

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 High K-12 Charter

Name of Principal: **Ms. Julie Frankl**

Official School Name: **Parkview Elementary School**

School Mailing Address: **773 Parkview Drive**

Wooster

City

OH

State

44691-2729

Zip Code+4 (9 digits total)

County: **Wayne**

State School Code Number **029249**

Telephone: **(330) 262-3821**

Fax: **(330) 262-4655**

Website/URL: www.wooster.k12.oh.us

E-mail: frankl.ju@wooster.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.

(Principal's Signature) Date _____

Name of Superintendent: **Dr. Dan Good**

District Name: **Wooster City School District**

Tel.: **(330)264-0869**

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

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson: **Dr. Mike Baus**

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

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

PART I - ELIGIBILITY CERTIFICATION

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 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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

1. Number of schools in the district: 6 Elementary schools
1 Middle schools
0 Junior High schools
1 High schools
2 Other (Alternative)
10 Total
2. District Per Pupil Expenditure: \$9,711
 Average State Per Pupil Expenditure: \$9,356

SCHOOL

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.
1 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	28	19	47	8			
1	19	22	41	9			
2	27	17	44	10			
3	21	22	43	11			
4	28	25	53	12			
5	18	21	39	Other			
6	33	16	49				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							316

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>89</u> | % White |
| <u>3</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| <u>6</u> | % Multi-Racial |
| 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: 15 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	50
(4)	Total number of students in the school as of October 1	344
(5)	Total transferred students in row (3) divided by total students in row (4)	.15
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 48 %
 Total number students who qualify: 152

10. Students receiving special education services: $\frac{17}{52}$ % Total Number of Students Served

<u>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>16</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> 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>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>5</u>
Support staff	<u>3</u>	<u>6</u>
Total number	<u>23</u>	<u>14</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 24:1

13.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96 %	96%	97%	96%
Daily teacher attendance	96%	95%	97%	96%	96%
Teacher turnover rate	15%	14%	5%	0%	14%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III: SUMMARY

Parkview Elementary School is located in northeast Ohio in the city of Wooster. Wooster is a small city, in a rural area, with an increasingly diverse population. The city has experienced an economic decline with the loss of several major corporations during the last few years. Parkview Elementary, one of six kindergarten through sixth grade schools, serves 316 students with 48 percent of these students designated as economically disadvantaged and 17 percent with identified disabilities.

The mission of Wooster City Schools is to provide opportunities and encouragement for ALL learners to realize their potential. To fulfill this mission, the Parkview School Community is committed to ensuring that every student is working to his/her optimal learning potential. Our Vision is:

ALL Students Have Higher Achievement Every Year.

Parkview, a neighborhood school, opened its doors in 1957. From that very first day to the present day, Parkview has been committed to creating a learning community where parents are proud to send their children, students are proud to attend, and the community is proud to support. From the first time a student walks in the door at Parkview until they walk out the door for the last time, staff strive to make students feel welcome and safe and equip them to set and meet high expectations for themselves as learners. The Parkview family understands that **learning** is everyone's job. Students know that they may not stop themselves or anyone else from learning. Our highly qualified staff provides a nurturing and safe atmosphere where we continually strive to effectively increase student learning and achievement and ensure success of the whole child.

As a professional learning community, we work diligently to implement a standards-based curriculum aligned to Ohio's Academic Content Standards. Parkview faculty and staff recognize that students learn differently. Therefore, we continually seek out and implement best practices for differentiating instruction, use formative and summative assessments which provide data for student progress monitoring, and provide focused intervention for at-risk students.

Our 50th birthday brings continued eclectic changes in our makeup. Becoming more diverse in our population groups of economically disadvantaged, multi-racial, and special needs' children, we continue to seek and achieve excellence. Ethnic and cultural opportunities to learn from each other abound and we try to utilize these opportunities to learn more from and about each other.

Parkview students, along with other members of the community, are participating in bringing the "Embracing Our Differences" campaign to Wooster City, and through explorations and celebrations in art, dialogue, and visual literacy seek to promote unity and tolerance. Students seek out other learners through pen pal opportunities and technology-driven projects. For example, we are part of the interactive Tulip Garden Project, in which the scientific process is embraced in a garden space in which the only variable is the location—students all over the world are replicating the same experiment and documenting their data to share and compare online. Bi-lingual students moving in and out of Parkview from places as varied as Russia and Germany motivate us to learn to communicate and to seek out ways to assist each others' cultural understanding. Our student council's activist philosophy encourages and motivates students to serve the needs of patients in our local hospital through projects such as collecting stuffed animals and making ornaments; helping clothe needy community members by collecting over 500 pounds of clothing; and spreading community spirit through the celebration of "Make a Difference Day" activities with families. Our national wheelchair race finalist and Special Olympics participant help us to understand the power in each of us.

PART IV: INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Ohio's assessment accountability system has undergone a transformation from Ohio Proficiency Tests (OPT) to Ohio Achievement Tests (OAT). Proficiency Tests were developed to measure students' progress on fourth and sixth grade learning outcomes in reading, writing, mathematics, citizenship, and science. Achievement tests are developed based upon Ohio's Academic Content Standards and measure students' achievement on the reading, writing, mathematics, science, and social studies standards.

Students at Parkview in grades 3 - 6 take achievement tests in reading and math. Students in grade four are also assessed in writing. In the spring of 2007, fifth grade students will take science and social studies achievement tests. Students' performance scores are broken down in quintiles and reported using five performance levels: Limited, Basic, Proficient, Accelerated or Advanced. Additionally, state diagnostic assessments are administered in reading, writing, and math beginning at the kindergarten level through the third grade as one tool to determine the individual educational progress of all students. Over the past four years Parkview's *Performance Index Score*, a weighted average of assessment results across all tested grades and all subjects based on performance results where students are moving from proficient to accelerated, accelerated to advanced, and so on, has risen, indicating that more and more students are performing at levels above the state minimum proficiency level.

The state has established an expectation that a minimum of 75 percent of all students at the school or district level should perform at the proficient level or higher in order for the building or district to meet the performance indicator on the local report card. The Ohio Department of Education (ODE) provides building and district report cards to parents and the community in which they report performance levels achieved by students from all grade levels on each portion of the achievement tests. These annual results are posted on the ODE website, as well as the building website. ODE also provides parents an individual student report detailing their child's performance on the state achievement tests. This family-friendly individual student report provides information about the student's strengths and weaknesses on specific standards in reading, writing, and math. For the 2006-2007 school year, parents of fifth grade students will also receive performance information for their children in science and social studies. Additional information on Ohio's assessment system may be found on the following website: www.ode.state.oh.us (Accountability, Local Report Card)

Over the last four years, Parkview Elementary School has experienced increasing numbers of economically disadvantaged students, students with disabilities, and multi-racial students. Even though Parkview's percentages of subgroup populations have grown over time, the number of students scoring at or above the proficient level has also increased. ALL Parkview students participate in Ohio's testing program. No students are excused from testing due to a disability. Appropriate accommodations are implemented as indicated on a student's individual education plan. These students' scores are disaggregated in the building and district report card as required by the No Child Left Behind Act. Our test results show that all subgroups are meeting adequate yearly progress (AYP).

For the 2005-2006 school year:

- **Reading**
 - Third Grade -% Proficient plus accelerated and advanced -**81%**;
 - Fourth Grade -% Proficient plus accelerated and advanced -**89%**;
 - Fifth Grade - % Proficient plus accelerated and advanced -**86%**;
 - Sixth Grade - % Proficient plus accelerated and advanced -**100%**;
- **Math**
 - Third Grade -% Proficient plus accelerated and advanced -**89%**;
 - Fourth Grade -% Proficient plus accelerated and advanced -**92%**;
 - Fifth Grade - % Proficient plus accelerated and advanced -**82%**;
 - Sixth Grade -% Proficient plus accelerated and advanced -**94%**.

2. Using Assessment Results:

Parkview Elementary uses assessment results taken from a variety of sources, including the State Achievement Tests (Grades 3-6) and Ohio Diagnostic Assessments from the Kindergarten Entrance Assessment to the Third Grade Writing Diagnostic. We also utilize formative and summative Curriculum Based Management systems including the Developmental Reading Assessment (DRA2), running records, fluency probes, comprehension probes, sight word checklists, words in isolation, and Marie Clay's Observation Survey as well as classroom/grade level designed assessments, rubrics, and checklists aligned to the Academic Content Standards. Mathematics is also assessed with unit tests from the Everyday Math Curriculum.

Parkview faculty use these assessments to disaggregate data in order to identify individual student strengths and weaknesses and to plan for differentiated instruction to accelerate or remediate targeted intervention based on subgroup data. Faculty and staff establish curriculum goals for the year, priorities are set, and professional development is planned to improve student and school performance.

Concurrently, within each grade level team (which includes our grade level teachers, Title I teachers, Talented and Gifted teachers, and Special Education teachers) we look at the most recent data to determine areas of strength and/or weakness regarding specific grade level indicators and sub-group populations for each curricular area. Teachers then design differentiated instruction for intervention as well as acceleration.

Parkview utilizes an intervention-based assessment process to support students' continuous progress. Individual student assessment results are addressed through ongoing dialogue and progress monitoring between grade level team teachers, the principal, parents, and students. Students who continue to struggle and those who remain at risk are encouraged to participate in our extended day intervention programs, which meet three hours per week from January through May in grades five and six, and eight weeks of March and April for grades three and four.

3. Communicating Assessment Results

Parkview Elementary communicates student performance in a variety of ways to students, parents, and the community. Teachers hold one-on-one conferences to go over each student's results, assist in setting goals, and support individual plans for success. Parents are given quarterly reports of student progress and interim reports as needed or requested. Teachers formally communicate through two scheduled parent/teacher conferences, one in early November and the next in late January. Many teachers invite the students to participate.

Parents are informed of their child's individual Achievement Test results from the state of Ohio. Parkview includes a letter of explanation that goes home with the state-issued results sheet. Our Parkview website posts the most current copy of our school's and district's report card. Families are given copies of the family-friendly state indicator booklets for the specific grade level of each child. On this site, we also share achievements and awards the school has earned.

Expectations are also communicated through class, grade, and building newsletters. Building newsletters, sent out approximately twice per month, often include updates for parents and community members; these are also indexed on our website. Parkview's website provides links to the Ohio Department of Education and other websites, where they can find a gold mine of information with public access.

<http://www.wooster.k12.oh.us/parkview> (select "Resources") Featured stories in daily and weekly local newspapers provide and promote sharing among the entire public.

A monthly student "Good News" assembly showcases successes in all forms, including art, music, writing, community service, attendance, and other forms of achievement. Fall Literacy and Math nights

explain our current student performance data; suggest opportunities to support learning, and share ways to practice with students, along with giving parents a “window” into the school day of their child. Closer to the time of the state assessments, curriculum nights are held for families to share ways to support children during the test cycle with information about health and nutrition, as well as hands-on lessons and sample test question practice.

4. Sharing Success

Teachers frequently work formally and informally in district grade level meetings, to share best practices, celebrate successes (each of our six district elementary schools is either effective or excellent), and discuss ways to continue to move forward as expectations change and targets increase. Parkview teachers met with Cornerstone Elementary, another school within the district, to formally review instructional practices we use. We seek out opportunities to work with the area colleges to share our successes with students working on methods courses and student teaching. The college professors also seek Parkview Elementary teachers out to provide quality opportunities for their students.

Parkview staff, working with Nancy Paduk and Timothy Rasinski, from Kent State University, identified comprehension and fluency as weaknesses in student performance. Teachers were interviewed to identify best practice strategies in these areas of reading instruction. Teams of teachers designed school-wide assessments to measure word recognition, words in context, fluency, and comprehension and identified ways to interpret the assessment data so teachers could adjust instruction to meet the needs of students thereby increasing student achievement. This work was referenced in Paduk and Rasinski’s work, Effective Reading Strategies, Teaching Children Who Find Reading Difficult. Then Professor Alison Schmidt, from the College of Wooster, formed a partnership with Parkview teachers to allow pre-service education majors to practice administering the assessments, work with individual students using specific intervention strategies based on analysis of the testing results, and record data on a computer program. The assessments are administered three times during the year to all students in grades one through six. The data are used to monitor student progress in the areas of comprehension, fluency, and word recognition throughout the year.

Individual teachers have also lent their expertise to sharing with others. For example, Mary Shepherd, a fourth grade teacher, has worked in conjunction with the Summit County science specialist to develop science standards for grades K-6 for Wooster City Schools. She is also part of a team of teacher leaders working with Susan Tave Zelman (Ohio State Superintendent of Education) on initiatives to present to the State Assembly. Michelle Zerrer, now a second grade teacher, has been cited in work published by Ashland University’s Mary and James Rycik, in their book, Phonics and Word Identification Instruction and Intervention, K-8.

Professional development days in the district have given innovative teacher-leaders opportunities to present programs and activities that have shown success over time. Achievements are shared on our school website: <http://www.wooster.k12.oh.us/parkview> (select “Achievements”).

PART V: CURRICULUM AND INSTRUCTION

1. Curriculum: Parkview Elementary School’s standards-based curriculum focuses on the core areas of English Language Arts, Mathematics, Science, and Social Studies. Grade level teams write long-range goals, based on annual mapping plans. From there, teachers design integrated units of study. We have goals to use pre/post testing whenever possible, and teams of teachers are in the process of designing formative assessments to go with the plans. Primary classrooms are mostly self-contained; intermediate classes are departmentalized based on teacher strength and program design, which may vary from grade to grade. Teachers work together in teams to provide a seamless interaction among small group population needs, individual instruction, small group, and whole class settings.

Students are also provided with vocal and instrumental music opportunities, art class, physical education, and library time. Student work is displayed at the County Fair, Mall Exhibits, Board Office displays, and entered into contests whenever possible. Monthly “Good News” assemblies provide opportunities to showcase student musical talents and written compositions, as well as share achievements and goals. Sixth grade classes represent us at County Spelling Bees, and lead us with a self-directed school newspaper, “Parkview Press.” Mobile computer labs bring technology access into the classrooms. Enrichment opportunities that match our Continuous Improvement Plan (CIP) goals are provided by the Parent Teacher Organization (PTO); some examples being Center Of Science and Industry (COSI) on Wheels, Mobile Ed Productions including a mime who presents writing for performance full day workshops, and a technology workshop in which students learn about television production and produce a school-wide video.

The community is actively involved with our students’ curriculum through Reach Out and Dance, Junior Achievement, Character Counts, Outdoor Education, Leadership Academy, and Ohio Reads programs. The PTO supports standards-based field trips in order to provide the students with connections to the curriculum in a real-life setting.

Student citizenship is promoted through an active Student Council, which provides opportunities for all students to serve the building, local, state, and national communities. From school clean-ups, to Make a Difference Day activities with families, to making ornaments for Wooster Hospital patients, to food and clothing drives for the Rotary Club and Goodwill, to our stuffed animal tree, and more, students are leading the way to choose and implement philanthropic and charitable goals.

2a. (Elementary Schools) Reading: Parkview Elementary School chooses to use a balanced literacy program including components of guided reading, shared reading, independent reading, writing, read-aloud, fluency, and word work. Our goal is to emphasize higher level thinking skills, through questioning and strategy utilization.

Earlier reading teams chose this model while working with Timothy Rasinski and Nancy Padak of Kent State University after completing a needs assessment, which identified reading as an area needing focus. Current teams choose to continue a balanced program based on research studies of best practice and higher achievement. Focusing on the philosophy that everything is about making connections, teachers utilize training from Strategies That Work as well as digging deeper into visualization, inference, analysis, and summarization. Question and Answer Relationships (QAR) strategies are practiced, as well as structured frameworks for responding and understanding organization of the written word.

Paraprofessionals, parent volunteers, Title I teachers, and Ohio Reads volunteers work alongside each other in a “village” atmosphere to promote multiple interactions with meaning. Fluid groups are flexible in nature, and students are guided with like peers to promote the most significant gains. Teachers use a variety of grouping techniques in order to meet the varied learning needs of the students. Some groups may meet together due to shared interests around a genre or author; while others may meet to be given explicit instruction in understanding and applying a specific reading skill or comprehension strategy.

3. Additional Curriculum Area: In our efforts to “provide opportunities and encouragement for all learners to realize their potential,” students are learning to jury their own writing. Writing is a specific area of focus for Parkview, so that students can determine the traits of writing, see how their work falls within those traits, and use rubrics to focus their goals to increase their achievement each year and realize their full potential as young authors. While our scores have met state benchmarks, we seek to improve writing across the curriculum and also the responses that students make as they respond to critical thinking questions, literature, and speakers. Upon reflection, we have noted a pattern of less than desired scores in short and extended responses on state achievement tests, and so choose to focus on our writing curriculum. We strongly believe that students will become better readers through their understanding of the written word. Written communication is an essential life skill and if we seek to create citizen leaders, we must create writers as well as speakers.

In an assessment vein, and as a way to help students understand the components of their written work, we have chosen to set goals in our building Continuous Improvement Plan regarding a common writing rubric. All staff participated in a training session on implementing the rubric. We have teacher leaders facilitating dialogue through open “coffees” to strengthen their understanding and assessment of the traits of writing. Our grade level teams are aligning the program to our writing indicators and planning for integration with our reading curriculum.

In addition to continuing to utilize a previous book study of Better Answers, we’re taking the students beyond the basic structure of that framework and facilitating their creative and thought-provoking insights. We want them to comprehend the power in their words, which will assist them in analyzing the words of other authors.

4. Instructional Methods Over the last several years, Parkview’s staff has researched, practiced, and implemented a variety of best practices building-wide, and continues to do so. Our goal is to ensure high quality instruction that delivers a viable curriculum to all students.

Along with flexible needs grouping, the staff applies one-on-one, small group, and whole class instruction. Multiple intelligences are encouraged in cooperative learning projects. Individual learning styles are addressed to help students reach individual goals and to compensate for their weaknesses by building on their strengths. Buddy systems are promoted and peer tutors provide “expertise” in a common language.

Teachers practice new skills and strategies learned from book studies and professional development, including: *QAR*, *Strategies That Work*, What Works in Schools, Literacy Discussion Groups, and lesson plan models. Comprehension strategies are given priority.

Differentiation can be witnessed in all aspects of our method of delivery [assess—revise—teach]. Students in the Intervention process who are at risk, along with those who need more enrichment to make one year's growth, are provided with school-wide programs, moderate and intensive plans as needed in the areas of academics and behavior. Teachers are setting SMART/DATA goals and teaching students to do the same. We’re promoting the language of the standards into our daily vocabulary in order to insure focused, standards-based learning. Faculty utilizes the progression of content standards to assist supporting students either in need of intervention or enrichment in any given content area. As a staff, we’re investigating Patterns of Reasoning, as outlined in the new Bloom’s Taxonomy, which were introduced to us at the *Making Ohio Standards Work* Conference.

We strive to develop students’ skills in other areas as well, by using Smart Board and wireless lab technology. Students are creating visual power point presentations and working with auditory centers. Discovery methods of learning are not only used in science class, but also in word work and service-based learning opportunities. The power of media is applied through videos, DVDs, compact discs, and interactive web-based learning.

Family and volunteer involvement, as well as instructing families in order for them to support their students is encompassed in school-wide programs such as Family Literacy Nights, Family Game/Movie nights, and Parkview Community goals such as “Million Minutes” (where the school goal was to read for one million minutes). “Listen Ears,” a community based support service, provides needed adult-child interaction in a safe, friendly setting.

5. Professional Development: Parkview Elementary School’s professional development program is an integral part of the success of our building, as we truly believe that the instructor has a substantial impact on the achievement of each student. Through our District’s Local Professional Development Committee, teachers write Individual Professional Development Plans in which they choose district, building, and individual professional goals on which to concentrate. The process is complimented through the observation and evaluation process, where teachers work with the administrator to focus development on instructional strategies and best practices designed to enrich work on content standards, most notably the process and application areas around higher level thinking skills. District grade level teams work together under the direction of the Director of Teaching and Learning and the Assistant Superintendent; waiver days are planned to provide district-wide professional development based on goals identified through this teacher participation.

At the building level, we have a School Improvement Team which looks at data to drive our Continuous Improvement Plan. Once the plan is identified, we focus our energies on choosing research-based practices and programs that will help the entire staff to reach the district’s mission of achievement for every child through a cause/effect model. For example, our students’ writing skills are showing improvement based on our studies in the traits of quality writing. All our staff have attended workshops on the craft of writing, and using analytic scoring rubrics as a tool for assessing student writing. Teachers are continuing their work at voluntary, teacher-led “coffees” where teachers discuss, share, and research better ways to implement their professional development. The professional learning continues on our grade level planning days, where teaching teams focus their work on developing curriculum and assessment maps that match the rubrics to the grade level writing indicators, and integrate reading indicators that will connect to student application.

We’re developing new ways to focus on student needs and work together to build a pyramid of support. In the content areas of reading and writing, our building English Language Arts Team and Mathematics Team use data to set goals for our monthly team meetings, workshops, and grade level planning sessions. For instance, data have indicated the need to work building-wide on the Geometry and Spatial Sense Standard, so the Math team is focusing on common vocabulary development, formative assessments on the grade level indicators, and better ways to track student progress and intervention results.

In an effort to continuously improve our results in the areas of economically disadvantaged and special needs populations, Parkview has studied high performing schools, scheduled book studies, e-seminars, reported out on magazine articles and research studies, and used results from our Action Research projects in partnership with area colleges.

Work that has helped us to grow and our students to achieve includes working with visiting professors Padak and Rasinski from Kent State University, Literacy Initiatives from the Ohio Department of Education, Summer Intervention for Reading Instructors courses, developing a positive behavioral support system through the Raise Responsibility model, studying books such as Strategies That Work, Better Answers, and What Works In Schools, and sending educators to state and national conferences.

PART VII - ASSESSMENT RESULTS

Subject: Reading	Grade: 3rd	Test: Ohio Achievement 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
% Proficient, accelerated, advanced	88%	94%	97%	No Test	No Test
% Accelerated, advanced	67%	71%	56%	No Test	No Test
# students tested	49	34	34		
percent of total students tested	100%	100%	100%		
# students alternatively assessed	1	2	2		
percent of students alternatively assessed	2%	6%	6%		
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	83%	93%	100%	No Test	No Test
% Accelerated, advanced	56%	60%	50%	No Test	No Test
# students tested	18	15	10		
Students with Disabilities					
% Proficient, accelerated, advanced	NC	NC	NC	No Test	No Test
% Accelerated, advanced	NC	NC	NC	No Test	No Test
# students tested	<10	<10	<10		
White					
% Proficient, accelerated, advanced	89%	93%	97%	No Test	No Test
% Accelerated, advanced	67%	77%	59%	No Test	No Test
# students tested	45	30	29		
African American/Black					
% Proficient, accelerated, advanced	NA	NC	NC	No Test	No Test
% Accelerated, advanced	NA	NC	NC	No Test	No Test
# students tested	0	<10	<10		
Hispanic					
% Proficient, accelerated, advanced	NA	NA	NA	No Test	No Test
% Accelerated, advanced	NA	NA	NA	No Test	No Test
# students tested	0	0	0		
Asian/Pacific Islander					
% Proficient, accelerated, advanced	NC	NA	NA	No Test	No Test
% Accelerated, advanced	NC	NA	NA	No Test	No Test
# students tested	<10	0	0		
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	NA	NC	NA	No Test	No Test
% Accelerated, advanced	NA	NC	NA	No Test	No Test
# students tested	0	<10	0		
Multiracial					
% Proficient, accelerated, advanced	NC	NC	NC	No Test	No Test
% Accelerated, advanced	NC	NC	NC	No Test	No Test
# students tested	<10	<10	<10		
Limited English Proficient					
% Proficient, accelerated, advanced	NA	NA	NA	No Test	No Test
% Accelerated, advanced	NA	NA	NA	No Test	No Test
# students tested	0	0	0		

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Mathematics	Grade: 3rd	Test: Ohio Achievement 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
% Proficient, accelerated, advanced	88%	85%	No Test	No Test	No Test
% Accelerated, advanced	59%	41%	No Test	No Test	No Test
# students tested	49	34			
percent of total students tested	100%	100%			
# students alternatively assessed	2	2			
percent of students alternatively assessed	4%	6%			
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	72%	73%	No Test	No Test	No Test
% Accelerated, advanced	39%	40%	No Test	No Test	No Test
# students tested	18	15			
Students with Disabilities					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test
# students tested	<10	<10			
White					
% Proficient, accelerated, advanced	89%	93%	No Test	No Test	No Test
% Accelerated, advanced	58%	47%	No Test	No Test	No Test
# students tested	45	30			
African American/Black					
% Proficient, accelerated, advanced	NA	NC	No Test	No Test	No Test
% Accelerated, advanced	NA	NC	No Test	No Test	No Test
# students tested	0	<10			
Hispanic					
% Proficient, accelerated, advanced	NA	NA	No Test	No Test	No Test
% Accelerated, advanced	NA	NA	No Test	No Test	No Test
# students tested	0	0			
Asian/Pacific Islander					
% Proficient, accelerated, advanced	NC	NA	No Test	No Test	No Test
% Accelerated, advanced	NC	NA	No Test	No Test	No Test
# students tested	<10	0			
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	NA	NC	No Test	No Test	No Test
% Accelerated, advanced	NA	NC	No Test	No Test	No Test
# students tested	0	<10			
Multiracial					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test
# students tested	<10	<10			
Limited English Proficient					
% Proficient, accelerated, advanced	NA	NA	No Test	No Test	No Test
% Accelerated, advanced	NA	NA	No Test	No Test	No Test
# students tested	0	0			

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Reading	Grade: 4th	Test: Ohio Achievement 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
% Proficient, accelerated, advanced	92%	92%	No Test	No Test	No Test
% Accelerated, advanced	36%	51%	No Test	No Test	No Test
# students tested	36	39			
percent of total students tested	100%	100%			
# students alternatively assessed	2	1			
percent of students alternatively assessed	6%	3%			
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	94%	87%	No Test	No Test	No Test
% Accelerated, advanced	31%	40%	No Test	No Test	No Test
# students tested	16	15			
Students with Disabilities					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test
# students tested	<10	<10			
White					
% Proficient, accelerated, advanced	94%	91%	No Test	No Test	No Test
% Accelerated, advanced	41%	54%	No Test	No Test	No Test
# students tested	32	35			
African American/Black					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test
# students tested	<10	<10			
Hispanic					
% Proficient, accelerated, advanced	NA	NA	No Test	No Test	No Test
% Accelerated, advanced	NA	NA	No Test	No Test	No Test
# students tested	0	0			
Asian/Pacific Islander					
% Proficient, accelerated, advanced	NA	NA	No Test	No Test	No Test
% Accelerated, advanced	NA	NA	No Test	No Test	No Test
# students tested	0	0			
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	NC	NA	No Test	No Test	No Test
% Accelerated, advanced	NC	NA	No Test	No Test	No Test
# students tested	<10	0			
Multiracial					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test
# students tested	<10	<10			
Limited English Proficient					
% Proficient, accelerated, advanced	NA	NA	No Test	No Test	No Test
% Accelerated, advanced	NA	NA	No Test	No Test	No Test
# students tested	0	0			

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Reading	Grade: 4th	Test: Ohio Achievement 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
% Proficient, accelerated, advanced	92%	92%	No Test	No Test	No Test
% Accelerated, advanced	36%	51%	No Test	No Test	No Test
# students tested	36	39			
percent of total students tested	100%	100%			
# students alternatively assessed	2	1			
percent of students alternatively assessed	6%	3%			
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	94%	87%	No Test	No Test	No Test
% Accelerated, advanced	31%	40%	No Test	No Test	No Test
# students tested	16	15			
Students with Disabilities					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test
# students tested	<10	<10			
White					
% Proficient, accelerated, advanced	94%	91%	No Test	No Test	No Test
% Accelerated, advanced	41%	54%	No Test	No Test	No Test
# students tested	32	35			
African American/Black					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test
# students tested	<10	<10			
Hispanic					
% Proficient, accelerated, advanced	NA	NA	No Test	No Test	No Test
% Accelerated, advanced	NA	NA	No Test	No Test	No Test
# students tested	0	0			
Asian/Pacific Islander					
% Proficient, accelerated, advanced	NA	NA	No Test	No Test	No Test
% Accelerated, advanced	NA	NA	No Test	No Test	No Test
# students tested	0	0			
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	NC	NA	No Test	No Test	No Test
% Accelerated, advanced	NC	NA	No Test	No Test	No Test
# students tested	<10	0			
Multiracial					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test
# students tested	<10	<10			
Limited English Proficient					
% Proficient, accelerated, advanced	NA	NA	No Test	No Test	No Test
% Accelerated, advanced	NA	NA	No Test	No Test	No Test
# students tested	0	0			

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Mathematics	Grade: 4th	Test: Ohio Achievement 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
% Proficient, accelerated, advanced	89%	No Test	No Test	No Test	No Test
% Accelerated, advanced	44%	No Test	No Test	No Test	No Test
# students tested	36				
percent of total students tested	100%				
# students alternatively assessed	2				
percent of students alternatively assessed	6%				
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	81%	No Test	No Test	No Test	No Test
% Accelerated, advanced	25%	No Test	No Test	No Test	No Test
# students tested	16				
Students with Disabilities					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test
# students tested	<10				
White					
% Proficient, accelerated, advanced	94%	No Test	No Test	No Test	No Test
% Accelerated, advanced	50%	No Test	No Test	No Test	No Test
# students tested	32				
African American/Black					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test
# students tested	<10				
Hispanic					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
Asian/Pacific Islander					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test
# students tested	<10				
Multiracial					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test
# students tested	<10				
Limited English Proficient					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0	No Test			

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Reading	Grade: 4th	Test: 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
% Proficient, accelerated, advanced	No Test	No Test	86%	60%	44%
% Accelerated, advanced	No Test	No Test	21%	2%	0%
# students tested			42	45	39
percent of total students tested			100%	100%	100%
# students alternatively assessed			0	0	0
percent of students alternatively assessed			0	0	0
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	No Test	No Test	64%	42%	NA
% Accelerated, advanced	No Test	No Test	18%	0%	NA
# students tested			11	19	0
Students with Disabilities					
% Proficient, accelerated, advanced	No Test	No Test	NC	NC	NC
% Accelerated, advanced	No Test	No Test	NC	NC	NC
# students tested			<10	<10	<10
White					
% Proficient, accelerated, advanced	No Test	No Test	88%	61%	46%
% Accelerated, advanced	No Test	No Test	23%	2%	0%
# students tested			40	41	35
African American/Black					
% Proficient, accelerated, advanced	No Test	No Test	NA	NC	NC
% Accelerated, advanced	No Test	No Test	NA	NC	NC
# students tested			0	<10	<10
Hispanic					
% Proficient, accelerated, advanced	No Test	No Test	NA	NA	NA
% Accelerated, advanced	No Test	No Test	NA	NA	NA
# students tested			0	0	0
Asian/Pacific Islander					
% Proficient, accelerated, advanced	No Test	No Test	NA	NA	NA
% Accelerated, advanced	No Test	No Test	NA	NA	NA
# students tested			0	0	0
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	No Test	No Test	NA	NA	NA
% Accelerated, advanced	No Test	No Test	NA	NA	NA
# students tested			0	0	0
Multiracial					
% Proficient, accelerated, advanced	No Test	No Test	NC	NC	NC
% Accelerated, advanced	No Test	No Test	NC	NC	NC
# students tested			<10	<10	<10
Limited English Proficient					
% Proficient, accelerated, advanced	No Test	No Test	NA	NA	NA
% Accelerated, advanced	No Test	No Test	NA	NA	NA
# students tested			0	0	0

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Mathematics	Grade: 4th	Test: Ohio Proficiency Test			
Edition/Publication Year: 2004-2005		Publisher: Ohio Department of Education			
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	No Test	71%	83%	60%	34%
% Accelerated, advanced	No Test	29%	33%	18%	0%
# students tested		38	42	45	41
percent of total students tested		100%	100%	100%	100%
# students alternatively assessed		1	0	0	0
percent of students alternatively assessed		3%	0	0	0
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	No Test	53%	73%	32%	NA
% Accelerated, advanced	No Test	27%	18%	11%	NA
# students tested		15	11	19	0
Students with Disabilities					
% Proficient, accelerated, advanced	No Test	NC	NC	NC	20%
% Accelerated, advanced	No Test	NC	NC	NC	0%
# students tested		<10	<10	<10	10
White					
% Proficient, accelerated, advanced	No Test	74%	83%	63%	38%
% Accelerated, advanced	No Test	32%	35%	20%	0%
# students tested		34	40	41	37
African American/Black					
% Proficient, accelerated, advanced	No Test	NC	NA	NC	NC
% Accelerated, advanced	No Test	NC	NA	NC	NC
# students tested		<10	0	<10	<10
Hispanic					
% Proficient, accelerated, advanced	No Test	NA	NA	NA	NA
% Accelerated, advanced	No Test	NA	NA	NA	NA
# students tested		0	0	0	0
Asian/Pacific Islander					
% Proficient, accelerated, advanced	No Test	NA	NA	NA	NA
% Accelerated, advanced	No Test	NA	NA	NA	NA
# students tested		0	0	0	0
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	No Test	NA	NA	NA	NA
% Accelerated, advanced	No Test	NA	NA	NA	NA
# students tested		0	0	0	0
Multiracial					
% Proficient, accelerated, advanced	No Test	NC	NC	NC	NC
% Accelerated, advanced	No Test	NC	NC	NC	NC
# students tested		<10	<10	<10	<10
Limited English Proficient					
% Proficient, accelerated, advanced	No Test	NA	NA	NA	NA
% Accelerated, advanced	No Test	NA	NA	NA	NA
# students tested		0	0	0	0

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Reading	Grade: 5th	Test: Ohio Achievement 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
% Proficient, accelerated, advanced	90%	87%	No Test	No Test	No Test
% Accelerated, advanced	54%	38%	No Test	No Test	No Test
# students tested	41	52			
percent of total students tested	100%	100%			
# students alternatively assessed	1	0			
percent of students alternatively assessed	2%	0			
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	82%	65%	No Test	No Test	No Test
% Accelerated, advanced	35%	24%	No Test	No Test	No Test
# students tested	17	17			
Students with Disabilities					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test
# students tested	<10	<10			
White					
% Proficient, accelerated, advanced	92%	89%	No Test	No Test	No Test
% Accelerated, advanced	58%	38%	No Test	No Test	No Test
# students tested	36	45			
African American/Black					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test
# students tested	<10	<10			
Hispanic					
% Proficient, accelerated, advanced	NA	NA	No Test	No Test	No Test
% Accelerated, advanced	NA	NA	No Test	No Test	No Test
# students tested	0	0			
Asian/Pacific Islander					
% Proficient, accelerated, advanced	NA	NC	No Test	No Test	No Test
% Accelerated, advanced	NA	NC	No Test	No Test	No Test
# students tested	0	<10			
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	NA	NA	No Test	No Test	No Test
% Accelerated, advanced	NA	NA	No Test	No Test	No Test
# students tested	0	0			
Multiracial					
% Proficient, accelerated, advanced	NC	NC	No Test	No Test	No Test
% Accelerated, advanced	NC	NC	No Test	No Test	No Test

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Mathematics	Grade: 5th	Test: Ohio Achievement 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
% Proficient, accelerated, advanced	85%	No Test	No Test	No Test	No Test
% Accelerated, advanced	56%	No Test	No Test	No Test	No Test
# students tested	41				
percent of total students tested	100%				
# students alternatively assessed	1				
percent of students alternatively assessed	2%				
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	76%	No Test	No Test	No Test	No Test
% Accelerated, advanced	35%	No Test	No Test	No Test	No Test
# students tested	17				
Students with Disabilities					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test
# students tested	<10				
White					
% Proficient, accelerated, advanced	89%	No Test	No Test	No Test	No Test
% Accelerated, advanced	64%	No Test	No Test	No Test	No Test
# students tested	36				
African American/Black					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test
# students tested	<10				
Hispanic					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
Asian/Pacific Islander					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
Multiracial					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Reading	Grade: 6th	Test: Ohio Achievement 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
% Proficient, accelerated, advanced	100%	No Test	No Test	No Test	No Test
% Accelerated, advanced	65%	No Test	No Test	No Test	No Test
# students tested	46				
percent of total students tested	100%				
# students alternatively assessed	1				
percent of students alternatively assessed	2%				
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	100%	No Test	No Test	No Test	No Test
% Accelerated, advanced	50%	No Test	No Test	No Test	No Test
# students tested	16				
Students with Disabilities					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test
# students tested	<10				
White					
% Proficient, accelerated, advanced	100%	No Test	No Test	No Test	No Test
% Accelerated, advanced	61%	No Test	No Test	No Test	No Test
# students tested	41				
African American/Black					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
Hispanic					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
Asian/Pacific Islander					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test
# students tested	<10				
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
Multiracial					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Mathematics	Grade: 6th	Test: Ohio Achievement 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
% Proficient, accelerated, advanced	93%	No Test	No Test	No Test	No Test
% Accelerated, advanced	74%	No Test	No Test	No Test	No Test
# students tested	46				
percent of total students tested	100%				
# students alternatively assessed	1				
percent of students alternatively assessed	2%				
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	88%	No Test	No Test	No Test	No Test
% Accelerated, advanced	63%	No Test	No Test	No Test	No Test
# students tested	16				
Students with Disabilities					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test
# students tested	<10				
White					
% Proficient, accelerated, advanced	93%	No Test	No Test	No Test	No Test
% Accelerated, advanced	73%	No Test	No Test	No Test	No Test
# students tested	41				
African American/Black					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
Hispanic					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
Asian/Pacific Islander					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test
# students tested	<10				
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	NA	No Test	No Test	No Test	No Test
% Accelerated, advanced	NA	No Test	No Test	No Test	No Test
# students tested	0				
Multiracial					
% Proficient, accelerated, advanced	NC	No Test	No Test	No Test	No Test
% Accelerated, advanced	NC	No Test	No Test	No Test	No Test

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Reading	Grade: 6th	Test: Ohio Proficiency Test			
Edition/Publication Year: 2004-2005		Publisher: Ohio Department of Education			
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	No Test	80%	84%	72%	51%
% Accelerated, advanced	No Test	43%	42%	42%	17%
# students tested		56	31	43	35
percent of total students tested		100%	100%	100%	100%
# students alternatively assessed					
percent of students alternatively assessed					
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	No Test	59%	73%	50%	NA
% Accelerated, advanced	No Test	32%	36%	36%	NA
# students tested		22	11	14	0
Students with Disabilities					
% Proficient, accelerated, advanced	No Test	58%	NC	NC	NC
% Accelerated, advanced	No Test	42%	NC	NC	NC
# students tested		12	<10	<10	<10
White					
% Proficient, accelerated, advanced	No Test	81%	82%	74%	52%
% Accelerated, advanced	No Test	42%	46%	46%	19%
# students tested		52	28	39	31
African American/Black					
% Proficient, accelerated, advanced	No Test	NC	NC	NC	NC
% Accelerated, advanced	No Test	NC	NC	NC	NC
# students tested		<10	<10	<10	<10
Hispanic					
% Proficient, accelerated, advanced	No Test	NA	NA	NA	NA
% Accelerated, advanced	No Test	NA	NA	NA	NA
# students tested		0	0	0	0
Asian/Pacific Islander					
% Proficient, accelerated, advanced	No Test	NC	NA	NC	NA
% Accelerated, advanced	No Test	NC	NA	NC	NA
# students tested		<10	0	<10	0
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	No Test	NA	NA	NC	NA
% Accelerated, advanced	No Test	NA	NA	NC	NA
# students tested		0	0	<10	0
Multiracial					
% Proficient, accelerated, advanced	No Test	NA	NA	NC	NC
% Accelerated, advanced	No Test	NA	NA	NC	NC
# students tested		0	0	<10	<10
Limited English Proficient					
% Proficient, accelerated, advanced	No Test	NA	NA	NA	NA
% Accelerated, advanced	No Test	NA	NA	NA	NA
# students tested		0	0	0	0

Subgroups that do not comprise sufficient numbers (10 or more) are not part of the state's assessment report.

Subject: Mathematics	Grade: 6th	Test: Ohio Proficiency Test			
Edition/Publication Year: 2004-2005		Publisher: Ohio Department of Education			
	School Year (March Testing)				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	No Test	84%	87%	76%	60%
% Accelerated, advanced	No Test	36%	29%	14%	11%
# students tested		56	31	42	35
percent of total students tested		100%	100%	100%	100%
# students alternatively assessed		5			
percent of students alternatively assessed		9%			
SUBGROUPS					
Economically Disadvantaged	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% Proficient, accelerated, advanced	No Test	73%	91%	54%	NA
% Accelerated, advanced	No Test	18%	18%	0%	NA
# students tested		22	11	13	0
Students with Disabilities					
% Proficient, accelerated, advanced	No Test	58%	NC	NC	NC
% Accelerated, advanced	No Test	42%	NC	NC	NC
# students tested		12	<10	<10	<10
White					
% Proficient, accelerated, advanced	No Test	83%	89%	77%	65%
% Accelerated, advanced	No Test	37%	32%	15%	13%
# students tested		52	28	39	31
African American/Black					
% Proficient, accelerated, advanced	No Test	NC	NC	NC	NC
% Accelerated, advanced	No Test	NC	NC	NC	NC
# students tested		<10	<10	<10	<10
Hispanic					
% Proficient, accelerated, advanced	No Test	NA	NA	NA	NA
% Accelerated, advanced	No Test	NA	NA	NA	NA
# students tested		0	0	0	0
Asian/Pacific Islander					
% Proficient, accelerated, advanced	No Test	NC	NA	NC	NA
% Accelerated, advanced	No Test	NC	NA	NC	NA
# students tested		<10	0	<10	0
American Indian/Native Alaskan					
% Proficient, accelerated, advanced	No Test	NA	NA	NA	NA
% Accelerated, advanced	No Test	NA	NA	NA	NA
# students tested		0	0	0	0
Multiracial					
% Proficient, accelerated, advanced	No Test	NA	NA	NC	NC
% Accelerated, advanced	No Test	NA	NA	NC	NC
# students tested		0	0	<10	<10
Limited English Proficient					
% Proficient, accelerated, advanced	No Test	NA	NA	NA	NA
% Accelerated, advanced	No Test	NA	NA	NA	NA
# students tested		0	0	0	0

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