

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 [] Charter [] Magnet [] Choice

Name of Principal Ms. Sarah Anne Greb

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

Official School Name Charles L. Seipelt Elementary School

(As it should appear in the official records)

School Mailing Address 5684 Cromley Drive

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

City Milford State OH Zip Code+4 (9 digits total) 45150-2406

County Clermont State School Code Number* 030270

Telephone 513-831-9460 Fax 513-248-5443

Web site/URL http://www.milfordschools.org E-mail greb_s@milfordschools.org

Facebook

Page <https://www.facebook.com/#!/pages/Seipelt>

Twitter Handle _____ -Elementary/168106893228072 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*Dr Robert Farrell E-mail: farrell_r@milfordschools.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Milford Exempted Village School District Tel. 513-831-1314

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Andrea Brady

(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):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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. 1 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	23	37	60
1	37	31	68
2	37	25	62
3	38	26	64
4	27	33	60
5	34	29	63
6	32	22	54
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	228	203	431

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 4 % 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: 13%

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	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	49
(4) Total number of students in the school as of October 1	379
(5) Total transferred students in row (3) divided by total students in row (4)	0.129
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 1 %
4 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Vietnamese, Chinese, Spanish, Tagalog
8. Students eligible for free/reduced-priced meals: 42 %
 Total number students who qualify: 176

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: 8 %
37 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>2</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>19</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>6</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	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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	95%	95%	95%	95%	95%
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

For over fifty years, Charles L. Seipelt Elementary School has been educating the children of our community in Milford, Ohio. As one of the current six elementary schools in the Milford Exempted Village School District, Seipelt Elementary School welcomes just over four hundred children in grades kindergarten through sixth grade each year. Though small in size, our staff, students, parents, and community members exude the passion, dedication, and heart of a giant. As part of the Milford Eagles school community, we aim for our students to SOAR above the rest.

Striving to meet our district’s vision statement of “inspiring and preparing our students to reach their fullest potential in a diverse and dynamic world”, we pride ourselves in developing the whole child-academically, socially, and emotionally- to become a productive member of society. We work closely with local businesses, outreach organizations, and individual community members to provide our students and their families with opportunities to be successful both in and out of the academic setting. Our school participates in the Back Pack Ministry Program, providing healthy snacks to our students over the weekends, as well as The Wiz Kids Program, which offers free, afterschool tutoring services. This year, working with local community members, we have established the Eating with the Eagles Program, which partners some of our neediest children with a positive, adult role model. In partnership with Beech Acres, a local family services organization, our families are offered free monthly family and parenting workshops.

Charles L. Seipelt Elementary School continually ranks at the top of the State of Ohio in regards to performance on the state’s Academic Achievement Assessments, earning Excellent and Excellent with Distinction ratings. Seipelt Elementary was named by the Ohio Department of Education in 2011 as a School of Promise, recognizing our substantial progress in ensuring high achievement for all students. This recognition was followed up in 2012 by being named an Ohio School of High Progress for ranking in the top ten percent of schools for gains in reading and mathematics combined proficiency in all tested grades for the past five years. Holding true to our “what’s best for kids” philosophy and attitude, we aspire to meet the individual needs of all our students by providing necessary interventions and extensions for all students to be successful. Our students are challenged to think critically and analytically while making real-world connections through our district’s rigorous curriculum, yet we aim to foster a passion for lifelong learning.

Seipelt provides a safe and nurturing environment for all our students to learn and grow. In addition to using the research-based Olweus Bullying Prevention Program, the staff of Seipelt developed and implements SOAR, a school-wide positive recognition system. Seipelt students are encouraged to SOAR on a daily basis- holding themselves accountable through their Safety, Ownership, Attitude, and Respect. Homerooms hold regular SOAR meetings to allow for open and honest discussions focusing on character development and anti-bullying topics. Positive behaviors and decisions are acknowledged through SOAR slips that are entered into weekly raffles. Through I CAN awards, teachers are able to recognize students who maintain that positive, soaring attitude or have made significant improvement in any area. At our quarterly SOAR breakfast, we are able to showcase students who demonstrate all the characteristics of a SOARING Seipelt student. We strongly believe in being proactive and maintaining a positive learning environment by recognizing our students’ efforts and good choices as often as possible.

The collaboration and partnership between home and school has been a key in our success at Seipelt Elementary School. Our Parent Teacher Association has been a dedicated pillar in our school community. Through their endless hours of volunteering, fundraising, and their donations, this organization provides numerous learning opportunities and resources that enhance our students’ overall learning experiences. Each month our PTA plans a family-friendly event, such as Fall Harvest Carnival, Halloween Bingo, and Family Dinner & Dance, to continue to develop that strong sense of school community. Our PTA sponsors numerous after school activities to help extend our student learning environments. Students have opportunities to participate in clubs such as Destination Imagination, Invention Convention, Seeing through Seipelt (school newspaper), Karate Club, and the Mileage Club (fitness club). We realize the bond we create with our parents and the opportunities we are able to provide our students will only strengthen their ability to SOAR above the rest.

In this ever-changing world, we value the strong bonds we have created with our students, their families, and our local community. We are dedicated to providing all of our students at Charles L. Seipelt with the best education possible. But more importantly, we believe it is our job to inspire and prepare our students to reach their full potential in the 21st century.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Public school districts in Ohio administer the Ohio Achievement Assessments (OAA) annually in order to measure students' mastery of the Ohio Academic Content Standards. The Ohio Department of Education requires that all public school pupils in grades 3 through 8 take the reading and math portions of the OAA in the spring of each year. These criterion referenced tests provide teachers and parents with information about a student's mastery of the required content for that grade level. The OAA results also assist teachers in identifying effective instructional methods for students in various grade levels within each building. Scores on the OAAs reflect five levels of student performance: "Advanced", "Accelerated", and "Proficient" all indicate that a student has successfully mastered the Ohio Academic Content Standards in the corresponding grade level and subject area, while "Basic", and "Limited" reflect lower levels of achievement. Ohio's Department of Education has set a criterion of 75% passage for obtaining academic indicators, which reflect the schools' overall ability to ensure their students meet the grade level standards. Seipelt has earned every one of its academic indicators for the last 5 years, and consistently surpassed the state's criterion, with an average of 91% passage across all grade levels and all subjects, and including students in all subgroups. Seipelt has been awarded the state designation of "Excellent" or "Excellent with Distinction" for the last five years as a result of students' high achievement and demonstration of yearly growth. In 2011, Seipelt was named an Ohio School of Promise as a result of its progress with closing the achievement gap for students who are economically disadvantaged.

B. Over the last five years, Seipelt has improved students' achievement across all areas. In the 2007-2008 school year, Seipelt began taking part in a district wide initiative to analyze achievement results at three levels: District, building, and grade level wide. Each team level works collaboratively to develop SMART goals to ensure progress toward improved performance, and subsequently monitors progress toward these goals through quarterly meetings, which involve problem solving and evaluation of formative assessment results. Grade level teams meet with various professionals at the building level, including principal, school psychologist and interventionists in order to ensure that students' needs are addressed comprehensively and efficiently. Teams review the Ohio Achievement Assessment results, and item analyses are conducted in order to learn the strengths and weaknesses of each cohort of students. Additionally, data is collected from formative assessments including Northwest Evaluation Association's Measures of Academic Progress and AIMSweb's curriculum based assessments. These results are monitored by the teams and by teachers within their own classrooms to assess progress and determine the effectiveness of instructional strategies. The increased use of systematic and research based reading interventions within the primary grades has dramatically reduced special education referrals in the intermediate grade levels and has increased achievement of statewide standards in reading.

A measure of a school's overall performance and improvement on Ohio's Achievement Assessments is the Performance Index. The Performance Index score ranges from 0 to 120 and is a weighted average that includes all tested subjects and grades. There are six levels on the index, and districts receive points for every student in each of the levels. The higher the students' achievement levels, the more points are awarded in the school's index. Seipelt's index has increased over the last five years from 105-108, reflecting an overall increase in level of performance across all tests, and increasing numbers of students performing at the Accelerated and Advanced levels. Approximately 65-75% of Seipelt's students score in these ranges each year.

Seipelt's population of students who are Economically Disadvantaged (ED) has increased by approximately 10% over the last five years, with 40% of students now receiving free or reduced price lunch each day. Reflecting Seipelt's ability to adapt to student needs, those within the ED subgroup have improved from 84% passage on the grade level reading assessments during the 2008-2009 school year to 95% passage during the 2012-2013 school year. In Math, students in the ED subgroup have improved from 78% passage on the grade level assessments in 2008-2009 to 91% passage last year. The Students with Disabilities (SWD) subgroup has decreased in size from 13% in 2008-2009 to 10% in the 2011-2012 school year, primarily due to the effectiveness and fluidity of academic intervention services integrated into the academic

day, and in turn, a reduction in referrals. Of the students who were identified as having a disability during the 2008-2009 school year, 69% achieved proficiency on the reading portion of the OAA, while 62% achieved proficiency on the math portion. During the 2010-2011 school year, 87% passed the OAA reading portion in the 2010-2011 school year, and 83% passed the math portion. In the most recent testing year, 2012-2013, the group had been so reduced in size as a result of effective intervention, that ODE did not conduct the subgroup calculations for SWD.

2. Using Assessment Results:

In addition to the summative data provided by the OAA, Milford acquires information about its students through various formative assessments. The Measures of Academic Progress (MAP), produced by Northwest Evaluation Association (NWEA) and a set of tools designed specifically to measure early literacy skills, produced by AIMSweb, are used to collect formative student data. These data are assembled for review by grade level teams quarterly, and a Multitiered System of Supports (MTSS), also known as a Response to Intervention (RtI) framework, is in place in order to match student needs with instructional interventions.

The process begins in the fall, when kindergarten, first through third grade students take part in AIMSweb benchmarking and students in third through sixth grades are administered the MAP assessments in both reading and math. The results of these universal screening measures are compiled by grade level and by classroom. Grade level teams, including all interventionists, then meet within the first four weeks of school in order to review these data, determine students' level of need, and choose research based interventions to target these needs. In primary grades, data from each reading skill is assembled and compared graphically to the results from the previous year, and goals are set for improved performance on specific skills. In the intermediate grades, MAP results are used to develop groupings and identify students with similar needs so that teachers may target their instruction toward specific content standards. This depiction of data also allows Seipelt to compare its own performance with that of other buildings in the district and with the nation.

Milford has developed a set of formal flowcharts that are designed to assist teams with selecting students' intervention plans. The charts include decision rules that dictate how interventions are deemed to be effective, and when interventions ought to be changed. The MTSS/RtI framework allows for fluid movement between tiers of intervention, with students having the potential to access any/all tiers at any time throughout the year. Students with special education entitlement are fully integrated with typical peers amongst these groups, and information from students' Individualized Education Plans (IEPs) is used to select and/or tailor interventions within the tiers. A student's response to the combination of instructional programs tailored for his/her needs is then measured using progress monitoring tools from AIMSweb and local assessments. Data are shared with parents through Intervention Plans and progress reports. Sixth grade students are also included in their own goal setting through individual teacher conferences. Every eight weeks, grade level teams meet again to review these data, and decision rules are applied to determine when and if intervention should be adjusted.

3. Sharing Lessons Learned:

Seipelt teachers work with others across the Milford School District in grade-level meetings to improve overall implementation of the curriculum and to collaborate and develop materials and strategies. Seipelt's Building Leadership Team (BLT) works to set goals for the building, provide support for Teacher Based Teams to work toward these goals, and communicate information about Milford's strategic plan and direction from the District Leadership Team. District principals meet monthly to share ideas and develop new strategies. Staff members supervise student teachers and interns each year in order to shape the future of the education profession.

Additionally, Seipelt educators chair or contribute to various district level committees that are charged with projects and improvements such as development and revisions of intervention flowcharts, implementation of Positive Behavior Supports programs, curriculum selection, and student wellness. Staff also attend

professional conferences and meetings, and return with information to share with building staff so that the most up-to-date methods are incorporated into daily practice. Staff has also provided in-service presentations to each other and to other building staff members within the district covering topics such as Google Docs, using AIMSweb to set and monitor academic goals, implementation of the multi-tiered system of supports framework, administration of the MAP assessment, and utilization of the data.

Two other buildings within Milford have implemented a PBS system built to mirror the one currently in place at Seipelt. Staff members from these buildings were exposed to the procedures by touring the school and seeing the system in action during the school day. The multi-tiered system of support framework used at Seipelt was used as the model for development of the District flowcharts and decision rules. Our school psychologist provided training in a Train the Trainer model and the flowcharts were rolled out to other buildings, with full District implementation taking place in a single academic year. Seipelt staff members also developed a test taking strategy program, which involves teaching student-friendly mnemonics and schema that can apply to both standardized and classroom-based assessments. This system has been shared with other Milford Elementary schools, as well as neighboring districts.

4. Engaging Families and Community:

Charles L. Seipelt's strong ties with the community are fostered, not only by the fact that some of our families include multiple generations of Seipelt alumni, but by our Parent Teacher Association, principal, staff, and programs that promote and encourage family and community involvement.

Our active and supportive PTA offers a variety of family-oriented activities including a Harvest Carnival, Family Movie Night, and classroom parties. They support students and families in need with donations of supplies and have provided the funding to purchase SmartBoards for each classroom to enhance technology opportunities and access for all students.

Our principal and staff believe and invest in family and community programs and recognize the value of engaging resources to benefit students and their academic programs. From beginning-of-the-year orientation nights to weekly newsletters to class websites, our teachers keep our parents informed and involved. A school-wide Summer Reading Program with summer checkpoints, incentives, and teacher blogs keep students and families connected during the summer.

During the school year, the partnership between community resources and Seipelt works to enhance the academic program enjoyed by our students. Seipelt students benefit from guest readers, speakers, and Career Day through our Partners in Education Program. Our D.A.R.E. Program, Beech Acres Parent Nights, and Firefighter Phil programs help educate our students and parents about current issues including drug and alcohol abuse, parenting strategies, and Stranger Danger. Our Wiz Kids and Backpack Ministries programs tutor and mentor students and provide supplies and food to families in need. Our students give back and connect to their local community and their world community by collecting cell phones to save gorilla habitat in partnership with the zoo, organizing penny drives for the local animal shelter, and writing letters and sending supplies to soldiers overseas. In partnership with our high school, juniors and seniors engage Seipelt students with programs such as Seniors Read with Second Graders and a foreign language program called, One World, Many Cultures. Our specials teachers host an annual Fine Arts Night for all grade levels and their families. Our teachers have developed and implement a mentoring lunch buddy program called Eating With the Eagles and a Curriculum Roundtable, which involves our principal, teachers, and parents meeting to discuss educational topics in a casual setting.

All of these activities and programs contribute to the positive experiences that lead to the personal growth and academic success of each Seipelt student.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At Seipelt Elementary School, all of our students are exposed to our district's rigorous curriculum that is aligned with the Common Core State Standards in English Language Arts and Mathematics as well as the Ohio New Learning Standards for Science and Social Studies. District curriculum maps provide focus for standards and learning objectives covered in each unit and the pace for implementation to help maintain consistency throughout our six elementary schools. Throughout the year we monitor our effectiveness in curriculum delivery and student learning by analyzing data from diagnostic, formative, and/or summative assessments at the national, the state, and our district level. Our teachers also employ a variety of formal and informal assessments to gauge student knowledge and skills acquired in order to make informed instructional decisions around planning and delivery.

Our teachers provide a variety of activities and instructional strategies to meet the levels and styles of all our students. Differentiation occurs within the classroom setting to ensure that the chosen curriculum is accessible for all learners. Our curriculum provides opportunities for our students to be actively engaged in their learning, focusing on creativity, collaboration, critical thinking and problem solving skills, and real world application, all important qualities for the 21st century learner.

Our school utilizes a period of time, called Differentiation, where students receive additional enrichment or intervention without missing any core instruction. Students identified as gifted in reading, math, or as superior cognitive receive extended learning opportunities through the Gifted Education of Milford Schools (GEMS) program. Through the use of AIMS web assessments and Measures of Academic Progress testing data, students in need of intervention are identified through the RtI process. These students participate in a variety of research based interventions such as: Reading Mastery/Corrective Reading, Leveled Literacy Intervention, HELPS, Coach, Milford Fluency Intervention, MobyMax, Reflex Math and Adapted Mind. Tier II and Tier III students are progress monitored bi-weekly using AIMS web assessments. Quarterly RtI meetings are held to evaluate student progress and determine intervention changes.

This year we have introduced a building-wide Academic Vocabulary Word of the Week. We recognize that it is important for our students to be continuously exposed to the key vocabulary in their learning in order to increase the acquisition of vocabulary. This also helps provide consistency in the language we use to deliver instruction. This provides another opportunity for our students' to see the interconnection between each grade level and the scaffolding of learning that takes place naturally in their academic career. The entire building is introduced to an academic vocabulary word related to Math, Science or ELA and spends three minutes after morning announcements on activities to learn that word. Students create a meaningful sentence or picture to show their understanding of the word. Chosen sentences are read aloud on the announcements and students are rewarded if they use that week's vocabulary word correctly.

Our English Language Arts curriculum utilizes the comprehensive program, ReadyGen, that has components of Reading, Writing, Language, and Speaking and Listening built into daily instruction. Our students are exposed to all genres of literature of both fiction and non-fiction. Our curriculum challenges students to meet the expectations of the rigorous Common Core State Standards through a focus on close reading, evidence-based writing, and analysis and discussion about literature at higher levels of thinking. The Mathematics curriculum is designed to encourage our students to become mathematical thinkers. Incorporation of number sense for foundational skills as well as problem solving using real world application allows them to develop a stronger understanding of mathematic concepts. Students in kindergarten through 5th grade use the Math Investigation Program while our 6th graders utilize the online DIGITS program. The Science curriculum, aligned with the Ohio New Learning Standards for Science, allows our students to be immersed in the inquiry-based approach to learning, with a strong focus on the STEM movement. Our Social Studies curriculum reinforces non-fiction literacy standards while incorporating engaging student centered activities such as simulations and activity menu boards. Curriculum maps and units have been created following the Ohio New Learning Standards for Social Studies. Our Fine Arts curriculum which includes Physical Education/Health, Art Education and Music Education provide our

students a variety of authentic learning opportunities which align with the National Physical Educational Standards, National Health Curriculum Guidelines, and Ohio's New Learning Standards for Fine Arts respectively.

2. Reading/English:

In order to meet the demands of the new Common Core Curriculum, Seipelt adopted the Pearson ReadyGen program. In this program, students are exposed to a variety of genres and rich vocabulary in texts that focus on the content areas of social studies and science. All students read the same anchor text and participate in complex comprehension tasks and writing activities. Close reading is an essential component of the reading program and students are required to support their thinking with text-based evidence. The Reading, Writing, Speaking, and Listening standards are reinforced daily with the ReadyGEN program. Students share their thinking with partners or small groups. Writing is text-based and encourages the use of critical thinking skills.

Seipelt's teachers implement the essential literacy components (phonemic awareness, phonics, vocabulary, comprehension, and fluency). Primary teachers use the Phonics Dance as a multisensory tool to teach phonics. Phonemic awareness, phonics, and fluency are all assessed through AIMS web and deficiencies in these areas are addressed. Teachers use aspects of Balanced Literacy through continued guided reading to supplement the core program. As a result, teachers meet the differentiated literacy needs of each student as students are able to work at his/her own instructional level. Tier II and Tier III teachers assess students' reading levels through the use of Fountas and Pinnell benchmark assessments. Teachers and interventionists use repeated reading to help improve fluency and folding-in to help improve sight word vocabulary.

Literacy instruction does not stop at Seipelt when the school day, or school year, comes to an end. Teachers have a variety of methods to encourage reading at home including: at home reading incentives, reading logs, take home book bags, the 40 Book Challenge, and more. Students are motivated to read over the summer through Seipelt's Summer Reading Program. Students meet monthly at a local library with Seipelt staff to participate in literacy activities and receive awards for reading independently during the summer. Seipelt hosts a Family Literacy Night to model for parents how to assist their children to ensure their children are successful readers. Seipelt's curriculum and dedicated staff contribute to the high reading achievement of all students.

3. Mathematics:

Making connections through school and home practice is an essential part of understanding how math works in the real world. Seipelt's math curriculum is inquiry based and leads to conceptual understanding. It incorporates number sense for foundational skills as well as problem solving strategies with connections to real world situations. The math curriculum follows Ohio's Common Core State Standards. Teachers in grades K-5 utilize the Math Investigations program as well as supplemental resources such as BrainPop, Coach, and Pearson SuccessNet to enhance daily math lessons and encourage lifelong learning. In grade six, the rigorous problem based DIGITS program is used, which is a technology driven program that encompasses 21st century learning for career readiness.

Seipelt's math teachers strongly believe in connecting real world applications. Through professional development the math teachers meet in vertical teams to discuss progression of concepts through grade levels as well as develop math vocabulary lists that are implemented school wide. A co-teaching model in grades 3-6 utilizing the same knowledgeable intervention specialist in math has been instrumental in a smooth transition of standards being taught from one grade level to another. Through the use of strong vertical teams and dedicated teachers we are able to bridge the gap between grade levels.

Teachers rely on formative and summative assessment results to help guide instruction. A differentiation period is used to help push our strongest students to the next level. Our students identified as gifted receive small group instruction during this period. Likewise, our most challenged students are given small group instruction using research based interventions. Seipelt's passionate teachers stay after school helping

students with homework, working with small groups to increase understanding, or providing enrichment activities to help challenge students. Our staff is dedicated to moving our students to the highest potential.

4. Additional Curriculum Area:

The Seipelt academic community recognizes the importance of the Science Technology Engineering Mathematics (STEM) movement in education and is excited about and committed to helping our students gain access to skills that will advance them in the 21st century. Our English Language Arts program, ReadyGen, and its emphasis on non-fiction, comprehension, and critical thinking skills, prepares students for our inquiry-based science lessons at all grade levels. Each of the grade levels' units include texts that promote the science standards for that grade level. Our primary grade teachers also use Picture Perfect Science, a program that uses high interest lessons to integrate literature, reading strategies, and science. Our school science curriculum is supplemented and enriched by science-themed field trips to the Cincinnati Zoo, Cincinnati Nature Center, Sunrock Farm and by visits from Center of Science and Industry (COSI) on Wheels and Showdown at the Resource Ranch presented by Duke Energy.

An integral part of STEM is the technology piece. Seipelt is invested in furthering our students' exposure and mastery of the necessary technology skills to compete in today's competitive, global community. Our fifth and sixth graders use Gizmo, an online, inquiry-based simulated lab science program. Seipelt has also received Ohio's Straight A Grant to purchase ChromeBooks for our 6th graders. These technology resources promote and enhance our inquiry-based science approach for our students.

A grant from Duke Energy has provided new resources and opportunities for Seipelt's fifth graders with our Fifth Grade Suborbital Experiments Project. Fifth grade teachers have received training at iSpace. Our fifth graders go on a simulated space flight mission. After the field trip, 15 student-design teams are formed. Each team is given a 10 centimeter cube with which to design an experiment. The goal is to be a finalist whose experiment will be flown into space by XCOR Aerospace on-board their LYNX spacecraft. Funding for this project has been made possible through the Milford Schools Foundation and the generosity of local businesses including: Siemens, 3M, ITI, Duke Energy, Walmart, and McDonalds, to name a few.

At Seipelt we are proud of our diverse science program and know that we are meeting our mission statement of inspiring and preparing our students to reach their fullest potential in a diverse and dynamic world.

5. Instructional Methods:

Seipelt staff takes pride in working collaboratively with intervention specialists to provide co-taught instruction in English Language Arts and math. The instruction in the general education classroom varies between whole group, small group, and individual instruction to meet the needs of all students. The core programs used are inquiry-based with problem solving and critical thinking skills that promote real world applications.

Early and intense interventions for Seipelt's Tier II and Tier III students have increased achievement scores significantly. Seipelt uses the RtI process, benchmark data, and a district flow chart of interventions to identify students at risk. Based on data gathered and intervention history, an appropriate intervention program is selected for each individual student from a menu of options. Progress monitoring continues throughout the year and the RtI team meets quarterly to review student data and intervention effectiveness.

Students identified as gifted or needing enrichment are provided many instructional opportunities both within and out of the classroom. The GEMS program creates a blended learning environment through the use of Moodle to encourage gifted students to apply critical thinking skills in order to create a product. Teachers collaborate with the gifted instructor to design differentiated lessons within the classroom.

The use of 21st century technology such as laptops, ChromeBooks, Smartboards and document cameras have enhanced teacher's lessons by becoming more interactive and engaging for learners. Title I teachers and intervention specialists use iPads to collect and organize data. Teachers also utilize internet resources

and applications such as Brainpop, pearsonsuccessnet, and Scholastic to enhance lessons. The online Aimsweb program is used by teachers and students to assist with setting literacy goals.

Seipelt strives to utilize consistent terminology and strategies school wide. Vertical teams create academic vocabulary lists to reinforce critical terms needed for academic success. These vocabulary words are displayed, used, and provide examples of a variety of modalities in all classrooms K-6. A school created “robot” serves as a visual reminder to apply test taking strategies in all classrooms across all content areas. Each part of the robot’s body depicts a testing strategy that students are required to utilize. Seipelt staff prides itself in taking ownership of all students’ learning and ensuring that all students reach their academic goals.

6. Professional Development:

Charles L. Seipelt Elementary approaches professional development with the acknowledgement that the teachers and staff in our building have many vital skills and creative strategies to share. This expertise is highly valued, so in turn our professional development is often teacher/staff-created and teacher/staff-led, aimed to increase student achievement and engagement. Our staff lead in-school professional development sessions on many topics: Effective Co-teaching, Administering the MAP Assessments, Google Doc/Google Accounts, and OLWEUS Bullying Prevention.

Additionally, members of our staff attend local, statewide, or national conferences and trainings. Staff members return to our school to share their professional learning with our building’s Vertical teams. Vertical teams, groups of teachers who teach common subjects across grade levels, meet quarterly to share insight and materials. Conferences our staff members recently attended include the 2014 Ohio Middle Level Association Conference, the 2014 Ohio Educational Technology Conference, and the 2014 National Association of School Psychologists Annual Convention. As a result of these professional development opportunities, presentations are planned on the topics of STEM/technology, standards-based report cards, and engaging student learners.

Charles L. Seipelt Elementary follows the Ohio Improvement Process (OIP). A series of teams work throughout our school district to set a vision and plan for our educational system. With guidance from district-wide teams, our building’s Building Leadership Team (BLT) meets monthly to implement district-wide plans, but specifically narrows its focus on our building’s needs. Seipelt also creates a building improvement plan each year. Our BLT meets to evaluate and improve this plan, while also creating specific building goals. After our improvement plan is approved, and with a refined focus from our BLT, our teacher-based teams meet weekly to analyze data, design interventions, coordinate instruction, implement new curriculum, communicate with parents, and share instructional strategies. The building principal meets monthly with Teacher-Based Teams, which allows her to monitor the progress toward the building goals. The professional development activities at Seipelt have been aligned with the Common Core State Standards and Ohio’s new learning standards. Seipelt teachers complete grade-level and subject curriculum mapping and work together with other district teachers to analyze indicators which help in creating common short cycle assessments. Seipelt teachers are district leaders in the understanding and implementation of the standards. Seipelt utilizes the talent and creativity of its staff to provide meaningful professional development for its teachers.

7. School Leadership

The best phrase to describe the school leadership at Charles L. Seipelt Elementary is collaborative leadership. The teachers and staff at our school work together, in the same way we expect our students to in the classroom. This expectation of joint responsibility comes directly from our principal. She ensures that the leadership positions at Charles L. Seipelt Elementary are shared equally among our staff. At the beginning of the school year, our principal selects members of our staff for committees with all areas of the school represented. When selecting staff members for leadership roles, she recognizes that each staff member has unique skills and allows them to exhibit this competency as a building leader within that certain area.

Our Building Leadership Team (BLT) is a collaborative group of teacher leaders that meets monthly to create a Building Improvement Plan (BIP), create specific building goals, create a positive school climate, share ideas to increase student engagement, and discuss how the building is meeting the needs of our students. Our BLT has one main goal: to provide opportunities for all students to reach their full potential in the 21st century. The teacher leaders on this team are selected because they exhibit the ability to be leaders through collaboration, and our principal entrusts these teachers with instructional and program leadership positions.

Our parents have opportunities to become involved in school and district leadership teams as well. A parent delegate participates in the district Central Committee which provides open lines of communication between the administration and the different PTA organizations. A number of parents have been involved in our New Building Committee and multiple survey groups as we move forward in the exciting process of building a new school facility to open in the fall of 2016. Our principal meets monthly with a group of parents to discuss educational changes and decisions in her Curriculum Roundtables.

Even though our school is collaboratively led, our principal is an instructional leader and cheerleader for her staff, with the aim to create a culture of high standards. She has an open-door policy; both students and staff find her extremely approachable. She works diligently with district administration to see that teacher and students needs are met. While some principals may visit only when there is a discipline concern or teacher observation, she makes it a personal goal to get into the classrooms to converse with students about their learning in a caring, supportive way.

Our principal often meets with students to celebrate their progress and success. For example, she created a quarterly breakfast celebration, called the SOAR Breakfast, where one student from each homeroom is selected for demonstrating outstanding character traits. Our principal keeps our school community informed through a weekly newsletter, daily staff e-mails, and updates to our school's website and Facebook page. She has been a driving force in the implementation of new programs this year which have greatly benefited our school.

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 plus % Advanced	92	95	93	91	88
% Advanced	60	63	58	67	62
Number of students tested	52	46	43	54	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	2
% of students tested with alternative assessment	0	0	0	0	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	80	88	88	86	100
% Advanced	35	47	35	50	65
Number of students tested	20	17	17	22	17
2. Students receiving Special Education					
% Proficient plus % Advanced				75	
% Advanced				50	
Number of students tested				12	
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	98	92	90	88
% Advanced	57	63	56	67	62
Number of students tested	49	43	39	48	50
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 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 plus % Advanced	92	100	98	93	90
% Advanced	74	73	75	59	57
Number of students tested	50	44	55	58	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	4	0	2	3
% of students tested with alternative assessment	0	9	0	3	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	88	100	94	96	73
% Advanced	63	56	61	50	27
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced			92		
% Advanced			33		
Number of students tested			12		
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	100	98	93	91
% Advanced	76	73	78	57	55
Number of students tested	46	40	49	54	56
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 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 plus % Advanced	100	94	75	91	92
% Advanced	71	78	49	75	87
Number of students tested	44	53	61	65	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	2	3	3	0
% of students tested with alternative assessment	7	4	5	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	90	70	84	100
% Advanced	75	63	38	68	65
Number of students tested	20	19	30	19	17
2. Students receiving Special Education					
% Proficient plus % Advanced		75			
% Advanced		42			
Number of students tested		12			
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	93	74	91	94
% Advanced	73	76	47	77	89
Number of students tested	40	45	57	57	46
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: 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 plus % Advanced	96	98	85	98	80
% Advanced	80	71	62	90	61
Number of students tested	54	51	68	52	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	2
% of students tested with alternative assessment	0	2	0	0	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	95	100	75	94	63
% Advanced	71	65	33	84	31
Number of students tested	21	23	24	19	16
2. Students receiving Special Education					
% Proficient plus % Advanced	91		73	90	
% Advanced	27		27	70	
Number of students tested	11		11	10	
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	98	87	98	79
% Advanced	79	70	66	89	60
Number of students tested	47	47	61	47	47
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 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 plus % Advanced	98	96	98	93	89
% Advanced	83	76	72	82	75
Number of students tested	52	46	43	54	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	2
% of students tested with alternative assessment	0	0	0	0	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	95	88	94	96	94
% Advanced	70	59	53	77	88
Number of students tested	20	17	17	12	17
2. Students receiving Special Education					
% Proficient plus % Advanced				92	
% Advanced				67	
Number of students tested				12	
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	98	97	98	88
% Advanced	82	79	72	83	74
Number of students tested	49	43	39	48	50
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 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 plus % Advanced	96	93	100	93	94
% Advanced	62	59	46	33	57
Number of students tested	50	44	55	58	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	4	0	2	3
% of students tested with alternative assessment	0	9	0	3	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	88	83	100	88	93
% Advanced	56	33	33	21	33
Number of students tested	16	18	18	24	15
2. Students receiving Special Education					
% Proficient plus % Advanced			100		
% Advanced			8		
Number of students tested			12		
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	93	100	93	96
% Advanced	63	58	47	30	55
Number of students tested	46	40	49	54	56
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: 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 plus % Advanced	96	98	85	77	90
% Advanced	37	36	16	25	35
Number of students tested	44	53	61	65	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	2	3	3	0
% of students tested with alternative assessment	7	4	5	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	95	80	68	85
% Advanced	24	32	3	5	25
Number of students tested	17	19	30	19	20
2. Students receiving Special Education					
% Proficient plus % Advanced		92			
% Advanced		8			
Number of students tested		12			
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	98	84	77	89
% Advanced	40	36	18	25	37
Number of students tested	40	45	57	57	46
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: 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 plus % Advanced	100	100	94	98	84
% Advanced	52	59	53	65	59
Number of students tested	54	51	68	52	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	2
% of students tested with alternative assessment	0	2	0	0	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	94	98	84
% Advanced	43	44	33	53	38
Number of students tested	21	23	24	19	16
2. Students receiving Special Education					
% Proficient plus % Advanced	100		91	90	
% Advanced	27		0	30	
Number of students tested	11		11	10	
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	95	98	83
% Advanced	53	60	56	66	57
Number of students tested	47	47	61	47	47
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: