2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [ ] Elementary [ ] Middle [X] High [ ] K-12 [ ] Charter

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

Official School Name Aurora High School
(As it should appear in the official records)

School Mailing Address 109 W. Pioneer Trail
(If address is P.O. Box, also include street address.)

Aurora	Ohio	44202-9103
City	State	Zip Code+4 (9 digits total)

County Portage State School Code Number* 360-270

Telephone (330) 562-3501 Fax (330) 562-3588

Web site/URL www.aurora-schools.org E-mail pciccantelli@aurora-schools.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* Mr. Russell Bennett
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Aurora City School Tel. (330) 562-6106

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. Gerald Kohanski
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

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:
   3 Elementary schools
   1 Middle schools
   _____ Junior high schools
   1 High schools
   _____ Other

   5 TOTAL

2. District Per Pupil Expenditure: $9411.00

   Average State Per Pupil Expenditure: $9356.00

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. 1 Number of years the principal has been in her/his position at this school.

   6 yr 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	25	13	38	**7**	123	114	237
K	110	111	221	**8**	125	117	242
1	115	83	198	**9**	133	123	256
2	97	102	199	**10**	114	96	210
3	118	123	241	**11**	113	121	234
4	107	122	229	**12**	118	116	234
5	129	125	254	**Other**	1	0	1
6	142	108	250				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					3044

6. Racial/ethnic composition of the school:

94 % White
4 % Black or African American
0 % Hispanic or Latino
2 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100 % Total

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: 5 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year	20
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	41
(4)	Total number of students in the school as of October 1	909
(5)	Total transferred students in row (3) divided by total students in row (4)	5%
(6)	Amount in row (5) multiplied by 100	5%

8. Limited English Proficient students in the school 2%
21 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: German & Spanish

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 46

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: 10 %
93/934 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

5	Autism	1	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
0	Deaf-Blindness	67	Specific Learning Disability
5	Emotional Disturbance	0	Speech or Language Impairment
4	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	47	5
Special resource teachers/specialists	8	2
Paraprofessionals	1	2
Support staff	12	8
Total number	70	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	92 %	94 %	93 %	94 %	93 %
Teacher turnover rate	4 %	0 %	6 %	2 %	5 %
Student dropout rate (middle/high)	2 %	1 %	2 %	2 %	1 %
Student drop-off rate (high school)	4 %	2 %	2 %	2 %	2 %

14. Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	221
Enrolled in a 4-year college or university	79%
Enrolled in a community college	7%
Enrolled in vocational training	3%
Found employment	9%
Military service	2%
Other (travel, staying home, etc.)	--%
Unknown	--%
Total	100%

PART III - SUMMARY

Aurora High School is the only high school in the Aurora City School District, a district comprised of slightly more than 3,000 students and located in northern Portage County, about 30 miles south east of Cleveland. The school's enrollment is 954, mostly Caucasian, but becoming increasingly diverse.

Our mission is to provide a nurturing environment with high expectations and effective programs, providing our students with every opportunity to become successful. Students are able to select a wide range of academically challenging programs and coursework from Advanced Placement and International Baccalaureate to Excel Tech, our vocational consortium. Ninety percent of our special education students are mainstreamed. As a school, we have always held student success and improvement high on our list of priorities. Consistent teaching to content standards or benchmarks has proven to be effective in helping our students score extremely well on state tests.

Slightly over a year ago, we began the education and development of our staff toward the concept of teachers as a professional learning community. As we move toward that direction, we have recognized that a significant change of culture in the building is necessary. That change is the recognition that the educational process is not about teaching, but is about learning. From the District administrative team, the department chairs and to individual teachers, the concept of isolationism of the classroom teacher is being changed to reflect cooperation and collaboration. Same course teachers have regularly scheduled times to meet to work on common assessments, common academic benchmarks and data comparisons to improve student learning.

With the understanding that learning is the focus of the daily lesson, teachers must decide, together, what they want students to learn, how they will determine if students are learning and, if not, what they will do to help students learn. To the latter end, we have added, this year alone, an academic referral process that identifies students who are not being successful. This process goes from the teacher to administrator to the guidance counselor for student and parent involvement.

With every student referral, a plan is developed that includes a wide range of interventions from before and after school sessions with the individual classroom teacher to after school tutoring in the study center with supervised student tutors. An additional intervention strategy is the Academic Referral Center which offers students a structured support and is offered every period of the school day and managed by certified teachers.

Communication with families of our students continues to be a valued part of our program. With parents, teachers, students and administration working together, we believe that we are well focused on success for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: We have worked hard to align our curriculum with the state model and have developed a local curriculum that covers these standards and provides our teachers the pacing guide, assessments and resources to effectively instruct our students on this content. We assess our students throughout the year to check for student development on these specific benchmarks. For Aurora High School students, the actual Ohio Graduation Test that they sit for in the spring of their 10th grade year is the final summative measure of their progress. Our assessment results on the Ohio Graduation Test, especially in reading and math, have confirmed that the work we have done to align and pace our curriculum and the use of the aligned formative and summative assessments have prepared us well for this test. We have surpassed the state goals by significant margins for the past five years and this past year over 98% of our students were proficient in math and over 99% were proficient in reading.

There are many reasons why Aurora High School students are successful on the math and reading sections of the Ohio Graduation Test. Perhaps the most important of these is the commitment of our school to help all students reach their full potential. We have a strong variety of course offerings that meet the needs of all of our students and we provide systemic intervention programs for struggling students. In math, our success is also due to the belief of our staff that math is about more than computation and procedure. At its core, math is a technical language. In order to comprehend it, one needs an understanding of the relationships expressed by equations and graphs and the ability to describe mathematical concepts in words. By focusing on these forms of expression, we are able to build an understanding of mathematics that goes beyond routines and allows students to become problem solvers. We also allow students to succeed whether they are auditory, visual, or symbolic learners. A final element is that we teach mathematics using a variety of instructional methods. We employ traditional lecture, group and partner based work, and discovery learning techniques. At times we use calculators and graphing technology extensively, but at other times we expect the students to rely on their computational abilities and number sense. This willingness to employ a blend of approaches allows us to choose the one that is the most appropriate and effective for a given topic.

2. Using Assessment Results: Aurora High School has made a commitment to utilize assessment data to drive instruction and improve school performance. We have aligned our curriculum to the state standards and we have developed authentic common assessments to use to measure the student's progress towards this content. We function as a Professional Learning Community, and the focus of our school is student learning. We gauge our success by these results. We utilize formative assessments "for" learning, and have developed common summative assessments as measures "of" student learning.

We have utilized technology to assist us in this mission of using assessment results. We use an electronic gradebook program by Pinnacle. We use this system daily to track student progress and make decisions for student interventions. We have designed common assessments and have begun to look at this data to examine student progress on specific content benchmarks.

Our Professional Learning Community content teams have set SMART (Specific, Measurable, Attainable, Results-Oriented, Time-Bound) goals to look at specific areas of the curriculum by investigating student performance data and making curricular and instructional decisions based on this data.

3. Communicating Assessment Results: We believe that much of our success is due to the partnership between the school and the parents and students in our community. One of the keys to our academic success is the cooperation that occurs due to this relationship. We strive to communicate constantly to our stakeholders. Due to the fact that we believe that our fundamental purpose is student learning, much of the dialogue is focused on student achievement. We communicate this in many ways.

We utilize an electronic gradebook system which allows the parents and students unlimited access to their classroom grades. Since this content is aligned with the state standards, it naturally is a reflection of their understanding and progress of this content. Parents receive information about upcoming state assessments through letters from school and the principal's newsletter. We also use our web site to make parents aware of upcoming assessments and the results that we have achieved. We have a Parents Communication Forum each month where we invite parents into the school and we highlight programs and academic achievement.

We also believe that communicating a message that we embrace the standards as set by our state department of education and that we believe that these assessments are an important measure of our progress and each individual students progress, helps the parents and students understand the importance of this process. We are proud of our academic progress and we value the opportunity to communicate these great results with our parents and community.

4. Sharing Success: Aurora High School is committed to collaboration and it is a point of emphasis in our function as a Professional Learning Community. We have demonstrated this by forming content area teams where each of our faculty members shares with their colleagues the teaching pedagogy that he or she uses to achieve high levels of student learning. We extend this same philosophy of collaboration outside of our district.

We believe that we should share the educational best practices that we have used with colleagues from within our district and outside of our district. Due to our academic success educators from other districts have visited Aurora High School to observe the strong practices implemented by our staff. Several of our staff members have shared their teaching strategies with colleagues in other districts by presenting at local and regional conferences.

We will continue to share our successes with other schools in the future. We plan to expand the collaborative models we have developed even further to not only include content area work, but also to share in the specific areas to high schools such as testing on the ACT, SAT, Advanced Placement and International Baccalaureate exams. Educational growth can been limited because of the practice of isolation in our profession. We very much believe in and utilize a collaborative culture to help others and to grow ourselves in our pursuit to be the best school we can be!

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: A full continuum of service options provides the most appropriate response to the wide variety of educational and developmental needs of Aurora students. The continuum of options recognizes the needs of special populations, including those who have disabilities, are at-risk, are from culturally diverse backgrounds, and who are highly gifted learners. Students with Individual Education Plans (IEP) and Section 504 Accommodations Plans have access to a wide range of service options. Due to the wide range of abilities and developmental needs of students, no single service can provide an optimal educational experience. The following continuum of service options is available to provide opportunities for developing the abilities of all students.

Numerous opportunities exist across the curriculum from required courses for graduation in core academic areas to electives in computer technology, global languages, fine arts, performing arts and physical education. Whether students' future plans include college, the world of work, or the military, students are provided programs that will prepare them for success in the 21st century. Graduation requirements include a total of 21 credits.

- 4 English (core courses only)
- 3 Social Studies (one credit in U.S. History, one credit U.S. Government)
- 3 Mathematics
- 3 Science (one credit in CPE or Chemistry, one credit in Biology)
- ½ Health
- ½ Physical Education
- 1 credit (or 2 half credits) in Business, Technology, Fine Arts or Global Language

Students must pass all portions of the Ohio Graduation Test. All of our high school courses are aligned with the Ohio and National Academic Standards. For example, our high school global language courses are aligned to standards for foreign language learning in the 21st century. The curricula in all grades focus on the "five Cs" of Communities, Communication, Cultures, Connections (to other subjects), and Comparisons (with other languages and cultures). Students are given an opportunity to receive 6 years of global language instruction commencing in the 7th grade (Spanish, French and German). The district is aware of the benefits of early early-start, long-sequence world language programs that start in the elementary grades and continue through high school. Through the strategic planning process, Aurora is working through how to plan, launch and sustain new programs in Chinese language and culture.

Special programs at Aurora High School include the Advanced Placement, International Baccalaureate and Post Secondary Enrollment course options. The Advanced Placement program is an offering of college level courses and exams for secondary students. It is a special learning experience which takes a full year. Currently, AHS offers fourteen Advanced Placement courses. The AP exam is required for all students who take these courses. The International Baccalaureate is a rigorous pre-university course of studies, leading to examination.

Students may elect to take part in the Post Secondary Enrollment Options Program which provides an opportunity for students to take classes at eligible post-secondary institutions. The purpose of this program is to promote rigorous academic pursuits and to provide a wider variety of options to high school students.

2b. **(Secondary Schools) English:** Aurora High Schools English Language curriculum is aligned with Ohio's Academic Content Standards, the National Council of Teachers of English Standards, and the International Reading Association Standards for English Language Arts. The curriculum incorporates reading, writing, speaking, listening and technology learning outcomes. Students are exposed to an array of

print and non-print materials. After school reading clubs provide students opportunities to share and discuss what they have been reading and writing. The school maintains well-stocked libraries. Reading and writing extends throughout the content areas.

All high school students are benefiting from district-wide literacy in the content area initiative. Research shows that being literate is closely linked to one's ability to access ongoing quality post secondary education and career pathway choices. Aurora Schools believe students need to develop strong literacy skills beyond the state achievement test requirements. In international comparisons of reading achievement, U.S. 11th graders placed near the bottom, which contrasts with rankings in 4th grade, where U.S. students place close to the top.

All content area teachers are responsible for integrating literacy skills/strategies as part of their day-to-day classroom instruction. An ACT publication described the lack of reading skills students have exiting high school. Their claim is that students are not engaging in higher reading materials nor have strategies that will help them be successful in post-secondary options. All middle and high school content area teachers are required to participate in the content literacy professional development sessions throughout the school year. During the 2006-07 school year, the global language, fine arts and health teachers are learning and applying strategies modeled by Dr. Forget through his MAX teaching literacy sessions. The instructional strategies are research-based and affect student achievement.

Marzanno (2001) reports data on meta-analyses of studies of nine categories of classroom activities that work to improve student achievement. His work suggests that significant achievement gains can result from classroom activities that include:

- identifying similarities and differences
- summarizing and note taking
- reinforcing effort and providing recognition
- homework and practice
- non-linguistic representation
- cooperative learning
- setting objectives
- providing feedback
- generating testing hypotheses
- use of questions, cues and advanced organizers

Saphier (2005) states a generation of research (Dweck, 2000; Weiner, 1974) on attribution theory indicates that most low-performing students have already concluded that their difficulty in reading, writing and mathematics is attributable to low ability. In Aurora, the lowest-level English track was eliminated. The English standards can be taught through differentiated instructional strategies informed by teacher's quarterly formative and summative assessment data. A pyramid of identification and intervention structures is in place to support students' academic literacy needs. These structures include before, during and after school guided study periods and are modeled after DuFour's strategies in *Whatever It Takes*.

3. **Additional Curriculum Area:** The International Baccalaureate Programme is a rigorous pre-university course of study designed for the highly motivated student. The comprehensive two-year curriculum in 11th and 12 grades focuses on a global approach to academic study. Students who complete the IB curriculum enhance their chances for admission to the country's most selective universities. Grades from both internal and external assessments determine the final IB issued score. Students are required to take the IB exams. This two-year program, for juniors and seniors, requires extensive teacher training, planning and coordination. There are fifteen IB course offerings.

The IB program is globally recognized and assures a standardized, high level of achievement. All IB students enroll in Theory of Knowledge. The focus of TOK is the student and the students' abilities to analyze and think critically about the world around them. The course challenges the student to question the basis of knowledge, gain an awareness of subjective and ideological biases, develop the skills to analyze evidence as expressed in rationale argument and engage in exploration of other perspectives. TOK is taught within the spirit of free inquiry using a primarily Socratic approach. TOK is the central element of the IB Diploma Programme. Assessments for all students include both oral and written work. This curriculum area supports 21st century skills: integration of learning skills, accessing and communicating information, managing and solving problems, and thinking critically and creatively.

The IB program was referenced in the December 2006 *TIME* magazine article titled *How to Bring Our Schools Out of the 20th Century.* The article describes what it means to be a global student. They assert that "courses offer an international perspective, so even a lesson on the American Revolution will interweave sources from Britain and France with views from the Founding Fathers." "IB schools are growing in the U.S.-from about 350 in 2000 to 682 today."

4. **Instructional Methods:** It is the district's philosophy that most students' needs are met through differentiated instruction; varying the content, process and product within the classroom community. "Differentiated instruction refers to a systematic approach to planning curriculum and instruction for academically diverse learners. It is a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity" (Tomlinson & Eidson, 2003). Teachers can differentiate through a range of instructional and management strategies such as: tiered lessons, learning contracts, group investigation, varied questioning strategies.

The high school staff is developing a professional learning community school culture. All members are learning to engage in the ongoing practice that characterizes an organization committed to continuous improvement. Teachers are learning how to work in matters directly related to teaching and learning. The focus of professional learning communities' centers on instruction, curriculum, assessment and instructional strategies for improving student learning. Instructional strategies emerge from responses to the following questions:

- How will the PLC team respond when student do not learn?
- How will the PLC team respond when students already know the content?
- How will the PLC team know the students are on track with their learning?

5. Professional Development: Change does not occur overnight, and the recognition of the time required to institutionalize change is critical (National Staff Development Co uncil, 2000). Aurora High School recognizes the importance of quality professional development opportunities that are aligned with the district's initiatives. Quality literacy program implementation requires an investment in both time and training. Differentiated instruction is another district initiative that requires on-going professional development for teachers. For example, for the last three years, teachers are encouraged to attend a one week summer institute on Dealing Effectively with Academic Diversity at the University of Virginia. The goal of the institute is to prepare classroom teachers and administrators to establish classrooms responsive to the readiness levels, interests and learning profiles of students in heterogeneous settings. Results-based professional development focuses on student performance.

The district's professional development practices are grounded in Ohio Standards for Professional Development and the National Staff Development Councils' Standards for Staff Development. These standards clearly state that in order for schools to be successful for all students, continuous learning programming should exemplify:

- Effective professional development that is purposeful and occurs over time.
- Effective professional development that is informed by multiple sources of data.
- Effective professional development that is collaborative.
- Effective professional development that includes varied learning experiences.
- Effective professional development that supports the acquisition and refinement of skills and knowledge.
- Effective professional development that is evaluated by its short-and long-term impact on professional practice and student achievement. (Ohio Standards for Professional Development, 2006)

PART VII - ASSESSMENT RESULTS

Subject: Mathematics	**Grade: 9th**	**Test: Ninth-Grade Ohio Proficiency Test**			
Edition/Publication Year: 2002-2003		**Publisher: Ohio Department of Education**			
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At Proficient	The Ohio Graduation Test has replaced the Ninth-Grade Proficiency Test, therefore this test was not administered after the 2002-2003 school year			92%	86%
# students tested				225	180
percent of total students tested				100%	100%
Subgroup Scores				2002-2003	2001-2002
Economically Disadvantaged					
% At Proficient				NC	87%
# students tested				<10	15
Students with Disabilities					
% At Proficient				50%	64%
# students tested				22	14

Other subgroup scores are not present because there were less than 10 students tested.

Subject: Reading	**Grade: 9th**	**Test: Ninth-Grade Ohio Proficiency Test**			
Edition/Publication Year: 2002-2003		**Publisher: Ohio Department of Education**			
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At Proficient	The Ohio Graduation Test has replaced the Ninth-Grade Proficiency Test, therefore this test was not administered after the 2002-2003 school year			94%	96%
# students tested				225	180
percent of total students tested				100%	100%
Subgroup Scores				2002-2003	2001-2002
Economically Disadvantaged					
% At Proficient				NC	93%
# students tested				<10	15
Students with Disabilities					
% At Proficient				50%	79%
# students tested				22	14

Other subgroup scores are not present because there were less than 10 students tested.

Subject: Mathematics	**Grade: 10**	**Test: Ninth-Grade Ohio Proficiency Test**			
Edition/Publication Year: 2003-2004		**Publisher: Ohio Department of Education**			
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At Proficient	The Ohio Graduation Test has replaced the Ninth-Grade Proficiency Test, therefore this test was not administered after the 2003-2004 school year		100%	94%	98%
# students tested			206	167	215
percent of total students tested			100%	100%	100%
Subgroup Scores			2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At Proficient			NC	NC	100%
# students tested			<10	<10	10

Other subgroup scores are not present because there were less than 10 students tested.

Students who did not pass this portion (Mathematics) of the Ninth-Grade Proficiency Test had to retake it in tenth grade. The total # of students tested line would include all potential students for the purpose of determining proper percentages and does not reflect the number of students who took this test due to failing it in the ninth grade.

Subject: Reading	**Grade: 10**	**Test: Ninth-Grade Ohio Proficiency Test**			
Edition/Publication Year: 2003-2004		**Publisher: Ohio Department of Education**			
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At Proficient	The Ohio Graduation Test has replaced the Ninth-Grade Proficiency Test, therefore this test was not administered after the 2003-2004 school year		100%	99%	100%
# students tested			206	167	215
percent of total students tested			100%	100%	100%
Subgroup Scores			2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
% At or Above Below Proficient			NC	NC	100%
% At Proficient			NC	NC	100%
# students tested			<10	<10	10

Other subgroup scores are not present because there were less than 10 students tested.

Students who did not pass this portion (Reading) of the Ninth-Grade Proficiency Test had to retake it in tenth grade. The total # of students tested line would include all potential students for the purpose of determining proper percentages and does not reflect the number of students who took this test due to failing it in the ninth grade.

Subject: Mathematics	**Grade: 10**	**Test: Ohio Graduation Test**			
Edition/Publication Year: 2005-2006		**Publisher: Ohio Department of Education**			
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	99%	96%	84%		
% At or Above Accelerated	81%	80%	56%		
% At Advanced	59%	46%	34%		
# students tested	221	223	220		
percent of total students tested	100%	100%	100%		
# students alternatively assessed	4	5	0		
percent of students alternatively assessed	2%	2%	0%		
Subgroup Scores	2005-2006	2004-2005	2003-2004		
Economically Disadvantaged					
% At or Above Proficient	NC	NC	60%		
% At or Above Accelerated	NC	NC	40%		
% At Advanced	NC	NC	30%		
# students tested	<10	<10	10		
Students with Disabilities					
% At or Above Proficient	94%	82%	38%		
% At or Above Accelerated	61%	61%	5%		
% At Advanced	17%	14%	0%		
# students tested	18	28	21		
African American/Black					
% At or Above Proficient	91%	NC	NC		
% At or Above Accelerated	55%	NC	NC		
% At Advanced	36%	NC	NC		
# students tested	11	<10	<10		

The 10th Grade Ohio Graduation Test was not administered prior to the 2003-2004 school year.

Subject: Reading	**Grade: 10**	**Test: Ohio Graduation Test**			
Edition/Publication Year: 2005-2006		**Publisher: Ohio Department of Education**			
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	100%	100%	87%		
% At or Above Accelerated	86%	87%	73%		
% At Advanced	42%	48%	41%		
# students tested	221	223	219		
percent of total students tested	100%	100%	100%		
# students alternatively assessed	4	5	0		
percent of students alternatively assessed	2%	2%	0%		
Subgroup Scores	2005-2006	2004-2005	2003-2004		
Economically Disadvantaged					
% At or Above Proficient	NC	NC	80%		
% At or Above Accelerated	NC	NC	60%		
% At Advanced	NC	NC	10%		
# students tested	<10	<10	10		
Students with Disabilities					
% At or Above Proficient	100%	96%	43%		
% At or Above Accelerated	72%	57%	10%		
% At Advanced	11%	14%	5%		
# students tested	18	28	21		
African American/Black					
% At or Above Proficient	100%	NC	NC		
% At or Above Accelerated	82%	NC	NC		
% At Advanced	36%	NC	NC		
# students tested	11	<10	<10		

The 10th Grade Ohio Graduation Test was not administered prior to the 2003-2004 school year