

Fwd:

Arresting Insights in Education

Subject:

How Are Dayton's Charter Schools Doing?

By: Terry Ryan

The phrase “academic emergency” continues to characterize the majority of area schools.

Are charter school students in Dayton learning more than students in traditional district schools? You might be surprised to find that the answer is “yes,” though there is still tremendous room for improvement on both sides.

This analysis takes Ohio's 2004 School Report Card data from the state Department of Education and

compares them with 2003 data to show changes in student achievement for Dayton's public schools, both district and charter. The results show that improving student achievement remains a challenge for both groups of schools, but charter students are now slightly outperforming district pupils in all subjects.

The data are organized in these categories:

- A) Dayton charter school performance compared with district and state performance.
- B) School-by-school results for 4th graders.
- C) School-by-school results for 6th graders.
- D) School academic ratings according to state evaluation categories.
- E) Schools not making “adequate yearly progress” in 2003-4 under No Child Left Behind.
- F) Ohio Graduation Test Results for Dayton high schools.

Dayton Charter Schools vs. District and State Performance

Graphs I and II compare the performance of Dayton-area charter students with that of Dayton Public School students, as well as with statewide charter students and statewide district students. The measures are 4th and 6th grade scores on statewide tests

administered in 2003-4. As with the DPS results, which average the performance of all test-taking pupils regardless of individual school, the charter results treat Dayton-area charter pupils as if they were, in effect, a single district. (Results for individual charter schools come later in this report. For further explanation, see "A Note on Methodology.") The state expects a school to have 75 percent or more of its students scoring at the "proficient" level on all five parts of the test. The tables show that the results for Dayton charter students surpass those of their peers in district schools on all parts of both the 4th and 6th grade tests. Student performance in Dayton charter schools also surpasses that of students in charter schools statewide (in 4 of 5 subjects), while lagging considerably behind the performance of district schools statewide.

School-by-School Results for 4th Graders

Table I averages the 4th grade Ohio Proficiency Test scores across subjects (citizenship, math, reading, writing, and science) for individual schools in 2003 and 2004, charters followed by district schools, and shows the direction and extent of change between the two years. Each group of schools is listed in descending order of 2004 scores. No school's 4th grade class in Dayton, charter or district, reached the 75 percent goal in all five subjects. More troubling, no 4th grade class in DPS attained the 75 percent goal in *any* subject, though three charter schools did. (Two Richard Allen Schools did so in writing, one in reading.)

In summary, of the six charter schools here with data for both 2003 and 2004, five showed gains. Of the 22 district schools with two years of data, 11 showed gains.

School-by-School Results for 6th Graders

Table II averages the 6th grade Ohio Proficiency Test across subjects (citizenship,

math, reading, writing and science) for individual schools in 2003 and 2004, charters followed by district schools, and shows the direction and extent of change between the two years. Each group is listed in descending order of 2004 scores. No local school, charter or district, reached the 75 percent goal on all five subjects. However, 14 of 22 district schools scored at 75 percent or higher in writing, while 10 of 12 charter schools reached that goal. One charter school, the Rhea Academy, also had a 6th grade class exceed the 75 percent goal in science.

In summary, of the seven charter schools here with data for both 2003 and 2004, six showed gains. Of the 22 district schools with two years of data, nine showed gains.

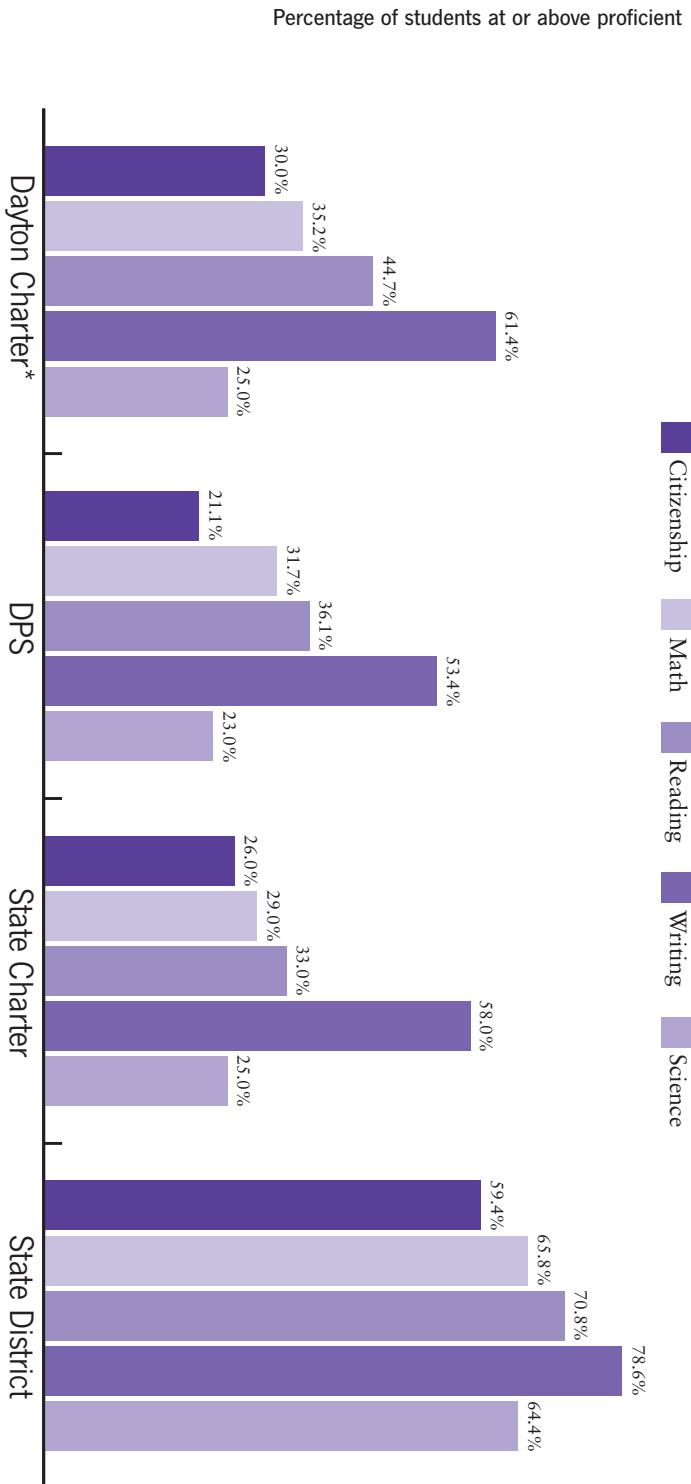
School Academy Ratings According to State Evaluation Categories

The state assigns one of five labels to every public school: Excellent, Effective, Continuous Improvement, Academic Watch, or Academic Emergency. Just one Dayton-area school was rated Excellent in 2004: the Stivers School for the Arts, which moved up from "effective" in 2003. No schools were deemed "Effective." Seventeen elementary schools (ten of them charters) were designated as "Continuous Improvement," a net increase of 11 schools in this category from 2003. (Nine more charter schools made it into this category.) One charter and two district schools were classified as "Academic Watch," half the number so designated in 2003. Nineteen district and nine charter schools were judged to be in "Academic Emergency," and 15 schools (3 charter and 12 district) received no rating at all.

The state's elementary school report card holds 11 indicators: 10 for academic results and one for attendance. The school's 4th and 6th grade subject tests are graded separately. Thus, if 75 percent of a school's 4th grade

graph 1:
Achievement on 4th Grade State Proficiency Tests in 2004

Comparison of 2004 4th Grade proficiency results for Dayton-area charter school students for Dayton Public School students and the state charter and district averages

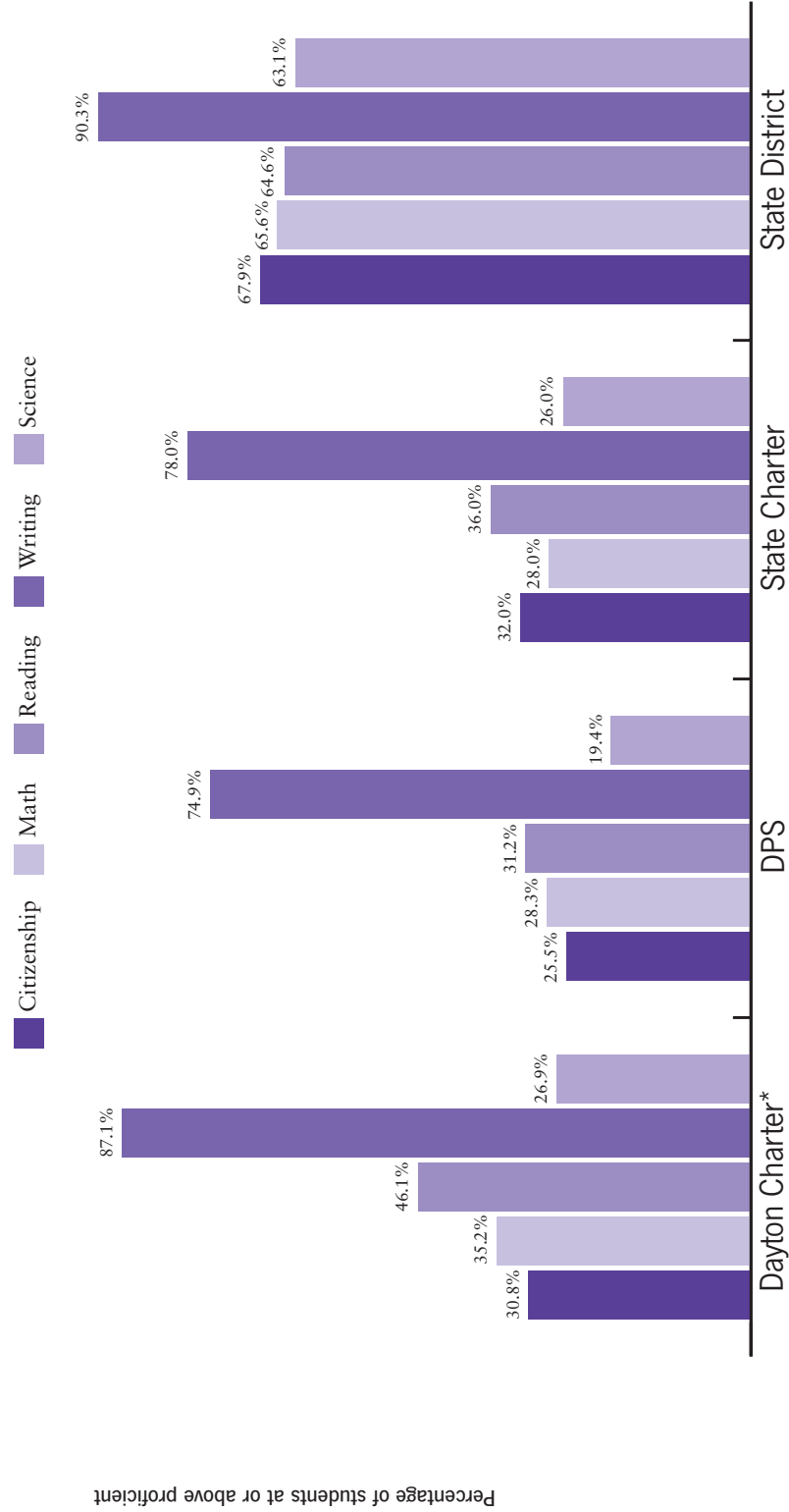


Student Group

*The Dayton Charter group is treated as a single district, and reflects the student average of all montgomery County charter school students whose school reported 4th grade data

graph 2:
Student Achievement on 6th Grade State Proficiency Tests in 2004

Comparison of 2004 4th Grade proficiency results for Dayton-area charter school students for Dayton Public School students and the state charter and district averages



Student Group

*The Dayton Charter group is treated as a single district, and reflects the student average of all Montgomery County charter school students whose school reported 6th grade data

students score at/above proficient on one subject, the school receives credit for passing one indicator. If both 4th and 6th grade students reach that level in the same subject, the school would get credit for two indicators. As noted earlier, schools are expected to score at/above 75 percent proficient on all five subjects. To gain a positive indicator on attendance, an elementary school must have at least 93 percent attendance.

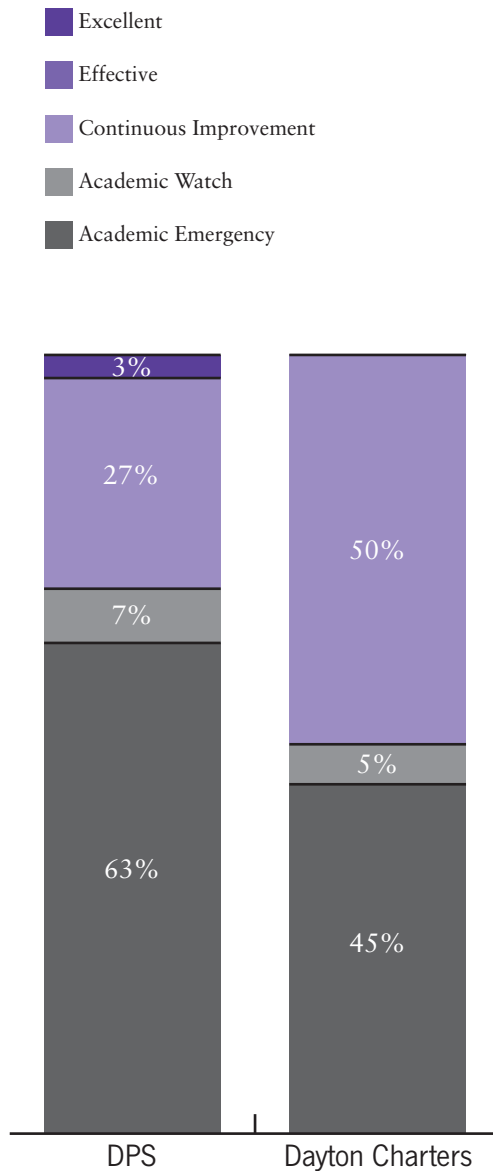
Elementary and high schools are rated “Excellent” if they are positive on all indicators; “Effective” if they meet 9-10; “Continuous Improvement” if they meet 6-8; “Academic Watch” if they meet 4-5. If a school meets fewer than four indicators, it is labeled “Academic Emergency.” Graph III shows the percentages of charter schools and Dayton public schools in each category for 2004.

Table III shows the academic rating of every public school in Dayton in 2004, compared with 2003. It also shows the one-year trend: whether a school improved, stayed at the same rating, declined, or had no rating.

Schools Failing to Make “Adequate Yearly Progress”

Under House Bill 3, which seeks to align Ohio’s accountability system with federal No Child Left Behind (NCLB) standards and requirements, AYP applies to all public schools and districts in Ohio. AYP scores are calculated for all of a school’s students, as well as for subsets determined by students’ race/ethnicity, disability status, English proficiency status, and economic disadvantage. NCLB requires districts and states to identify, monitor, and then incrementally intervene in failing schools. If schools repeatedly fail to make AYP, their districts (or charter sponsors) are supposed to take strong actions to turn them around.

graph 3:
State Ratings of Schools for Students in DPS and Dayton Charter Schools



Note: 28 percent of district schools and 14 percent of charter schools received no state ratings. There are multiple reasons: the school opened or closed this year, it didn't report data, it has fewer than 30 students, it serves only grades seven and eight, etc. Graph III represents the percentage of schools actually rated.

Despite some recent gains, a wide gap remains between the student achievement in most of these schools (district and charter alike) and the levels expected by state standards and federal law.

If a school did not make AYP in the previous year, it is deemed “in need of improvement.” There are no other consequences. If a school fails to make AYP for two consecutive years, however, parents are to be given the option to transfer their children to a higher performing public school in the district (or a

charter school). If a school fails to make AYP for a third consecutive year and is a Title I school, families have the right to take a portion of their federal dollars and purchase tutoring and other supplemental education services from sources other than their schools.

If a school does not make AYP for four years, it is identified for “corrective action.” Children can continue to transfer to other schools and/or

receive tutoring and other services. In addition, the district (or charter sponsor) is expected to intervene in at least one of these ways:

- Replace the school staff.
- Institute a new curriculum.
- “Significantly decrease management authority” at the school level.
- Appoint an outside expert to advise the school.
- Extend the school year or school day.
- Restructure the school.

If the school fails to make AYP for five years, the school system (or charter sponsor) must develop an “alternate governance” plan, including at least one of the following:

- Reopen the school as a public charter school.
- Replace all or most of the staff responsible for the lack of progress.
- Enter into a contract with a private company to operate the school.
- Turn over operation and management of the school to the state.
- Implement other fundamental reforms approved by the state.

If a school does not make AYP for six years, the “alternate governance” plan that was developed the previous year must be implemented.

Table IV lists all Dayton public schools (district and charter) that did not make AYP in 2003-4 and how many consecutive years they have failed to meet it.

Table 1:
Average 4th Grade Ohio Proficiency Test Scores for Dayton Area Schools

School name	04 Overall %	03 Overall %	1-year change
CHARTER			
Richard Allen Academy	63.72	56.28	+7.44
Dayton Academy (Edison)	46.72	24.12	+22.6
Dayton View Academy (Edison)	44.28	30.32	+13.96
Richard Allen Academy II	40.88	No data	NA
WOW	37.88	28.54	+9.34
Richard Allen Academy III	36.36	No data	NA
Pathway School of Discovery (Heritage)	36.18	No data	NA
Academy of Dayton	34.86	16.00	+18.86
North Dayton Science & Dis. (Heritage)	29.48	No data	NA
Trotwood Fitness & Prep	27.00	No data	NA
Richard Allen Preparatory	25.02	36.26	-11.24
City Day Community School	22.34	No data	NA
Moraine Community School	19.58	No data	NA
Rhea Academy	No data	68.00	NA
Colin Powell Leadership Academy	No data	6.10	NA
DISTRICT			
Horace Mann Elementary	61.10	68.92	-7.82
Meadowdale Elementary	54.18	47.74	+6.44
Eastmont Park Elementary	52.66	52.62	+0.04
Orville Wright Elementary	46.72	43.86	+2.86
Valerie Elementary	42.26	44.24	-1.98
F G Carlson Elementary	41.80	23.50	+18.3
Kemp Elementary	36.98	38.46	-1.48
Lincoln IGE	33.84	16.16	+17.68
Charles L. Loos Elementary	33.84	26.50	+7.34
Hickorydale Elementary	33.52	27.06	+6.46
Webster Elementary	32.30	64.82	-35.52
Allen Elementary	29.44	30.10	-.66
Jefferson Montessori Elementary	29.24	31.42	-2.18
Fairview Elementary	28.46	18.40	+10.06
Miami Chapel Elementary	26.76	24.16	+2.60
Franklin Montessori Elementary	25.34	40.70	-15.36
Edison Elementary	23.2	18.14	+5.06
Patterson Kennedy Elementary	22.94	23.10	-.16
Belle Haven Elementary	20.46	29.66	-9.20
Cornell Heights	20.76	46.80	-26.04
McNary Elementary	20.00	29.55	-9.55
Van Cleve Elementary	17.64	40.48	-22.84
E J Brown	No data	23.62	NA
Ruskin Elementary	No data	40.64	NA
Wogaman Elementary	No data	24.04	NA

Table 2:
Average 6th Grade Ohio Proficiency Test Scores for Dayton Area Schools

School name	04 Overall %	03 Overall %	1-year change
CHARTER			
Rhea Academy	65.44	48.00	+17.44
Dayton View Academy (Edison)	53.92	43.00	+10.92
Richard Allen II	51.40	No data	NA
Dayton Academy (Edison)	49.60	28.66	+20.94
Richard Allen Preparatory	47.58	29.12	+18.46
Omega School of Excellence	41.96	37.68	+4.28
Richard Allen Academy	40.60	25.16	+15.44
WOW	37.24	No data	NA
Moraine Community School	33.16	No data	NA
North Dayton School of Science & Discovery (Heritage)	30.64	No data	NA
Trotwood Fitness and Prep	29.42	No data	NA
Academy of Dayton	21.82	25.00	-3.18
Richard Allen III	No data	No data	NA
Colin Powell Leadership Academy	No data	16.68	NA
DISTRICT			
Valerie Elementary	57.00	69.22	-12.22
Franklin Montessori Elementary	49.42	53.30	-3.88
Horace Mann Montessori	47.8	72.14	-24.34
Lincoln IGE Elementary School	46.08	37.94	+8.14
Kemp Elementary	45.90	39.24	+6.66
Orville Wright Elementary	43.78	28.30	+15.48
Edison Elementary	43.60	36.60	+7.00
Charles L. Loos Elementary	42.74	38.30	+4.44
Eastmont Park Elementary	41.20	69.30	-28.10
Allen Elementary School	22.30	31.30	-9.00
Belle Haven Elementary	26.78	38.00	-11.22
Cornell Heights Elementary	39.86	38.60	+1.26
Jefferson Montessori	39.44	25.82	+13.62
Miami Chapel Elementary	38.82	26.12	+12.70
Webster Elementary	37.88	87.00	-49.12
Hickorydale Elementary	37.16	40.50	-3.34
Meadowdale Elementary	32.66	41.88	-9.22
McNary Elementary	29.68	35.46	-5.78
Van Cleve Elementary	29.54	35.56	-6.02
F G Carlson Elementary	21.42	29.76	-8.34
Fairview Elementary	21.16	25.16	-4.00
Patterson Kennedy Elementary	19.80	17.90	+1.90
Ruskin Elementary	No Data	37.74	NA
E J Brown Elementary	No data	21.16	NA
Wogaman Elementary	No Data	14.06	NA

Table 3:
Academic Ratings of Public Schools in Dayton (2004 and 2003)

School	1-year trend*	2004 Rating	2003 Rating
Stivers High School for the Arts (District)	↑	Excellent	Effective
Charles L. Loos Elementary (District)	↑	Continuous Improvement	Academic Emergency
Dayton Academy (Charter)	↑	Continuous Improvement	Academic Emergency
Dayton View Academy (Charter)	↑	Continuous Improvement	Academic Emergency
East End Community School (Charter)	★	Continuous Improvement	Not Rated
Eastmont Park Elementary (District)	↔	Continuous Improvement	Continuous Improvement
Horace Mann Elementary (District)	↔	Continuous Improvement	Continuous Improvement
Jefferson Montessori Elementary (District)	↑	Continuous Improvement	Academic Emergency
Kemp Elementary (District)	↑	Continuous Improvement	Academic Emergency
Lincoln Ige Elementary (District)	↑	Continuous Improvement	Academic Emergency
Mound Street Health Careers (Charter)	★	Continuous Improvement	Not Rated
Mound Street IT Careers (Charter)	★	Continuous Improvement	Not Rated
Mound Street Military Careers (Charter)	★	Continuous Improvement	Not Rated
Orville Wright Elementary (District)	↑	Continuous Improvement	Academic Emergency
Pathway School of Discovery (Charter)	★	Continuous Improvement	Not Rated
Rhea Academy (Charter)	↔	Continuous Improvement	Continuous Improvement
Richard Allen Academy III (Charter)	★	Continuous Improvement	Not Rated
Richard Allen Edgemont Campus (Charter)	↑	Continuous Improvement	Academic Watch
Valerie Elementary School (District)	↑	Continuous Improvement	Continuous Improvement
Louise Troy Elementary (District)	★	Academic Watch	Not Rated
Miami Chapel Elementary (District)	↑	Academic Watch	Academic Emergency
Omega School of Excellence (Charter)	↔	Academic Watch	Academic Watch
Academy of Dayton (Charter)	↔	Academic Emergency	Academic Emergency
Allen Elementary (District)	↔	Academic Emergency	Academic Emergency
Belle Haven Elementary (District)	↔	Academic Emergency	Academic Emergency
Belmont High School (District)	↔	Academic Emergency	Academic Emergency
City Day (Charter)	↔	Academic Emergency	Academic Emergency
Colonel White High School (District)	↔	Academic Emergency	Academic Emergency
Cornell Heights Elementary (District)	↓	Academic Emergency	Academic Watch
Dunbar High School (District)	↔	Academic Emergency	Academic Emergency
Edison Elementary School (District)	↔	Academic Emergency	Academic Emergency
Fairview Elementary School (District)	↔	Academic Emergency	Academic Emergency
F.G. Carlson Elementary School (District)	↔	Academic Emergency	Academic Emergency
Franklin Montessori Elementary (District)	↔	Academic Emergency	Academic Emergency
Grace A. Green Academy (District)	★	Academic Emergency	Not Rated
Hickorydale Elementary School (District)	↔	Academic Emergency	Academic Emergency
John H. Patterson CC High (District)	★	Academic Emergency	Not Rated
McNary Elementary School (District)	↔	Academic Emergency	Academic Emergency
Meadowdale Elementary (District)	↔	Academic Emergency	Academic Emergency
Meadowdale High School (District)	↔	Academic Emergency	Academic Emergency
Moraine Community School (Charter)	★	Academic Emergency	Not Rated
North Dayton School of Science (Charter)	★	Academic Emergency	Not Rated

Table 3 (continue)

Patterson/Kennedy Elementary (District)	↔	Academic Emergency	Academic Emergency
Richard Allen Dayton View (Charter)	↔	Academic Emergency	Academic Emergency
Richard Allen II (Charter)	★	Academic Emergency	Not Rated
Trotwood Fitness & Prep (Charter)	★	Academic Emergency	Not Rated
Van Cleve @ McGuffey Elem. (District)	↓	Academic Emergency	Continuous Improvement
Webster Elementary (District)	↓	Academic Emergency	Continuous Improvement
WOW Accelerated Learning (Charter)	↔	Academic Emergency	Academic Emergency
Early College Academy (District)	★	Not Rated	Not Rated
Colin Powell Leadership Acad. (Charter)	★	Not Rated	Academic Emergency
EJ Brown Elementary (District)	★	Not Rated	Academic Watch
Fairview Middle School (District)	★	Not Rated	Not Rated
Gorman (District)	★	Not Rated	Not Rated
Jefferson Montessori Primary II (District)	★	Not Rated	Not Rated
Kiser Middle School (District)	★	Not Rated	Not Rated
Longfellow Center (District)	★	Not Rated	Not Rated
FC Macfarlane Middle School (District)	★	Not Rated	Not Rated
Nettie Lee Roth Middle School (District)	★	Not Rated	Not Rated
Ruskin Elementary School (District)	★	Not Rated	Academic Watch
Wogaman Elementary School (District)	★	Not Rated	Academic Watch
Wilbur Wright Middle School (District)	★	Not Rated	Not Rated
New Choices Community (Charter)	★	Not Rated	Not Rated
ISUS Trade and Tech Prep (Charter)	★	Not Rated	Not Rated

*A note on 1-year trend: ↑ means school moved up in ratings from 2003 to 2004; ↓ means school moved down; ↔ means it stayed at same rating; ★ means it was not rated in that year. Among schools not rated, note that all DPS Middle Schools and the New Choices Community School serve only 7-8 graders. The state's proficiency tests in 2003 and 2004 were given only in the 4th, 6th and high school grades, so these schools are not rated. Several new district schools (Early College Academy, Jefferson Montessori Primary II, and Gorman) were in their first year of operation and thus not rated. A couple of DPS schools (Ruskin and Wogaman) were closed. Finally, the Colin Powell Leadership Academy elected not to provide the state with testing data in 2004.

Table 4:
Dayton Schools not Making Adequate Yearly Progress

School	Type	Status
Belmont High School	District	Year 1
Colonel White Performing Arts H.S.	District	Year 1
Cornell Heights Elementary School	District	Year 1
Dayton View Academy	Charter	Year 1 (delay)
Dunbar High School	District	Year 1
Fairview Middle School	District	Year 1
Franklin Montessori Elementary School	District	Year 1
Kiser Middle School	District	Year 1
Meadowdale Elementary School	District	Year 1
Meadowdale High School	District	Year 1
Nettie Lee Roth Middle School	District	Year 1
Patterson/Kennedy Elementary School	District	Year 1
Richard Allen Dayton View	Charter	Year 1
Richard Allen Edgemont Campus	Charter	Year 1 (delay) ¹
The Dayton Academy	Charter	Year 1 (delay)
Wilbur Wright Middle School	District	Year 1
Wogaman Elementary	District	Year 1 (delay)
WOW Community School	Charter	Year 1
Charles L. Loos Elementary	District	Year 2 (delay) ²
Jefferson Montessori Elementary I	District	Year 2 (delay)
Jefferson Montessori Elementary II	District	Year 2 (delay)
McNary Elementary School	District	Year 2
Kemp Elementary	District	Year 3 (delay) ³
Lincoln IGE Elementary	District	Year 3 (delay)
Allen Elementary School	District	Year 4
Belle Haven Elementary School	District	Year 4
Edison Elementary School	District	Year 4
EJ Brown Elementary School	District	Year 4 (delay) ⁴
FG Carlson Elementary School	District	Year 4
Hickorydale Elementary School	District	Year 4
Louis Troy Elementary School	District	Year 4
Miami Chapel Elementary School	District	Year 4
Orville Wright Elementary	District	Year 4 (delay)
Ruskin Elementary School	District	Year 4 (delay)
Fairview Elementary School	District	Year 5

¹ Year 1 (delay) means the school was in "School Improvement" the previous year but met AYP in 2004. A school must meet AYP two consecutive years to get off the list.

² Year 2 (delay) means the school was in "School Improvement" the previous two years but met AYP in 2004. A school must meet AYP two consecutive years to get off the list.

³ Year 3 (delay) means the school was in "School Improvement" the previous three years but met AYP in 2004. A school must meet AYP two consecutive years to get off the list.

⁴ Year 4 (delay) means the school was in "School Improvement" the previous four years but met AYP in 2004. A school must meet AYP two consecutive years to get off the list.

Ohio Graduation Test (2003-04) Results for Dayton High Schools

The high-school graduating class of 2007 will be the first that must pass all sections of the Ohio Graduation Test (OGT) to receive a diploma. The first administration of the OGT, in reading and math only, took place in 2004. However, the first administration that will count toward graduation will occur in March 2005. Three more tests will be added to the OGT in March 2005: writing, science, and social studies. The class of 2007 will be expected to pass all five subject areas. The state board of education set performance standards in June 2004 for reading and math, and is scheduled to set performance standards in June 2005 for the other three subjects. Tables 5 through Table 14 show how students in Dayton's high schools performed on the 2004 OGT. For both Math and Reading, the school passing rate is 75 percent. In reading the tables that follow, be aware that three Mound Street Academies focus on young people who had dropped out of school; though their students must also take the OGT, these schools' effectiveness might better be judged on other criteria.

Tables 5-14: Percentage of Students Passing the Math and Reading Portions of the 2004 Ohio Graduation Test

Table 5:
Stivers School for the Arts (District)

OGT Results	School Percentage
Math	78.4
Reading	86.4

Table 6:
Belmont High School (District)

OGT Results	School Percentage
Math	19.2
Reading	49.2

Table 7:
Meadowdale High School (District)

OGT Results	School Percentage
Math	34.3
Reading	60.8

Table 8:
Dunbar High School (District)

OGT Results	School Percentage
Math	39
Reading	62.2

Table 9:
Col. White High School (District)

OGT Results	School Percentage
Math	22.7
Reading	48.6

Table 10:
John H. Patterson Career Center High School (District)

OGT Results	School Percentage
Math	15.3
Reading	56.6

Table 11:
Grace A Greene Academy @ Longfellow Center (District)

OGT Results	School Percentage
Math	18.2
Reading	35.7

Table 12:
Mound Street Health Career Academy (Charter)

OGT Results	School Percentage
Math	5.3
Reading	35.3

Table 13:
Mound Street IT Career Academy (Charter)

OGT Results	School Percentage
Math	0
Reading	33.3

Table 14:
Mound Street Military Career Academy
(Charter)

OGT Results	School Percentage
Math	5.6
Reading	15

Conclusions

Two major conclusions leap from these data. First, despite some recent gains, a wide gap

The education reform we know as charter schools is showing signs of partial success in Dayton and deserves to be fully tested. Moreover, these data make soberingly clear that the non-charter alternatives currently available to children in this community are nothing to rave about.

remains between the student achievement in most of these schools (district and charter alike) and the levels expected by state standards and federal law. Moreover, a wide gap also remains between the attainment of Dayton schools and the levels currently being reached by public schools statewide. The phrase “academic emergency” continues to characterize the majority of area schools.

Second, when Dayton youngsters attending charter schools are compared with those attending district schools, we find that the former achieved at a higher level in

2004 on every subject tested by state proficiency tests in grades 4 and 6. This important finding flies in the face of recent assertions that charter school students are learn-

ing less—but it’s consistent with a major new national study by Harvard economist Caroline M. Hoxby that comes to the same conclusion (in both reading and math) for fourth grade students across America. (See <http://post.economics.harvard.edu/faculty/hoxby/papers/hoxbyallcharters.pdf>.)

Nobody should take great comfort from these results. These kids and schools have a long way to go—some much farther than others—and those responsible for leading and teaching in the schools have much work ahead. In its new role as a state-approved “sponsor” of charter schools, this Foundation is eager to do its part to boost the academic achievement of Dayton-area children.

Additional studies are also needed, especially those that measure the academic value that schools add to their pupils, not simply a “snapshot” of current achievement. But far from closing the door on charter schools before corrective actions can be taken and sophisticated studies conducted, this analysis should lead any fair-minded reader to say: the education reform we know as charter schools is showing signs of partial success in Dayton and deserves to be fully tested. Moreover, these data make soberingly clear that the non-charter alternatives currently available to children in this community are nothing to rave about.

A Note On Methodology

When providing statewide averages for “charter schools,” and “districts” (see graphs I and II above), the Ohio Department of Education (ODE) treats both as if they were single, state-wide school districts. This report uses identical methods for charter schools in Montgomery County, thus treating their students as if they were all in a single district for purposes of comparing pupil achievement across school types. See tables 15 and 16 for details.

Table 15:
Method used in this report for reporting achievement of 4th graders in Montgomery County charter schools.

County	School District	Subject area	Number tested	Number Proficient or Above	Percent Proficient or Above
Totals	Montgomery county charters	Writing	541	332	61.4
		Reading	546	244	44.7
		Math	504	177	35.2
		Citizen	546	164	30
		Science	545	136	25

Table 16:
Method used in this report for reporting achievement of 6th graders in Montgomery County charter schools.

County	School District	Subject area	Number tested	Number Proficient or Above	Percent Proficient or Above
Totals	Montgomery county charters	Writing	481	419	87.1
		Reading	483	223	46.1
		Math	481	169	35.2
		Citizen	475	146	30.8
		Science	480	129	26.9

All data are available at: http://webapp1.ode.state.oh.us/proficiency_reports/data/csvtoasp.asp?filename=g4comm_mar04.csv&county=totals

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