



2002

# Supplement To Report Card

## SUPPLEMENT REPORT FOR:

Chesapeake Union Exempted Village  
School District  
(Lawrence County)

## Chesapeake High School

Grades: 9-12

10181 Co Rd 1  
Chesapeake, OH 45619

740-867-5906  
www.ode.state.oh.us

The U.S. Department of Education has long acknowledged the power of information to transform the learning experience. New federal guidelines have been established to assure that parents and teachers have access to detailed information, and the Ohio Report Cards have been redesigned this year to provide parents and teachers with a greater variety of performance indicators for all students. This report to you supplements information contained in the parent report card.

The Ohio Department of Education is committed to providing you with the information and resources necessary to improve the learning outcomes of every student. We want you to understand the information enclosed in these report cards and feel comfortable using the data to meet every student's learning needs. If you would like to learn more about using the data in this supplement or the data in the parent report card to improve classroom learning, please call 877-772-7771.

## 2000-2001 School Year Proficiency Results

### PERCENTAGE OF STUDENTS WHO PASSED THE PROFICIENCY TESTS

	Your School			Your District			Similar Districts*						State Results		
	9th <sup>1</sup>	9th <sup>2</sup>	12th	9th <sup>1</sup>	9th <sup>2</sup>	12th	Avg. of Similar Districts			Best in Group			9th <sup>1</sup>	9th <sup>2</sup>	12th
	9th <sup>1</sup>	9th <sup>2</sup>	12th	9th <sup>1</sup>	9th <sup>2</sup>	12th	9th <sup>1</sup>	9th <sup>2</sup>	12th	9th <sup>1</sup>	9th <sup>2</sup>	12th	9th <sup>1</sup>	9th <sup>2</sup>	12th
<b>Citizenship</b>	89.8	96.3	77.1	89.8	96.3	77.1	81.7	89.9	64.4	92.9	96.5	78.2	82.5	91.0	71.6
<b>Mathematics</b>	76.3	90.1	67.5	76.3	90.1	67.5	72.6	82.3	49.4	82.4	91.2	67.5	72.5	83.4	61.9
<b>Reading</b>	95.8	97.6	72.3	95.8	97.6	72.3	91.1	95.3	66.4	97.9	98.6	83.3	90.5	95.9	74.1
<b>Writing</b>	97.9	98.8	96.4	97.9	98.8	96.4	93.0	95.7	82.6	99.1	100.0	96.4	91.6	96.7	87.8
<b>Science</b>	87.5	85.4	68.7	87.5	85.4	68.7	79.0	86.1	60.7	89.4	94.0	81.9	78.1	87.9	70.8

<sup>1</sup> Based on cumulative attempts for ninth grade students    <sup>2</sup> Based on cumulative attempts for tenth grade students

\*Comparing your district's results to the results of districts with similar challenges and resources can be useful to evaluate your district's performance. For purposes of comparison, "similar districts" were chosen based on size, location, education levels, income and property wealth. You can learn more about the districts that are similar to yours at [www.ode.state.oh.us](http://www.ode.state.oh.us)

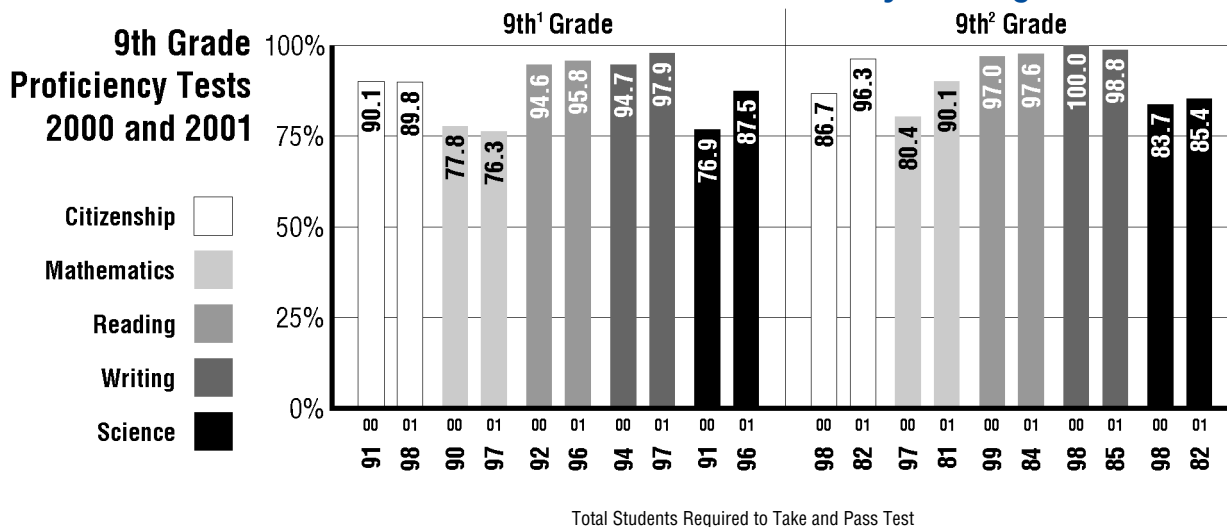
# Understanding School Improvement

## Understanding Improvement In Proficiency Testing

The chart below presents total student passing rates at your school since the 1998-1999 school year for students required to take and pass the Ohio Proficiency Tests. The proficiency levels show you whether students have fallen short of, reached or exceeded the minimum performance standards set for each student taking the test. For the twelfth grade test, if the Percentage Honors (black)

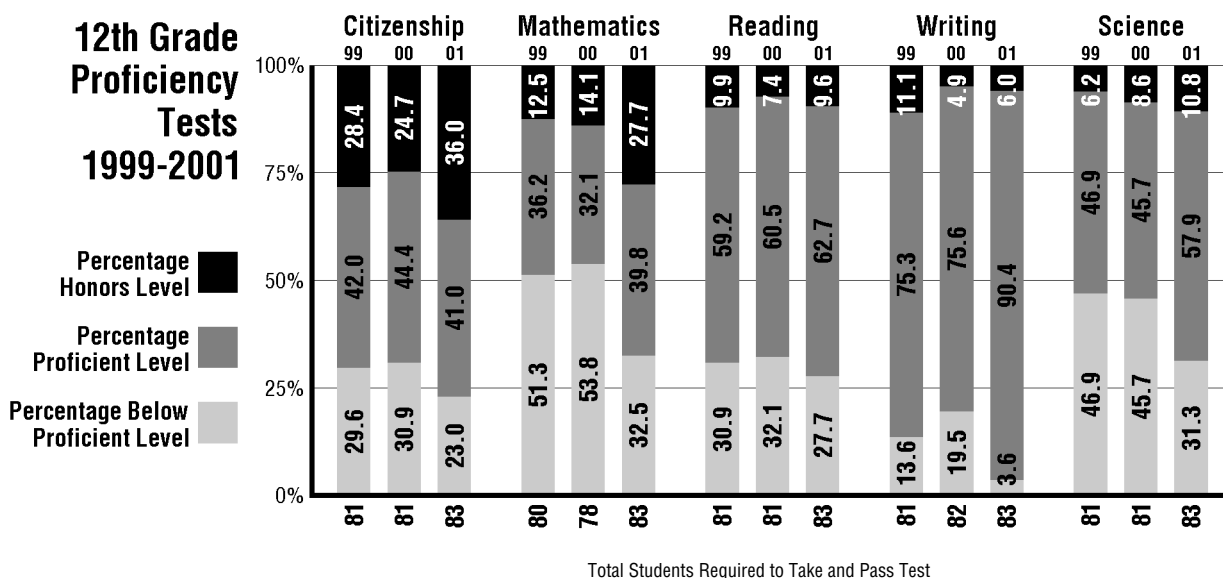
increased this year and the Percentage Below Proficient (light grey) decreased this year, then your school is doing better for more of its students. *Percentage Honors* is the highest performance level students can reach in Ohio in school year 2000-2001 on the twelfth grade proficiency test.

### Your School's Student Performance By Passing Rates



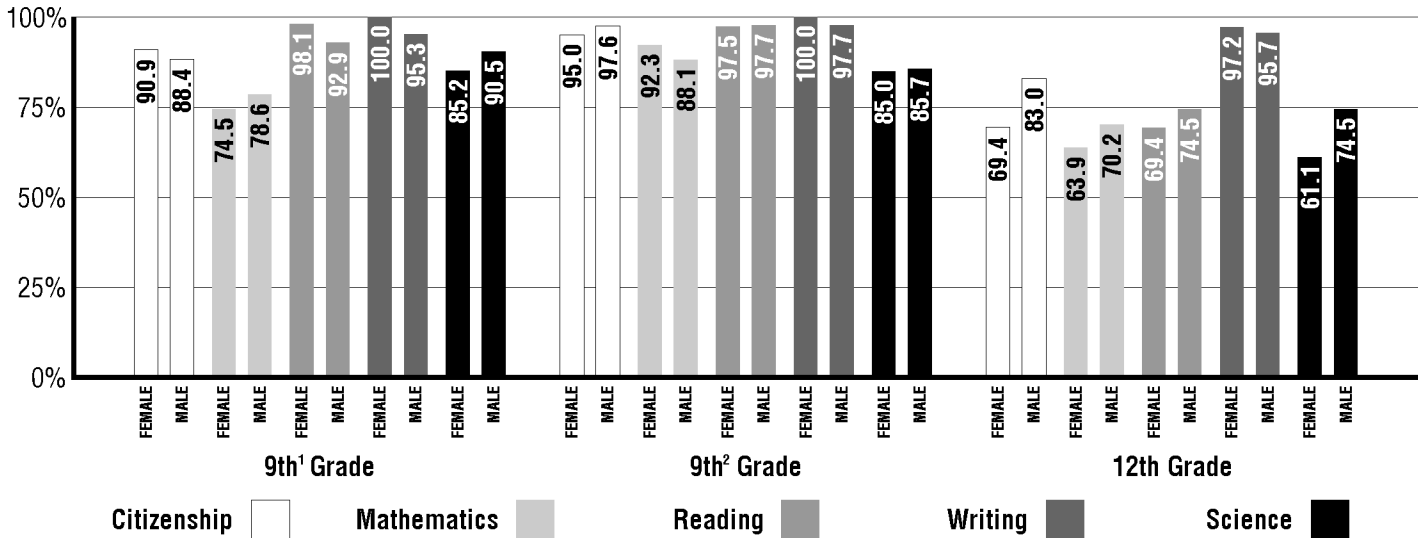
<sup>1</sup> Based on cumulative attempts for ninth grade students

<sup>2</sup> Based on cumulative attempts for tenth grade students



# School Demographic Results

## Percent Of Students By Gender Passing Proficiency Tests 2000-2001

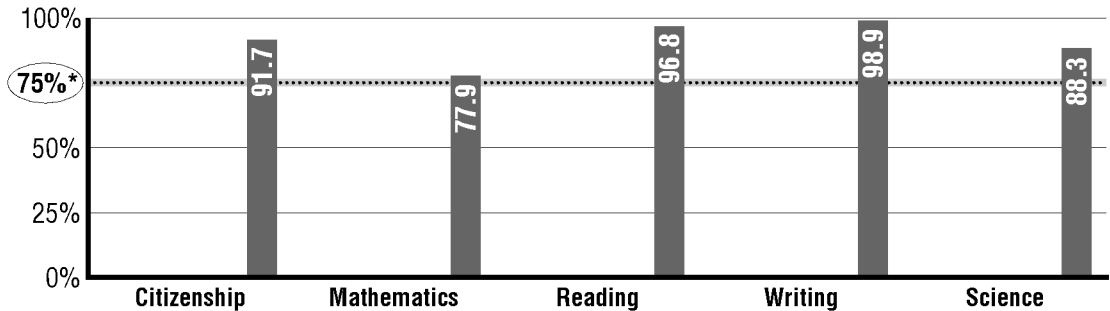


## Percent Of Students By Ethnicity Passing Proficiency Tests 2000-2001

### 9th<sup>1</sup> Grade

- African American
- Asian
- Hispanic
- Multi-Racial
- White

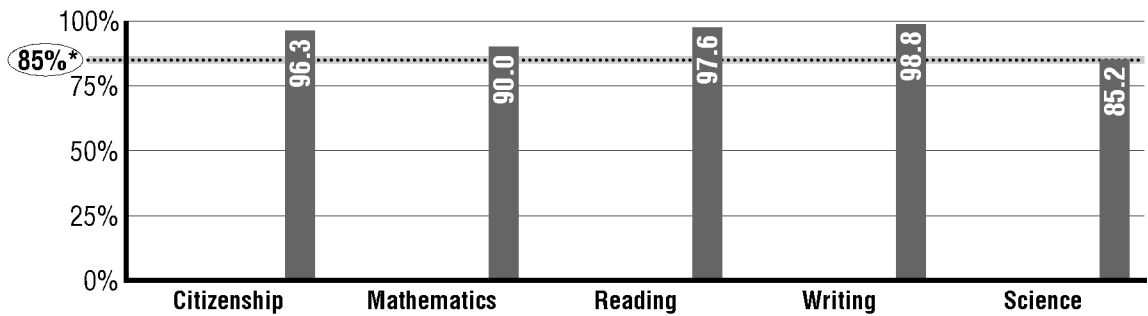
Less than 10 American Indian students - Not Calculated



### 9th<sup>2</sup> Grade

- African American
- Asian
- Hispanic
- Multi-Racial
- White

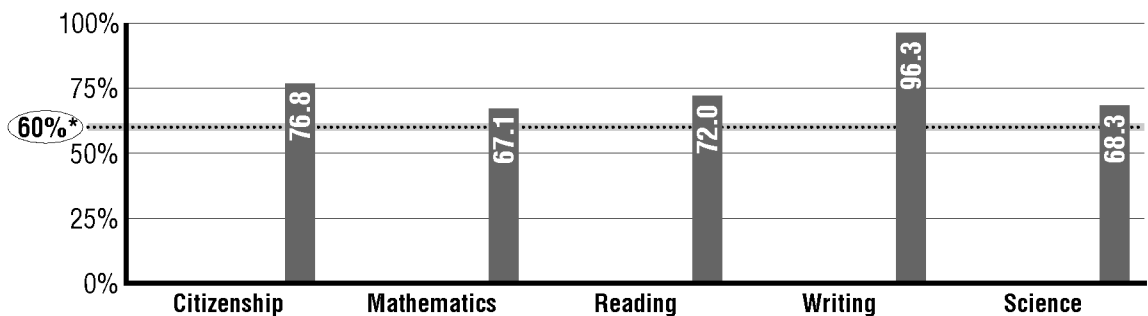
Less than 10 American Indian students - Not Calculated



### 12th Grade

- African American
- Asian
- Hispanic
- Multi-Racial
- White

Less than 10 American Indian students - Not Calculated



\*Minimum percentage of students who must pass the test for the district to meet the state standard  
 1 Based on cumulative attempts for 9th grade students    2 Based on cumulative attempts for 10th grade students

# District Results For All Students

It is expected that all students will take the state proficiency tests. In some cases, an individual student with a disability may be exempted from taking one or more of the Ohio Proficiency Tests or meeting the passing score for these tests. Accommodations that facilitate participation in proficiency tests are available to

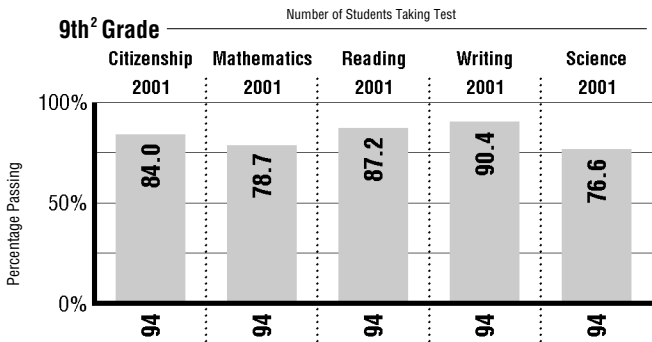
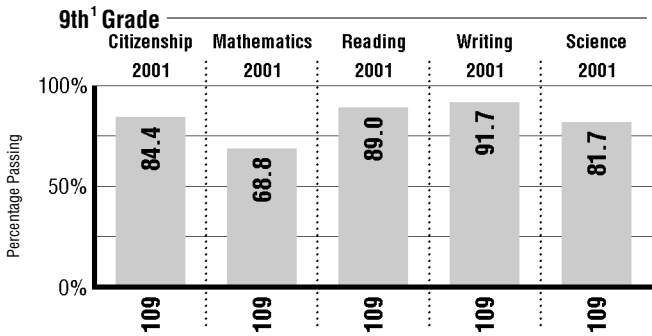
students with disabilities. These exemptions and accommodations are made by a joint decision of the student's parents, teachers and school administrators. Below are the results for all students in your district including students with disabilities for both proficiency tests and alternate assessments.

## Who Takes The Test In Your District

		Citizenship			Mathematics			Reading			Writing			Science		
		9th <sup>1</sup>	9th <sup>2</sup>	12th	9th <sup>1</sup>	9th <sup>2</sup>	12th	9th <sup>1</sup>	9th <sup>2</sup>	12th	9th <sup>1</sup>	9th <sup>2</sup>	12th	9th <sup>1</sup>	9th <sup>2</sup>	12th
<b>All Students</b>	Number Required to Take and Pass the Proficiency Tests	98	82	83	97	81	83	96	84	83	97	85	83	96	82	83
	Number Required to Take and Pass the Proficiency Tests NOT Taking the Test	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
<b>Students With Disabilities</b>	Number Required to Take and Pass the Proficiency Tests	NC	NC	NC	NC	NC	NC	NC	NC	NC	10	NC	NC	NC	NC	
	Number Required to Take and Pass the Proficiency Tests NOT Taking the Test	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
	Number Required to Take Proficiency Tests but NOT required to Pass	11	12	--	12	13	--	13	10	--	12	NC	--	13	12	--
	Number Required to Take Alternate Assessments	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	Number Required to Take Alternate Assessments NOT Taking the Test	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

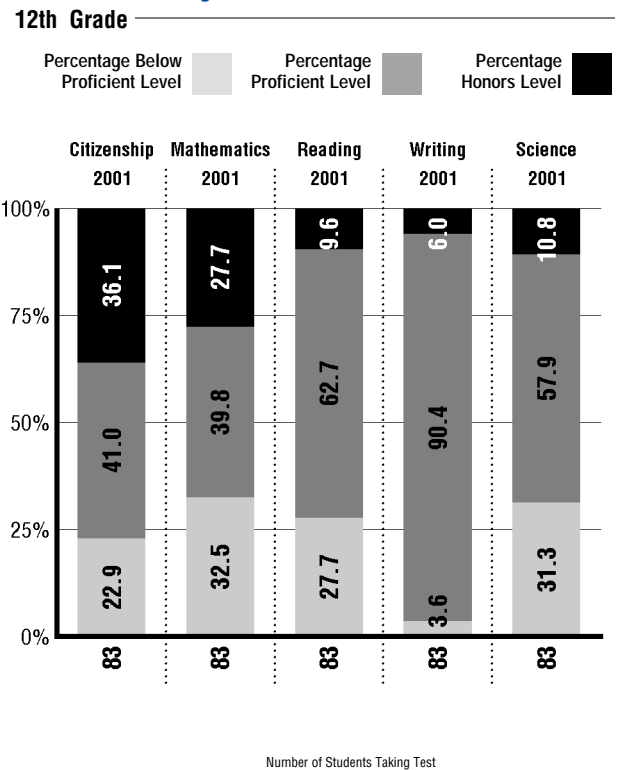
NC Less than 10 students not calculated    (--) Not applicable, alternate assessment not required in 12th grade

## Results For All Students Taking The Proficiency Test\*



1 Based on cumulative attempts for 9th grade students  
2 Based on cumulative attempts for 10th grade students

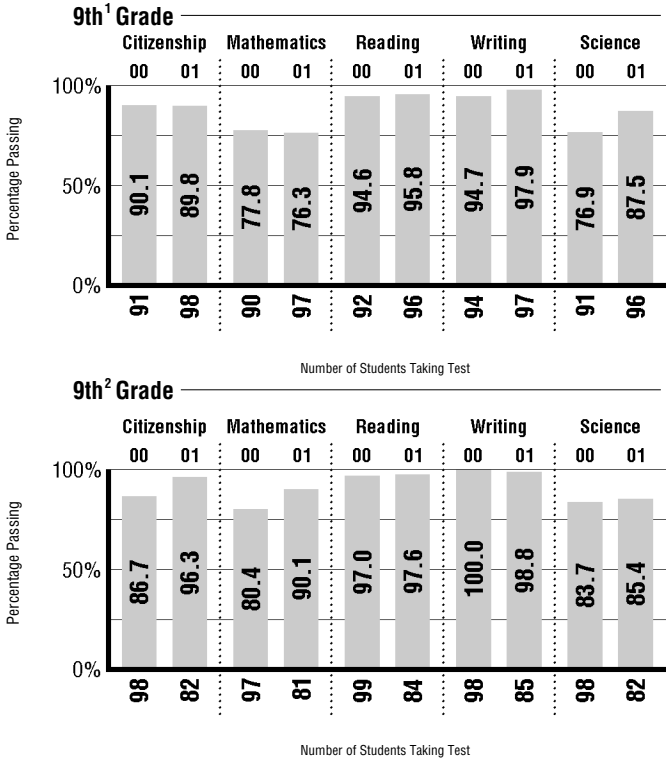
**Did You Know...**  
*"Exempt" means a determination by the IEP team that a student with disabilities is required to participate but not meet the standard in either proficiency test or alternate assessment at grades 4, 6 or 9.*  
**All students taking the test** includes students required to take the test and students who are EXEMPT but choose to take the proficiency test



\*Includes exempted students.

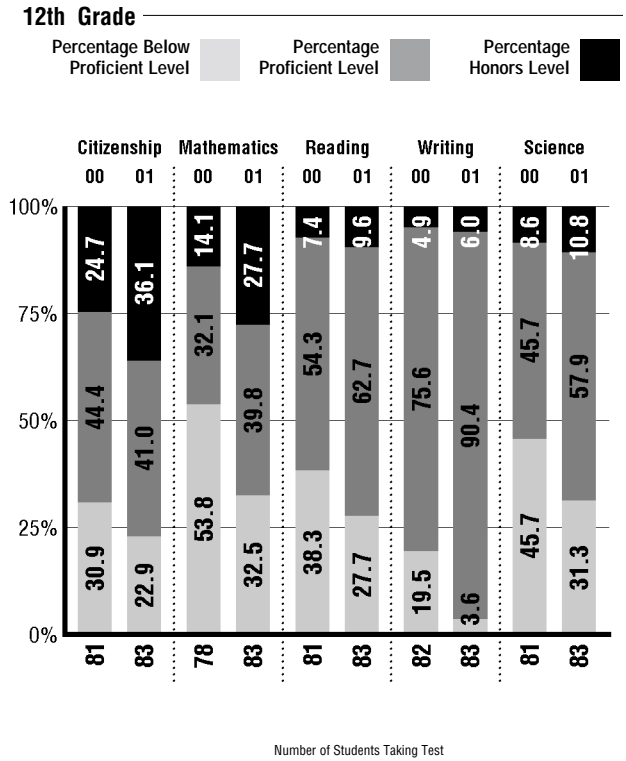
# District Results For Students With Disabilities

## Results For All Students Required To Take And Pass The Proficiency Test

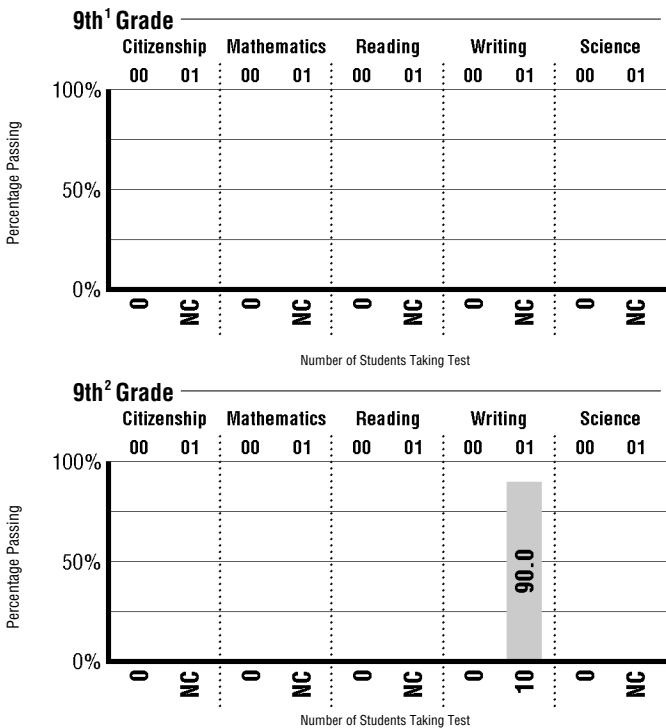


1 Based on cumulative attempts for 9th grade students  
2 Based on cumulative attempts for 10th grade students

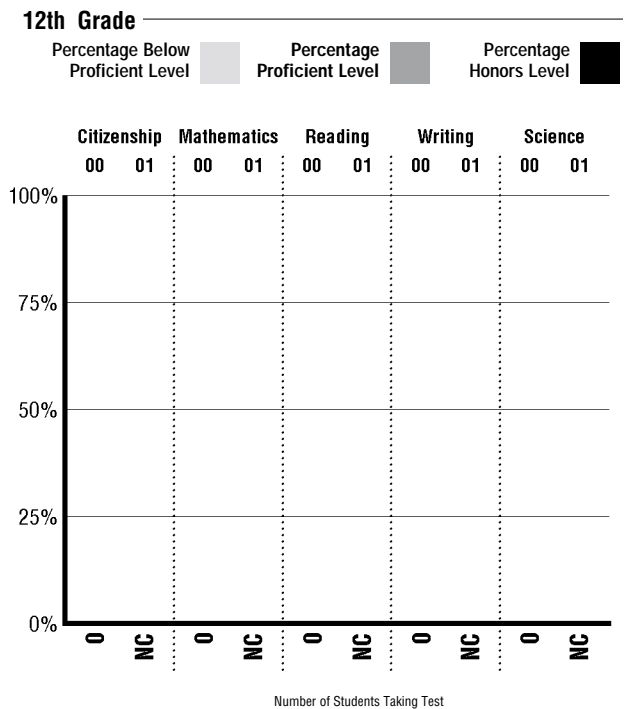
**Did You Know...**  
All students required to take and pass the test includes BOTH students with disabilities and without disabilities who are NOT EXEMPT from taking and passing the proficiency tests



## Results For Students With Disabilities Required To Take And Pass The Proficiency Test



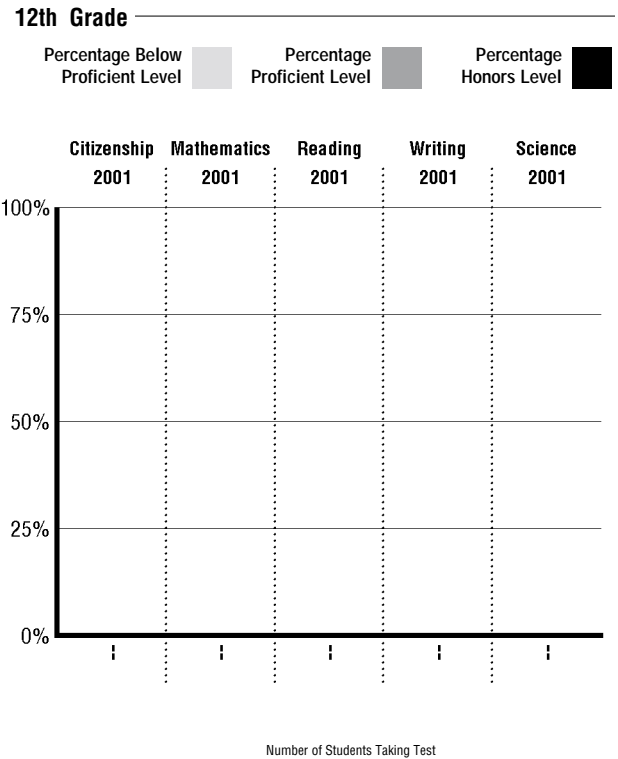
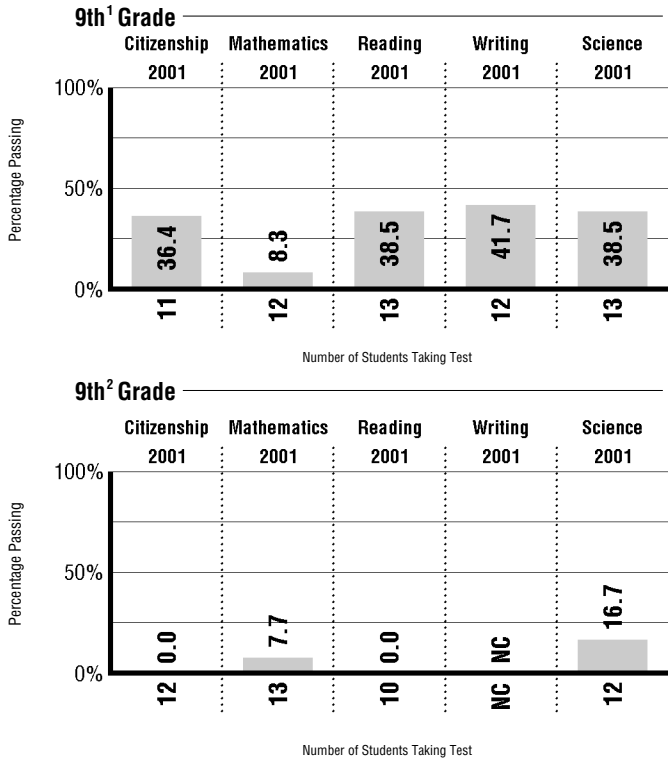
1 Based on cumulative attempts for 9th grade students  
2 Based on cumulative attempts for 10th grade students



# District Results For Students With Disabilities

continued

## Results For Students With Disabilities Required To Take But Not Required To Pass The Proficiency Test\*



**Did You Know...**  
If fewer than 10 students took a test in any given year, the results are not calculated (NC).

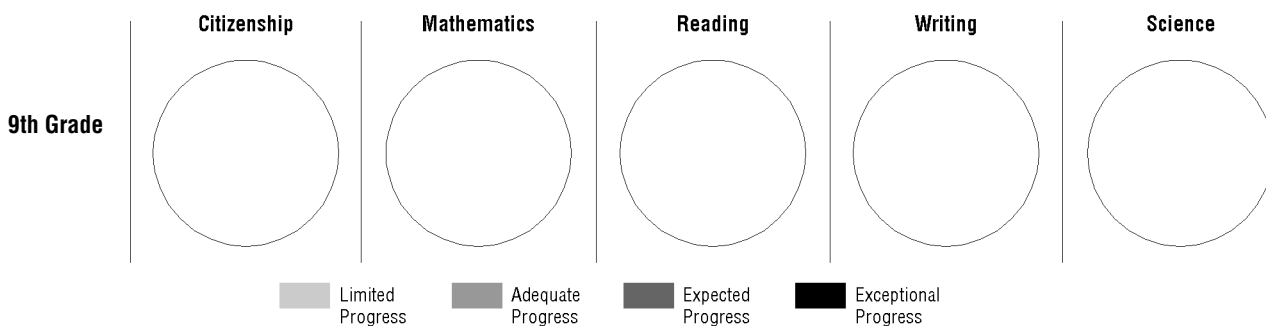
1 Based on cumulative attempts for 9th grade students  
2 Based on cumulative attempts for 10th grade students

\*Includes exempted students.

In the 2000-2001 school year, all exempt students with disabilities are required to participate in either the proficiency tests or an alternate assessment at grades 4, 6, or 9; however, these students are exempt from meeting the passing standard

on the proficiency test. Twelfth graders are not required to participate in an alternate assessment. Multi-year comparable data will be available in the 2003 local report card.

## Progress Made By Students Who Participated In Alternate Assessment



**Did You Know...**  
"Alternate Assessment" means a measure of student performance for students with disabilities who cannot participate in state assessments based on the severity of their disability, as determined by the IEP team.

When fewer than ten students are taking an alternate subject area test, the results are represented by a blank pie chart

# Know What To Expect...

Following the adoption of the new English language arts (ELA) and mathematics academic content standards, Ohio's educational system has taken its first step in the state's effort to create an aligned system. To achieve this alignment, the academic content standards will be used to develop assessments.

The new standards, unanimously adopted by the State Board of Education in December 2001, specify what students should know and be able to do in these specific subject areas. The adoption concludes more than a year-long process of gathering and reviewing input from Ohio teachers, parents, administrators, nonpublic schools, colleges and universities, educational service centers, businesses and community leaders.

The new system is designed to prepare all Ohio high school students with the knowledge and skills they need to succeed in higher education or the workforce.

## Standards Highlights

As a result of Am. Sub. Senate Bill 1, signed by Governor Bob Taft in June 2001, the State Board of Education is charged with adopting academic standards of what students should know and be able to do in the areas of reading, writing, mathematics, science and social studies for Kindergarten through 12th-grade students. The new legislation also charges the Board with adopting standards in the arts, foreign language, and computer literacy.

The six standards in mathematics and 10 in ELA follow a consistent framework, however, do not necessarily separate the curriculum into neat topics. Rather, the standards, benchmarks and grade-level indicators are all interrelated.

Each standard is described in a statement that clearly articulates what students are expected to know and be able to do. A benchmark is a specific statement of what students should know and be able to do at a specified time in their schooling and measure their progress towards meeting the standards. A grade-level indicator is a specific statement of knowledge and/or skills that all students demonstrate at each grade level and serves as a checkpoint that monitors progress towards the benchmarks. As students progress through school, the standards at each grade level increase in rigor to ensure that new knowledge and skills are introduced and attained.

## English language arts

The 10 standards in English language arts represent a balanced approach to literacy development, promote writing as a process, and expect students to become effective communicators. The standards also reflect the belief that reading and learning to read are problem-solving strategies that require the reader to apply strategies to make sense of written language.

## Mathematics

The six mathematics standards require that a student's competency in mathematics includes an understanding of mathematical concepts, facility with mathematical skills, and the ability to apply skills and concepts to problem-solving situations. Throughout the standards, students will use mathematical processes including reasoning, communication and representation skills and appropriate technology within problem-solving situations.

### *A Closer Look:*

### ***Ohio's New English Language Arts and Mathematics Academic Content Standards Framework***

#### **English Language Arts**

##### **Content Standards:**

- Phonemic Awareness, Word Recognition and Fluency Standard
- Acquisition of Vocabulary Standard
- Concepts of Print, Comprehension and Self-Monitoring Strategies Standard
- Reading Applications: Informational, Technical and Persuasive Text Standard
- Reading Applications: Literary Text Standard
- Writing Process Standard
- Writing Applications Standard
- Writing Conventions Standard
- Research Standard
- Communication: Oral and Visual Standard

#### **Mathematics**

##### **Content Standards:**

- Number, Number Sense and Operations Standard
- Measurement Standard
- Geometry and Spatial Sense Standard
- Patterns, Functions and Algebra Standard
- Data Analysis and Probability Standard
- Process Standard: Mathematical Processes Standard

## ...And When To Expect It

In order to meet their expected adoption timeline of December 2002, the science and social studies academic content standards are currently being developed by writing teams of K-16 educators, parents, and business and community leaders. The arts, technology and foreign language academic content standards are expected to be adopted after December 2002.

As part of the development process, the first drafts of the social studies and science academic content standards are now available on the Ohio Department of Education's Web site for public input. The second draft of science and social studies academic content standards will be available online for additional public comment this spring.

The development of the arts, foreign language, and technology academic content standards also is underway in order to meet the expected adoption timeline. Am. Sub. S.B. 1 allows for adoption of content standards in these disciplines after the Board has adopted standards in the other areas.

### ***A Closer Look:***

#### ***Timeline for Adoption of Ohio's New Academic Content Standards***

- Dec. 11, 2001 – Adoption of English language arts and mathematics academic content standards
- Dec. 31, 2002 – Science and social studies
- After Dec. 31, 2002 – Technology, the arts, and foreign language

### **Important ODE Web Site Addresses:**

#### **Standards**

- ***ELA standards***  
[www.ode.state.oh.us/academic\\_content\\_standards/acsenglish.asp](http://www.ode.state.oh.us/academic_content_standards/acsenglish.asp)
- ***Mathematics standards***  
[www.ode.state.oh.us/academic\\_content\\_standards/acsmath.asp](http://www.ode.state.oh.us/academic_content_standards/acsmath.asp)
- ***Draft science standards and grade-level indicators***  
[http://webapp1.ode.state.oh.us/science\\_comment/](http://webapp1.ode.state.oh.us/science_comment/)
- ***Draft social studies standards and grade-level indicators***  
[http://webapp1.ode.state.oh.us/social\\_studies\\_comment/](http://webapp1.ode.state.oh.us/social_studies_comment/)

#### **Writing team members**

- ***ELA writing team members***  
[www.ode.state.oh.us/academic\\_content\\_standards/elawritingteam.asp](http://www.ode.state.oh.us/academic_content_standards/elawritingteam.asp)
- ***Mathematics writing team members***  
[www.ode.state.oh.us/academic\\_content\\_standards/mathwritingteam.asp](http://www.ode.state.oh.us/academic_content_standards/mathwritingteam.asp)
- ***Social studies writing team members***  
[http://www.ode.state.oh.us/academic\\_content\\_standards/SSWritingTeam.asp](http://www.ode.state.oh.us/academic_content_standards/SSWritingTeam.asp)
- ***Science writing team members***  
[www.ode.state.oh.us/academic\\_content\\_standards/ScienceWritingTeam.asp](http://www.ode.state.oh.us/academic_content_standards/ScienceWritingTeam.asp)