

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 908 Lincoln Ave.
(If address is P.O. Box, also include street address)

Steubenville Ohio 43952
City State Zip Code+4 (9 digits total)

Tel. (740) 282-0001 Fax (740) 283-8946

Website/URL http://steubenville.k12.oh.us Email jholub@steubenville.k12.oh.us

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

(Principal's Signature) Date _____

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

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

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

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Ruth Anne Bruzzese
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district: 6 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools

 8 TOTAL
2. District Per Pupil Expenditure: \$6,783

 Average State Per Pupil Expenditure: \$6,911

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. _____ Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	21	14	35	7			
1	12	15	27	8			
2	10	14	24	9			
3	15	11	26	10			
4	16	12	28	11			
5	20	10	30	12			
6	5	0	5	Other	21	11	33
TOTAL STUDENTS IN THE APPLYING SCHOOL							207

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------------|----------------------------------|
| <u>47</u> | % White |
| <u>52</u> | % Black or African American |
| <u> </u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 18.4 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1	207
(5)	Subtotal in row (3) divided by total in row (4)	.184
(6)	Amount in row (5) multiplied by 100	18.4

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

9. Students eligible for free/reduced-priced meals: 86.61 %
180 Total Number Students Who Qualify

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

10. Students receiving special education services: $\frac{14}{28}$ %
 Total Number of Students Served

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

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 1 </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> </u> Speech or Language Impairment |
| <u> 8 </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |
| | <u> 19 </u> Emotionally Disturbed |

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> </u>
Classroom teachers	<u> 8 </u>	<u> </u>
Special resource teachers/specialists	<u> 5 </u>	<u> </u>
Paraprofessionals	<u> 4 </u>	<u> </u>
Support staff	<u> </u>	<u> 2 </u>
Total number	<u> 18 </u>	<u> 2 </u>

12. Student-“classroom teacher” ratio: 18-1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.4	96.5	94.2		
Daily teacher attendance	95.2	93.5	95.4		
Teacher turnover rate	11%	0	22%		
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Lincoln Elementary School in Steubenville, Ohio, is a preschool through 6th-grade building, including five special education units. It is one of six elementary buildings in the Steubenville City School District. We recognize each child as a unique individual, and we are dedicated to educating our students to become lifelong learners.

The Steubenville City School District and Lincoln Elementary School share the common goal of educating each and every child. Educational programs instituted over the last several years include: Success for All Reading (2000) and Math (2001), a strong parent volunteer program, reading and math facilitators in each elementary school, remediation computer software, after school tutoring and free breakfast programs at each school.

Lincoln Elementary School is located just outside of downtown Steubenville, a steel town, which has experienced a declining population from 40,000 in the mid 70's to one with 19,000 people today. Many of Lincoln's students come from two federal housing projects, located in the south end of town. Most of these children are from single-parent families, many being raised by grandmothers and/or great aunts.

Approximately 75 percent of Lincoln's students arrive daily by school bus. The first bus pulls in around 8:00 a.m. Upon arrival, all students proceed directly to the cafeteria where the principal greets them, and they have breakfast. Weather permitting, teachers on duty will take students to the playground for a few minutes. We use this time to make the children feel welcomed and relaxed.

When the 8:45 a.m. bell rings, the students are dismissed by grade to their classrooms. Roll and lunch count are completed before two 5th-graders lead the school in the Pledge of Allegiance. At 9 a.m., the students quietly head to 90 minutes of reading, grouped with students at the same ability level. Students also have a block of 75 minutes of math. For the rest of the day, each classroom follows its own schedule.

Lincoln staff's day is from 8:25 a.m. – 3:20 p.m. Most teachers arrive early and stay late. With only one teacher change in the last three years, this staff is very experienced and knowledgeable about the needs of Lincoln's children. Teachers are very demanding of their students yet understanding of their individual differences. The strengths of each child are emphasized, while teachers try to improve each child's weaknesses.

Lincoln's principal came to the school in 2000, after 11 years of running the district's Wells Parental School of Choice. He brought with him a positive attitude that all children can succeed, and he emphasizes that on a daily basis. He operates in a very relaxed manner that has carried over to all the staff. The only trait he won't tolerate is negativity. The teachers, students, and all involved with Lincoln believe in this basic philosophy.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (nor charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 9 Percent of the students in the appropriate classes take the SAT or ACT, do not report the data. Limit the narrative to one page.

The Ohio Fourth Grade Proficiency Tests for Reading and Math have always required scaled scores of 217 and 218, respectfully, to be proficient. A scaled score of 250 is the advanced proficient score. Beginning with the March 2002 test for reading, a scaled score from 198-216 indicates "at or above basic".

The Data Display tables at the end of this application reflect the Lincoln results on the Ohio Fourth Grade Reading and Math Proficiency Tests for the last three years. The tables first illustrate the total number of students taking each test, and the percentage reaching basic, (for 2001-2002), proficiency, and advanced proficiency. The results would indicate Reading has been fairly consistent with a slight drop in 2000-2001, while Math has steadily increased until reaching 100% in 2001-2002. We administered the Reading Test to this group as third graders, and because two of them scored proficient, their scores were not reflected on the State Report Card.

- a. We disaggregated our data into three (3) subgroups:
African American, White, and those qualifying for Free/Reduced Lunch. The scores are basically a reflection of the total scores with again the two students passing Reading in the third grade being omitted.
- b. The Ohio Department of Education excluded Special Education students from proficiency testing until the 2001-2002 school year. Those students (6), were not counted on the State's Report Card. They will be beginning with the 2002-2003 results.
- c. All test date is attached at the end of this application.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Lincoln Elementary School uses the results of all testing to evaluate the academic needs of its students. Test results are broken down by subtests with student scores for each. The scores are placed in the weakness or strength column, which readily allows the teacher to look at each student and determine when intervention is needed. Those with the greatest needs will be recommended for after-school tutoring, which is held four days a week from 3:00 p.m. – 4:00 p.m.

During the months of January and February, the reading facilitator works with the librarian to develop lessons in test-taking skills. They team-teach during the 4th-grade's library periods, with the 4th-grade teacher supplying the needs assessment. The lessons are completed in small groups and one-on-one.

Students also are assessed each nine weeks as part of the SFA Reading and Math program. Using computers, students take the Star Reading and Star Math tests on a regular basis. These tests assist the teachers in identifying weaknesses in both subjects. Individual attention is given as needed.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and community.

The Ohio Fourth-Grade Proficiency Test scores are returned to Lincoln during May of each school year. At that time, the 4th-grade teachers hold individual conferences with each student and discuss their results. The students' weaknesses are pointed out to them, so they know areas that they need to work on. A newsletter is sent home inviting parents/guardians to call the school to schedule a meeting to discuss their child's results. Approximately 20 percent of our families respond each year. All 4th grade students receive a letter with their final report card, showing their scores on each subtest.

Another aspect of SFA is family support. Teachers may request meetings with the parents/guardians of students with difficulties, whether they are academic or otherwise. The meetings are attended by the principal, SFA facilitator, district social worker, school nurse, classroom teacher, parent/guardian, and often, the students themselves. A social worker keeps a record of the meeting on an SFA form, and possible solutions are shared with all. The meetings have proven to be very successful in helping families cope with their children's problems.

4. Describe in one-half page how the school will share its successes with other schools.

The Lincoln staff is excited about sharing our successes with schools with similar demographics. We credit much of our success to the Success for All Reading and Math Programs that our district adopted in 2000 and 2001. Our building facilitator has gone above and beyond what was expected of her in having our staff implement these programs.

Visitors to Lincoln will be more than welcome to observe classes and talk to staff and students. Our intermediate schedule consists of 90 minutes of reading beginning at 9:00 a.m., immediately followed by 75 minutes of math. Although some may see this schedule as too intense, we feel that it is working for us, and we would love to have people see it.

Visitors will also see that as intense as this endeavor is, our staff has managed to make it feel relaxing for the students. Like any program, SFA is only as good as the people implementing it. The Lincoln staff has taken SFA and added their personal touches to meet our students' needs.

We hope to develop a packet to send to schools requesting information about Lincoln. Our Web site will be enhanced to include information concerning our successes.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Steubenville City Schools has been working diligently the last few years to meet the academic content standards established by the Ohio Department of Education. We feel that we are ahead of the game, especially in the major subject areas.

The curriculum committees, headed up by central office administrators and one teacher from each building, are assigned the task of selecting textbooks to match the state's content standards. The textbook companies are then asked to send copies of each grade level to all buildings for all teachers to peruse. Rating sheets have been developed for each committee member to collect from their buildings. The committee then reconvenes to discuss the results and select the textbooks. This year, the science committee is selecting new texts.

Lincoln operates from 8:45 a.m. – 3:00 p.m. Forty minutes a day is used for lunch/recess break. While the Ohio Department of Education requires 1,500 minutes a week of instruction, Lincoln exceeds that by 125 minutes. In total, 450 minutes a week are dedicated to SFA Reading; 375 minutes each week to SFA Math; 150 minutes to library, physical education, and music. This leaves 525 minutes a week to allow teachers and students to concentrate on social studies, science, and language arts.

Social studies and science are dealt with in the primary grades on a personal level. Students learn to get along with each other, and how to take care of themselves. They are taught to identify a problem and work in groups to solve it. They also learn the importance of respect for all living things.

Our science curriculum in grades 3, 4, and 5 is divided into four distinct areas: life science, physical science, earth science, and the human body. Each grade builds on the preceding grade level.

Social studies in 3rd grade concentrates on living in communities, looking back at the beginnings of the U.S.A., and how governments must work together. The 4th grade studies Ohio history in preparation for the proficiency test, while the 5th grade studies life in the U.S.A. today, and the geography and the history of the country.

2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description why the school chose this particular approach to reading.

The Success for All, (SFA), Reading Program developed at John Hopkins University was introduced to the teaching staff of Steubenville City Schools in the spring of 2000. The staff unanimously voted to adopt SFA for all the elementary buildings. A reading facilitator was hired for each school, and they, along with the building principals attended intensive one-week training in Baltimore in July. SFA representatives trained the rest of the staff in Steubenville in August, and have visited our schools periodically each of the last three years.

The main reason for adopting SFA is found in its goal statement: "To provide all students with learning experiences that enable them to attain reading proficiency at or above grade level by third grade and to maintain that success throughout the elementary grades." SFA builds upon this goal by providing all students with the foundation they need to succeed in the later grades. This leads to higher rates of graduation from high school, improved literacy at all levels, and greater opportunities for success in adulthood. "Success in adulthood" fits perfectly into our mission statement of our students "becoming life-long learners".

SFA has done exactly what we had hoped it would. In the two and one-half years it has been implemented, we have seen our children develop a desire to read that we had not experienced in recent years. We have incorporated an Accelerated Reader program at all grade levels this school year. Accelerated Reader is a system of computerized testing and record keeping. Its goal is to increase literature-based reading practice.

The impact of the Accelerate Reader Program on our students has been very impressive. The more we are able to get our students to read, the better they perform on academic achievement tests in both reading and math. All Lincoln students, grades 1-5, have been entered into the program. After students read a book, they go to the computers and take a multiple-choice objective test. Teachers are able to track the quizzes through a diagnostic report that can be printed out at any time. These reports are placed in the student folders. Students in the 4th and 5th grade who pass the tests with 70 percent or higher are entered into an end-of-the-year raffle. We have seen great improvement in the students' attitudes toward wanting to read.

Another component of our reading program and a district wide practice is parent involvement. Lincoln School encourages parent volunteers to come into the school daily to help work with the classroom teacher, work in the computer room, tutor students one-on-one in reading and math. The volunteer program brings together the parents and Lincoln School and makes for a better overall home and school relationship. The volunteer program culminates with a district appreciation and recognition dinner at the end of the year.

3. Describe in one-half page other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

After our first year of SFA Reading, the facilitators and principals attended another SFA conference, this time in Boston. Although there for reading, some found time to attend a session on SFA Math. Liking what they saw, they returned to Steubenville and introduced it to the administration. An introduction to the teaching staff was presented by SFA personnel, and it was decided we would adopt SFA Math beginning with the 2001-02 school year.

Like the reading program, SFA Math has been aligned with the Ohio Proficiency Test to better help our students learn the state's academic content standards. The math lessons are developed in a sequence that allows the teachers to build the students' math ability from the ground up. Teachers have already found in their second year, students have developed an understanding of basic facts from the previous year.

One of the aspects of the program that appealed to our teachers is that explanations are required when solving a problem. Getting the right answer is no longer enough. SFA requires the students to be able to explain how they get their answer and why it is the correct answer. This better prepares them for the proficiency test and helps them learn to problem-solve because students are asked for explanations.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Although SFA has provided us with many guidelines and procedures, it also allows us to be flexible.

Whatever Works! That's the Lincoln philosophy when it comes to choosing instructional methods. From TLC to computer technology, we use them all. What might work with one group, may not work with another. What might work for one teacher, might not work for another.

The staff is experienced, with many of them describing themselves as "old school". However, they realize that our profession has undergone major changes over the years, and most understand they too must change. SFA is an example of how all of the teachers have adapted to new programs and philosophies.

Successful instructional methods being used at Lincoln include the following:

- Partnerships—two students work together toward the same goal. In reading, the students take turns reading to one another. This allows them to work on listening and oral reading skills at the same time. In math, partners work together to solve problems.
- Small Groups—in both reading and math, groups of four or five students learn to work together in their daily routines. It may be in answering questions from a reading selection, or in solving a set of math problems given them by the teacher. Everyone participates and the groups are awarded team points when successful.
- One-on-One—Volunteer tutors have been enlisted from the community to work with students in need of help with reading. They are trained by the facilitator and meet with the children on a regular basis. In addition to the extra learning, we have seen some great relationships develop during these sessions.
- Student Participation—all students are urged to verbalize and discuss. It is a must. Teachers sometimes call on students by choosing a Popsicle stick with students' names on it. This ensures that everyone gets a chance to participate. Students realize their name can be selected at anytime, and they are better prepared to respond.

5. Describe in one-half page the school's professional development program its impact on improving student achievement.

One of our continuous district goals for the last several years has been to emphasize technology through total staff development. Much progress has been made this year with the employment of a new technology coordinator and the purchase of new Imacs for every teacher's desk. In addition, Lincoln has a computer lab of 15 Imacs that is utilized daily.

The technology coordinator has held several "volunteer" after-school inservice meetings to help familiarize the teachers with their new computers. Teachers also learned about new programs and how they can be utilized. In turn, staff members share their newfound knowledge with their students. The Accelerated Reader Program has motivated 75 percent of the students to become readers, and to read more.

The SFA representatives visit the building six times a year; twice for reading, twice for math, and twice for family support. During the reading and math visits, they observe each classroom in the morning, and then meet with each teacher in the afternoon. The sessions are both informal and informative. The staff has developed a great relationship with the SFA group, and the visits are very rewarding.

The facilitator holds monthly meetings with the different reading level teachers. These meetings are to discuss needs, update teachers on new developments, and to solve any problems that may have surfaced.

During the summer of 2003, all special education teachers will undergo SFA training, and the majority of our special education students will be tested for SFA in the fall.

The entire staff is learning to use the new Ohio Academic Content Standards in reading, math, social studies and science as a guide to writing lesson plans.

The Lincoln staff is dedicated to keeping abreast of new ideas, procedure, etc., to help the children of Lincoln. They do a great job with self-motivation.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 Test Ohio Fourth Grade Proficiency Test

Edition/publication year _____ Publisher _____

What groups were excluded from testing? Why, and how were they assessed? _____

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month March					
SCHOOL SCORES					
TOTAL	88.9%	75%	90%		
At or Above Basic	100%	NA	NA		
At or Above Proficient	88.9%	75%	90%		
At Advanced	5.6%	5%	5%		
Number of students tested	18	20	20		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. African American (specify subgroup)	9	10	8		
At or Above Basic	100%	NA	NA		
At or Above Proficient	100%	70%	100%		
At Advanced	11.1%	10%	0%		
2. White (specify subgroup)	9	10	12		
At or Above Basic	100%	NA	NA		
At or Above Proficient	77.8%	80%	83.3%		
At Advanced	0%	0%	8.3%		
3. Free/Reduced Lunch (specify subgroup)	16	18	18		
At or Above Basic	100%	NA	NA		
At or Above Proficient	87.5%	77.8%	94.4%		
At Advanced	0%	0%	5.6%		
STATE SCORES					
TOTAL					
At or Above Basic	91.4	NA	NA		
State Mean Score	NA	NA	NA		
At or Above Proficient	67.7	56	58.2		
State Mean Score	NA	NA	NA		
At Advanced	7	7	6		
State Mean Score	NA	NA	NA		

The Ohio Fourth-Grade Proficiency Tests for Reading and Math have always required scaled scores of 217 and 218, respectively to be proficient. A scaled score of 250 is the advanced proficient score. Beginning with the March 2002 test for reading, a scale score from 198-216 indicates a basic score.

The number of reading and math students for 2001-2002 differs because two students passed reading as third graders and were not counted on the State Report Card. (18 Students for Reading, 20 for Math)

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month March					
SCHOOL SCORES					
TOTAL	100%	75%	60%		
At or Above Basic	100%	NA	NA		
At or Above Proficient	100%	75%	60%		
At Advanced	40%	5%	15%		
Number of students tested	20	20	20		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. African American (specify subgroup)	11	10	8		
At or Above Basic	100%	NA	NA		
At or Above Proficient	100%	60%	50%		
At Advanced	36.4%	0%	0%		
2. White (specify subgroup)	9	10	12		
At or Above Basic	100%	NA	NA		
At or Above Proficient	100%	90%	67%		
At Advanced	44.4%	10%	25%		
3. Free/Reduced Lunch (specify subgroup)	16	17	18		
At or Above Basic	100%	NA	NA		
At or Above Proficient	100%	70.6%	61.1%		
At Advanced	37.5%	5.9%	5.5%		
STATE SCORES					
TOTAL					
At or Above Basic	NA	NA	NA		
State Mean Score	NA	NA	NA		
At or Above Proficient	62.9%	59.4%	48.9%		
State Mean Score	NA	NA	NA		
At Advanced	17%	16%	11%		
State Mean Score					

The Ohio Fourth Grade Proficiency Tests for Reading and Math have always required scaled scores of 217 and 218, respectively to be proficient. A scaled score of 250 is the advanced proficient score. Beginning with the March 2002 test for reading, a scale score from 198-216 indicates a basic score.

The number of reading and math students for 2001-2002 differs because two students passed reading as third graders and were not counted on the State Report Card. (18 Students for Reading, 20 for Math)

