

**Revised 4.5**  
**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**  
**U.S. Department of Education**

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

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

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

School Mailing Address 936 North Fifth Street  
(If address is P.O. Box, also include street address)

<u>Steubenville</u>	<u>Ohio</u>	<u>43952-1812</u>
City	State	Zip Code+4 (9 digits total)

County Jefferson School Code Number\* 05OH05

Telephone ( 740 ) 282-5112 Fax ( 740 ) 283-8952

Website/URL http://steubenville.k12.oh.us E-mail astandardi@steubenville.k12.oh.us

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

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

Name of Superintendent\* Mr. Richard Ranallo  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Steubenville City Schools Tel. ( 740 ) 283-3767

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

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

Name of School Board  
President/Chairperson Mr. Richard Beal  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district:       6   Elementary schools  
   1   Middle schools  
    Junior high schools  
   1   High schools  
    Other  
  
   8   TOTAL
2. District Per Pupil Expenditure:         \$7939.00  
  
     Average State Per Pupil Expenditure:   \$8755.00

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

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   4   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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	16	7	23	8			
1	16	13	29	9			
2	12	14	26	10			
3	11	14	25	11			
4	15	9	24	12			
5	9	14	23	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>150</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>22</u>         | % White                          |
| <u>78</u>         | % Black or African American      |
| <u>0</u>          | % Hispanic or Latino             |
| <u>0</u>          | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 29 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	34
<b>(4)</b>	Total number of students in the school as of October 1	118
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	288
<b>(6)</b>	Amount in row (5) multiplied by 100	29

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

9. Students eligible for free/reduced-priced meals: 100 %  
 Total number students who qualify: 118

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

10. Students receiving special education services:  $\frac{8}{12}$  %  
 Total Number of Students Served

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

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	___ Specific Learning Disability
___ Emotional Disturbance	<u>12</u> Speech or Language Impairment
___ Hearing Impairment	___ Traumatic Brain Injury
___ Mental Retardation	___ Visual Impairment Including Blindness
___ Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>7</u>	_____
Special resource teachers/specialists	<u>3</u>	<u>4</u>
Paraprofessionals	<u>2</u>	_____
Support staff	<u>1</u>	<u>1</u>
Total number	<u>14</u>	_____

12. Average school student-“classroom teacher” ratio: 1:17

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	95%	96%	94%	94%
Daily teacher attendance	96%	96%	97%	93%	97%
Teacher turnover rate	10%	10%	0%	16%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

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**

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Garfield Elementary School is located in the north end of Steubenville, Ohio. The students come from a low-income area which contributes to the schools one hundred percent free and reduced lunch rate. The make up of the school consist of kindergarten through fifth grade. Garfield's philosophy is that each student is a unique person that is capable of learning at his/her own rate. The school is dedicated to educating the students to become lifelong learners.

Educational programs introduced over the pass five (5) years include: Success for All Reading in 2000 and Success for All Math in 2001, a reading facilitator, computer assisted instruction in Larson's Meridian math, Math Facts in a Flash, Rhymes N' Time, Star math, fast track phonics, Star and Accelerated reading. There are other minor CAI (computer assisted instruction) programs that are used in before and after school computer labs. Garfield also employees a mentoring program for students that was developed by the Vanderbilt Peer instruction. Assessments are conducted every nine weeks in reading. The following percentage of students are tutored: 40% in first grade, 30% in second grade and 15% in third grade. The students who score the lowest on assessment tests take priority for tutoring slots.

Besides reading volunteers, the school works in a partnership with the Urban Mission, Jefferson Community College, Franciscan University of Steubenville and the Rotary Club. Volunteers from the Urban Mission, Jefferson Community College, and Franciscan University of Steubenville work in the area of mathematics after school. The Rotary Club and the "American Reads" students from Franciscan University of Steubenville work in the area of reading.

Over the past five (5) years the staff at Garfield have been involved in over 2500 hours of inservice involving staff development programs. All of the teachers and paraprofessionals are classified as highly qualified. The staff is committed to a safe and secure learning environment.

Steubenville City School District is dedicated to keeping class size small. An example of this is the intervention strategy in the hiring of a class size reduction teacher for first grade. The district has also employed a hundred day substitute teacher who is used for tutoring and class size reduction.

The greatest factor contributing to the schools success is the support and cooperation of the administration, staff, volunteers and parents. The thesis statement for all of the aforementioned is that we are in the kid business and the student must come first.

### **Vision**

The staff at Garfield Elementary School believes that every child can learn, but the student learns in different ways and at different rates. This belief is the foundation of our learning practice and is reflected in all of our educational decisions. The role of our school is to prepare students to live and work in the twenty-first century and foster lifelong learning for our entire community.

### **Mission**

The following mission statement was developed by the entire Garfield Elementary School staff, "To learn, we will work together to be responsible and respectful of ourselves and others." The staff bought into the mission statement because they were responsible for writing it. In order for a statement of this quality to be successful one must have the cooperation of the students, parents, teachers, administration, and community. All of the aforementioned is happening at Garfield.

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

### **Clear Assessment Results**

The Ohio Fourth Grade Proficiency tests for reading and math required scaled scores of 217 and 218 respectfully, to be proficient. A scaled score of 250 is the advanced proficient score. Beginning with the March 2002 test for reading a scaled score from 198-216 indicates a basic score. The fourth grade tests were given for the first time in March 1995.

The March 2004 proficiency scores at Garfield School in fourth grade reading was 100% proficient and 90% proficient for fourth grade math.

The goal that we are continuing to work on is increasing the percentage of students receiving advanced scores. (See attachment I and II in Part VII)

### **Assessment Data Use**

In a learner-centered classroom, assessment implies multiple indicators and sources of evidence taken overtime rather than a one time, on format method of judging skills. At Garfield Elementary School, assessment involves traditional testing methods, but also interviews, computer assisted testing, surveys, writing, journals, and checklists. We are attempting to measure significant learner performances and eliminate the anxiety of test taking associated with standardized tests.

The following assessments were conducted at Garfield Elementary schools: (1) Ohio Achievement Test in third grade, (2) Ohio Proficiency Test in fourth grade, (3) California Achievement Test in second grade, (4) diagnostic test in kindergarten, first and second grades, (5) Metropolitan Readiness in Kindergarten. In addition quarterly assessments were completed on each student in reading and math. The aforementioned are used to redefine instruction and identify students at risks. These tests assist us in working with students to master basic competency skills and meet the minimum standards. They are good benchmarks for our students and parents. These tests give the teachers a starting point of instruction. Results are studied to identify weak skill areas in curricular standards. Changes are made in the curriculum according to need.

The vision of Garfield School states that “we believe that every child can learn, but they learn in different ways and at different rates” is reinforced through the type of assessment completed at each grade level. Teachers and tutors are striving to assess what students have mastered and how they are using that information to be successful in completing assignments, group projects, and in the ways they communicate with each other.

Assessment is a very necessary component of the total learning process. We use all types of assessment results to move students through the curriculum and to provide each child with the proper reinforcement.

### **Communication of Student Performance**

Garfield Elementary school holds individual parent conferences to discuss test results, student progress and skill development. Over eighty percent of the parents attend parent conferences during the school year. If a parent is unable to attend, special arrangements are made to make certain they understand their child’s progress. At these meetings student’s weaknesses are pointed out to parents for the purpose of showing areas that need further reinforcement. These contacts allow the teacher also to answer any questions that the parent may have, and to ensure that the parents understand the standards for judgment and the meaning of the data. A letter is sent home with the report card to share all individual subset proficiency scores.

In Ohio, the school report card is sent to parents and community groups each year. The report card indicates test results on a district and building level, so that the community can follow the academic success of each school and school district. It compares our results to similar districts and state results.

Garfield communicates overall achievement levels through their school's newsletter, "Newsy Note", which is published monthly and also uses district publications.

### **Sharing Success**

Garfield Elementary School's staff is excited about sharing our successes with other schools particularly with schools with similar demographics. Much of our success is contributed to the SFA, Success for All, program in reading (2000) and math (2001). Our SFA building facilitator has gone above and beyond of what was expected of her in having our staff and other school's staff implement the SFA program.

Garfield school is committed to sharing its successes with other schools. The school will: (1) continue to present information to parents, community and other schools, (2) participate in distant learning opportunities to showcase the school and students, (3) host visits from school districts to share our instructional techniques, (4) make its staff available for seminars, inservice, and state and federal visits to be a catalyst for change in other schools.

# **PART V – CURRICULUM AND INSTRUCTION**

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## **Core Curriculum**

Garfield Elementary School emphasizes strong basic skills in reading, math, writing, science and social studies. The aforementioned areas are supplemented with a strong computer assisted program and tutoring. Although our learning atmosphere is orderly, you do not find straight rows of desks and totally quiet children. Instead, you find teachers coaching and students talking and collaborating in small groups.

Basic skills are taught by having children use the information they have before them, not just memorization. There is more choice at Garfield, instead of every child always working at the same pace on the same lesson. Through the integration of Computer Assisted Instruction (CAI) and tutoring students are encouraged to be creative with their lessons and produce final products that follow a theme from grade level to grade level across the curriculum.

Emphasis is placed on helping children develop specific types of thinking that our civilization values: analytical reasoning, interpretation, creativity, categorization, drawing inferences and modeling.

We view our school as an educational community. Each classroom is a model community where students are taught to live and work together as good citizens. Beginning at the lowest grade level, good citizenship qualities are woven into the basic curriculum through classroom rules, reminders when rules are broken, conflict resolution practices, rewards and collaboration.

Beyond the classroom students take part in several community service projects each year. Through these projects, our children learn that they must always give something back to their community to keep it alive and thriving.

Learning for the children at Garfield includes opportunities for reflection, not just stimulus response situations. Through our studies, we concluded that children must have time to master skills and time to reflect on what they have learned so that they can truly use the information throughout their lives.

## **Reading Curriculum**

The literacy team from Garfield school chose to use the Success for All reading program. This comprehensive approach was chosen because it ensures that every child including the high-risk child learns how to read. High ability readers are accelerated. To accomplish the goal of reading success the Success for All approach has eight key components. They are:

- a reading curriculum designed to provide at least 90 minutes of daily instruction in classes regrouped across age lines according to reading performance.
- continual assessment of student progress
- one to one volunteer reading tutors
- an emphasis on cooperative learning as a key teaching strategy.
- a family support team to encourage parent support and involvement as well as to address problems at home.
- a building facilitator to provide mentoring, counseling, and support to the school as needed.
- staff support teams that assist teachers.
- training and technical assistance provided by Success for All staff on such topics as reading assessment, classroom management, and cooperative learning.

The main goal of Success for All is to ensure success in reading. Secondary goals include reducing the number of referrals to special education, reducing the number of students being retained, increasing daily attendance and addressing family needs.

## **Other Curriculum Area**

One hundred percent of the Garfield Elementary School teaching staff voted “yes” to the adoption of Success for All Math Wings program. The program has been in Garfield Elementary since the 2001-2002 school year. Math Wings is aligned to the NCTM standards. The math facilitator and classroom teachers at Garfield School pace daily lessons in grades kindergarten through fifth so that math lessons meet the grade level indicators of the Ohio Content Standards. Each lesson incorporates cooperative learning, direct instruction, teamwork, exploration, and independent work, math concepts and skills spiral within and across grade levels. All teacher and students speak the same mathematical language which helps promote understanding. The use of concrete materials, models, and working with partners and teams make students active participants in their daily seventy-five to ninety minute math class. Teachers, facilitators and administrators receive intensive professional inservice trainings throughout the school year and summer. Monthly component meetings are held to discuss issues and to provide support and training. Classroom teachers set quarterly goals and intervention strategies that address building and classroom weaknesses. Parents receive daily summaries of each lesson so that they can assist their child with homework and facts practice. Community tutors provide individual and small group math help during and after school tutoring program. Students and teachers also use three computer assisted instructional programs which compliment the math curriculum. These programs are individualized and provide tutorials, reinforcement and enrichment.

## **Instructional Methods**

The core subjects of language arts, math, science and social studies are the basis of student learning. It is the belief of Garfield Elementary School that basic skills development must be sound for each child to be successful. To ensure that this happens, teachers at Garfield monitor student progress individually through checklists and computer management programs. Most importantly students monitor their own progress and can relate to their own strengths and weaknesses in each area. Other methods used include:

1. Computer Assisted Instruction.
2. An Elementary Social Worker who works with students who are having difficulty in school.
3. Orchestra and Band instruction for fourth and fifth graders.
4. Eight-week assessments.
5. One-on-one tutoring in reading and math for students below grade level.
6. Before and after school tutoring.
7. Enrichment activities for acceleration.
8. Volunteer Program.

## **Professional Development**

The professional community at Garfield Elementary School is a community of life long learners continuously working to perfect the teacher/learning process so that all children can be guided towards meeting their full potential. The teachers at Garfield School have high professional standards. Staff development and staff renewal processes are part of the total plan for the school each year. Teachers learn separately through course work and seminars and collectively through staff development. Over the past five years, Garfield teachers have been involved in over 2500 hours of inservice staff development programming.

Being a small school community gives teachers daily contact with each other. They know each other on a personal basis and also know the special talents and strengths that need to be sheared to make the total school program effective. Valuable time is also spent reflecting on the effectiveness of projects and sharing new ideas gained as teachers implement a project in their own classrooms.

When teachers are secure in their teaching methods, they will make the learning process more natural for the students. To be truly a learner-centered school, the staff must be confident in what they are doing as facilitators. With proper training, practice and collaboration with other professionals, teachers stay on task and focused to get the most from their students.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): \_\_\_\_\_  
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status?      Yes \_\_\_\_\_ No \_\_\_\_\_

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_  
K            1<sup>st</sup>            2<sup>nd</sup>            3<sup>rd</sup>            4<sup>th</sup>            5<sup>th</sup>

\$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_  
6<sup>th</sup>            7<sup>th</sup>            8<sup>th</sup>            9<sup>th</sup>            10<sup>th</sup>            11<sup>th</sup>

\$ \_\_\_\_\_    \$ \_\_\_\_\_  
12<sup>th</sup>            Other

4. What is the educational cost per student?      \$ \_\_\_\_\_  
(School budget divided by enrollment)

5. What is the average financial aid per student?      \$ \_\_\_\_\_

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      \_\_\_\_\_%

7. What percentage of the student body receives scholarship assistance, including tuition reduction?      \_\_\_\_\_%

## **PART VII - ASSESSMENT RESULTS**

### **Public Schools**

Each nominated school must show results in reading (language arts or English) and mathematics for at least the last three years according to the criteria used by the CSSO to nominate the school. For formatting, if possible use or adapt the sample tables (no charts or graphs) at the end of this application.

If the state allows the use of the PSAT, PLAN, SAT, or ACT as part of its accountability system and at least 90 percent of the students in the appropriate classes must take the tests, schools must report the results. For these tests, schools must use national norms. The national school norms for the 90th and 60th percentiles can be found on the Department's website. If fewer than 90 percent of the students take a combination of the tests, that is, the ACT and the SAT or the PLAN and the PSAT, do not report the data.

The school must disaggregate all data for socioeconomic and ethnic/racial groups that comprise sufficient numbers to be a part of the state's assessment reports or are of sufficient numbers to be statistically significant. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups. The school must specify the number and percentage of students assessed by alternative methods.

All test data tables should be attached to the end of the application, with all pages numbered consecutively.

### **Private Schools**

Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested on state tests or assessments referenced against national norms. For formatting, use or adapt the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and for assessments referenced against national norms administered by the school.

If at least 90 percent of the students take the PSAT, PLAN, SAT, or ACT, high schools should report the data.

The school must disaggregate the data for students eligible for free or reduced-priced meals and for ethnic/racial groups if a specific group comprises 10 percent or more of the student body of the school. The school must disaggregate the data whether or not the school actually offers the federal school lunch program. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must specify the number and percentage of students assessed by alternative methods. Attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

# PART VII – ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

### Data Display Table for Reading Ohio 4<sup>th</sup> Grade Proficiency Testing

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
<b>SCHOOL SCORES</b>					
% At or Above Basic	100%	94%	NC	NC	NC
% At or Above Proficient	100%	77%	87%	74%	40%
% At Advanced	29%	18%	0	6%	0
Number of students tested	24	18	17	35	16
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.Economical Disadvantaged (specify subgroup)					
% At or Above Basic	100%	93%	NC	NC	NC
% At or Above Proficient	100%	77%	87%	29%	40%
% At Advanced	29%	18%	0	6%	0
Number of students tested	24	18	17	35	16
2.African American(specify subgroup)					
% At or Above Basic	100%	93%	NC	NC	NC
% At or Above Proficient	100%	71%	81%	54%	36%
% At Advanced	35%	20%	69%	54%	36%
Number of students tested	17	15	14	24	11
<b>STATE SCORES</b>					
% At or Above Basic	90%	91%	NC	NC	NC
% At or Above Proficient	64%	66%	68%	56%	58%
% At Advanced	12%	9%	70%	7%	6%

NC = Not Calculated

For the 2003-2004 school year, Ohio required 4<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> grade proficiency test 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 on standards, benchmarks and grade-level indicators.

For the 2003-2004 school year, reading scores for the fourth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Fourth-Grade Reading		
Category	Scaled Scores	2003-2004 State Percentage
At Advanced	250 and higher	12
At or above proficient	218 and higher	64
At or above basic	208 and higher	90
Below basic	Below 208	10

Performance standards were established by the State Board of Education based on recommendations or 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).

# PART VII – ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Data Display Table for Math Ohio 4<sup>th</sup> Grade Proficiency Testing

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month March					
<b>SCHOOL SCORES</b>					
% At or Above Basic	NC	NC	NC	NC	NC
% At or Above Proficient	90%	65%	61%	37%	20%
% At Advanced	76%	7%	0	0	0
Number of students tested	24	18	17	35	16
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.Economical Disadvantaged (specify subgroup)					
% At or Above Basic	NC	NC	NC	NC	NC
% At or Above Proficient	90%	65%	61%	37%	20%
% At Advanced	76%	7%	0	0	0
Number of students tested	24	18	17	35	16
2.African American(specify subgroup)					
% At or Above Basic	NC	NC	NC	NC	NC
% At or Above Proficient	88%	60%	25%	25%	18%
% At Advanced	76%	7%	0	0	0
Number of students tested	17	15	14	24	11
<b>STATE SCORES</b>					
% At or Above Basic	NC	NC	NC	NC	NC
% At or Above Proficient	66%	58%	63%	59%	48%
% At Advanced	26%	15%	17%	16%	11%

NC = Not Calculated

For the 2003-2004 school year, Ohio required 4<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> grade proficiency test 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 on standards, benchmarks and grade-level indicators.

For the 2003-2004 school year, mathematics scores for the fourth-grade proficiency test were reported as advanced, proficient, basic or below basic. The scaled score standards were:

Fourth-Grade Math		
Category	Scaled Scores	2003-2004 State Percentage
At Advanced	250 and higher	26
At or above proficient	217 and higher	66
At or above basic	208 and higher	34
Below basic	Below 17	

Performance standards were established by the State Board of Education based on recommendations or 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).

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

[Sample Data Display Table for Reading (language arts or English) and Mathematics]

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject \_\_\_\_\_ Grade \_\_\_\_\_ Test \_\_\_\_\_

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
<b>SCHOOL SCORES</b>					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					