

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. Charles G Dilbone Jr.

Official School Name Granville High School

School Mailing Address 248 New Burg Street

Granville Ohio 43023-1043
City State Zip Code+4 (9 digits total)

County Licking School Code Number* IRN-014258

Telephone (740) 587-8105 Fax (740) 587-8195

Website/URL www.granville.k12.oh.us E-mail cdilbone@laca.org

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

Date
(Principal's Signature)

Name of Superintendent* Mrs. Kathleen Lowery
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Granville Ex. Village School District Tel. (740) 587-8110

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 Mrs. Lynn Straker

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

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

All data are the most recent year available.

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

1. Number of schools in the district:

1	Elementary schools
1	Middle schools
0	Junior high schools
1	High schools
1	Other
4	TOTAL

2. District Per Pupil Expenditure: \$7,589.04
 Average State Per Pupil Expenditure: \$8,768.00

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. 12 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					8			
1					9	83	67	150
2					10	93	66	159
3					11	89	93	182
4					12	73	87	160
5					Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								651

10. Students receiving special education services: $\frac{11}{69}$ % 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	<u>22</u> Other Health Impaired
___ Deaf-Blindness	<u>43</u> Specific Learning Disability
___ Hearing Impairment	<u>1</u> Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ Visual Impairment Including Blindness
	<u>3</u> Emotional Disturbances

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)	1	0
Classroom teachers	45	6
Special resource teachers/specialists	9	1
Paraprofessionals	0	1
Support staff	3	1
Total number	58	9

12. Average school student-“classroom teacher” ratio: 15:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	97%	97%	96%	97%	98%
Teacher turnover rate	6%	19%	16%	9%	7%
Student dropout rate (middle/high)	1%	2%	1%	1%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

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

Graduating class size	173
Enrolled in a 4-year college or university	83%
Enrolled in a community college	9%
Enrolled in vocational training	0%
Found employment	7%
Military service	0%
Other (travel, staying home, etc.)	1%
Unknown	1%
Total	100 %

Part III – Summary

Granville High School, located in Granville, Ohio, encourages the students' natural wonder and desire to learn. Granville High School sets high academic standards and fosters a healthy balance between cooperation and competition among its students. The students are encouraged to master academic fundamentals and pursue their individual potential. Students take responsibility for their own educational development through a comprehensive set of programs that encourages them to strive for academic, personal and social responsibility. The present student body is high achievement oriented with 93% of the 2004 graduating class continuing their formal education after high school. The projected enrollment for the year 2005 is 681 students, who will be more diversified across basic social, economic, and academic ability indicators that their predecessors, resulting in a less homogeneous student body with more academic and non-academic problems.

For graduation, four units of English, three units of mathematics and science, three units of social studies, and half a unit each of physical education and health are required. More than 80% of the students take at least two years of a foreign language with many of the students taking three to five years of the same language. 90% of the students are involved in at least one co-curricular activity. 23% athletic programs and a multitude of student organizations/clubs are available to the students. Approximately 65% of the student body is involved in the music program.

Granville High School is committed by its mission of "Growth, Harmony and Scholarship" to improving educational quality. What is central to this mission, as well as to improved educational quality, is student responsibility. The degree of responsibility students assume for their development directly affects their level of achievement. Problem areas reflecting both the lack of student responsibility as well as the lack of school support for student responsibility have been identified by staff, students, parents, and community. These problem areas were the bases for the school improvement program.

The students and staff of Granville High School, as a community of learners, are faced with many choices that influence student achievement. Our response to those choices shapes our school and determines the quality of our education. The best way to improve our school is to provide the tools and opportunities for individuals to contribute to their own educational development. By taking ownership and responsibility, students then have the ability to make positive choices concerning every facet of their lives. We at Granville High School believe that increased responsibility will enrich each student's life, within and outside the academic realm. Our vision is to create an environment that challenges and encourages all students to strive for academic, personal, and social responsibility.

The vision supports Granville High School's three fold mission:

Growth – The school encourages the students' natural wonder and desire to know. The school sets high academic standards and fosters a healthy balance between cooperation and competition.

Harmony – The school supports the development of personal integrity for positive contributions to society. The school provides a positive educational environment by encouraging mutual respect and commitment to staff, students, and community.

Scholarship – The school provides the best possible education by using effective methods and materials. The school encourages the students to master the academic fundamentals and to pursue their individual potentials.

Granville High School was recognized by the U.S. Department of Education as a Blue Ribbon School in 1998. In October, 1999, The Wall Street Journal named Granville High School as one of the 10 public high schools in the nation that have had the best student performance over the past 10 years based on SAT, achievement tests, and standardized test scores. Granville High School has received a perfect score

on the Ohio Education Report Card for each of the years the State Ohio Department of Education has been issuing a report card.

Part IV – Indicators of Success

1. – Reading and Math Assessment Results

The assessment information for the state of Ohio can be found at www.ode.state.oh.us/proficiency.

In the state of Ohio, before the 2004-2005 school year, all ninth-grade students were tested in writing, reading, mathematics, science, and citizenship. For the math and reading tests the students had to receive a standard score of 200 to pass the individual tests. Over the past five years, Granville students’ average was 100% passage rate in reading and 97% passage rate in math. The numbers for the male/female subgroup, in both testing categories, show no statistical differences. Concerning the students with disability subgroup, there is not a significant difference in reading passage rates, but there is in math. In the reading test, the students with disabilities averaged 100% passage over the last three years. However, the students with disabilities averaged an 84% passage rate in math. While this number is below the 97% passage rate of all Granville High School students, it is still above the state average. We attribute this difference in test scores in our school to the level of math classes some of the students with disabilities are taking at the time the test was given and the specific disability with which the students were working. For the majority of the students with disabilities, intervention for the math proficiency was provided to help the students pass the test during either their junior or senior year. In rare cases, a student might be waived, according to the rules developed by the state of Ohio, due to the severity of the disability of the student involved in the testing.

Beginning with the 2003-2004 school year, the state of Ohio began testing all tenth-grade students in the same areas as with the ninth-grade test. The following are the cut scores for the 10th grade tests in math and reading:

Tenth-Grade Reading Ohio Graduation Test Cut Scores	
Limited Basic	383
Basic	383 – 399
Proficient	400 – 428
Accelerated	429 – 447
Advanced	448 – 547
Tenth-Grade Mathematics Ohio Graduation Test (OGT) Cut Scores	
Limited	384
Basic	384 – 399
Proficient	400 – 425
Accelerated	425 – 443
Advanced	444 - 546

All 2003-2004 10th graders were required to take the new Ohio Graduation Tests (OGTs) in reading and math in March 2004. Granville High School had 96% of the students pass both of these tests. Eighty-five percent of the students with disabilities passed the test. As of this date, we are attributing this difference in scores to the same reasons as was stated for the ninth-grade tests. Detailed student results may be found on pages 16-17. Students entering 10th grade after June of 2004 will be required to pass the full five subject group of OGTs to graduate.

Part IV – 2. Data Application to Improve Student Performance

Teachers use assessments to see if students are accomplishing the goals set forth in their subject and to determine whether any material should be reviewed before moving on. Also teachers use assessments to document learning difficulties before referring a student for special services or tutoring. Many teachers find student assessment necessary to help them raise each group's learning to the highest level possible and to motivate students to reach their own potential. The staff is beginning to use the "Schools Attuned" views to help determine appropriate adaptations and interventions that can be used for individual students. The staff has also received extensive in-service on alternative assessments which provide the students with a multitude of opportunities to demonstrate their knowledge.

Proficiency tests and High Schools That Work assessments and surveys are evaluated for curriculum strengths and weaknesses. For example, the English department has established a Daily Oral Language program and also an extensive student rewrite policy to boost student's proficiency in these areas. The results of these initiatives have been noticeable. The AP teachers have attended several AP conferences and adjusted curriculum and expectations to improve AP test scores. An increased summer reading list for both social studies and English classes was one of several improvements due to the evaluation of the AP test scores. The science and social studies departments adjusted their curriculum to align with the new benchmarks developed for the Ohio Graduation Test. The social studies department added a course for 9th grade students and the science department changed the freshman biology curriculum and added Physics II, Chemistry II, and Biology II to the science course offerings. More students (93%) are now taking four years of science due to these changes.

The senior surveys given through the High Schools That Work assessment is being used by both the student council and staff to make improvements to the school. We are currently considering changes to the weighted grade policy, the AP classes and also considering the International Baccalaureate program.

Part IV – 3. Communication of Student performance with the Community

All proficiency test results for Licking County and central Ohio are published each year in the local newspapers so that parents can compare their school with other local schools. Parents are sent specific results of their student's proficiency tests in grades 9 and 10. The 12th grade High Schools That Work results are also sent to parents. The State of Ohio Department of Education posts on the state-wide home website, a comprehensive grade card listing all of the building test scores and other assessment information. Regular articles about individual success in arts, academics, and sports as well as any team performances in these areas are also in the local newspapers. The honor roll is printed quarterly in the local newspaper. The district's superintendent newsletter provides information about the state of the school system, including internal and external assessments. This newsletter is included as a feature article in the local newspaper on a weekly basis.

The guidance department provides assessment results for SAT, ACT, PSAT, and AP tests. Meetings with parents and students are scheduled to review the results and to discuss possible implications. Post-secondary options are related to the results of these assessments.

In addition, students and parents have access to the "Parent Internet Viewer" which allows them the opportunity to view the student's current grades in each course. This is a web based program which allows the students and parents access at home, providing a daily account of student progress.

Part IV – 4. Networking Outside the District

The following are examples of ways the school has shared its successes with other schools.

1. Each month the principal participates in the Licking County high school principals meeting. At this meeting time is provided for the principals to share ideas and suggestions to the other principals. Granville High School's principal takes full advantage of this time.
2. Granville High School receives numerous requests from other schools throughout Ohio to visit and discuss various aspects of our school. Recently we had a group of teachers and administrators from Mt Gillard, Ohio visit to discuss our performing arts program. Many schools have visited to receive insight about our academic program.
3. Teachers from Granville High School have presented at various state and national conferences. Teachers and students presented at the Ohio technology conference and members of both the science and language arts department presented at the National Teachers of English conference. Teachers from the global language department will be presenting at the national conference for Understanding by Design.
4. Students and staff have participated in district learning fair activities. Student works, projects, presentations, and performances are all part of this two-day fair.
5. Granville High School is a member of the Ohio Schools Study Council which provides schools the opportunity to not only gather information but also to share their work.
6. The regional High Schools That Work conferences also provide high schools the opportunity to share programs and discuss successes and failures.

Part V – Curriculum and Instruction

Part V – 1. Core Curriculum

Reading, writing, and critical thinking skills are emphasized in every class at Granville High School. These skills are taught by all teachers. The teachers at Granville High School realize the importance of allowing the students the opportunity to solve problems and work as both a team and individual to accomplish goals. The following is a brief description of the core subjects, with a summary of the sequences of courses that are offered.

The English/Language Arts Curriculum – Students begin a progression of writing their freshman year with a minimum of nine essays, including a 3-5 page research paper. By senior year students compose a minimum of twelve essays with a 10-12 page research paper. Writing incorporates expository, persuasive, narrative, analytical, and creative formats. The English department has instituted a re-write policy whereby students have the opportunity to revise each essay. In addition, students read a variety of literature, and demonstrate their understanding through projects, presentations, speeches, and writing. Advanced Placement (AP) courses are also offered at the 11th and 12th grade levels.

The Science Curriculum – All students take coursework in life and physical sciences. Those students in an advanced course have the option of Biology II, Chemistry II, and/or Physics II. Goals of the program are to provide students with relevant content, frequent lab activities, and inquiry investigations. Through these experiences science content and problem solving skills are learned. During laboratory investigations, students use equipment ranging from stopwatches and meteor sticks to probes interfaced directly to either a graphing calculator or a computer. Two programs, English/Biology and Pre-Calculus/Physics, are integrated course opportunities.

The Mathematics Curriculum – Students are required to take 3 years of mathematics with four years recommended. Students may begin 9th grade with Pre-Algebra, Algebra I, Geometry, or Algebra II, depending on their previous coursework. As students develop mathematically, we offer Math Analysis, Pre-Calculus integrated with Physics, Fundamentals of Calculus, and Advanced Placement Calculus. We also offer Transition to College Mathematics. Upon graduating, students have the academic skills in mathematics to pursue whatever field they may choose. Our goal is to educate, academically challenge, and give students an appreciation for mathematics.

The Social Studies Curriculum – All students are required to take 3 credits of social studies including American history, world history, AP American History, Psychology, Military History, and American Government or KAP/AP American Government. The curriculum focuses on student-centered learning with an emphasis on diverse modes of evaluation from speeches and projects to portfolios and reenactments. Students leave with the ability to think critically about domestic and global issues.

The Arts – Visual Arts provides courses in Art I, Art II, and Advanced Art. In Advanced Art, students are able to individually explore areas such as ceramics, drawing, printmaking, sculpture, and photography. The Music Department provides opportunities in vocal, instrumental, and strings. Students may take Chamber Singers, Men's or Women's Chorus, and Ace Moving, the school's show choir. Instrumental music students can participate in the strings orchestra, marching, symphonic, and jazz bands, and our steel drum band. Music Theory and Music Appreciation electives are also offered.

Global Languages – The Global Language department offers French I-V also AP V, Latin I-IV also AP IV, and Spanish I-V also AP V. Each class uses a functionally-based approach to learning. Major objectives for each staff member include strengthening language skills with a special emphasis on using the target language to manage basic communication tasks and social situations. The department also utilizes a variety of computer-assisted learning opportunities in our Global Language Lab. In the upper level courses, extensive readings of complete works of the various languages are an increasingly important element.

Part V – 2b – English/Language Arts Curriculum and Efforts to Improve Below Grade Level Readers

The English curriculum consists of English 9, 10, 11, 12 with AP classes offered for grades 11 and 12. All students take English 9 and 10 and those students who have at least an A- average have the opportunity to take the AP classes. Several elective classes are offered including: drama, film and video production, speech, reading, creative writing, journalism, and yearbook. These classes are offered to all students. The curriculum requires students to expand and improve skills in reading, writing, listening, speaking, and visual literacy. Grammar instruction essential to effective writing and speaking is stressed. Students are engaged to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. A summer reading list is required for all students. The list is made up of a variety of titles which students much choose from. The list provides selections for students who read below grade level. Each year students are required to write a research paper with the paper increasing in length as the students' progress. Reading classes, tutors and modified instruction are offered for students reading below grade level. Reading and writing are taught across the curriculum allowing students to work with these skills in a variety of contexts. In the past several years an emphasis on technical writing and reading has taken place.

Part V – 3. Integrated Biology and English 9 : Teaching Across Traditional Curriculum Boundaries

The major goal of the integrated Biology and English 9 class is to improve the students reading and writing skills across all content areas. With this in mind, the staff generated the idea of integrating two core courses for ninth graders, English 9 and Biology. As each of content standards and the benchmarks included in the Ohio Graduation Test were reviewed, the teachers found ways to help each content area achieve its respective goals and improve students' abilities to articulate and understand information. A schedule was developed which allowed the classes to integrate projects and collaborate on rubrics for writing assessment.

To use the time with the students effectively, a modified block was developed which allowed students to take the English 9 and Biology in paired periods (ex. Periods 1 & 2, Periods 3 & 4). The schedule provides the flexibility to use time in the best possible way. On most days the students attend classes in the normal 50 minute periods, but the option to block periods exists so that Biology can have extended lab time, English can do full writing workshops, or they can combine the classes for formal presentations. This integration extends to projects where an assignment is introduced one period and reinforced the following period. The students experience the teachers working together seamlessly and the artificial walls between content areas disappear. For example, in Biology they will be assigned to write a persuasive essay on stem cell research, and in the English class they will work on the structure of that essay using the information gained in the biology class. With integrated projects the need for a collaborated rubric using the same criteria and language across the classes became a logical consequence. In the end the integration provides the students with access to seemingly different content areas with greater student achievement.

Part V – 4. Instructional Methods for Student Improvement

Much professional development has been completed by teachers at Granville High School to help students improve learning. To meet the mission of the school and to “raise the bar” of learning instruction in the classroom, professional development must continue to be evaluated and improved. We continue to use on a limited basis many of the traditional methods of instruction. Lecture leading to class discussions are sometimes used when such techniques are deemed the most effective way to teach the information to the students. Traditional methods are not the norm. Teachers are turning to more of an inquiry approach of instruction which supports the belief of improving critical thinking, and problem solving skills of the students. With the implementation of inclusion classes and the emphasis on an integrated curriculum, team teaching is taking place in many classes. Inclusion in all disciplines takes place with the regular teacher teaming with a resource room teacher providing the instruction. Integration of such classes as pre-calculus and physics has changed the type of instruction that is normally used in these classes. The teachers work together to provide projects, labs and assignments that incorporate both classes. A major emphasis has been placed on differentiated instruction. We do not track students in the high school, other than the AP classes, thus requiring teachers to provide instruction to all levels of students. Teachers have acquired instructional skills that allow them to present and teach material in a multitude of methods so all students can achieve. The staff is currently obtaining information on backward design and the “Schools Attuned” programs. Emphasis on performance task and essential questions will be used in classrooms. Modification and instructional techniques will be enhanced by the information received through the Schools Attuned program.

Part V – 5. Professional Development Programs with regard to Student Achievement

Granville High School has a history of being highly effective, which means it has a history of reform and innovation. The community has a commitment to education and holds high expectations for students, educators and the school system. Granville High School has used the High Schools That Work and the Effective School’s model as the basis for improvement. To maintain high levels of success for all students, the high school in the past has worked on implementing content standards, integrating content areas, differentiating instruction and utilizing authentic assessments. This year, an action research project around curriculum design is being conducted. Units of study which focus on increasing student understanding of important concepts instead of knowledge attainment will be written, piloted and analyzed. Content for the units was identified through a process of curriculum mapping and alignment to the academic standards. This action research project included all high school teachers and was based on the work of Jay McTighe and Grant Wiggins. A job-embedded approach was utilized to enable teams of teachers (grades 7-12) to meet three times during release days in October, November, and December. Teachers applied what they learned about the backward design methodology to the creation of a unit that will be piloted during April. A small group coaching model enabled educators to collaborate and receive specialized support for their content areas as they developed the units. Administration and department leaders played a crucial role in this whole-school curriculum project. Staff meeting time, department meetings and common planning time was prioritized for working on curriculum mapping and backward design. Departments collaborated to develop common understandings, essential questions, rubrics and performance assessments. The action research results will be analyzed to determine the effect backward design has on student understanding and teacher developed curriculum. When the project is completed, a new course-of-study will be developed and common performance assessments and rubrics will be available for each department.

Part VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **9** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March*	March	March	March	March
SCHOOL SCORES					
% At or Above Proficient	100	100	100	99	99
Number of students tested	174	154	169	163	163
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	0
Percent of students alternatively assessed	0	0	1	1	0
SUBGROUP SCORES					
<u>1. Students with Disabilities</u>					
% At or Above Proficient	100	100	100	92	93
Number of students tested	14	17	13	13	8
<u>2. Gender</u>					
(a) Female – % At or Above Proficient	100	100	100	100	100
(b) Male – % At or Above Proficient	100	100	100	99	99
Number of students tested					
(a) Female	88	83	89	86	80
(b) Male	86	71	80	77	83
STATE SCORES					
% At or Above Proficient	96	94	95	94	94

* Grade 9 Reading Proficiency Test taken at the 10th grade

The table above reflects Ohio’s assessment categories and terminology.

Alternative Assessments:

Granville School District’s Alternate Assessments were conducted in accordance with the State of Ohio Guidelines from the Office for Exceptional Children for the participation in state and district-wide assessments. The Alternate Assessments evaluate the student progress in the five areas as assessed by the Ohio Proficiency Test with the curriculum domains aligning to reading, writing, math, citizenship and science and access skills. The Alternative Assessment is a review of the progress the student has made toward attaining his/her IEP goals over the previous two years. The review is conducted by members of the IEP team including the classroom teacher, parent, special education supervisor and any other key member of the IEP team.

The IEP team reviews data and other information to assess progress. Work samples, charted data and other scales or rubrics are used to rate progress for a student’s work. A report summarizing the results of the alternative assessment is provided to the parents of the student. The district also reports the results to the state through EMIS

Other subgroups, namely Asian, Black, Hispanic, and economically disadvantaged, do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **9** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March*	March	March	March	March
SCHOOL SCORES					
% At or Above Proficient	99	98	97	97	96
Number of students tested	174	160	169	163	163
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	3	0
Percent of students alternatively assessed	0	0	1	2	0
SUBGROUP SCORES					
<u>1. Students with Disabilities</u>					
% At or Above Proficient	92	93	85	67	85
Number of students tested	14	14	13	12	8
<u>2. Gender</u>					
(a) Female - % At or Above Proficient	100	99	97	97	96
(b) Male - % At of Above Proficient	99	97	96	96	96
Number of students tested					
(a) Female	88	83	89	86	80
(b) Male	86	71	80	77	83
STATE SCORES					
% At or Above Proficient	85	82	83	81	80

* Grade 9 Mathematics Proficiency Test taken at the 10th grade

The table above reflects Ohio’s assessment categories and terminology.

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The IEP team reviews data and other information to access progress. Work samples, charted data and other scales or rubrics are used to rate progress for a student’s work. A report summarizing the results of the alternative assessment is provided to the parents of the student. The district also reports the results to the state through EMIS.

Other subgroups, namely Asian, Black, Hispanic, and economically disadvantaged, do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **10** Test **Ohio Graduation Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Tenth-Grade Reading Graduation Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	98	
% At or Above Proficient	96	
% At or Above Accelerated	65	
% At Advanced	33	
Number of students tested	172	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES		
<u>1. Students with Disabilities</u>		
% At or Above Limited	100	
% At or Above Basic	92	
% At or Above Proficient	85	
% At or Above Accelerated	31	
% At Advanced	8	
Number of students tested	13	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	89	
% At or Above Proficient	79	
% At or Above Accelerated	53	
% At Advanced	27	

The table above reflects Ohio’s assessment categories and terminology.

Other subgroups, namely Asian, Black, Hispanic, and economically disadvantaged, do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **10** Test **Ohio Graduation Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Tenth-Grade Mathematics Graduation Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	96	
% At or Above Accelerated	61	
% At Advanced	32	
Number of students tested	173	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES		
1. Students with Disabilities		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	85	
% At or Above Accelerated	23	
% At Advanced	8	
Number of students tested	13	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	83	
% At or Above Proficient	68	
% At or Above Accelerated	38	
% At Advanced	18	

The table above reflects Ohio’s assessment categories and terminology.

Other subgroups, namely Asian, Black, Hispanic, and economically disadvantaged, do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.