can observe their child in the classroom whenever they wish.

### **4. How the School Will Share Its Successes with Other Schools**

This year Louisa May Alcott was designated by our Superintendent as one of four "model schools" in a district of 121 schools. Teachers and staff from other schools visit us regularly to see quality teaching, and our teachers can be invited to other schools to model teaching in classrooms. Four staff members presented at a breakout session at the State Superintendent's Schools of Promise Conference in Columbus, Ohio, on the topic: *Providing Leadership that Results in Continuous Improvement of Instruction*. Five staff members have been invited to present at the OAASFEP Title I/Federal Programs Spring Conference with the topic: *Everyone Reads! (Overcoming the Odds)*.

We had a five-minute piece done on our school by the Ohio Educational TV Network, and our local NBC newscasters did a piece on our school and its successes. From these various recognitions we have had calls from within and outside of district asking for help in a variety areas of academic school life. Our teachers and staff are models of expertise and are being recognized and utilized by many.

# **PART V – CURRICULUM AND INSTRUCTION**

---

## **1. Louisa May Alcott Elementary School Curriculum**

The curriculum of Louisa May Alcott is based on content standards developed by the school district and the Ohio Department of Education. Our school uses rigorous, specific, measurable, and concise instructional methods, which promote high expectations for all students. All standards are broken down by grade level with appropriate benchmarks and performance indicators for each grade.

The K-5 Reading/Language arts curriculum consists of Reading, Writing, Speaking, Listening and Viewing skills. Our staff uses a balanced literacy program. The core of reading instruction is developed through the use of Direct Instruction, from S.R.A. Publishing. Supplemental instruction is provided by additional literature materials, Accelerated Reader, trade books, teacher developed units and assessments, and other language materials. A full-time Media Specialist teaches lessons at all grade levels that focus on research, computer, and literacy skills. All students, including special education students, are grouped according to their literacy needs (multi-aged grouping) for their reading block instruction.

Math instruction for K-5 is also driven by the district, state, and NCTM standards. Grades K-5, including special education, use the Saxon Math program (Saxon Publishers), which is a direct instruction program for math. The Saxon program is supplemented by Harcourt Brace Texts, *Interactive Math with Literacy*, hands on math activities, and teacher developed units and assessments, which focus on skill reinforcement and problem solving. An in-house Math Developer coordinates implementation of math standards into math programming.

Science instruction is also aligned with the district and state standards. Instruction focuses in the areas of Earth and Space Science, Life Sciences, Physical Sciences, Science and Technology, Inquiry and Scientific Ways of Knowing. Continuous academic improvement in science has been achieved by utilizing Title I funds to develop a science laboratory classroom and to provide a full-time science teacher. Students participate in a school and district science fair each year. Science instruction is based on *Pro-Link Science*, a guide provided to the district. Active exploration and hands on learning is supplemented by kits obtained through such programs as “Foss,” “Science Anytime,” “Insights,” and teacher-made kits, units, and assessments.

The district and state social studies standards are clearly defined by a balanced program of active citizenship. Instruction in grades K-5 concentrates on the areas of History, People in Societies, Geography, Economics, Government and Citizenship. Each grade level develops a yearly theme on which instruction is based. A theme example is “People Working Together.” Instruction utilizes all the resources provided by the school district and is supplemented by the use of guest speakers/presentations, field trips, multicultural programs, Junior Achievement programming, maps, globes, current events/newspaper study, and leaning centers. Use of Internet access, CD-ROM’s, video conferencing and other technology are also incorporated into the themes.

Opportunities for art, music, drama and dance are essential to our curriculum to promote creative thinking in our students. Students at Louisa May Alcott participate in the arts through weekly vocal and instrumental music classes and choir. Drama and dance are a core part of our physical education program. Art is incorporated into every area of the curriculum and is displayed in our end of the year art exhibit, funded through a grant. Guest speakers from all areas of the arts regularly make presentations. Students are given many opportunities to demonstrate talents in the many programs put on by the school, including a Louisa May Alcott Showcase Night each spring.

## **2. Reading Curriculum**

The first step to our academic improvement was researching and adopting SRA's Direct Instruction Reading Program as the foundation for our reading curriculum. The Direct Instruction program provided many components that were necessary for our students to succeed which includes a special education student population. The program contains the key elements for reading instruction, which include phonemic awareness, phonics, vocabulary instruction, fluency, accuracy and comprehension. Reading skills are explicitly taught from a script during the lesson. Specific strategies and techniques, such as signaling responses and correction procedures are incorporated into the program, as well as a variety of assessments.

A state grant and our school district provided the funds to adopt the program. During the implementation stage, the grant enabled the staff to be trained extensively, to attend several Direct Instruction Conferences, and to receive mentoring and coaching from an outside Direct Instruction consultant. Thus, high expectations and standards were established from the beginning of the program for the staff and students.

With a common goal and understanding, the teachers have worked collaboratively to have two reading blocks per day in grades K-5. One block is for Direct Instruction and the other block is for literacy. During grade level meetings, the staff works together to plan their literacy lessons. The staff uses Direct Instruction techniques and research-based strategies like word building, reciprocal teaching, word walls, and flexible groups to meet the needs of all of our students. In addition, we offer a literacy tutoring program with community volunteers to a targeted group of students. Therefore, our reading curriculum has evolved into a balanced literacy program.

## **3. School's Curriculum Area of Choice: Mathematics**

After researching many approaches to the effective teaching of math, Louisa May Alcott unanimously chose Saxon Math as our core mathematics curriculum for grades K-5, and began its usage our second year as a school. Saxon Math is another Direct Instruction (DI) program based on mastery learning. We have found that the consistency of teaching techniques over grade levels transfers well from grade to grade. We found that this one mathematics system did not offer all the necessary components to master every standard required by the state of Ohio. Therefore, we have supplemented this core piece with Harcourt Brace materials, teacher adaptations and have recently have added *Interactive Math with Literacy*, a program created by a Cleveland teacher.

With funding from a grant offered by the State of Ohio, we received materials and expert training on teaching Saxon Math. When grant money was depleted, we began tapping into our own teachers' areas of expertise in mathematics. We have a math developer in the building who models lessons for teachers and has introduced *Interactive Math with Literacy* to grades two and three after she successfully implemented the program with fourth graders two years ago. Higher academic achievement and higher test scores have been a result. Teachers have also begun to infuse their math curricula with skills usually taught one grade above their own, so the children are experienced and prepared for the next grade.

With our excellent teacher cooperation across grade levels, all these strategies have worked together in assisting us to achieve our school mission of high standards and academic growth in math.

#### **4. Different Instructional Methods Used to Improve Student Learning**

The school has developed an Academic Achievement Plan (AAP), which is our outline for programming throughout the year. Within the AAP we list the strategies below that we have designated as imperative to the development of our academic achievement. It includes:

- Formula Writing (developed by a local teacher to make the teaching of the writing process easily adaptable for all grade levels)
- Balanced literacy program in reading with the use of literacy blocks
- Literacy-based instruction in all core subject areas with writing infused throughout
- Use of *Direct Instruction* programs for Reading and Math
- Literacy Grant from Media Specialists that yearly guides all grade levels' literacy program with a schoolwide theme
- *Accelerated Reader*
- Cooperative teaching and parallel teaching between classroom teachers and special education resource teachers in a full inclusion setting
- Use of assistive technology for special needs students (personal laptops and printers, reading pen, talking calculators, spell checks)
- *First in Math*: a computer program sponsored by *McDonald's* restaurants
- Spring Math Carnival through a teacher written grant – to inspire higher achievement and family involvement
- Usage of computers in classrooms, and using Internet for research beginning in Grade 1
- *Direct Instruction* reading program begun in Kindergarten
- Beginning the use of Distance Learning and Video Conferencing in all classrooms
- Laboratory Science for all grade levels, with an expert science teacher
- Science Fair participation schoolwide, and in local and national fairs
- Use of community-related experiences on all grade levels to aid in teaching of Social Studies
- Grades 2 and 3 partially departmentalized and grades 4 and 5 fully departmentalized to take advantage of individual teacher's expertise
- Before and after-school tutoring for all grade levels by staff, including HOSTS, a nationally recognized program used for literacy intervention
- Saturday Family Literacy and Math programs to involve families in academics
- After-school homework lab
- Extensive use of data analysis of assessments and community surveys to aid in choices for curriculum and instruction
- Homework packets distributed over holiday breaks and the "Principal's Reading Challenge" over the summer break, with incentives to complete the assignments

#### **5. Professional Development and Impact on Student Achievement**

During our second year as a school, all teachers received training through professional trainers and through a consultant provided by our 3-year Comprehensive School Reform Demonstration Project (CRSD) grant awarded by the State of Ohio. Our in-house reading specialist was sent to Oregon for extensive training in Direct Instruction, and staff members were sent to Chicago and Oregon for training and extended development of Direct Instruction techniques. But training did not end when our grant expired. Teachers began sharing their areas of expertise through grade-level meetings, in-house workshops and through peer coaching during classroom lessons.

We have an in-house literacy professional developer and math professional developer. They offer monthly workshops for staff and parents to keep our skill level current and sharpened. Our school district offers professional development opportunities throughout the year. The majority of teachers have been trained in *Alliance*, a program developed to augment the use of technology in the classroom. We fill our two professional development workshop days with district and non-district trainers who provide services requested by the staff.

Our present Academic Achievement Plan for the building includes a professional development plan with three goals: use of in-house teacher expertise; developing staff expertise in using assessment data; to continue staff development of DI techniques. A school Core Team, which meets monthly, monitors these goals. The professional development plan assures us that all students' achievement can be improved through quality teaching of educational standards accomplished by a well-trained staff.

## **PART VI – PRIVATE SCHOOL AND ADDENDUM**

---

NA

## PART VII – ASSESSMENT RESULTS

---

### STATE CRITERION-REFERENCED TEST

Grade 4 Test Ohio Fourth-Grade Reading Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 36

Number of students who took the test 36

What groups were excluded from testing? Why, and how were they assessed? None

---

Number excluded 0 Percent excluded 0%

For the 2002-2003 school year, Ohio required 4<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, reading scores for the fourth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

<b>Fourth-Grade Reading</b>		
<b>Category</b>	<b>Scaled Score</b>	<b>2002-2003 State Percentage</b>
At Advanced	250 and higher	9.3%
At or above proficient	217 and higher	66.3%
At or above basic	198 and higher	90.6%
Below basic	below 198	9.4%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

## Ohio Fourth-Grade Reading Proficiency Test

	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	Oct. & March	Oct. & March	Oct. & March	Oct. & March
<b>SCHOOL SCORES - Reading</b>				
<b>Total</b>				
At or Above Basic	97.3%	Not Defined	Not Defined	Not Defined
At or Above Proficient	86.2%	66.6%	38.3%	29.6%
At Advanced	14%	4%	3%	0%
Number of students tested	36	24	35	24
Percent of total students tested	100%	73%	97%	66.7%
Number of students excluded	0	9	1	12
<b>SUBSCORES</b>				
<b>1. White</b>				
At or Above Basic	95%	Not Defined	Not Defined	Not Defined
At or Above Proficient	70%	83.3%	52.4%	25%
At Advanced	10%	8.5%	0%	0%
Number of students tested	20	12	20	16
<b>2. African American</b>				
At or Above Basic	100%	Not Defined	Not Defined	Not Defined
At or Above Proficient	88.9%	57.1%	20%	50%
At Advanced	0%	0%	0%	0%
Number of students tested	9	7	10	4
<b>4. Economically Disadvantaged</b>				
At or Above Basic	97.3%	Not Defined	Not Defined	Not Defined
At or Above Proficient	86.2%	66.6%	38.3%	29.6%
At Advanced	14%	4%	3%	0%
Number of students tested	36	24	35	24
<b>5. Special Education</b>				
At or Above Basic	87.5%	N/A	N/A	N/A
At or Above Proficient	62.5%	N/A	N/A	N/A
At Advanced	12.5%	N/A	N/A	N/A
Number of students tested	8	N/A	N/A	N/A
<b>STATE SCORES - Reading</b>				
At or Above Basic	90.6%	N/A	N/A	N/A
State Mean Score				
At or Above Proficient	66.6%	67.7%	56.0%	58.2%
State or Mean Score				
At Advanced	9.3%	7.0%	7.0%	6.0%
State Mean Score				

**STATE CRITERION-REFERENCED TEST**

Grade 4 Test Ohio Fourth-Grade Mathematics Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 36

Number of students who took the test 36

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0%

For the 2002-2003 school year, Ohio required 4<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio’s academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, mathematics scores for the fourth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

<b>Fourth-Grade Mathematics</b>		
<b>Category</b>	<b>Scaled Score</b>	<b>2002-2003 State Percentage</b>
At Advanced	250 and higher	14.6%
At or above proficient	218 and higher	58.6%
At or above basic	208 and higher	70.4%
Below basic	below 208	29.6%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

## Ohio Fourth-Grade Math Proficiency Test

	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	Oct. & March	Oct. & March	Oct. & March	Oct. & March
<b>SCHOOL SCORES - Math</b>				
Total				
At or Above Basic	91.7%	95.7%	76.1%	100%
At or Above Proficient	88.9%	95.7%	76.1%	44.4%
At Advanced	25%	17.4%	29.4%	0
Number of students tested	36	23	36	24
Percent of total students tested	100%	72%	N/A	N/A
Number of students excluded	0	9	N/A	N/A
<b>SUBSCORES</b>				
<b>1. White</b>				
At or Above Basic	90%	83%	94.8%	100%
At or Above Proficient	60%	75%	71%	56%
At Advanced	30%	8%	23.8%	0
Number of students tested	20	10	21	16
<b>2. African American</b>				
At or Above Basic	88.9%	88.9%	100%	100%
At or Above Proficient	77.8%	77.8%	40%	25%
At Advanced	11.1%	11.1%	0	0
Number of students tested	9	8	10	4
<b>4. Economically Disadvantaged</b>				
At or Above Basic	91.7%	N/A	N/A	N/A
At or Above Proficient	88.9%	95.7%	76.1%	67%
At Advanced	25%	N/A	N/A	N/A
Number of student tested	36	23	36	24
<b>5. Special Education</b>				
At or Above Basic	N/A	N/A	N/A	N/A
At or Above Proficient	87.5%	N/A	N/A	N/A
At Advanced	0%	N/A	N/A	N/A
Number of students tested	8	N/A	N/A	N/A
<b>STATE SCORES - Math</b>				
At or Above Basic	70.4%	N/A	N/A	N/A
State Mean Score				
At or Above Proficient	58.6%	62.9%	59.4%	48.9%
State or Mean Score				
At Advanced	14.6%	17.0%	16.0%	11.0%