

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

[X] Public or [] Non-public

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

Name of Principal Mr. Chad R Carr

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

Official School Name Columbus Preparatory Academy

(As it should appear in the official records)

School Mailing Address 3330 Chippewa Street

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

City Columbus State OH Zip Code+4 (9 digits total) 43204-1653

County Franklin State School Code Number* 000558

Telephone 614-275-3600 Fax 614-275-3601

Web site/URL http://www.cpablitz.org E-mail chcarr@columbuspreparatory.org

Facebook Page
https://www.facebook.com/colu

Twitter Handle _____ Google+ _____

YouTube/URL _____ Other Social Media Link _____

https://www.youtube.com/user/columbuspr http://www.instagram.com

eparatory?feature=watch Blog _____ /columbusprep

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. Chad Carr E-mail: chcarr@columbuspreparatory.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Columbus Preparatory Academy Tel. 614-275-3600

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 Ms. Wendy Faulkner
(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)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 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. 7 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	74	77	151
1	48	67	115
2	39	40	79
3	29	36	65
4	40	39	79
5	30	25	55
6	20	27	47
7	18	26	44
8	15	10	25
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	313	347	660

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 17 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 53 % White
 - 13 % 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: 9%

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	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	57
(4) Total number of students in the school as of October 1	623
(5) Total transferred students in row (3) divided by total students in row (4)	0.091
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 7%
97 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Spanish, French, Mandarin, Arabic, Japanese, Hindi
8. Students eligible for free/reduced-priced meals: 53%
 Total number students who qualify: 248

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: 4 %
22 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</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	3
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 23:1

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%	95%	94%	93%
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

Columbus Preparatory Academy (CPA) is an "Excellent with Distinction" rated K-8 public charter school in Columbus, OH and the highest academically scoring Mosaica Education, Inc. school in the world. It is the mission of Columbus Preparatory Academy to provide students with a content-rich, academically challenging education in a safe, engaging, disciplined environment. Columbus Preparatory Academy students utilize 21st century technology to support learning in all major subjects. CPA is committed to providing a free, appropriate, and socially responsible educational program. By equipping our young people with essential knowledge and skills, the Columbus Preparatory Academy motivates students to achieve their future aspirations.

Columbus Preparatory Academy currently services 700 students that come from a largely underprivileged area in the west side of Columbus and reside in the Columbus Public School district. The remainder of our student body lives in the Southwestern City and Hilliard City school districts. Approximately 50% of our student population qualifies for free or reduced price lunch. CPA accepts students through an open enrollment process. Incoming students are given math and reading placement tests to assess current academic knowledge and are placed accordingly. In the past 7 years, we've noticed a significant increase in enrollment applications due to our academic achievements and progressive approach to education. Parents consistently choose CPA because it offers opportunities not found in their local public schools.

Our elite academic scores are a direct result of collaboration among dedicated students, parents, teachers, and staff through a variety of programs. The Blitz©, created by Principal Chad Carr, has become the driving force for our academic achievement and for closing the achievement gap. The Blitz© is a school-wide, motivational initiative that incorporates teamwork, school pride, classroom competitions, academic pep rallies, music, chants, performances and an overall love of learning toward a common goal. Its monumental effect on our success is shown in our state assessment scores. In the 2007-2008 school year, CPA was identified as being in "Academic Emergency" by the Ohio Department of Education. After the implementation of the Blitz© in 2009, CPA moved to "Continuous Improvement" with an Performance Index score of 83, and it raised again in 2010 to a 92, which earned CPA the designation as "Excellent." Since 2011, we have been rated "Excellent with Distinction" with scores of 102, 111, and 113. Our school culture embodies a collaborative momentum toward closing the achievement gap, and the Blitz© clearly supports our school-wide toward excellence. Every student at CPA feels like a champion.

Further supporting our mission, CPA offers a myriad of other opportunities geared toward student success with a focus on the whole child. We offer a specialized Paragon© curriculum, free after-school, Saturday school, and summer school tutoring, Title 1 Reading and Math services, a Special Education program, and a comprehensive school counseling program. These initiatives have proven successful in supporting the diverse learning needs and interests of our school community. In addition, we offer extracurricular activities such as a Math Counts team, Student Council, family literacy nights, chess club, writer's club, art club, band, cross country, basketball, soccer, ROX© groups, and an Irish Dance team. The extracurricular activities provide opportunities the families at CPA may not otherwise be able to participate in and provide a safe place for our students to be after school. Students at CPA love coming to school, where every student has a chance to be involved and knows they are capable, valued, and smart.

Columbus Preparatory Academy is a teacher-driven school, where teachers are considered experts and leaders in their fields. Teachers have the freedom to maximize student outcomes through implementation of curriculum and teaching methods that best suits their student population and teaching style. For example, it is not unusual to see one teacher using popular music to teach geometry, another publishing a book of student poetry, another teacher utilizing iPads to teach literacy, while another teacher is teaching about phases of the moon with cookies. Teachers are encouraged to teach one another; at each Professional Development day, the CPA staff leads all of the trainings and truly collaborates and shares best practices. In addition, every staff member understands current achievement data and works together to identify the most effective method for supporting student achievement. It is rare to find such an innovative, collaborative, and supportive teaching staff.

Columbus Preparatory Academy is a model for school success and closing the achievement gap. Students at CPA are living proof that through rigorous coursework, high expectations, and immersion in a positive learning environment with caring, committed professionals, all students can achieve at high levels.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Columbus Preparatory Academy has the highest academic indication in the State of Ohio. In 2007, CPA was ranked academic emergency. In just four years, CPA has risen to "Excellent with Distinction," the highest rating in the state. CPA has scored Excellent with Distinction 3 years in a row, 2011, 2012, and 2013. Recently the Ohio Department of Education added the letter grades of A-F to the state report card. CPA was the only school in the entire state to receive straight A's in every subject. CPA has closed the gap since 2008. Below are the yearly Performance Index scores: 2008- 69; 2009-83; 2010-92; 2011-102 ; 2012-111; and 2013-113.

The top Performance Index (PI) score in the state of Ohio is a 120. The PI score reflects the achievement of every 3rd through 8th student enrolled for the full academic school year. It is a weighted average, with the greatest weight being given to advanced scores. To close the achievement gap, CPA has worked on teaching the Ohio standards, regularly assessing the standards, and tracking the data of those assessments. Teachers then concentrate on the academic weaknesses of the students shown in this data to help get them to an advanced status. By pinpointing the standards which need more attention, teachers are able to help the students achieve at high levels. Since 2008, our school staff has streamlined this process and focused on accountability, which has yielded great results. Performance percentages have drastically increased since 2008-2009, with the percentage of "Advanced" students increasing the most. The Ohio Department of Education's performance levels are Advanced, Accelerated, Proficient, Basic and Limited.

Performance trends have shown a drastic increase over the past 5 years in Reading and Math, as highlighted by our Assessment Results for State-Criterion Referenced Tests mainly due to the way Columbus Preparatory Academy staff members have utilized data to make informed decisions about best teaching practices.

Our 2008-2009 testing data showed that students were lacking skills in answering short answer and extended response types of questions which are given more weight when graded. To remedy this, the school staff developed a format, called the "DWB," to offer a framework for students to answer such questions. With this format, students who often got no credit for their answers, began receiving at least partial credit. Daily practice of this framework in all grades ultimately has lead to higher scores on open response questions. Since then, students have shown a strong grasp of this concept starting in kindergarten, and thus excelled when taking tests in 3rd grade and beyond.

Another initiative that supports achievement since the 2008-2009 school year is aligning teacher's assessments with the state criterion-referenced assessments. When students are familiar with a test format, they perform better. During the 2009-2010 school year, a mock Ohio Achievement Assessments (OAAs) was administered to 3rd through 8th grade students in the winter in order for staff to evaluate potential performance in the spring. It also allowed teachers to troubleshoot areas of difficulty for students. During the 2011-2012 school year, CPA began giving students monthly mock OAAs using released test questions, and included K-2 students (who were given teacher-created tests) so they could again become familiar with the testing format.

In the 2008-2009 school year, data showed that CPA needed a more systematic way to assess reading development throughout a school year. Student reading scores were years behind expected growth and there was a clear need to disseminate what skills students were lacking specifically. During 2008-2009, the Developmental Reading Assessment (DRA) was implemented by the Title 1 Reading staff to assess major components of literacy. At first, it was administered at the beginning and end of the school year, but in 2009-2010 this assessment progressed to three times per year. Evaluating literacy data in all grades three times per year gave teachers and staff members a much better ideas of progress in reading skills and informed curricular choices and lessons needed. This helped determine which students needed remedial help from the Title 1 department. Much like the data trackers used by teachers on bi-weekly assessments and mock OAAs, this systematic data continues to assist classroom teachers and Title 1 teachers to pinpoint

specific challenges and develop best practices.

Beginning in 2010-2011, a rise in math test scores can be credited to a 5th special class. This class was created and implemented after teachers met with the Title I math staff to address academic weaknesses noticed in their data trends in 2009-2010. As shown in the chart for overall school math scores, the percentage of Proficient and Advanced was 54 percent in 2009-2010, and rose to 66 percent the following year. This 12 percent increase reflects how utilizing student achievement data can lend to appropriate differentiation of instruction and best teaching practices.

School climate has changed dramatically over the past 5 years with the introduction of major school spirit initiatives and a culture of positive character and passion for learning. In 2008-2009, the Principal/Superintendent created an annual year-long program called The Blitz ©. This program incorporates teamwork, academic pep rallies, and academic competitions which motivates students to believe in themselves, motivate one another, and take pride in their education and academic performance. Another major contributor to a positive school climate was the hiring of a school counselor in 2008-2009. The school counselor works with students individually, in small groups, and during monthly classroom lessons, working on topics from social skills to study skills. The school counselor follows the American School Counselor Association model for her program, which includes specific standards in the Academic, Personal/Social, and Career domains. The increase in positive school climate due to these initiatives is apparent in the behavior referral decrease since 2008 and overall energetic, positive mood of the school, but clearly is reflected in the achievement data. Students that have a safe, positive, and fun learning environment and feel good about themselves, perform better.

2. Using Assessment Results:

Students are given mock OAAs once a month so they become familiar with the format, questions and vocabulary of the OAA. The students take 8 practice tests throughout the school year before they take the official OAA in the spring. After the mock OAAs are taken, teachers grade the assessments and determine whether the students scored Advanced, Accelerated, Proficient, Basic or Limited and then figure out their classroom Performance Index, similar to how the Ohio Department of Education does on the OAA and creates a score for the school. The teachers then use this data to determine any gaps within the subject matter, which then advises their teaching focus. Teachers also give the students bi-weekly teacher-created assessments that are based on the content standard being taught. This data is tracked on an electronic data tracker and determines if the students have mastered the standard. The teachers then use this data to determine if they need to reteach, remediate or move on to the next standard. CPA also uses the Developmental Reading Assessment (DRA) in order to closely monitor the reading abilities and development of our students. This assessment is given to every student three times a year. The data gained from the assessment helps to identify students that could benefit from in- school Title 1 reading tutoring, after school tutoring or Saturday school tutoring. The results from this assessment also help teachers make data driven decisions about their classroom and small group reading instruction.

Our goal is for all students to perform at an advanced level. Teachers have data walls in their classrooms where students have cards that they move to the current level at which they are performing. All cards are confidential and identified with a picture or number. Typically at the beginning of the year, several students start at limited, basic or proficient. By the end of the year, most students are performing at the accelerated/advanced level. Parents are aware of the data walls and what each level stands for and they are notified of their child's performance level for each monthly mock OAA. We also have parent-teacher conferences 3 times a year to discuss student performance. However, if a student is not performing well, our principal will contact the parents directly. Our school guidance counselors also work with students on study skills, academic confidence and test preparation through ongoing classroom lessons, small groups, and individual counseling sessions.

3. Sharing Lessons Learned:

CPA is part of Mosaica Education, Inc., which currently manages 109 preschool, elementary, middle school and high school programs around the world. Through Mosaica, CPA has several sister schools throughout the state and nation. We have 4 sister schools in our region alone.

Our teachers and administration have held professional developments and trainings with the staff members of the Mosaica schools on our student data tracking and bi-weekly assessments, which are the two main reasons our school has been successful academically. Our administration team mentors and trains new members of Mosaica administration teams when they are first hired and we are easily accessible to the staff members at other schools for consultation.

Due to our ongoing academic success over the past 5 years, we've been contacted by several public school districts (Columbus City, Hilliard and Southwestern City) and other charter schools, along with the Ohio Department of Education and the Ohio Council of Community Schools, who would like to come and visit the school, observe our teachers, and have even offered to pay our administration team and staff to hold professional development workshops on our teaching and data tracking practices. Our doors are always open for anyone who would like our help.

Local colleges and universities utilize CPA as a valuable learning site for students in the field of education. Year after year, we've hosted many student teachers and student observers from The Ohio State University, Capital University, Muskingum University and Mount Vernon. Upon graduation, these students often have a chance to join the staff. For example, our newest kindergarten teacher was one of our student teachers from the 2012-2013 school year. Our school counselor has also served as a supervisor for school counseling student interns from the Ohio State University for 4 years.

4. Engaging Families and Community:

Columbus Preparatory Academy utilizes strong collaboration with families and the community to ensure student success. Our school counselors hold an annual career fair, inviting CPA parents and community professionals to present career information to our 3rd-8th grade students. Students learn about postsecondary choices, success in college, and specific job tasks. The Ohio Attorney General's Office provides safety presentations to our kindergarten through 4th grade students, and hosts a whole-school event for National Missing Children's Day at CPA each year. Students and parents in grades 5th through 8th receive vital information through a "Digital Dangers" program offered through the Digital Innocence Recovery Group. The Ruling Our eXperiences organization also provides a specialized female empowerment program for our middle school girls. The local fire department visits the Kindergarten through 2nd grade students each year to discuss fire safety and offer a hands-on experience for the students. Each spring before the OAA, the principal holds parent OAA workshops to explain the format of the OAA and how to answer extended response questions.

Our art teacher collaborated with the East Asian Studies Center at The Ohio State University to bring a Japanese artist to our school. They created a student-involved (grades K-8) art installation in the lobby of our school, which focused on traditional paper art from Japan with the main idea of individuals coming together for a common goal. During art class, students created pieces that contributed to the overall exhibit. After all the art was created, the installation was on display for 6 months.

Upon enrollment of their child(ren) in CPA, parents have access to the student information system, Powerschool. With this code parents can view all published assignments/grades to stay updated on their child's progress in each class. Parents receive the email address of each teacher to encourage communication. Each parent is asked to sign an agreement to volunteer at least two hours of time monthly to the school. Many parents will act as chaperones, aid a teacher, volunteer at a school event, or volunteer their time with a fundraising campaign run by the CPA Parent Teacher Organization. Some of these events include an annual Fall Festival, Spelling Bee, and Secret Santa Workshop. At many events, funds are raised through ticket and food sales, donations, and items sold. These funds are used for academic pep rallies, field

trips, classroom supplies, playground improvement, teacher appreciation initiatives, and a “Welcome Back” Festival each fall.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Columbus Preparatory Academy follows the belief that students are best served by a curriculum that fits both the students' learning styles and the teachers' teaching styles. Due to this, CPA administrators give the teachers the freedom to research, review, and pilot new curriculum within their classrooms. For this reason, CPA does not use one prescribed curriculum; rather, it uses a variety of curricula and educational resources across subjects and grade levels to teach the Ohio academic content standards in conjunction with common core standards. It is these standards that drive lesson development by the teachers in collaboration with their grade level team as well as the grade levels above and below their own in order to provide the most fluid, comprehensive teaching possible for our students.

In English Language Arts, standards require competency in the following areas: phonemic awareness, acquisition of vocabulary, reading process, reading applications, writing process, writing applications, writing conventions, research, and communication. Kindergarten, 1st and 2nd grade classes use the Daily 5 and Reading Cafe as a framework for lesson development by the classroom teachers. This framework allows students in the younger grades to practice each of these standards daily, building a solid foundation in reading and writing for higher-level learning in the grades to come. 3rd-8th grade classes use a teacher-created curriculum, which incorporates elements of reading and writing workshops, Buckle Down, Skill Bridge and Show What You Know to develop mastery of the standards. Kindergarten through 8th grade teachers also utilize several web-based programs including RazKids, Study Island, Reading A to Z, SuperTeacher, BrainPop, and Compass Learning for both supplemental and remedial instruction.

In Math, standards require competency in the following areas: number, number sense and operations, measurement, geometry and spatial sense, patterns, functions, and algebra, data analysis and probability, and mathematical processes. CPA's Kindergarten through 8th grade classes use SRA Real Math with supplements from Houghton-Mifflin, Connect-It Math, Compass Learning, iXL, Buckle Down, Show What You Know and Skill Bridge to support mastery in all standards.

In Science, standards require competency in the following: earth and space sciences, life sciences, physical sciences, science and technology, scientific inquiry, and scientific ways of knowing. The main curriculum used is Harcourt Science. Teachers supplement this curriculum with Compass Learning, a web-based program, as well as science labs and experiments that are teacher created. 5th and 8th grade teachers get additional supplementation from Buckle Down and Skill Bridge books to allow students the opportunity to review standards that are being taught and tested.

The K-8 Spanish Language and Culture Curriculum directly coincides with Common Core Standards for World Language Education provided by the Ohio Department of Education (ODE). The elementary grades receive Spanish instruction weekly, and the middle school students receive Spanish instruction every day for one quarter of the school year. Kindergarten through 4th grades focus mainly on communication standards as well as counting, basic math problems, and basic grammatical structures and sounds. 5th through 8th graders receive instruction and assessments that focus on reading, verbal, written, and listening comprehension.

The K-8 Music curriculum is based on ODE's K-12 Music Standards. In the younger elementary grades, these standards include creating simple music, the ability to recognize the use of music for various purposes by performers and listeners, and recognizing instruments, voices, and musical forms. These skills progress to middle school, where the students learn to read, write, improvise and describe music, analyze, practice, and perform a musical selection.

The K-8 Health/Physical Education Program curriculum is based on ODE's Physical Education standards. Some of the activities the students learn in physical education include the correct way to throw a ball in kindergarten, to playing a nine man baseball game in 8th grade. For Health class, the main resource used is the Too Good for Drugs curriculum. This curriculum teaches students about being healthy, goal setting,

saying no to drugs, and refusing peer pressure.

The K-8 Visual Art Program curriculum is aligned with Visual Art Standards provided by ODE. All projects are graded using rubrics, while lessons focus on art making, critical thinking, communication, and collaboration while using famous artists and world cultures as motivation for instruction as well as inspiration.

2. Reading/English:

The reading curriculum is created and implemented by the teacher. The teachers collaborate with others within their grade level and above and below their grade level, as well as with the reading specialist and/or Title 1 reading teachers. Part of planning instruction is based on data collected from the previous year so that areas of concern are addressed. The Ohio content standards in conjunction with the common core standards are executed and instructional materials are either found or created by the teacher.

Kindergarten through 2nd grade teachers use The Daily Five and Reading Café developed by Gail Boushey and Joan Moser as a framework to guide the layout of their literacy instruction. Teachers chose this particular framework because it allows students to develop healthy habits of reading, writing and working with peers in order to instill a lifetime of independent literacy. The Daily Five framework includes time each day for students to work on writing, listen to reading, read to someone, read to themselves, and complete spelling/word work. Learning and practicing these fundamental skills daily at a young age increases their likelihood of gaining positive lifelong reading and writing habits. The framework also gives teachers the opportunity to differentiate instruction while working with individual students or groups of students who could benefit from content standard remediation.

The 3rd through 8th grade teachers develop lessons to teach each individual academic standard. Lessons include, but are not limited to, guided reading groups, poetry slams, book talks, shared reading and writing, author studies and literature circles. Each standard is taught, assessed, tracked and future instruction decisions are made from the data gathered. Teachers in all grades use additional resources such as Buckle Down books, Show What You Know books, RazKids, Reading A-Z, and Compass Learning to supplement lessons in the classroom as necessary according to data collected in classroom assessments.

CPA uses the Developmental Reading Assessment (DRA) in order to closely monitor the reading abilities and development of our students. This assessment is given to every student three times a year. The data gained from the assessment helps to identify students that could benefit from in-school Title 1 reading tutoring, after school tutoring or Saturday school tutoring. The results from this assessment also help teachers make data-driven decisions about their classroom and small group reading instruction. In addition to the DRA, each teacher creates bi-weekly assessments on grade level standards. These assessments are made to look like questions student will encounter on the Ohio Achievement Assessment. These bi-weekly assessments allow teachers to make data-driven decisions on whether or not students have mastered a concept before moving onto another. Both the DRA and bi-weekly standard based assessments have allowed CPA to continue to work on closing the achievement gaps of our students.

3. Mathematics:

The mathematics curriculum at Columbus Preparatory Academy is created and implemented by the teacher. The teachers collaborate horizontally, with teachers within their grade level and with math specialists/coaches and or Title 1 math teachers. They also collaborate vertically with the teachers that are below and above their grade level. Part of planning their instruction is based on data collected from the year before so that areas of concern are addressed.

The Ohio Content Standards are executed and instructional materials are either found or created by the teacher. The instructional materials such as math textbooks, Buckle Down books, Show What You Know books, and Internet resources are supplemental materials that make up the curriculum the teachers have created and implemented. The curriculum may utilize interactive notebooks/binders, foldables, group

activities, labs, manipulatives, games, songs, Compass Learning Odyssey, www.ixl.com, www.studyisland.com and other Internet resources.

Students acquire foundational mathematical skills through instruction that delivers each indicator of the standards. Teachers remediate or re-teach concepts based on the performance from targeted assessments given throughout the school year. That data drives the pace of instruction. Teachers understand the breakdown of percentages of every performance level based on the percentages from the last released test information in 2011. The teachers also know how to calculate their Performance Index to make sure that their students are meeting the proficient level or above as mandated by the state of Ohio and No Child Left Behind. This careful analysis helps students performing below grade level to achieve success at a proficient level.

To address students that are not at a proficient level, CPA has already implemented an improvement plan through the careful analysis of the standard weakness at every grade level. From this analysis, a 5th special was created and implemented after teachers met with the Title I math staff to address these weaknesses. The grades receiving this service will change from year to year. The Title I math teachers work very closely with the classroom teachers to effectively meet the needs of the students performing below grade level. If the need arises, then another 5th special would be implemented to meet the needs of students performing above grade level. The students have access to after-school tutoring and Saturday school if further remediation is necessary.

4. Additional Curriculum Area:

Columbus Preparatory Academy's social studies curriculum, Paragon, was created by Mosaica Education Inc. to bring history to life. Paragon is more than just a social studies curriculum. CPA's goal is to prepare our students for successful academic careers in high school and college, and prepare them for success in life, using critical thinking and problem-solving skills and independent thinking, all of which Paragon teaches.

The Paragon curriculum helps students achieve academic and personal excellence. Students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, both recognized and unsung, and by stepping into the shoes of great historical figures, both real and imaginary. Paragon teaches rich content through hands-on study such as performances, plays, research projects, and art projects. Students gain historical information, and come to understand the expansive potential open to them if they can identify with early clarity their individual strengths and sense of purpose.

Paragon students contemplate questions that have always captivated thinkers: What makes a "Hero"? What makes me unique? How can we learn from the past? How do we apply that knowledge to the future? At each grade level, students examine these questions in unique ways based on their students' developmental levels. From these questions, students discuss, create, and demonstrate their knowledge through colorful classroom displays and monthly Paragon nights. Classes perform songs, plays, and exhibit their work to parents and staff members during these engaging nights. The halls are filled with students' collaborative work displaying the knowledge they have gained through this program all year long. Students also create Prezi presentations, clay representations based on early civilizations, and hold exhibitions, such as the 7th and 8th grade Renaissance Fair and the 3rd grade's live wax museum, for the school community.

5. Instructional Methods:

Teachers give pre-assessments in all subjects at key points in the year to identify areas of weakness. Standard by standard, the content is taught, assessed and student data is tracked. Teacher data-trackers identify mastery of the individual standards, and the teacher then determines whether they need to remediate, reteach or move on to the next standard. In order to differentiate instruction, teachers utilize small group mini lessons and workshop stations to allow students to work at their specific learning level. This provides teachers an opportunity to work with small groups and remediate or challenge students, depending on their specific academic needs. Title I Math and Reading support is available to students in grades K-8. Students receiving these services have been identified as needing additional support through

standardized reading and math assessments. During the school day, Title I supplemental services involve a Title I teacher working with a small group of students on specific academic content standards or assisting a teacher in the classroom. Title I services also include after school tutoring in reading and math for grades K-8 four days a week. Saturday school support is provided for students in grades 3-8 during the months of January through April. Summer school is offered to support students in mastering grade level content before promotion to the next grade.

Our Special Education Department provides individualized services for students who have identified special needs. This involves students with Individualized Education Programs and 504 plans. CPA's Intervention Specialist works closely with the students and teachers to support classroom instruction. The CPA English as a Second Language (ESL) program identifies students through the OTELA test and provides them with services throughout the school year as well. These specialized services give students with diverse learning needs the chance to maximize their potential.

CPA integrates 21st Century technology into the curriculum in all classrooms. SmartBoards are installed in all classrooms along with 4-8 desktop computer stations and Smart cameras. Students have access to mobile laptop carts and iPads for research, projects, and remediation programs. We have 2 computer labs along with two iPad carts. Students are exposed to technology daily in the classroom with online programs such as Compass Learning, Study Island, iXL, RazKids, Brain Pop, and Brain Pop Jr. Teachers utilize these programs in school, for after school tutoring and Saturday school. Parents are also given login information to use these programs at home. Students view the Paragon Images during Paragon time; some use the computer to type up a story that they have written, to listen to a story during a Daily 5 literacy station, while middle school students use the Internet for research. Some students use the computers to learn to type or use school-purchased math software, and all grades use videos and create games projected on Smartboards to enhance lessons.

6. Professional Development:

Columbus Preparatory Academy holds one week of professional development activities prior to the beginning of the school year and 5 days throughout the school year. All professional development activities are designed to create and constantly update individualized student achievement goals using student growth measures from both formative and summative forms of assessment. Initiatives from Race to the Top are also programmed into all in-service agendas to ensure that all staff has a firm grasp of what is new with state goals for student achievement and professional responsibility.

The CPA school staff presents best practices to one another based on the developmental needs of the school. For example, a teacher with a particularly effective classroom management style will highlight the methods behind his/her success; a teacher that aptly uses technology to supplement curriculum will highlight the programs they use; and our Title I Director will discuss current DRA scores and offer specific literacy initiatives to help students succeed.

Some professional development activities are also dictated by state of Ohio. For example, we are required to receive training on First Aid/CPR, Child Abuse/Mandated Reporter training, suicide awareness and prevention training, and Blood Borne Pathogens training either every year or every other year. In addition to whole-group training sessions, teachers use Professional Development time to align their curriculum horizontally with teachers in their grade level and vertically with teachers in the grade levels above and below their own.

Technology upgrades have been a top priority to prepare Columbus Preparatory Academy for the coming PARCC assessment. The purchase of Macbook Pros, student N-Computing stations, and I-Pad 2 mobile libraries have called for specialized sessions of training. To meet this growing need an information technology expert, and two data specialists have been acquired to lead trainings and troubleshoot issues as they arise. The success of all professional development programming is evident in the constant growth in academic achievement and consistent low teacher turnover. The current performance index for Columbus Preparatory Academy is 113.0. The current yearly average for teacher turnover is less than 2%.

7. School Leadership

Columbus Preparatory Academy takes a unique stance in education as a "teacher first" institution. CPA has experienced great success with this ideology. The teachers design and plan the school calendar, professional development dates and school dress code/behavior code and methods for teaching their academic content and common core standards. The CPA administration team includes a Principal/Superintendent and two Assistant Principals. Ultimately, the Principal/Superintendent is the instructional leader but one Assistant Principal coaches and supports teachers in the areas of curriculum and instruction. The Principal/Superintendent is the disciplinarian, but the Assistant Principal in charge of behavior is there to implement positive behavior support systems and evaluate discipline and behavior data. Every Monday morning, the Principal/Superintendent leads a motivational staff meeting highlighting current student challenges, school-wide issues, and positive events, which sets the tone for the week.

CPA also has departments for Title 1 Math and Reading, ESL, Special Education, and a School Counseling Program. There are directors for each department who coordinate programs through the head principal to help align programming with the mission of the school. As previously mentioned, teachers make curricular decisions based on student achievement data and their teaching styles and student learning styles, and inform the head principal through weekly lesson plans. Since teachers share best practices and collaborate regularly, they get a great deal of help troubleshooting problem areas in their classrooms related to student achievement.

Teachers let the Principal/Superintendent know what materials they need to successfully teach their grade level standards. Teachers track the students' data and determine where the students need extra help and report their student data to the Principal/Superintendent and Assistant Principals on a bi-weekly basis as well as during Professional Development/in-service days. In this way, every staff member has an awareness of each other's achievement and progress, which creates accountability to one another for reaching our high academic goals. Overall, the administration has high expectations of staff, and in turn, the staff has high expectations of one another and the students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: Ohio Achievement Assessment

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
	62	75	61	52	59
	54	61	19	15	9
Number of students tested	76	76	88	82	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
	100	100	87	79	63
	44	59	27	21	12
Number of students tested	36	54	64	68	59
2. Students receiving Special Education					
Number of students tested					
3. English Language Learner Students					
Number of students tested					
4. Hispanic or Latino Students					
	0	40	25	72	0
	20	40	25	29	0
Number of students tested	5	5	4	7	3
5. African- American Students					
	60	71	74	41	50
	40	57	7	6	0
Number of students tested	10	14	15	17	14
6. Asian Students					
Number of students tested					
7. American Indian or					

Alaska Native Students					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Number of students tested					
9. White Students					
	69	79	63	52	66
	63	65	22	17	13
Number of students tested	51	49	54	48	56
10. Two or More Races identified Students					
	43	80	40	71	50
	29	40	30	14	0
Number of students tested	7	5	10	7	10
11. Other 1: Other 1					
Number of students tested					
12. Other 2: Other 2					
Number of students tested					
13. Other 3: Other 3					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson

Test: Ohio Achievement Assessments
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	69	74	71	46	33
% Advanced	67	58	44	18	0
Number of students tested	61	74	71	82	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	59	72	48
% Advanced	65	57	39	13	0
Number of students tested	34	49	54	67	29
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	25	66	50	50	0
% Advanced	25	33	50	0	0
Number of students tested	4	6	2	4	1
5. African- American Students					
% Proficient plus % Advanced	55	53	72	47	36
% Advanced	55	38	11	7	0
Number of students tested	11	13	18	15	14
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	75	78	70	44	36
% Advanced	72	61	56	21	0
Number of students tested	39	41	36	52	22
10. Two or More Races identified Students					
% Proficient plus % Advanced	80	89	76	50	29
% Advanced	80	89	38	25	0
Number of students tested	5	9	8	8	7
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: 5
Publisher: Pearson

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	78	72	69	43	30
% Advanced	59	58	33	14	0
Number of students tested	58	57	67	49	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	98	75	66	34
% Advanced	56	52	31	7	0
Number of students tested	32	42	49	41	29
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	50	66	0	50	25
% Advanced	0	33	0	20	0
Number of students tested	4	6	1	10	4
5. African- American Students					
% Proficient plus % Advanced	66	54	85	50	14
% Advanced	33	31	8	25	0
Number of students tested	12	13	13	12	7
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	84	77	68	39	43
% Advanced	74	70	44	11	11
Number of students tested	31	30	41	18	28
10. Two or More Races identified Students					
% Proficient plus % Advanced	86	100	50	25	50
% Advanced	57	100	25	0	0
Number of students tested	7	4	8	8	4
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: Pearson

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	85	74	83	70	42
% Advanced	83	63	50	34	11
Number of students tested	52	63	48	47	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	98	47	75	73
% Advanced	83	56	50	19	13
Number of students tested	36	41	38	36	30
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	83	50	90	33	0
% Advanced	83	0	50	0	0
Number of students tested	6	2	10	3	2
5. African- American Students					
% Proficient plus % Advanced	70	55	75	77	34
% Advanced	70	55	25	33	17
Number of students tested	10	11	8	9	6
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	90	82	81	70	54
% Advanced	86	69	58	33	9
Number of students tested	28	39	26	30	23
10. Two or More Races identified Students					
% Proficient plus % Advanced	67	67	100	100	33
% Advanced	67	50	33	75	0
Number of students tested	3	6	3	4	3
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: Pearson

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	67	50	54	64	61
% Advanced	59	36	11	6	0
Number of students tested	37	28	37	31	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	96	85	65
% Advanced	43	38	12	15	0
Number of students tested	21	21	26	27	26
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	50	50	20	76	67
% Advanced	0	33	0	13	0
Number of students tested	2	6	5	8	3
5. African- American Students					
% Proficient plus % Advanced	25	25	88	100	50
% Advanced	25	0	0	50	0
Number of students tested	4	4	8	2	6
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	77	54	52	56	71
% Advanced	69	47	19	0	0
Number of students tested	26	15	21	16	14
10. Two or More Races identified Students					
% Proficient plus % Advanced	50	66	0	33	38
% Advanced	50	33	0	0	0
Number of students tested	4	3	2	3	8
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: Pearson

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	40	39	50	67	37
% Advanced	25	26	11	11	0
Number of students tested	20	23	28	27	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	88	74	52
% Advanced	22	20	12	9	0
Number of students tested	18	15	25	23	21
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	20	33	40	75	50
% Advanced	20	0	20	0	0
Number of students tested	5	3	5	4	2
5. African- American Students					
% Proficient plus % Advanced	0	25	100	100	33
% Advanced	0	0	100	0	0
Number of students tested	3	4	1	1	6
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	43	38	60	71	33
% Advanced	43	38	7	21	0
Number of students tested	7	13	15	14	18
10. Two or More Races identified Students					
% Proficient plus % Advanced	80	66	40	57	50
% Advanced	20	33	0	0	0
Number of students tested	5	3	5	7	4
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: 3
Publisher: Pearson

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	78	62	60	49	33
% Advanced	74	42	33	34	13
Number of students tested	76	76	88	82	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	98	94	47	54
% Advanced	22	43	33	29	14
Number of students tested	36	54	64	68	59
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	40	80	75	43	0
% Advanced	40	20	75	43	0
Number of students tested	5	5	4	7	3
5. African- American Students					
% Proficient plus % Advanced	70	57	60	46	29
% Advanced	70	50	13	18	0
Number of students tested	10	14	15	17	14
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	82	57	57	55	36
% Advanced	78	37	33	40	16
Number of students tested	51	49	54	48	56
10. Two or More Races identified Students					
% Proficient plus % Advanced	71	80	60	28	40
% Advanced	71	60	20	14	20
Number of students tested	7	5	10	7	10
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: 4
Publisher: Pearson

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	35	50	53	56	40
% Advanced	7	18	7	0	1
Number of students tested	61	74	71	82	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	96	87	72	62
% Advanced	3	16	6	0	3
Number of students tested	34	49	54	67	29
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	50	34	50	50	0
% Advanced	50	17	0	0	0
Number of students tested	4	6	2	4	1
5. African- American Students					
% Proficient plus % Advanced	9	46	67	40	43
% Advanced	0	8	6	0	0
Number of students tested	11	13	18	15	14
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	38	52	47	60	41
% Advanced	5	37	11	0	5
Number of students tested	39	41	36	52	22
10. Two or More Races identified Students					
% Proficient plus % Advanced	60	55	75	63	29
% Advanced	40	33	0	0	0
Number of students tested	5	9	8	8	7
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: Pearson

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	76	63	63	47	62
% Advanced	26	12	6	2	5
Number of students tested	58	57	67	49	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	97	98	71	61	76
% Advanced	16	10	4	2	0
Number of students tested	32	42	49	41	29
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	75	50	0	40	0
% Advanced	25	17	0	0	0
Number of students tested	4	6	1	10	4
5. African- American Students					
% Proficient plus % Advanced	75	54	77	33	71
% Advanced	25	8	8	0	0
Number of students tested	12	13	13	12	7
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	81	67	66	56	64
% Advanced	29	17	7	6	7
Number of students tested	31	30	41	18	28
10. Two or More Races identified Students					
% Proficient plus % Advanced	53	75	38	50	75
% Advanced	29	0	0	0	0
Number of students tested	7	4	8	8	4
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: Pearson

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	61	68	69	71	64
% Advanced	21	22	2	9	0
Number of students tested	52	63	48	47	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	97	97	95	97	73
% Advanced	17	12	3	8	13
Number of students tested	36	41	38	36	30
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	50	100	70	67	100
% Advanced	0	0	0	0	0
Number of students tested	6	2	10	3	2
5. African- American Students					
% Proficient plus % Advanced	70	54	75	67	33
% Advanced	20	18	0	0	0
Number of students tested	10	11	8	9	6
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	54	50	62	76	74
% Advanced	25	17	4	13	0
Number of students tested	28	39	26	30	23
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	69	100	50	67
% Advanced	33	23	0	0	0
Number of students tested	3	6	3	4	3
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: Pearson

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	57	57	51	58	67
% Advanced	41	11	16	3	0
Number of students tested	37	28	37	31	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	66	96	74
% Advanced	33	10	11	4	0
Number of students tested	21	21	21	25	27
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	100	84	40	63	33
% Advanced	0	17	0	13	0
Number of students tested	2	6	5	8	3
5. African- American Students					
% Proficient plus % Advanced	50	50	50	0	50
% Advanced	50	0	0	0	0
Number of students tested	4	4	8	2	6
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	61	46	53	63	71
% Advanced	46	13	29	0	0
Number of students tested	26	15	21	16	14
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	67	100	67	88
% Advanced	0	0	0	0	0
Number of students tested	4	3	2	3	8
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: Pearson

Test: Ohio Achievement Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	55	43	43	63	50
% Advanced	30	26	14	11	3
Number of students tested	20	23	28	27	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	88	83	63
% Advanced	28	13	16	9	5
Number of students tested	18	15	25	23	19
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	40	33	20	25	50
% Advanced	20	0	20	0	0
Number of students tested	5	3	5	4	2
5. African- American Students					
% Proficient plus % Advanced	33	25	0	0	50
% Advanced	33	25	0	0	0
Number of students tested	3	4	1	1	6
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	71	54	46	71	56
% Advanced	57	31	13	21	0
Number of students tested	7	13	15	14	18
10. Two or More Races identified Students					
% Proficient plus % Advanced	60	33	60	71	25
% Advanced	0	33	20	0	25
Number of students tested	5	3	5	7	4
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: