

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Jeanne Osterfeld

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Versailles Middle School

(As it should appear in the official records)

School Mailing Address 280 Marker Road

(If address is P.O. Box, also include street address.)

City Versailles State OH Zip Code+4 (9 digits total) 45380-0313

County Darke State School Code Number* 045633

Telephone 937-526-4426 Fax 937-526-3085

Web site/URL http://www.versailles.k12.oh.us/ E-mail Jeanne_Osterfeld@darke.k12.oh.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Aaron Moran E-mail: Aaron_Moran@darke.k12.oh.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Versailles Exempted Village Tel. 937-526-4426

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Gwen Barga
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 10 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	53	53	106
6	54	50	104
7	53	60	113
8	57	49	106
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	217	212	429

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 99 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	442
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 17 %
 Total number students who qualify: 75

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 7 %
32 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Versailles Middle School's mission is to prepare, educate and challenge each student to demonstrate integrity, responsibility, and respect in society. Our vision is to prepare and challenge students to succeed to their full potential by providing the best practices in education that will enable students to demonstrate integrity, responsibility, and respect while adapting to an every-changing society.

Versailles Schools is in a village located in a rural area of west central Ohio with a population of 2,700. The community motto is: People – Pride – Progress. Versailles is located in Darke County Ohio. The community has 6 churches (5 protestant and 1 catholic), 1 hotel, 3 parks, a nursing home, a YMCA facility and a public golf course. The population of Versailles in 2010 was recorded at 2,687. 20% of our students qualify for free/reduced lunches. The growing number of families experiencing financial hardship is our biggest challenge. An increasing number of students are coming to school worried or focused on family concerns. The Versailles Community is a very supportive community that reaches out to help those in need. We have a very active Council of Churches that provides an outreach program to families in need.

In the fall of 2010, Versailles Exempted Village Schools opened its doors to the new K-12 building. This project consolidated four buildings into one. Education is a priority within the community where we work to continue a positive partnership. Community support groups like the Diamond Club, Friends of Hole Field, PTO, Music Boosters, Athletic Boosters, and Arts in Education help provide our students with a variety of activities both inside and outside of the school day. Arts in Education provides learning opportunities through MUSE Machine and in-school artist to combine the use of the performing arts to teach Common CORE Standards. An example: A dancer came into the school and worked with the 5th grade to learn math concepts through movement and music. The PTO has helped support us through the Scholastic Book Fair where leveled books and magazines were provided to the classroom to challenge students at their learning level. Also, funds that were collected were donated to provide students with learning field trips to the zoo, and to pay for character education speakers to come into the school to work with the students.

A few years ago, our building goal was focused around formative assessment and student achievement. Through this training the staff changed their philosophy from "Every Child Can Learn" to "Every Child Will Learn." No longer is a student able to accept an F on an assessment and move on. We continue to reteach until the student has mastered the skill and then follow up with circular reviews. This change in philosophy has changed our schedule at the middle school. Teachers now have flexible time in the schedule to meet with students for re-teaching opportunities and check-ins for understanding.

Versailles Middle School has grade level teams that meet weekly for professional development and to discuss the needs of students. Department teams have also been developed in order for teachers to collaborate on scope and sequence of their subject content and open up communication between grade levels on what and how things are being taught and assessed. The staff is a very collaborative group of teachers that work well together focusing on student needs.

The staff at Versailles Middles strives to keep parents informed and involved in their child's education. As a building goal this year, teachers have been emailing parents directly on a weekly and/or daily basis letting parents know what is happening in their classrooms, what/when assignments are due, and how they as parents can help their child be more prepared for class. We have found this to be a positive change. Parents often get too busy and forget to check the teacher/district website for information. When the information goes directly to their personal email accounts, parents are much more likely to get the information. We have also found that this communication has opened the door to better two-way communication between the parent s and teachers.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Ohio Department of Education has developed a new "Report Card" for the 2012-2013 school year. On this report card Versailles Middle School scored:

Grade B on Performance Index with a score of 89.6% (90% would have been an A)

Grade A on Indicators Met (Needed a 75% or higher in each tested area)

5th Math	87.3%	7th Math	96.2%
5th Read	87.3%	7th Read	91.4%
5th Science	90.2%	8th Math	97.5%
6th Math	91.3%	8th Read	99.2%
6th Read	93.9%	8th Science	98.3%

Grade A Overall (This measures the progress for all students in math and reading, grades 5-8)

Grade C on Gifted Students (This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.)

Grade C on Students in Lowest 20% in Achievement (This measures the progress for students identified as the lowest 20% statewide in reading and math achievement)

Grade B on Students with Disabilities (This measures the progress for students with disabilities). According to our current data, this subgroup continues to have difficulty reaching the AYP Reading/Math Targets. However, our students with disabilities do make above expected growth. This group of students is included in the regular classes and then is provided with additional intervention time for re-teaching, previewing, and extended learning time. These students are closely monitored by both the regular education and special education teacher and are formatively assessed daily on progress of the grade level learning targets. There is not an overall weakness or strength within this group. When you look at the grade level data and compare it to the students' IEPs goals, there is a connection which is why we continue to focus on those areas of need with that student.

Value-Added - Versailles Middle School scored a overall positive score of 12.9

Test Grade	Reading	Math	All Tests
All Grade	7.4	12.8	12.9
5th grade	5.2	4.7	6.5
6th grade	-2.6	2.2	-0.5
7th grade	-1.2	6.8	3.3
8th grade	9.5	5.6	10.3

Grade A on Annual Measurable Objectives (Annual Measurable Objectives compare the performance of all students to state goals which is displayed as the read line in the following charts. These charts show how well each group achieves that goal in reading and math - and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

The State of Ohio have 5 proficiency levels: Advanced, accelerated, proficient, basic, and limited. The district goal is that every child will pass the Ohio Achievement Test and/or make a year's value-added growth.

Value-Added Data – Includes Reading and Mathematics

3-Yr-Avg NCE Gain	Reading	Math
5th grade	4.1	3.0
6th grade	-1.9	1.4
7th grade	-0.7	4.0
8th grade	6.9	3.4

In summary, 6th and 7th grade reading are our current weaknesses with 8th grade reading being our

strength. After reviewing the OAA data with the staff, the Language Arts department started planning professional development to focus on "Close Reading" strategies, aligning common assessments with OAA and PARCC like questions, and doing classroom visits to observe what is happening in other classrooms.

According to the data, math continues to be an area of strength. As part of our professional development, the math department has been focusing on full implementation of the Common CORE standards and making sure that students are getting all the needed skills as this transition is made. The math department has also been working closely with the HS math department to develop a plan for our students. As part of plan, during the 2013-2014 school year, all 8th grade students are taking HS algebra I. This decision was made due to the end of course exams that will begin in 2014-2015. All students will now be required to take end of course exam in Algebra I, Geometry, and Algebra II. Our goal at Versailles is that all students will have taken the Algebra II end of course exam by the end of their junior year. This will allow time for students that struggled with this test to receive intervention and receive a second try at the exam before graduation. In order to make this possible, at the MS we have started accelerating our curriculum. In 6th grade, students learn 6th and part of 7th grade standards. In 7th grade, students learn 7th and 8th grade standards. At the conclusion of 7th grade, students are given an algebra readiness test. Usually 80% of our student show that they are ready to take algebra I as on 8th grader. The other 20% of the students take math 8 and also a pre-algebra course. This two hours of math day allows for the students to master their grade level standards and also start to accelerate into algebra concepts to prepare them for their freshman year of math.

Our math scores have remained consistently strong over the years since we added a circular review assignment that is due weekly. This strategy has made a huge difference in retention of information by students in all four grade levels. It has also helped in the pacing of the classroom content because less review is needed.

Versailles Middle School has four subgroups: Students with disabilities, gifted, lowest 20% and economically disadvantaged. According to our value-added data, all four of our subgroups made a years growth for the last 5 years . The Lowest 20% was a new subgroup for the 2012-2013 school year. To help address the needs of this group, we have added intervention time during the school day to provide extra support to these students.

Students with disabilities is another subgroup that we keep a very close eye on at all times. At Versailles Middle School, we include all students on IEPs in the regular education classroom whenever possible and provide intervention and IEP goal time within the schedule. We have found this approach to be very successful in moving students labeled SLD (Students with learning disabilities) off IEPs.

2. Using Assessment Results:

The OAA (Ohio Achievement Assessment) results come out in June. At this time, all staff members review the data looking at each student's data. Staff members use this data to group students for intervention needs and also to identify students that are going to need additional challenge at the start of the school year. A schedule is developed with a plan in place to meet these needs.

The State of Ohio releases our district/building level report cards usually in August. At this time, the results of the Statewide testing is made available to parents and community members through reports at board meetings, on the district website, and in the district newsletter and town newspaper.

In October, a more detailed report comes out that details teacher level value-added information along with individual student data that allows us to better track student progress on the OAA. This information is then analyzed looking for trends and patterns. We also use this data to analyze classroom strategies and to provide professional development. The teacher level value-added data is used as part of the evaluation process where the teacher and building administrator are able to analyze the data looking for areas of strengths and weaknesses. We then use this information to set teacher level goals for the upcoming school year.

As example, 6th grade reading has been an area of weakness. During the 2013-2014 school year, we developed a language arts team where the teachers could learn from each other. We brought in experts from the Darke County Educational Center to work with the teachers, we researched what other district were doing, we set grade level goals, worked to develop common assessments, and cross-curricular "Close Reading" goals. We have continued to progress monitor students and to adjust based on student needs.

Our 8th grade reading value-added scores have been a strength. These teachers met over the summer to work on cross-curricular social studies/language arts plans and to better align their common assessments with PARCC like assessments, adding more technology.

3. Sharing Lessons Learned:

As a district, each building has a leadership team. At the middle school level we have developed grade level teams and department level teams. The grade level teams meet weekly - Two times a month for professional development aligned to the grade level and building level goals. The other two meetings a month are to discuss student needs, student progress, and grade level initiatives,

The department level teams meet a minimum of once a quarter for a full day of professional development. These days are set up by the district and also the educational service center. During these meetings, the department teams share what is happening at their grade level, they share classroom activities, assessments, and resources.

Professional development topics have included: Close Reading, Formative Assessment, Using Technology to Enhance Instruction, Classroom Engagement Strategies, Developing Common Assessments, Differentiation, Common Core, PARCC assessments.

As part of our professional development, we have gone to visit a school to observe how they aligned their math and special education program. This opened to doors to an on-going communication between teachers that have continued to contact each other to share ideas that are happening in their districts.

Over the past five years, the staff at Versailles Middle School have been active in not only developing their own professional development, but providing staff development for other schools as well. In the last couple of years, we have had five teacher leader teams come to Versailles MS to observe the school climate, analyze the curriculum binders that have been developed and common assessment. Teachers from the middle school have also presented at state conference (e-tech) on ways they have implemented technology to enhance instruction and to formatively assess students. Teachers have also presented at countywide inservices on the topics of: classroom management, math curriculum ideas, language arts curriculum ideas that align to Common CORE, pacing guides, and common assessments. Another source of communication that the teachers take part in is on-line blogging with other teachers. This is a great way to share what is happening in your classroom with others and also learn from other teachers without leaving your classroom. Blogging is slowly growing within the staff.

In the summer, Versailles also offered college credit to teachers willing to come in to work on curriculum development. This has been opened up to outside districts in the past so that they can come and work collaboratively with the staff so that they can learn from each other.

4. Engaging Families and Community:

Family and community involvement is extremely important to the success of our students. We have found it difficult to engage families at the middle school level because the students are not as excited as they were at the elementary level to have the parents volunteering or involved in their education. For the 2013-2014, our building goal has been to improve parent communication. All teachers email every parent weekly/daily on what is happening in their classroom, what assignments are coming up and what they can do as a parent to help their child be prepared for school. These emails also include copies of notes home, announcements, and district wide communications. This email approach has opened up a two-way communication with

parents. We have found that parents are more likely to contact the teachers this year through email than in the past. Parents have been more informed and supportive in helping their child be prepared for school the next day. There are organized activities scheduled for parents to get involved in what is happening in their child's classroom. Example: As a building, we read the book WONDER. We kept the parents informed with what we read each day in class so that they could follow along. At the conclusion of the book, we invited the parents to come in with their child for a book talk. This book allows for a lot of great discussion of character and making good decisions.

We have two parent groups not associated directly with the school. They are supportive of all student activities within the community. They are extremely supportive when we need volunteers for special events like Get R.E.A.L. Week (Get Real Enough About Life).

The district/school website is another form of communication for parents and community. We strive to keep the website updated with information of what is happening within the building.

During the 2013-2014 school year, the district formed a strategic plan committee that included teachers, classified staff, board members, administrators, parents, business and community members. As part of this committee, a vision statement, mission statement and Core values for the district was developed. The committee also helped in setting two goals that would directly affect the middle school: Curriculum and Technology. The curriculum team has been developed to make sure that we are offering our students curriculum that prepares them for their future and that also is interesting to the interests of our students. The middle school has a character education program we call "Get R.E.A.L" (Get Real Enough About Life). As part of this program, we have community members come in to share their talents and careers. Example: The eye doctor comes in and teaches the students how to square dance, the bank employees come in and teach the students about banking, how to balance checkbooks, and saving money, the fitness center comes in leads the students in activities and encourage a healthy lifestyle, and the president of a company in town shared her company's outreach program to help those in need in Africa.

The middle school participates in community events by performing at the town festival, town parade, Christmas Open House, and also displaying their artwork in the town businesses.

As part of strategic plan goals, the middle school will be looking to pilot one-to-one technology for the 2014-2015 school year, and we are also looking to implement a minimum of three new elective courses that will meet the various interests/needs of the middle school students. These courses are being determined by surveying all the students and parents to target the needs of our students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Versailles Middle School aligns with the Common CORE State Standards (CCSS) and the state standards in science and social studies.

Our schedule each day is: 145 minutes of LA/Read/Social Studies, 70 minutes of math, 70 minutes of science, 40 minutes of an elective (General Music, Choir, Art, Project Lead the Way, Keyboarding, PE, Foreign Language, Band) and a 40 minutes intervention/SH period.

The reading curriculum is organized according to three major areas: Reading standards for literature, for informational text and in foundational skills.

Our middle school students read and analyze a variety of historically and culturally significant works for literature, including stories, drama and poetry. Students analyze the structures and elements of literary works in order to comprehend the texts. They learn to recognize the theme of stories, dramas, and poetry, even when it is implied instead of directly stated. Students summarize texts, compare and contrast the actions and motives of two or more characters, and draw inferences from texts. They understand figurative language in context, including metaphors, similes, hyperboles, personification, alliteration, onomatopoeia, and idioms, and its function as a literary device.

The math curriculum team has developed pacing guides that align to the Common CORE curriculum. They have also developed a circular review that holds the students accountable to maintain the math skills that they have learned in previous grades and earlier in the school year. Every student in grades 6 and 7 are required to get a 100% at the end of each week. The context on these weekly assignments is based on all the learning targets (standards) that has been covered up until that point. Weekly assignments are now used as a way for students to practice new materials that are being introduced. Weekly assignments are used as a circular review to make sure that students stay accountable for all materials that has been mastery up until that point. Students are permitted to turn it in as many times as they need in order to reached mastery. This expectation holds every child accountable for these skills.

Science at the middle school is a 70 minute class in order to provide students as many hands on inquiry based labs as possible. Teachers have developed their own lessons/units that align with the science standard at their grade level. Teachers include the "Close Reading" strategies that their grade level have adopted to provide consistency in expectation.

The science curriculum covers:

In 5th grade: Cycles and patterns of the solar system focusing on the characteristics, cycles and patterns in the solar system and within the universe, and light, sound and motion focusing on the forces that affect motion.

In 6th grade: Rocks, minerals, and soil focusing on the study of rocks, minerals and soil, which make up the lithosphere.

In 7th grade: Cycles and Pattern of Earth and the Moon focusing on Earth's hydrologic cycle, patterns that exists in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position and movement of the Earth, sun and moon.

In 8th grade: Physical Earth focusing on the physical features of Earth and how they formed., Forces and Motion focusing on forces and motion within, or and around the Earth and within the universe. and Species and reproduction focusing on continuation of the species.

The Social Studies standards at the middle school level are broken down into strands:

1) History Strand: Historical Thinking and skills that focuses on multi-tier timelines,

- 2) Geography Strand: Spatial thinking skills that focuses on globes and other geographic tools, places and regions, and human systems focusing on physical environments, cultures, political and social factors,
- 3) Government Strand: Civic participation and skills that focuses on a better understanding of public issues, and roles and systems of government that focuses on democracies, dictatorships and monarchies
- 4) Economic Strand: Economic decision making and skills, scarcity, production and consumption, markets, and financial literacy.

The 5-8 music curriculum focus on creating, performing, and responding/reflecting to music. At the middle school, students create/perform music by playing different types of instruments: Boomwhackers, recorders, different types of drums and instruments that they make with different tones. Students work on rhythms, counting, pitch, tone, harmony and posture. Students also participate in choir where they perform 2 concerts throughout the year.

Our middle school art curriculum teaches students to identify and describe the different design elements and principles used to produce different types of visual effects and meaning in art, to compare/contrast visual forms of expression found throughout local regions and different cultures, and to use observations, life experiences, and imagination as sources for visual symbols, images and creative expression.

The Physical Education classes at the middle school have moved away from organized team games to healthy lifestyle. The curriculum covers demonstrating competency in motor skill and movement patterns, creating a personally designed daily physical activity chart and then tracking progress, learning to achieve and maintain a health-enhancing level of physical fitness by tracking pulse rate, and increasing stamina on daily living skills.

Foreign Language at Versailles Middle School is an introduction class because at the HS level we offer French and Spanish. Students are introduced to both languages for a nine weeks (45 minutes each day). The students are taught how to say colors, numbers, and basic words/phrases. They also cover culture. Our goal is to give the students a good overview so they have background knowledge to make an informed decision about which language they are interested in signing up for in HS.

In all classes, teachers monitor the progress of the students, During the intervention/SH period, teachers pull students to work with them one-on-one or in small groups for re-teaching or to provide additional instruction in their subject area. Teachers also use this time to provide students with computer based learning programs that also monitor students progress through their curriculum.

2. Reading/English:

At Versailles Middle School we are extremely fortunate that our elementary school does an outstanding job teaching our students the fundamentals of reading. Our students come to us in 5th grade able to read. Our job is then to teach them to think while they are reading. As we fully adopt the Common Core Standards, the teachers are challenging students to look back in their reading to find evidence of their answer, to critically think, and problem-solve. All teachers, regardless of subject area, are implementing "Close Reading" strategies into their curriculum. We strongly believe that students should be practicing and using their analytical reading skills in every subject.

In the middle grades, students read more informational text in English language arts. Students face increased reading demands in all subject areas, making improved comprehension critical to their academic success. Daily, students are required to use their knowledge of text structure, organization, and purpose to comprehend the essential ideas, arguments, and perspectives of information text. They learn to discern the main ideas and concepts of a text and to identify and explain the reasons for evidence presented to support the main idea or argument. Students learn to gather information from multiple sources, including maps, charts, and illustrations, and understand how text features make information more accessible. They use text feature to find information quickly or to answer questions about a topic. Students are able to draw inferences and conclusions from text and to support them with explicit evidence from the text. The new CCSS that we fully implemented in the 2013-2014 school year emphasizes analysis skills that call for

students to think critically and ask students to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text.

In the middle grades reading standards in Foundational skills continue to build on the foundational skills that enable them to read and comprehend complex narrative and expository text. The CCSS require students to decode words fluently and accurately. Students decode words by using their knowledge of all letter-sounds correspondence, syllabication patterns, affixes, and root words. Fluency expectations increase as students read grade-level narratives, poetry, and information text with accuracy, appropriate pacing and expression. As a middle school staff, we understand the importance of students reading with a purpose and understanding to use context to confirm or self-correct word recognition and understanding.

The CCSS for language cover a range of conventions in grammar and usage, capitalization, punctuation, and spelling. They cover parts of speech and verb tenses. Punctuation use is another focus. Vocabulary acquisition is stressed in through independent reading as a primary means to increase vocabulary, but also as a way for students to use their knowledge of relationships between synonyms, antonym, and homonyms to understand each of the related words.

The Versailles staff uses various measures to determine student's reading level, and mastery of each ELA standard. Teachers then through differentiation meet the student's needs by challenging them at their ability level. Students at the middle school level are required to make inferences from the text, determine a theme or central idea of a text, describe how a story's plot unfolds, determine the meaning of words and phrases as they are used in a text, analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text, explain how an author develops the point of view of the narrator or speaker in a text, and compare and contrast different types of reading selections.

Teachers develop their own units to cover the standards. There is no district mandated program or sources that a teacher is required to use. The LA department team works collaboratively to develop assignments and common assessments that align with OAA and PARCC like assessments. Students are taught to evaluate responses and to identify strengths and weaknesses in answers.

3. Mathematics:

The Math curriculum at Versailles Middle School is aligned to the Common Core Standards. The math department develops pacing guides and assessments that enable the students to master the needed skills before the OAA test. The teachers are given the freedom to develop units based on their individual teaching styles that match the learning styles of their students. We do not have a district mandated program or set of resources that are required to be used in all classrooms. With this freedom, teachers work collaboratively to create common assessments to align to each of the Common CORE standards. They develop learning targets that are student friendly and that directly align to each standard. Teachers present the new material to the students and the students use the two column notes approach to write down step by step directions and example of what they are learning. This journal then is a resource when working similar problems. Each week the students get a circular review sheet that allows the students to keep all learning targets that have been covered current in their mind. As a support to the direct instruction in the classroom, the teachers and students use the ALEKS (McGraw Hill on-line resource) to reinforce each of the standards. This program can also be used for intervention and acceleration based on the students math ability/needs.

Our math teachers spend a great deal of time allowing the students to explore and understand the "Why" behind the process. Students in grades 5-8 do lot of self-reflection on their learning and understand the importance of knowing how and why you use the process instead of just getting an answer.

The teachers have developed a circular review in math to keep past skills current. This has been an extremely positive approach to helping students reach and keep mastery of skills.

Our math period is 70 minutes in length. In this period the 5-7 grade teachers cover the 5-8 curriculum. In 8th grade all the students take HS algebra. 75% of the students take algebra 8 which is a full HS credit of

HS algebra. The other 25% of the students take pre-algebra 8 which covers the first half of algebra 1 at the HS level. The pre-algebra 8 students also take a math 8 class that is an intervention class to cover any missing math skills.

4. Additional Curriculum Area:

As a building level goal, Versailles Middle School is focusing on "Close Reading" and engagement strategies in all subject areas. In art, students are being asked to study and read about different artists. In music, they are reading lyrics, reading about different musicians and studying different time periods in music history. In PE, students use "Close Reading" strategies when reading about healthy lifestyles. For example: Music - students research different composers by reading books, doing on-line searches, and through classroom discussion. Students also compare and contrast the different composers' styles and music in that time period. While doing the research, students use their "Close Reading" skills to help them focus and be able to determine the important information that is needed for their report. Middle school level students still struggle with pulling out the information that will enhance their report. Having the Close Reading strategies and purpose for reading as students go through the informational text, has proven to be a much more successful way to approach this type of task.

In Science and Social Studies, students use the "Close Reading" strategies to gain a better understanding of their text.

One of our "Close Reading" strategies are our Signposts to look for while reading:

- Contrast and Contradictions - Looking for something that contrasts or contradicts what was thought earlier
- Aha! Moment - I realized.... I suddenly knew.... Now I know why....
- Tough Questions - What does this make me wonder about?
- Words of the Wiser - What is the life lesson? Or How might this affect me?
- Again and Again - Why does this keep happening?
- Memory Moment - Why might this be important?

Versailles Schools believe it is important to educate and challenge students to apply the skills they have learned across the curriculum to best prepare them to be college and career ready.

5. Instructional Methods:

At the middle school level, we differentiate instruction in multiple ways. One strategy we use is cluster grouping. Students with similar needs/learning styles are grouped within a classroom. The teacher groups students providing them with leveled instruction or instruction to meet their learning style that focuses on the learning target that is being covered at that time. Another strategy used is compacting information. Teachers use formative assessment and pre-test data to compact information so we can meet students' academic levels. Within the compacting strategy, teachers are able to intervene with students that are struggling on a given concept and provide more one-on-one instruction. Meeting students' needs through presenting material to meet their learning style is another strategy used to differentiate instruction. Teachers will give students choice in ways to show mastery of material. Choice is provided in many formats: Tic-Tac-Toe board where students have to complete 3 assignments that are leveled academically and focus on different learning styles, learning stations (Students are assigned different stations to match their learning style), and student contract (Students develop an agreement with the teacher on how they are going to show mastery of learning standards).

Versailles uses two types of computer based programs that allow the students to pre-test and then the teachers develop individual plans/assignments to meet the needs of the learner. Again, through the computer program, students are able to learn information at their readiness level. This is a great way to accelerate independent and self-motivated learners, while giving the teacher a chance to work in small

groups with students that need more one-on-one direct instruction.

The middle school teachers move students in and out of classrooms to meet the individual needs of students. Each period of students move at their own pace and each group has their own strengths and weaknesses. Teachers have the flexibility to move students in and out of groups as needed to meet their needs. It is not uncommon for 50% of our students to experience a schedule change throughout the school year. This allows the students to go more in depth in their learning if they are ready.

The first priority is that all students will master all standards at their subject area. If students are ready, we challenge them to go more in depth in the information and to accelerate through the curriculum. All students experience some type of HS algebra as an 8th grader. We have had students go to the HS during the school day and take geometry and biology. We also have had students take college classes on-line as middle school students.

6. Professional Development:

Teachers participate in many types of professional development throughout the school year:

- * Professional Development Day - The district has set aside 4 professional development days during the school year. The agenda for these days are determined by the teachers. Teachers are given the opportunity to be in experts in their field by sharing through the use of data what is working in their classroom and what strategies they are using to get the biggest gains; do a school visit to districts that have higher test score over a 2 year period or more than Versailles, and or learn from each other during these days by allowing the teacher to collaborate and share what is happening in their classrooms. Agendas must be approved by the building administrator prior to the professional development day. The administration is looking for agendas that are focused on student learning and that are data driven.

- * Monthly PD meetings - Every teacher is required to attend two 30 minute professional development meetings monthly that have been planned by their team leader. Teachers have input on their bi-monthly meeting. It is stress that these meetings need to be a collaborative effort by their team and focused around our building goals: Close Reading and Student Engagement.

- * Individual PD - Teachers are encouraged to attend professional development opportunities that align to their professional growth plan and then to share what they learned from their professional day with their team.

- * Summer PD - The middle school teachers each year develop two courses with a local university that allows them to grow professionally as a staff while earning college credit. This usually involved 15 days in the summer where the staff works collaboratively on curriculum development. This has been extremely beneficial in allowing the teachers to prepare for the upcoming school year and hit the ground running on the first day.

7. School Leadership

Versailles Middle School has developed two types of leadership teams within the building: Grade level and Department. These two teams are separate, containing different staff members on each team and meet at different times of the month. Within the building there are 7 members of the school leadership team. Each member leads a grade level and a department team (For example: The 6th grade team leader leads a 4 person 6th grade level team and a 5 person science team - He is the only person on both of these teams). The team leaders meet with the principal (only administrator at the middle school level) on a weekly basis and the superintendent on a monthly basis. The team leaders are required to provide the administration with a copy of the meeting agenda before the meeting and a summary after the meeting.

The principal of the building leads the staff through the district/building vision and the development of the building goals for the year before school starts. She then works with the leadership team to make sure that all PD and activities throughout the year align to the district vision and building goals. The principal is a member of all teams within the building, however during the meetings she plays a more equal part of the team allowing the teacher leader to lead the meeting. It is the goal of the weekly meeting between the principal and teacher leader to address any concerns, discuss problems that need to be addressed, etc, so that

the team itself is able to problem solve and develop plans and strategies that will work best for those involved. The superintendent meets with the teachers leaders monthly to "check in" and to work with the teacher leaders on strategies that will help them develop a more collaborative team approach.

As part of the training for the leadership team, the superintendent met with the district leaders to help them understand what a collaborative team looks and acts like. The leaders were asked to self-assess their team and then set goals on how they could become for collaborative. As this process began, the team leaders reported that the majority of the teams were cooperative, meaning that they only shared information and didn't really do anything differently after the sharing happened. Our goal with our "Teams" throughout the building is that they would become collaborative. Our vision of this was that our teams would meet twice a month for a minimum of 30 minutes. The team would develop a goal to improve student progress for the next two week along with a plan that included data gathering to reach this goal. After the two weeks, the teachers would come back together and share what they did in their classrooms showing student work along with the data they collected.

This process was easy for some teams, however teams that did not have a great deal of trust built up within them had difficulty in making this transition. What we have found in this collaborative approach is that teachers are now working together and there is more consistency between grade levels and department levels. Strategies that have been proven to work have been shared and adopted throughout the building. An example is the introduction of two and three column note taking.

When we started the "Teaming" approach 8 years ago, the teachers were given 45 minutes a week within their schedule to meet (this was beyond their prep period). The next year it did not work into the schedule for the teachers to be given this additional time to meet, however the staff saw in one year the difference that this approach made for students and have volunteered their time each week for this collaboration to happen. Over the years middle school teams and staff have become a very collaborative group of professionals.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher:

Test: Ohio Achievement Test

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	87	89	86	85	94
% Advanced	76	72	50	58	74
Number of students tested	102	115	103	98	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	2	0	0	1
% of students tested with alternative assessment	1	2	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	67	74	82	71	80
% Advanced	44	32	35	41	53
Number of students tested	18	19	17	17	15
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	87	89	86	85	94
% Advanced	76	72	52	58	75
Number of students tested	102	115	101	98	79
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	91	96	95	99	92
% Advanced	77	75	75	84	69
Number of students tested	115	102	116	102	99
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	1	2	2
% of students tested with alternative assessment	2	0	1	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	72	89	82	100	70
% Advanced	44	70	18	67	50
Number of students tested	18	27	11	21	10
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	96	95	99	92
% Advanced	77	75	75	85	69
Number of students tested	115	100	116	101	99
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher:

Test: Ohio Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	96	94	99		
% Advanced	69	72	65		
Number of students tested	105	116	103		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	1	1		
% of students tested with alternative assessment	0	1	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	89	82	100		
% Advanced	56	41	40		
Number of students tested	27	17	10		
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	94	99		
% Advanced	70	72	66		
Number of students tested	102	116	102		
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher:

Test: Ohio Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	98	98	92		
% Advanced	75	77	63		
Number of students tested	119	102	104		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	1	1	2		
% of students tested with alternative assessment	1	1	2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	94	91	80		
% Advanced	28	48	30		
Number of students tested	18	23	10		
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	98	93		
% Advanced	75	78	63		
Number of students tested	119	100	104		
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	87	90	84	88	93
% Advanced	26	46	26	38	43
Number of students tested	102	115	103	98	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	2	0	0	1
% of students tested with alternative assessment	1	2	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	78	74	71	77	80
% Advanced	0	37	12	12	40
Number of students tested	18	19	17	17	15
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	87	90	83	88	94
% Advanced	25	46	27	38	43
Number of students tested	102	115	101	98	79
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	94	94	99	98	90
% Advanced	45	48	62	64	46
Number of students tested	115	102	116	102	99
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	1	2	2
% of students tested with alternative assessment	1	0	1	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	83	93	100	95	80
% Advanced	22	26	46	57	20
Number of students tested	18	27	11	21	10
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	94	99	98	90
% Advanced	45	49	62	64	46
Number of students tested	115	100	116	101	99
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	91	97	90		
% Advanced	44	53	64		
Number of students tested	105	116	103		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	1	1		
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	89	88	80		
% Advanced	19	29	40		
Number of students tested	27	17	10		
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	97	90		
% Advanced	44	53	65		
Number of students tested	102	116	102		
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher:

Test: Ohio Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	99	99	96		
% Advanced	87	82	70		
Number of students tested	119	103	104		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	1	1	2		
% of students tested with alternative assessment	1	1	2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	94	96	90		
% Advanced	78	70	30		
Number of students tested	18	23	10		
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	99	99	96		
% Advanced	87	82	70		
Number of students tested	119	101	104		
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: