

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 Mr. Scott D. Rodeheffer

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

Official School Name Fort Loramie Elementary School

(As it should appear in the official records)

School Mailing Address 35 Elm Street

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

City Fort Loramie State OH Zip Code+4 (9 digits total) 45845-0034

County Shelby State School Code Number* 012633

Telephone 937-295-2931 Fax 937-295-2758

Web site/URL http://www.loramie.k12.oh.us E-mail scott.rodeheffer@loramie.k12.oh.us

Twitter Handle _____ Facebook Page _____
https://twitter.com/FLSchools https://www.facebook.com/FLSchools 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. Daniel Holland E-mail: dan.holland@loramie.k12.oh.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Loramie Local schools Tel. 937-295-3931

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 Mr. Anthony Meyer
(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
 - 1 High schools
 - 0 K-12 schools
- 2 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. 5 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	28	30	58
1	27	37	64
2	27	40	67
3	31	25	56
4	35	34	69
5	39	41	80
6	32	28	60
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	219	235	454

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 99 % White
 - 0 % 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	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	454
(5) Total transferred students in row (3) divided by total students in row (4)	0.020
(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: 9 %
 Total number students who qualify: 44

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: 16 %
74 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>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>23</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>43</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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	98%	98%	98%	98%	97%
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

Fort Loramie School is the sole elementary school in village of Fort Loramie, Ohio. It is located in the Northwestern corner of Shelby County. The school is a major focal point for families in the community. Residents both young and old take pride in the school, the students, and the education that takes place within our building. Parents and the community are involved in a variety of activities including tutoring and classroom volunteering. The community's socio-economic status is middle class. This community was founded on farming and agriculture. While many are still involved in the field of agriculture, there are some small manufacturing factories that have found their way into our village. The traditions and values in our community are deep rooted. The educational system in Fort Loramie is almost a tradition in itself. The majority of the families living in the community attended Fort Loramie School and are committed to having their children carry on the tradition of receiving a quality education in that same school system. Fort Loramie Elementary is a kindergarten through sixth grade building and serves a total of 461 students. Fort Loramie Elementary School has received the designation of "EXCELLENT" or "EXCELLENT WITH DISTINCTION" by the Ohio Department of Education (ODE), met all state indicators, improved our Performance Index Score, and met the Adequate Yearly Progress determinations for the past five years.

The mission of Fort Loramie School is to provide a stimulating environment for learning in which individuals are encouraged to achieve to the best of their ability through appropriate programs, resources, and staffing. The goal of our entire staff is to provide an environment where our students feel safe, challenged, and comfortable about learning. The staff as well as the students, are encouraged to set goals and work towards meeting them on a yearly basis. In a rapidly changing world, Fort Loramie Elementary strives to encourage and develop students to become active, productive citizens in their school, their community, and their world.

Not only is Fort Loramie Elementary accountable to the Ohio Department of Education, but it is also accountable to our community for providing enhanced developmental and enrichment opportunities. In compliance with the Ohio Department of Education, one hundred percent of our administrators and staff are highly qualified. Our school staff also includes three special education teachers that provide inclusion in grades kindergarten through sixth grade. Every child is placed in his/her least restrictive environment and educated with their best interests in mind. We offer reading enrichment on a daily basis for grades kindergarten through sixth grade and have gifted instruction available for grades four through six. We have a total of eight staff members that have reading endorsements. Student and adult volunteers are committed and actively involved in reinforcing and enriching key concepts taught in the classroom. An At-Home tutoring program is offered to help teach parents how they can become more active in their child's education and model successful teaching strategies. Students are encouraged to develop their communication, computer, and social skills through participation in our Redskin News Network. (This is our school's local TV channel that provides information and daily announcements for our building.)

The staff at Fort Loramie is committed to serving its students and community. The staff sets yearly goals for themselves both professionally and personally in relationship to enhancing their teaching. Weekly collaboration time is set aside for teachers to plan and align their lessons in accordance with the common core standards. Many teachers use mini assessments to help monitor student progress and make sure that all are on the correct learning path and making progress according to their individual abilities. When a student is not making significant progress, immediate interventions are initiated and implemented. It is our highest priority to see that each student's educational needs are being met. The staff's support of the community can be observed in memberships and roles in many community groups and activities. Additionally, through staff/student donations, we have contributed \$7390.00 to the United Way in the last three years.

We encourage our students to give back and serve their community. The students have participated in the St. Jude Math-a-thon, Smile Train, and donated food to our local food pantry. We have also taken part in the Rachel's Challenge program. The final assembly for this challenge was attended by numerous parents and community members.

Fort Loramie Elementary is worthy of being a National Blue Ribbon School because of its commitment to serve its students and community. Our school prides itself in having a strong community background that always puts education at the forefront. Our high academic standards and expectations are reflected in our students' state testing results and throughout the continuum.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Fort Loramie Elementary has demonstrated outstanding student achievement as reported on the Ohio Department of Education's School Report Cards for the last five years (2008-09 through 2012-13). The Ohio Achievement Assessments (OAA) for grades three to eight are required tests that measure student achievement toward academic content standards in reading, math, writing, science, and social studies.

The standards describe what students should know and be able to do by the end of each grade level. Fort Loramie Elementary School has received the designation of "EXCELLENT" or "EXCELLENT WITH DISTINCTION" by the Ohio Department of Education (ODE), met all state indicators, improved our Performance Index Score, and met the Adequate Yearly Progress determinations for the past five years.

Students in grade 3 are tested in reading in both spring and fall, and in mathematics in the spring. Students in grades 4 through 6 are tested in reading and math each spring. The state of Ohio's accountability system identifies five performance levels which are used to determine a school's Performance Index: Advanced, Accelerated, Proficient, Basic, and Limited. To meet a test indicator in grades 3-6, at least 75% of students tested must score proficient or above on the reading and math tests. In addition, Ohio has added a value-added measure for the past five years which identifies students' yearly growth. Fort Loramie has met or exceeded the growth standard every year in math and reading since the Value Added measure began. Our strategic planning process, district and school mission, and vision have identified excellent academic performance as our primary goal. Over the past five years, Fort Loramie's Performance Index has increased from 106.6 to 110.3. The Performance Index (PI) reflects the achievement of every student enrolled for the full academic year. It is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is 1.2 for advanced performance to zero for untested students. This results in a scale from 0 to 120 points. Factors accounting for this include the high level of achievement at the advanced and accelerated levels for the general population, as well as for subgroups of students. In the past five years, third grade students at Fort Loramie Elementary have achieved a 91%-100% passing rate in reading and 95%-99% passing rate in mathematics. In grade four, 93%-100% of students scored at or above proficient in reading and 86%-99% in math. Our fifth and sixth grade students have experienced the same success. The fifth grade student scores ranged from 84%-97% passage rate in reading and 85%-95% in math, while our sixth grade scores ranged from 97%-100% in reading and 94%-97% in math.

Our high expectations at Fort Loramie Elementary are highlighted by the students performing at or above Accelerated. Fort Loramie Elementary had an average of 66% of students in reading and 74% of students in math over the past five years accelerated or above. These successes are a direct result of our attention to data, high expectations, and responding to student needs quickly. The individual student assessment reports from the Ohio Achievement Assessment help teachers identify specific areas of strength and target areas for improvement and greater growth. Fort Loramie Elementary staff members determine the most appropriate accommodations and interventions for student achievement. Teachers, administrators, aides, volunteers, parents, and other support staff work collaboratively using data driven decision making, progress monitoring through AIMSweb, analysis of formative and summative data and weekly collaboration focused on student needs to ensure that students not just pass the tests, but attain the highest level of success.

In order to close any achievement gap we offer a free At-Home tutoring program for students in grades kindergarten through third. The program is set up so that parent's must be involved in the lesson with the teacher in order to become more active in their child's education and learn how to model successful teaching strategies. Our fourth, fifth and sixth grade math teachers offer after school intervention sessions to help students who are struggling in math. We also switched from pull-out special education classes to co-teaching inclusion. Our data results were showing that the achievement gap was growing wider as the students got older and we researched best practices for special education and felt that co-teaching inclusion would be the best fit for us.

2. Using Assessment Results:

The teachers at Fort Loramie Elementary use data from a variety of assessment tools to plan for instruction, intervention and enrichment so that all students master the Common Core Academic standards and the Ohio Academic Content Standards. Using data to improve curriculum and instruction is an important and regular practice at Fort Loramie Elementary. Beginning in kindergarten, teachers use the Kindergarten Readiness Assessment-Literacy, AIMSweb monitoring, grade level quarterly assessments and other formative assessments to monitor and plan appropriate instruction and intervention. Intervention strategies, specific to each child's needs, are addressed at weekly grade level collaborative sessions. Three times per year, teachers screen all students using AIMSweb benchmarking. Additionally, Fort Loramie staff uses the Ohio Achievement Assessment (OAA), developmental spelling and reading inventories, Wordly Wise, as well as other formative and summative assessment data to inform and guide instruction and interventions and to identify trends in our grade-level and school data.

Teachers in grades 3 through 6 promptly disaggregate OAA test data in multiple ways. Teachers conduct an item analysis to determine areas of strength and weakness for individual students and grade level performance measures. Using all of the information, goals are set and plans are created to address specific student needs. Students in grades kindergarten through sixth who are not reading at grade level are provided supplemental reading instruction and strategic monitoring by a Reading Intervention Specialist with a Reading Endorsement. Additionally, Third grade students are administered the Iowa Test of Basic Skills to help identify our gifted students. Gifted students benefit from our Gifted Specialist, as well as enrichment from our teachers who are able to use this data to plan extension lessons and differentiate instruction which allows all students to be successful.

Fort Loramie Elementary communicates student data and assessment results in many ways. Students are encouraged to monitor their own progress through informal formative assessment and clear learning objectives. Students also view their individual assessment results on the AIMSweb and quarterly benchmark assessments and progress monitoring reports and discuss with the teacher their trends using data graphs. Goals are often set by the student and teacher collaboratively based on these results. Parents are sent the AIMSweb results three times per year. Report cards are sent home quarterly, which outline not only subject mastery, but also progress toward state indicators. OAA results are disseminated through our school office to each parent. The State of Ohio releases an Annual Report Card for each school in the district. Every Fort Loramie family receives this report. District and building reports are also posted on the Ohio Department of Education's website, which allows families to view and compare results of state assessments. Fort Loramie Elementary maintains a website to keep parents and the community informed of upcoming events, current happenings, and local report card ratings. Additionally the elementary principal sends home a monthly newsletter and the district sends out a quarterly newsletter. Fort Loramie Elementary strives to inform parents, students and the school community of data used to drive instruction.

3. Sharing Lessons Learned:

Fort Loramie Elementary School is committed to finding best practices and innovative learning experiences to best educate our students. At the district level, a variety of assessment results are analyzed during weekly grade level team meetings to support our goal of all Fort Loramie students meeting or exceeding one full year of academic progress. Teachers also meet several times during the year for in-service days. These meetings have focused on curriculum mapping, Common Core Standards, intervention techniques, and student learning objectives (SLO). The facilitators give us a clear direction, discussion time, and deadlines to be sure that continuous improvement remains the common goal. The principals attend bi-weekly administrative meetings, facilitated by the Superintendent and county office personnel to discuss district wide initiatives.

Within our county, elementary teachers have participated in county wide training. These trainings have allowed teachers to discuss, observe and reflect with colleagues on the Common Core Standards, co-teaching strategies, student learning objectives, not to mention share resources. Our guidance counselor, principal, and superintendent meet monthly with other county colleagues in their field of expertise to stay

currently and align with state wide expectations.

At the regional level, we've invited our State Support Team to observe our co-teaching strategies in action. They provide us feedback, but also make notes of some practices we do here to share with others schools. We've also had teachers who have gone to area schools to teach classes and share ideas on SMART board training.

On a broader spectrum, we have teachers on staff who have taught classes in Cleveland and Cincinnati on creative teaching methods in the intermediate classroom and on SMART boards. Reaching out to others and connecting outside our region adds another dimension to our teaching. Through blogs, online journals, and professional networks, teachers connect globally with other educators. The efforts of Fort Loramie 's staff to use data and collaboration to inform and guide instruction are evident in the positive state assessment results.

4. Engaging Families and Community:

Fort Loramie School has an open door policy and encourages parents and community members to take an active role in educating our students. Prior to the start of each new school year, parents and community members are invited to attend our Open House. High School and parent volunteers provide positive role models for the students and help with providing 1:1 reinforcement of interventions. Our annual Grandparents Day is attended by over 300 grandparents annually. Additionally, during Right to Read week, parents, students, and community members take an active part in Family Fun Night. Our annual art show is also well attended by parents and community members. Parent-Teacher Conferences are held in the fall and spring with an attendance rate of 97%.

Our staff actively communicates with parents. Staff members send home weekly newsletters and our principal sends home a monthly newsletter making parents aware of upcoming events and accomplishments going on in our building. In addition, a monthly district newsletter is sent home to all residents informing them of local, state, and district test scores, awards, and accomplishments within the system. Fostering an open relationship with parents, teachers often send home notes, e-mails, and call parents with updates on their children. Parents may sign up for updates on grades through our Progress Book website to help monitor student performance. The school district offers a website that has additional information and educational links to parents, students, staff, and community members.

Our school offers a strong IAT (Intervention Assistance Team) that includes the staff and parents. By involving and encouraging the parents to take part in the IAT process, it allows for them an opportunity to take an active role in the educational process for their child. We work together to establish goals that are important for the development of that individual child so he/she can be successful. If parents are worried about how their child is doing academically, they are always encouraged to contact the teacher with any concerns.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Teachers at Fort Loramie recognize that an elementary classroom has several levels of readiness, learning preferences and interests, so they differentiate instruction to meet the needs of their students. Fort Loramie's curriculum is aligned with the Common Core Content Standards. The standards provide the basis for mapping the curriculum, lesson planning, delivery of instruction, and monitoring student progress. Classroom teachers are responsible for Math, Science, Social Studies, Reading and Language Arts. Special area teachers are responsible for Visual and Performing Arts and Physical Education. Each grade level also has a co-teaching classroom to better meet the individual needs of students. Technology is integrated throughout the curriculum from kindergarten through sixth grade. A gifted program is provided for grades four, five, and six to provide intervention for gifted students. Students in grade three are instructed by the gifted intervention teacher on the Primary Thinking Skills one day a week to encourage different ways of thinking in different situations. Students are also provided a reading lab with a reading specialist to provide intervention for struggling readers.

Fort Loramie's Mathematics program uses problem-based interactive learning and step-by-step visual learning to develop conceptual understanding and problem solving skills. Our primary curriculum resource is the Scott Foresman Envision Math Program which allows for inquiry into math concepts with a differentiated approach. The program is supported by our Response to Intervention (RTI) program. To meet the more intensive needs of students at the RTI III level, one on one intervention is provided. Our math program is also supplemented by computer programs and online games which allow students to practice recall and attain fluency in computation to further extend learning.

The basis for Fort Loramie's Reading and Language Arts instruction is integrating the five essential components of reading instruction: phonics, phonetic awareness, fluency, comprehension and vocabulary. Teachers at Fort Loramie believe the road to improved student success comes from personalized learning models, so the teachers differentiate and use multiple instructional strategies and tools to make sure that all students have the necessary skills to be successful writers and readers. The core curriculum of the reading program is the Scott Foresman Reading Street Series. Literature Circles and trade books are also used to supplement reading instruction. AIMSweb and STAR testing are used to assess fluency and comprehension and to further progress monitor students. The Fort Loramie Elementary Library offers a wide variety of genres for students to choose from to use for guided reading and enjoyment.

Science is centered on hands-on, inquiry based learning. The main curriculum resource is Harcourt Science which allows students to use STEM like activities to engage them in learning concepts through hands-on experiments and activities. Students have the opportunity to integrate science inquiry through The Boonshoft Science Museum and Willowbrook Environmental Education Center. Students also are able to use their problem solving skills to invent an invention, create and present it.

The Social Studies main curriculum resource is Harcourt Science. It follows the progression from the self and family to the history of their community, state and world. Students have the unique opportunity to visit and learn about the culture and history of Fort Loramie by visiting the local historical museum in the center of town. Fort Loramie students develop the knowledge and skills necessary to become productive citizens in a global society. Vital components of our students' education is service learning and community service projects. Fort Loramie students raise money each year for the United Way. They collect canned food to help the Fort Loramie Service Club's annual food drive. Fort Loramie Elementary has also raised over \$50,000 since 1984 for St. Jude's Children's Hospital.

Fort Loramie's Physical Education program is adopted from the Common Core Standards. Learning experiences are provided to promote wellness, health, and sportsmanship through activities and programs such as National Red Ribbon Week, field day, and intramural sports. Our art and music curriculum is based on the Common Core Standards. Students receive vocal and instrumental instruction, learn to play instruments, read, compose, study and appreciate music and its history. Students have opportunities to

display their artwork in the community and Fort Loramie has a Kids Chorus that performs in the community.

2. Reading/English:

The philosophy of Fort Loramie's reading program is that every child can be a reader. Every teacher at Fort Loramie has the goal to build a strong foundation of skills to help students develop into fluent readers for whom reading will become a positive life-long experience. Students engage in daily writing, reading, and speaking activities which are based on a balanced literacy approach. Each classroom reading program includes guided and shared writing and reading. The goal of guided and explicit instruction is to develop independent reading and writing. The Shelby County ESC and the classroom teachers work collaboratively to develop a comprehensive reading program.

The Scott Foresman Reading Street Series is one of the curriculum resources for reading. Classroom teachers also use leveled readers, literature circles, trade books, Buckle Down, and Daily Language Review to teach reading and language arts. Primary teachers use the Phonics Dance and literacy centers and intermediate teachers use Wordly Wise and Measuring Up to supplement reading and language arts instruction.

All third grade teachers have successfully passed the Reading PRAXIS Exam. Ongoing staff development focuses on the best practices for delivering reading instruction. Fort Loramie's approach is driven by the fundamental components of reading: vocabulary, fluency, comprehension, phonemic awareness, and phonics. The foundation for phonetics and phonemic awareness is supported by our Response to Intervention (RTI) Program. To meet the more intensive needs of students at the RTI Tier III level, a reading specialist works with these students on intervention. Reading specialists and classroom teachers use Read Naturally and AIMSweb assessments to indicate grade level performance and progress monitor students at their individual levels.

Fort Loramie also offers K-2 after school tutoring at no cost to parents. Fort Loramie's school library of more than 8,000 books is there to supplement research, independent, and recreational reading. The Media Specialist works hard to match students with books to support and promote the student's independent reading, their need for information, and their recreational reading. The media specialist, reading specialist, and classroom teachers work collaboratively on STAR Reading and Accelerated Reading Programs.

The A.J. Wise Library in Fort Loramie offers a summer reading program to support Fort Loramie's reading program by providing access to their extensive children's collection and by bridging the academic break between June and August. The teachers closely collaborate with the local library and the library is always willing to loan materials to our teachers.

3. Mathematics:

At Fort Loramie Elementary, we believe continuity is important. We have a strong focus on implementing our standards with rigor and clarity by creating as many real-life examples as possible. To begin with, we all use a math series called Envision Math by Scott Foresman which is structured in a similar fashion for each level. We have all supplemented somewhat to make it fit our teaching style and the Common Core Standards. We also use Simple Solutions which focuses on Common Core Standards and only takes minutes a day. Our series and Simple Solutions were chosen for their innovative style, links to smart board activities, various levels of instruction, and flexibility in teaching style.

The primary grade levels differentiate their instruction by pretesting students and grouping them according to their math needs based on each topic taught. The SMART RESPONSE system comes into play by focusing on areas where students lack. Centers and math games are used to promote cooperative learning and hands-on activities. Foundational math skills have also been less monotonous when we implement technology sites and game based learning to reinforce skills.

The intermediate grade levels have differentiated instruction by leveling their math classes and focusing on the needs of students in each individual class. Even more choice is given when students are able to complete tic-tac-toe boards and extra credit if they so desire. Area bankers are brought in to present special projects on savings that tailors to the needs of fourth and sixth grade level math skills. Students also enjoy sharing with their classmates as they prepare math board games based on a skill they've learned and play the game upon completion. Collaboration with other grade levels is also acquired as a math fair is presented by the sixth graders to incorporate end of the year reviews for second grade students.

Preparation for state testing is an on-going process. We look at our AIMSweb testing scores which are retested three times a year along with previous OAA tests to find weaknesses and strengths. Math Mania is presented to help third graders prepare for their achievement tests with hands-on lessons on specific topics that need review. Fifth and Sixth grade teachers find time during recess or after school to hold intervention classes to assist at-risk students in preparations for their tests. Focusing on these strengths and weaknesses allow us to meet AYP and become an Excellent School.

4. Additional Curriculum Area:

Students are involved in many science related activities at Fort Loramie Elementary and the scientific method is emphasized at all grade levels.

In first grade, the students are provided the opportunity to visit the Neal Armstrong Museum. The goal is to enrich the student's science background by discussing and discovering facets of American space exploration and the astronauts who were involved in the NASA program. During the second grade year, the class takes a field trip to the Boonshoft Museum. At the museum, students participate in an interactive environment that includes live animals native to Ohio, a hands-on lab and the planetarium. The purpose of this field trip is to engage students in the act of learning with real life scenarios that they can see and feel.

Third grade students each year visit the Willowbrook Environmental Center to experience hands-on learning about the wetlands. With the new Common Core State Standards, our fourth grade students have become involved in a more student-centered atmosphere in the classroom. For years, the fourth grade students have been engaged with guest speakers from Vectren speaking about natural gas and safety. The students also spend approximately 3-4 weeks in the classroom learning about the Engineering Design Process, which is an exciting, hands-on approach to teaching mechanical engineering. With Inquiry Based Learning being an up and coming strategy, our fourth grade teacher traveled to the Cheetah Conservation Fund development in Namibia, Africa, to learn about this style of teaching/learning.

In fifth grade, Pioneer Electric Cooperative comes into the classroom with their energy bike to discuss renewable and nonrenewable energy resources. World In Motion is another exciting activity that our fifth grade students look forward to each year. One day a week, for four weeks, Honda engineers come into the classroom to talk about motion, friction, and engineering. They then help groups of students as they turn a milk carton into a derby car in which they race at the end of the four weeks. Finally, our sixth grade students study life science. A local physician comes into the classroom and teaches the students all of the different organelles found inside a cell using a Metaphoric City. The highlight of all 6th graders is the annual trip to Camp Willson. While at camp, the students are engaged in multiple activities such as Egg Drop, Water Rockets, rocks or minerals, Reptiles and Amphibians, and many others.

5. Instructional Methods:

Fort Loramie Elementary School is dedicated to high achievement for all students with different learning styles and needs. The diverse needs of students are met through a cooperative effort of intervention and support. Every Fort Loramie Elementary student is afforded instruction which addresses individual strengths and weaknesses. Good first instruction is at the core of Fort Loramie's academic program. Teachers are equipped with the tools, methods and strategies to deliver explicit, high-quality instruction. The Scott Foresman Reading program and the Read Naturally program are based on skill development enabling teachers to provide focused interventions. Type to Learn, iPads, and laptops, and other online math

sites accessed on SmartBoards are ways that teacher use technology to reach students. A part-time gifted specialist addresses the needs of the more advanced students in grades 4-6. He provides small group activities and projects to enrich students based on current state standards. He also spends one half day a week in each of the intermediate classrooms, aligning his curriculum to what the students are being exposed to in their regular classrooms.

Fort Loramie Elementary offers in the intermediate grades, high leveled math classes. These classes follow the state standards, but enrich the students to obtain above average achievement through enrichment activities and higher leveled classroom discussions. Fort Loramie Elementary also has two reading intervention teachers who support the learning in the regular classroom, and provide a more in-depth practice for struggling readers in a pull-out model. Finally, Fort Loramie Elementary is staffed with three Intervention Specialists attending to the individual educational needs of students who have been identified for more intensive intervention. Instruction is geared toward moving students to achieve grade level expectations in the least restrictive environment. Intervention is delivered in an inclusive setting with co-teaching being the primary basis of instruction. The University of Cincinnati has provided in-services to all teachers on differentiated instruction and how to teach different levels of instruction in the classroom to meet the diverse needs of all students. Each level of intervention is supported by teachers who can provide practice and reinforcement of skills for students.

6. Professional Development:

Fort Loramie Elementary supports all staff members in their desire to attain quality professional development. Staff members are offered professional development through our building based programs as well as those offered from our county office to increase their knowledge and implementation of best practices. Our district's Scope of Work for the Race to the Top outlines the areas that Fort Loramie should focus professional development on to meet the needs of the staff and students.

Our teachers participate in collaborative planning time on a weekly basis. They have also had the opportunity to collaborate with county grade level teachers in their subject area. The main purpose for this collaboration is to share what is working in our classrooms and to learn and reflect upon new information which can be embedded into our daily instructional practice to help increase student achievement in areas of math instruction, literacy, and intervention for students needing additional support and enrichment learning to meet the Common Core Standards. Professional development is provided monthly. The topics are chosen based upon the areas identified by teachers, and by district and state led initiatives. Professional development is provided to special subject area teachers (art, physical education, music) at the district level, maximizing subject area collaboration. Psychologists, guidance counselors, nurses, and classified staff are also provided professional development on a yearly basis.

Each teacher in the district must complete a detailed individual professional development plan (IDPD), to stay current with the best practices in their educational field. All teachers set goals and are evaluated yearly on their student learning objectives (SLO's). Our third grade teachers have successfully completed reading training and passed the Reading PRAXIS exam. In the last two years our teachers have attended professional development in the following areas: Resident Educator training, RTI, Race to the Top, iPad training, differentiated learning, autism, fragile x, PARATUS training, AIMSweb, reading and math intervention, co-teaching, SLO's, IEP writing, common core standards, curriculum mapping, and Value-Added. The Shelby County Sheriff's Department has also worked closely with the staff to make sure that each staff member has ALICE and restraint training. Staff members also share articles from magazines, journals, or the internet during staff meeting presentations. The staff at Fort Loramie is always encouraged to strive to grow professionally. Our professional development plan is built on a strong foundation of educational practice which has led to a school culture of excellence.

7. School Leadership

A team approach is necessary to ensure that all needs are addressed and has been the key to Fort Loramie Elementary's success. Staff, parents, and community are actively engaged in our everyday culture. There

are parent volunteers who contribute on a daily basis. ACE sponsored events support our students and families through activities, assemblies, and events designed to enhance educational experiences. Everyone works together to support the mission of the school.

Effective communication is crucial to strong leadership. Written and verbal communication from the administration to staff and parents is frequent through e-mails, phone calls, the school website, the monthly Redskin Report newsletter, and the quarterly Redskin Review district newsletter. The principal sets the tone of the culture for the school and believes that positive relationships are critical to student academic success. His focus is on student achievement, effective instruction, a safe and orderly environment, parental involvement, and student engagement. He sets very high expectations and exemplifies a dedicated work ethic for all stakeholders to emulate. The principal serves as instructional leader. He visits classrooms, monitors student progress, analyzes and disaggregates state and local assessment data, and communicates with all stakeholders. Along with his leadership team, he develops processes that promote student achievement. This includes meeting with teachers in student achievement conferences to monitor student progress and monitoring the effectiveness of instruction through walkthrough observations, formal teacher evaluations, and data analysis.

The Transformation Team, composed of administrators and teachers, is responsible for making important decisions that affect student achievement. To support this work, the Transformation Team meets and makes recommendations about professional development, teacher evaluations, curriculum mapping, etc.

Teachers take an active role in leadership at Fort Loramie Elementary. The principal delegates professional autonomy to teachers to make instructional decisions and in order to do so focuses on hiring and training the very best staff in order to provide rigorous instruction for all students. Our strong instructional staff plays a huge part in Fort Loramie's success. Their connections with families, community members, other staff, and students create a positive and successful learning environment where all students thrive.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: Ohio Department of Education

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 and Above	97	99	97	95	97
Accelerated and Above	83	77	67	77	72
Number of students tested	69	81	61	60	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	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 and Above					
Accelerated and Above					
Number of students tested					
2. Students receiving Special Education					
Proficient and Above	90	91			
Accelerated and Above	60	64			
Number of students tested	10	11			
3. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. African- American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. Asian Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
7. American Indian or					

Alaska Native Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
9. White Students					
Proficient and Above	97	99	97	95	97
Accelerated and Above	83	77	68	77	72
Number of students tested	69	81	60	60	64
10. Two or More Races identified Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
Proficient and Above					
Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
Proficient and Above					
Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
Proficient and Above					
Accelerated and Above					
Number of students tested					

NOTES: Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Ohio Department of Education

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 and Above	99	93	98	94	86
Accelerated and Above	74	55	73	67	64
Number of students tested	81	60	63	64	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	1	0	1
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
2. Students receiving Special Education					
Proficient and Above	100	91	100		64
Accelerated and Above	39	46	46		36
Number of students tested	13	11	11		11
3. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. African- American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. Asian Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and Above					
Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
9. White Students					
Proficient and Above	99	93	98	94	86
Accelerated and Above	74	56	73	67	66
Number of students tested	80	59	63	64	58
10. Two or More Races identified Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
Proficient and Above					
Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
Proficient and Above					
Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
Proficient and Above					
Accelerated and Above					
Number of students tested					

NOTES: Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Ohio Department of Education

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 and Above	91	95	92	91	85
Accelerated and Above	81	79	67	75	66
Number of students tested	58	61	64	56	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	0	1	1
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
2. Students receiving Special Education					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. English Language Learner Students					
Proficient and Above					53
Accelerated and Above					40
Number of students tested					15
4. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. African- American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. Asian Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and Above					
Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
9. White Students					
Proficient and Above	91	95	92	91	85
Accelerated and Above	80	79	67	75	67
Number of students tested	56	61	64	55	79
10. Two or More Races identified Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
Proficient and Above					
Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
Proficient and Above					
Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
Proficient and Above					
Accelerated and Above					
Number of students tested					

NOTES: Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: Ohio Department of Education

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 and Above	95	97	97	94	97
Accelerated and Above	84	75	88	84	64
Number of students tested	62	64	57	80	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	1	1	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 and Above					
Accelerated and Above					
Number of students tested					
2. Students receiving Special Education					
Proficient and Above				69	
Accelerated and Above				46	
Number of students tested				13	
3. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. African- American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. Asian Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and Above					
Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
9. White Students					
Proficient and Above	95	97	96	94	97
Accelerated and Above	84	75	88	84	64
Number of students tested	62	64	56	79	64
10. Two or More Races identified Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
Proficient and Above					
Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
Proficient and Above					
Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
Proficient and Above					
Accelerated and Above					
Number of students tested					

NOTES: Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Ohio Department of Education

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 and Above	100	99	97	98	91
Accelerated and Above	87	85	85	85	77
Number of students tested	69	81	61	60	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	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 and Above					
Accelerated and Above					
Number of students tested					
2. Students receiving Special Education					
Proficient and Above	100	100			
Accelerated and Above	60	82			
Number of students tested	10	11			
3. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. African- American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. Asian Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and Above					
Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
9. White Students					
Proficient and Above	100	99	97	98	91
Accelerated and Above	87	85	85	85	77
Number of students tested	69	81	60	60	64
10. Two or More Races identified Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
Proficient and Above					
Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
Proficient and Above					
Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
Proficient and Above					
Accelerated and Above					
Number of students tested					

NOTES: Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Ohio Department of Education

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 and Above	100	98	98	94	93
Accelerated and Above	77	67	60	60	71
Number of students tested	81	60	63	64	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	1	0	1
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
2. Students receiving Special Education					
Proficient and Above	100	100	91		82
Accelerated and Above	62	55	18		55
Number of students tested	13	11	11		11
3. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. African- American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. Asian Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and Above					
Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
9. White Students					
Proficient and Above	100	98	98	94	93
Accelerated and Above	76	66	60	60	72
Number of students tested	80	59	63	64	58
10. Two or More Races identified Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
Proficient and Above					
Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
Proficient and Above					
Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
Proficient and Above					
Accelerated and Above					
Number of students tested					

NOTES: Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Ohio Department of Education

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 and Above	93	97	84	93	90
Accelerated and Above	36	61	36	50	34
Number of students tested	58	61	64	56	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	0	1	1
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
2. Students receiving Special Education					
Proficient and Above					53
Accelerated and Above					27
Number of students tested					15
3. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. African- American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. Asian Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and Above					
Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
9. White Students					
Proficient and Above	93	97	84	93	90
Accelerated and Above	36	61	36	51	34
Number of students tested	56	61	64	55	79
10. Two or More Races identified Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
Proficient and Above					
Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
Proficient and Above					
Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
Proficient and Above					
Accelerated and Above					
Number of students tested					

NOTES: Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Ohio Department of Education

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 and Above	98	97	98	98	100
Accelerated and Above	65	69	84	66	56
Number of students tested	62	64	57	80	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	1	1	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 and Above					
Accelerated and Above					
Number of students tested					
2. Students receiving Special Education					
Proficient and Above				85	
Accelerated and Above				31	
Number of students tested				13	
3. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
5. African- American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. Asian Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and Above					
Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
9. White Students					
Proficient and Above	98	97	98	98	100
Accelerated and Above	65	69	84	67	56
Number of students tested	62	64	56	79	64
10. Two or More Races identified Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
Proficient and Above					
Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
Proficient and Above					
Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
Proficient and Above					
Accelerated and Above					
Number of students tested					

NOTES: Blank Cells indicate not enough students to report according to the Ohio Department of Education's reporting rules.