

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Tiffany L Brennan

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

Official School Name Wyoming Middle School

(As it should appear in the official records)

School Mailing Address 17 Wyoming Avenue

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

City Wyoming State OH Zip Code+4 (9 digits total) 45215-4303

County Hamilton County State School Code Number\* 045146

Telephone 513-206-7170 Fax 513-206-7245

Web site/URL

http://www.wyomingcityschools.org/wyomingcityschools/index.cfm/academics/middle-school/ E-mail brennant@wyomingcityschools.org

Twitter Handle https://twitter.com/overbeym Facebook Page https://www.facebook.com/pages/Wyoming-City-Schools/1510855782494666 Google+ \_\_\_\_\_

Blog https://wyomingmiddleschool.wordpress.com/ 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. Susan Lang E-mail: langs@wyomingcityschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wyoming City Schools Tel. 513-206-7000

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. Todd Levy  
(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**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	76	79	155
6	79	76	155
7	78	82	160
8	63	92	155
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	296	329	625

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 10 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 80 % White
  - 6 % 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 2013 - 2014 year: 3%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1	613
(5) Total transferred students in row (3) divided by total students in row (4)	0.033
(6) Amount in row (5) multiplied by 100	3

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: 7 %  
 Total number students who qualify: 43

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 7 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %  
52 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>5</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>17</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>20</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment    | <u>1</u> Traumatic Brain Injury                |
| <u>2</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>3</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:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	37
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
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.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	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 2014

<b>Post-Secondary Status</b>	
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

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

15. Please summarize your school mission in 25 words or less: Fostering 21st century habits and authentic learning, inquiry based experiences leading to all students reaching their full potential, responsible citizenship, global competency, and life-long learning.

## **PART III – SUMMARY**

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Wyoming Middle School is nestled in a 2.8 mile-wide community located just outside of Cincinnati. The community is home to more than 8,000 people, 60% of whom are empty nesters. We are surrounded by an urban population, and 70% of residents hold a bachelor's degree or higher. Since the early 1800s, Wyoming has been educating students in an academically rigorous environment where the school district is the primary community focus.

Wyoming City Schools serves 1,935 students in grades K-12, and we educate just over 600 Wyoming Middle School students in grades 5-8. Among the population at Wyoming City Schools, 20% of students represent minority backgrounds, and 7.5% are on a free or reduced lunch plan. We have a long tradition of academic excellence and have been rated as one of the top public school districts in Ohio for more than 14 years. We have received national recognition from publications like Forbes, Newsweek, U.S. News & World Report, and GreatSchools.org, and local praise in Cincinnati Magazine and Cincy Magazine. We are primarily funded by resident taxpayer dollars, and the last tax bond levy for the school district passed at 73%. The school district is also supported by organizations including the Wyoming Parent School Association (PSA), Wyoming School Foundation, Wyoming Athletic Boosters, Wyoming Youth Services, Wyoming Arts Council, and the Wyoming School Music Association. Parents are actively engaged in school activities, including the Parent Advisory Committee, the annual magazine sale sponsored by PSA, field trips to Camp Kern, Model UN, Science Olympiad, and the eighth grade trip to Chicago. Community traditions such as the annual May Fete carnival and the homecoming parade bring hundreds of residents out to support our schools. Our students are engaged, active learners, and more than 80 % of them participate in leadership, sports, and after school activities.

The building was originally dedicated in 1928 and was once home to students in grades K-12, before becoming Wyoming High School, then Wyoming Middle School. In 2014-15, we completed a \$25 million renovation thanks to the support of resident taxpayers in a 2012 bond levy. The project allowed us to maintain traditional historic elements, such as the marble stairway that adorns the front hallway of the building, as well as the Rookwood water fountains located on the second floor. We renovated 80,000 square feet of building space and added more than 40,000 square feet of new learning space, including a 21st century fabrication laboratory, a full-size gymnasium, wellness center, art gallery, professional development room, learning commons, four new 1,000 square-foot music rooms, a new school cafeteria, main offices, outdoor learning courtyards, and four extended learning areas. The renovated building officially opened in January 2015. Today, students and teachers work in small group spaces, utilize technology elements like collaboration stations, and extend their learning options to soft-seated areas with dry erase walls and projectors. The design of the building was influenced by the district STEAM initiative, which encourages interdisciplinary hands-on learning.

It has always been our mission in Wyoming to help our students fulfill their full potential as lifelong learners. Utilizing the baseline Common Core learning standards, our teachers and administrators work together to enhance our curriculum, adding in an academically rigorous, whole-child approach to education. With an average grade-level size of 150 and an average student/teacher ratio of 17:1, we are able to provide a highly personalized education for every student. Learning extends beyond the classroom and includes a number of clubs, such as Power of the Pen, Tech Club, Student Council, Model United Nations, Science Olympiad, and Latin Club. A large percentage of students are also involved in service learning opportunities with the Make It Happen Club. Our students help serve as student ambassadors for events such as open house in the newly renovated building or the new student orientation in August. In addition, a majority of students participate in one of the 14 athletic opportunities for seventh and eighth grade students. Through sixth grade, our students can join one of the many club sports offered by the Wyoming Recreation Commission. Performing arts is also vitally important to the school community, and our students present a drama, musical, and talent show performance every year.

It is important to us that our students learn how to be positive citizens with a high degree of integrity. To support our students' emotional needs, we have a full-time middle school counselor, a part-time dean of students, a part-time child psychologist, and a partnership with The Children's Home of Cincinnati. We also

begin each school year with a week-long Cowboy Camp, designed to set behavior expectations for students. Throughout the year, there are opportunities at every grade level to develop character, including an annual sixth grade trip to Camp Kern, a seventh grade Courage Retreat, and an eighth grade trip to Chicago. We partner with Wyoming Youth Services to host Red Ribbon Week, encouraging students to make positive behavior choices in the areas of drugs, alcohol, and social media. In addition, there are signs posted throughout the building reminding students about our school expectations: integrity, community, and engagement.

At Wyoming Middle School, we have a phrase that our students and staff commonly chant at pep rallies and assemblies. We like to say, "It's a Great Day to be a Cowboy!" This phrase truly exemplifies the enthusiasm shared by our entire school family.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

At Wyoming Middle School, we have a rigorous core curriculum in language arts, mathematics, science, and social studies in grades 5-8; teachers work closely together within departments and grade levels to ensure the acquisition of foundational skills while enriching the curriculum for all students. Based on the Common Core State Standards in math and English language arts and the Ohio state standards in social studies and science, our standards are supported by district goals and increased rigor to meet learners' needs. Curriculum revision is ongoing, with a formal review of each core area's standards, curriculum maps, assessments, and resources every seven years. Currently, the science and social studies departments are undergoing a vertical articulation process to align standards and concepts among the grade levels. The Design Challenge initiative encourages interdisciplinary learning and allows students to collaborate and solve authentic, relevant and complex problems.

We use teacher observations as well as formative, summative, classroom, standardized, and STAR and AIMSweb screener assessment data to provide differentiated instruction and flexible Tier 1 interventions within content-area classes. In English language arts and math, we offer additional Tier 2 and Tier 3 courses for both students who need an enriched, accelerated curriculum as well as those who need skill remediation in areas such as fluency, comprehension, and math concepts. We also offer an academic assistance course that provides organizational, executive functioning, and academic skill instruction to students who are struggling with classroom academic success.

Our language arts instruction focuses on integrating reading, writing, grammar, vocabulary, and speaking/listening skills into a 90-minute language arts block. Students practice close reading and analysis of literary and informational texts in a reader's workshop setting in fifth and sixth grade classes, transitioning to a theme-based literature approach in seventh and eighth grade classes; student texts are often differentiated based on both Lexile and student interest. Students are exposed to a variety of time periods, genres, and cultures in classroom and literature circle novels. Vocabulary study is varied, with the use of both contextual vocabulary instruction and a standardized vocabulary program.

Our writing curriculum shows a commitment to developing thoughtful, highly skilled, and reflective writers. Students participate in the writing process through workshops, writer's notebooks, and mentor text evaluation, and they write in various genres, including narrative, informative, argument, and poetry. Students often choose the content of their writing, and they receive timely, high-quality teacher and peer feedback regarding the six essential writing traits. Language arts teachers collaborate and co-teach with the media specialist to instruct students in the research process, with varied products at each grade level. Grammar instruction is embedded into writing practice, and teachers develop mini-lessons related to mechanics, usage, grammar, and spelling based on student needs. Additionally, writing across the curriculum is emphasized with our content-area teachers utilizing common language and rubrics with informative writing instruction.

In mathematics, we offer an accelerated program based on student readiness that focuses on a discovery-based instructional approach that values process over product. In order to allow students to access accelerated math concepts, our curriculum is compacted to focus on the key concepts necessary to transition students into the next instructional level. Students are encouraged to work collaboratively to solve problems in multiple ways and to make connections to the real world. Often, problems require students to state a claim and provide evidence that supports that claim. In order to help students of all learning styles gain a solid understanding of mathematical concepts, we often use concrete models and manipulatives during lessons. We offer differentiated levels of math courses to students in all grade levels, including high school algebra and geometry. Student math placements are informed by quantitative and qualitative data and teacher recommendations; placements may change from one year to another based on student readiness.

Our science instruction is project-based with an emphasis on real-world application and hands-on, interactive experiences; content includes life, earth, space, and physical science. Science lessons are rigorous and relevant, and employ characteristics of high levels of Bloom's instruction. In addition to the implementation of the scientific method, students use reading, writing, and research skills to articulate their learning.

In social studies, our curriculum is committed to promoting cultural awareness, volunteerism, and citizenship through content-driven instruction that ranges from the study of ancient civilizations to current global issues. We use an interdisciplinary instructional approach to link instruction to grade-level informational reading, research, and writing skills; additionally, technology integration is a key component in social studies lesson delivery, allowing students to demonstrate their learning through a variety of presentation platforms.

## **2. Other Curriculum Areas:**

We at Wyoming Middle School are committed to a whole child approach to teaching and learning that gives our students a well-rounded education through classes in the visual and performing arts, physical education, health, foreign language, and information and digital literacy. Our Cowboy Bell, gifted, Response to Intervention (RtI), content support, and academic assistance classes all help to remediate, enrich, or expand students' knowledge and skills.

Art education is project-based and differentiated with an emphasis on reflection and critique. Fifth and sixth grade art classes meet two days per week, while seventh and eighth grade classes meet every other day throughout the school year. In addition, there is an art elective class open to seventh and eighth grade students, in which nearly 10% of our students enroll. Learners are exposed to many different media, from textiles to photography. During the course of the year, students participate in several field trips. Technology is regularly utilized in the teaching and learning process.

Our artists have the opportunity to exhibit their artwork throughout the school and the district. Students also compete in the Scholastic Art Competition; last year, sixteen students submitted work that was recognized at the regional level, with two pieces earning a national award.

The art education program helps our students develop critical thinking skills and creative problem solving through inquiry based lessons. These lessons focus on the impact of art in present and past societies, principles of design, relationships between the visual arts and other disciplines, and how to interpret, analyze, and evaluate their artwork.

Performing arts provide our students with an outlet for self-expression and creativity, while helping them develop keener listening skills and concentration. As performers, our students problem solve, think critically, and innovate. All students in grades five through eight have music three times per week during the school year. They may choose from band, choir, or orchestra. Students in seventh and eighth grades also have an option for a music survey class. Our musicians perform three concerts per year, and at school district functions and community events. Outside of the classroom, students may participate in Jazz Band, Fiddlin' Cowboys, and Honor Choir/Band.

Physical education is a differentiated, student-centered, growth-minded program with a focus on wellness. Students in grades 5-8 have two days of physical education classes per week throughout the school year. Students are provided a variety of activities that focus on muscular strength, flexibility, and coordination with a special emphasis on cardiovascular endurance. Our physical education classes promote positive self-image and self-esteem as well as the benefits of physical activity and life-long fitness. Technology is integrated into our physical education classes by flipped lessons on basic skills and online assessments. Students learn team-building and acquire a solid foundation of skills, which support our extracurricular sports teams.

Health class is a project-based, technology-infused, growth-minded course with a wellness focus. All seventh and eighth graders take health every other day for the entire school year, which allows for an in-depth look at topics from social media to a variety of student-centered issues. Experts in these areas are often brought in to connect students to their community. In health class, students take part in an influential person program by creating a speech or written document to honor someone who has positively impacted their lives.

We offer three foreign language courses to our seventh and eighth graders: Latin, Spanish, and French. Approximately 80% of our students enroll in a foreign language course. These daily classes are experience-

based and encourage our students to think critically, divergently, and creatively while broadening their knowledge of a foreign language and the cultures from which they originate. Students develop their listening and speaking skills in the classroom and with others globally. Technology is regularly utilized in the learning process. Students in these classes often participate in extracurricular clubs or competitions where they further their cultural studies in a fun environment. Students completing two years of foreign language may earn one high school credit.

In addition to these courses, our media/technology specialist teaches weekly information and technology literacy classes to fifth and sixth graders. For the rest of the year, she employs a flexible schedule that involves classes from all grade levels with an emphasis on the research process and digital citizenship. A well-stocked library with books, eBooks, and databases provides students with rich opportunities for choice reading and research. In all grade levels, our media specialist co-teaches the research process with classroom teachers. She assists in integrating technology across all content areas, with many multimedia projects allowing students to create, think critically, and collaborate with others so that projects can be shared or published locally and globally.

### **3. Instructional Methods and Interventions:**

Wyoming Middle School emphasizes excellence in developing the whole child. In order to ensure high levels of student learning and achievement, we use a variety of instructional approaches across all grade levels and subject matter. Every class is a rich blend of problem-based learning and explicit instruction, as well as group projects and individual student presentations. Teachers use a multi-tiered approach to differentiate instruction and flexibly incorporate a variety of methods, as student needs and class content dictate. Students may participate in debates and simulations in social studies class, then Skype with authors and dramatize in language arts. Their math class may include technology-based inquiry lessons or a “flipped” classroom approach. We use design challenges across the curriculum, and create interdisciplinary experiential learning units when science and math standards dovetail. Language arts teachers use a mix of reading and writing workshops, conferencing individually to gauge student progress. At the seventh and eighth grade level, Tier 1 differentiation occurs with the use of flexible cluster groups, tiered assignments, and choice in student reading and writing; these lessons are often designed and delivered by an additional language arts curriculum support teacher to small groups of students.

We offer Cowboy Bell, gifted, and Response to Intervention (RtI) classes that are data-driven and available to our fifth and sixth grade classes based on whether the student needs remediation, enrichment, or extension of knowledge and skills. Tier 2 and 3 interventions utilize the RtI model that provides additional support to students who are struggling academically or identified as having special needs. Every grade level administers universal screeners three times per year to assess reading and math progress. Results of state assessments, grade level curriculum tests, and teacher recommendations are used to assess student progress and determine whether closer monitoring or intervention is needed. Classroom support for language arts, math labs, and academic assistance is available for students who continue to struggle; research-based programs, such as Corrective Reading, Six Minute Solutions, and Accelerated Math, are used to support student achievement. Academic progress is regularly communicated to the parents.

In collaboration with the Wyoming Youth Services, we provide an after school tutoring program at no cost to students, for additional skill remediation and homework support. The program coordinator is in communication with the teachers and parents. High school tutors and community members volunteer to serve as role models and tutors. This system of support provides a safety net for students to ensure success.

Gifted services are provided through language arts in fifth and sixth grade through pull-out and push-in programs taught in collaboration with a gifted intervention specialist. These students use an inquiry and project-based approach incorporating technology with an emphasis on speaking and presentation skills. In seventh and eighth grade, we offer accelerated math programs for students and Tier 1 gifted interventions in all content-area classes.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Through 2014, the state of Ohio required every student in grades 3-8 to take the Ohio Achievement Assessment (OAA) in reading and math each year. Additionally, fifth and eighth grade students also took a science OAA. When reviewing this standardized test data at Wyoming Middle School, it is apparent that every student matters. We have consistently achieved a 92% or higher in each assessed area over the past five years with a vast majority of students scoring “accelerated” or higher. The success rate allowed Wyoming Middle School to achieve the highest Performance Index in school history in 2014-2015, which was also the highest PI in the state for any school considering itself a comprehensive public middle school or junior high.

Factors that led to the high passage rate include a renewed emphasis on the writing portion of each assessment. Students were explicitly taught writing strategies that prepared them to meet or exceed the writing expectations on the Ohio Achievement Assessments. Another factor that led to our high success rate was an emphasis on data-informed decisions. Grade level meetings occur at least once a semester where universal screener data is used to anchor discussions. A well-developed Response to Intervention and Gifted program are in place to meet the individual needs of learners. We use screeners to assess the needs and strengths of new students to develop an academic schedule that leads to increased student achievement.

Wyoming Middle School also believes that we are “a community of engaged learners who always show integrity.” We employ a positive behavior supports model that explicitly teaches expectations and provides reminders to students when necessary through activities at the beginning of the school year, quarterly class meetings, announcements, and individual meetings with students. This system allows for a level playing field for all students at Wyoming Middle School. We reinforce positive classroom behavior with Popcorn with the Principal nominations and weekly rewards for positive cafeteria behavior.

We work each day to eliminate the achievement gap between subgroups. We emphasize Tier 1 support through curriculum support positions and employ five interventions specialists and five instructional assistants. We offer academic assistance, RtI classrooms, content support, a summer reading program, and the After School Program to meet the needs of individual learners to work to eliminate the achievement gaps at Wyoming Middle School.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

At Wyoming Middle School, we use many data points to improve student performance. For the past five years, we have used universal screeners to develop baseline data along with state assessments. We have developed common formative and summative assessments in many grade level subject areas. Collaborative discussions occur before and after assessments are given to discuss areas of strength and improvement areas. Every time a new student enters Wyoming Middle School, he or she is assessed in both reading and math. These assessments allow the counselor to place the student in intervention, enrichment, or extension classes. We use diagnostics to progress monitor in intervention classes. We also give sixth grade students an algebra readiness assessment to determine proper placement in seventh grade math. Student grades are also used as key data points. In addition, Wyoming Middle School gives an annual student survey in May and a Gallup Poll in the fall each year to gain student insight into the middle school program.

Data is shared at semester staff data meetings, which allow teachers to discuss class trends and individual student progress. Often, students are selected for further assessments to determine if intervention is necessary either in the classroom or in an RtI setting. If the anecdotal evidence and other data points indicate a need for further discussion, Wyoming Middle School has a Child Study/Intervention Assistance Team process. Data includes teacher perception, grades, universal screeners, and parent input. Parents are always part of the Child Study Team. During this process, we develop a needs assessment that may include Tier 1 supports, adjustments to schedule, accommodations, specific intervention time in the student’s day, and/or individualized counseling.

Parents and students are informed through an online grading program, learning management system, school blog, individual emails, and parent conferences. Each year, state assessment data is mailed to parents as well. Meetings such as Principal's Coffee, district-wide parent meetings, open houses, and parent-teacher conferences allow for parent input and communication throughout the school year. District-wide emails, newsletters, social media posts, and the Quality Profile inform parents about school/district success and other key initiatives.

## **Part VI School Support**

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### **1. School Climate/Culture**

At Wyoming Middle School, our positive and productive school climate is evidenced in all that we do. We encourage and motivate our students academically with a rigorous and multi-faceted curriculum. Students work collaboratively on authentic, relevant, and complex design challenges focused on creative problem solving. Teachers incorporate technology into each unit when appropriate. Each grade level participates in a variety of field trips, ranging from a Cincinnati Symphony Orchestra performance to onsite environmental studies. Outside of class, many clubs such as Mathcounts, Model UN, Science Olympiad, and Power of the Pen enrich the core academic subjects. Our After School Program provides homework time and support for those needing targeted academic assistance.

To further students' social and emotional engagement, teachers nominate individuals to attend a monthly Popcorn with the Principal event to recognize good citizenship. Each quarter, every grade level has a class meeting to celebrate success and encourage growth. Additionally, seventh and eighth grade students enjoy dances during the year, and all students attend periodic pep rallies and assemblies featuring music, games, and teacher/student created videos. Spaces in our new building even engender students' social and emotional growth. The four extended learning areas provide space for students to socialize between classes and to work in small groups during class. We value students' artwork and display it in our new art gallery.

Feeling safe, connected, and supported at school helps to foster student success. Students complete an annual survey in which more than 90% of them have reported feeling safe at school and connected to staff members, who are accessible in many ways. Faculty members offer many class-based incentives and have designed a Cowboy Camp program, which creates a positive tone for the year and sets standards and expectations. Teachers give frequent feedback in all areas, encouraging social, emotional, and academic growth. Students know that we are partners with their parents, and meet as a team when needed. The reciprocal school-home relationship supports development of the whole child.

As professionals, our voices are heard in a variety of ways, from our Building Action Team to monthly faculty meetings, individual meetings with administrators, and Superintendent Faculty Advisory Committee. We participate in site-based decisions when possible, and lead curriculum planning and development, enjoying a high level of trust and academic freedom. Not only are we competitively compensated, but we receive tuition reimbursement and have access to professional growth funds to further our development. Our calendar includes in-service days, used for team collaboration and discussions and teacher-led presentations of current best practice.

### **2. Engaging Families and Community**

Wyoming Middle School has a mission to be completely engaged with the families and community of Wyoming. The school and the community are intrinsically linked with the mutual interests and goals of student success and school improvement; the success of our school can be measured by the level of community involvement, and the success of the Wyoming community at-large is a direct result of the quality of our schools. We are engaged with the Wyoming families and communities through several organizations.

Every year, the Wyoming Parent School Association (PSA) donates countless hours of volunteer time to our school and thousands of dollars through fundraising initiatives, including May Fete, an annual community festival and fundraiser. Some programs to which PSA has contributed include the purchase of new playground facilities and equipment, technology resources, field trips, and a teacher appreciation breakfast and luncheon. PSA also recruits parent volunteers and oversees classroom and grade level activities. Through its Parent Advisory Council (PAC), members meet with the administration of our building to celebrate areas of success and to discuss building initiatives and areas where there is concern or need of improvement. Wyoming Middle School and PSA also participate in a quarterly Principal's Coffee, a forum for free exchange of ideas occurring between parents and school administrators.

The Wyoming School Foundation's primary purpose is to raise money to support our school district's excellence in education. This organization has contributed to our school's academic enrichment programs, curriculum innovations, field trips, teacher training, leading edge technology and equipment, and international educational experiences.

The Wyoming Youth Services Bureau is dedicated to making our school a better place through meaningful programs and services that address the needs of the children and families in Wyoming. Currently, this group partners with our school to provide student and family services in counseling, academic tutoring, and after school services.

By providing funding, volunteers, and publicity, the Wyoming School Music Association (WSMA) supports our school's music programs in the enrichment of every student's musical experience. This group works with our students and staff by supporting an environment of musical excellence that is a magnet for student participation and creates a life-long love of the musical arts. This group has partnered with our school by funding scholarships for camps and lessons, instrument purchases and repairs, and classroom musical accompaniments.

The Wyoming Athletic Boosters provide support through fundraising events and volunteerism for middle school athletic programs. Additionally, the group creates a blog to celebrate the successes of our student athletes and teams. The boosters provide parent volunteers as well as funds for uniforms and equipment, officiating fees, and facility maintenance.

This year, we successfully completed a major renovation with the help of the Building Renovation Task Force. All members of the community were encouraged to attend forums and participate in open dialogue with building planners to create a campus that would serve the needs of our students and staff now and in the future. This community partnership with our 21st Century Task Force engendered a great deal of support for the school's academic, arts, and athletic programs. Old spaces were renovated and new spaces were created with the future of our students in mind.

In addition to the formal groups described above, our school encourages community interaction and engagement through regularly scheduled open houses, conferences, and school board meetings. Art shows, musicals, sporting events, and theatrical productions are also well-attended. Our school also provides an open forum for discussion and engagement through blogs, Facebook, and print and digital newsletters.

### **3. Professional Development**

Wyoming City Schools prides itself on encouraging lifelong learning, for our students as well as our staff. We feel that our professional development enhances student achievement by focusing on making data-informed decisions to extend and enrich our curriculum. Professional growth in Wyoming City Schools is consistently targeted to our district goals and strategic plans. For the past 2.5 years, we have focused on creativity and innovation, creating opportunities for our teachers to learn more about design challenges and technology integration. The staff are utilizing the creative ideas they develop in our learning sessions to launch classroom projects, including a carbon sequestration study culminating with an Arbor Day celebration as well as a multi-division art project partnering eighth grade artists with kindergarten students. In addition, our teachers and administrators regularly visit other schools and bring ideas back to the classroom. This year, members of our staff visited multiple schools across the country to learn more about fabrication labs, technology integration, and arts education.

At the district level, we began the school year with a Wyoming City Schools Educator Institute. This was a three-day intensive workshop series that allowed teachers to study topics including technology, design challenges, differentiated learning, and creating written educational plans (WEPs) for every student identified as gifted. The workshops were led by outside experts as well as our own dedicated staff members. Thirty-three members of our Wyoming Middle School staff participated in this year's Educator Institute.

Throughout the school year, we host regular professional development opportunities for teachers and building leaders. This school year, three professional development days were built into the school calendar. For each professional development day, we gathered data and feedback from staff members and used it to carefully develop the next learning opportunity. We collaborate with outside organizations, including Learn21, EdWorks, High AIMS, and the Hamilton County Educational Service Center to bring experts to our community who are knowledgeable about topics such as project-based learning, differentiation, assessments, and curricular vertical alignment. The outside experts we leveraged this year focused on project-based learning as well as teacher leadership.

The school district's robust professional development program includes a ProGrowth committee, a team of teachers and administrators dedicated to encouraging growth outside of the classroom. The ProGrowth committee reviews and approves individual learning opportunities for educators to ensure they align with district goals. In addition, the building staff members frequently come together on an informal basis to study topics such as digital textbooks, research tools, and webinars.

#### **4. School Leadership**

The leadership at Wyoming Middle School is focused on building a positive school culture in which each student and staff member is valued. Our leadership structure consists of a principal and an assistant principal with the support of a full-time school counselor and a part-time dean of students. Our leadership philosophy is built on collaboration and mutual trust. Many decisions are made after gathering relevant data and garnering opinions of staff, students, and parents. Collaborative decisions are important, but the principal and assistant principal are able to make quick and decisive decisions when necessary.

Our administrative team encourages data-informed decisions. Types of data may include results from state assessments, formative and summative classroom assessments, universal screeners, and anecdotal information. The administrative team prides itself on building relationships with students, staff, parents, and the community. Our school leaders are visible, approachable, and engaged in the school, and have an "open door" policy, in which stakeholder needs often come before their personal needs.

A core principle of our leadership philosophy is transparency. Transparency is achieved through open/honest conversations and a strong communication plan that consists of meetings, emails, blog posts, and the use of social media. Our principal and assistant principal lead by example. They are lifelong learners who actively participate in professional development, develop their personal learning network, and have a growth mindset. They are willing to help where necessary to ensure the smooth operation of the school.

Each month, all or part of the administrative team meets with groups such as the Response to Intervention Team, Building Action Team, Parent Advisory Committee, Superintendent Faculty Advisory Committee, staff, department chairs, and the district leadership team. The overarching goal of each of these meetings is to support the learning and success of a well-rounded student. Some meetings include specific data, while others allow the principal to gain anecdotal information to make decisions. The principal reviews the school budget quarterly to ensure spending is appropriate and matches the needs of the building. He works closely with the Parent School Association and the Wyoming School Foundation, who provide financial support to meet the needs of students through activities such as field trips, speakers, and technology. Building leadership is supported by the members of the Board of Education and Superintendent, who encourage a focus on fostering 21st Century habits and strategic district goals.

Our principal is aware that school/life balance is necessary in the 21st Century. He promotes clubs, athletics, and other activities for students. He meets and talks with individual students, staff, and parents to gauge the climate and culture of the building. He supports social gatherings inside and outside of the work day that are open to all staff. In 2015, he authorized the purchase of fleeces embroidered with "It's a great day to be a Cowboy!" for every staff member to wear when opening our new building.



Our leaders at Wyoming Middle School stay current, solicit feedback, and openly communicate before and after decisions are made. The leadership is built on trust, high expectations, and the belief that each person in the school community has an essential role and corresponding responsibilities.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Ohio Achievement Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	94	97	96	92	95
accelerated and advanced	84	85	80	74	80
Number of students tested	147	142	136	153	157
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	60			100	
accelerated and advanced	20			40	
Number of students tested	10			10	
<b>2. Students receiving Special Education</b>					
Proficient and above	83	67		58	64
accelerated and advanced	61	25		25	45
Number of students tested	18	12		12	11
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	79		88	78	70
accelerated and advanced	43		41	44	55
Number of students tested	14		17	18	20
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	95	98	98	95	98
accelerated and advanced	89	90	85	78	84
Number of students tested	114	119	101	113	122
<b>10. Two or More Races identified Students</b>					
Proficient and above			91	92	
accelerated and advanced			82	75	
Number of students tested			11	12	
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Economically Disadvantaged-In 2012/2013, 2011/2012 and 2009/2010, we did not have enough students to qualify

Students receiving Special Education-In 2011/2012, we did not have enough students to qualify

African American-In 2012/2013, we did not have enough students to qualify

Multi-Racial-In 2013/2014, 2012/2013 and 2009/2010, we did not have enough students to qualify

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Ohio Achievement Assessment</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	98	96	98	99	98
accelerated and advanced	91	88	91	89	87
Number of students tested	149	138	154	157	159
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	2	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		82			
accelerated and advanced		45			
Number of students tested		11			
<b>2. Students receiving Special Education</b>					
Proficient and above	77		85	83	91
accelerated and advanced	62		62	50	64
Number of students tested	13		13	12	11
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	100	89	89	94	92
accelerated and advanced	64	79	58	72	67
Number of students tested	11	19	19	18	24
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	98	97	99	99	99
accelerated and advanced	93	89	96	90	90
Number of students tested	122	103	113	124	125
<b>10. Two or More Races identified Students</b>					
Proficient and above		91			
accelerated and advanced		82			
Number of students tested		11			
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Economically Disadvantaged-In 2013/2014, 2011/2012, 2010/2011 and 2009/2010, we did not have enough students to qualify  
 Students receiving Special Education- In 2012/2013 we did not have enough students to qualify  
 Multi-Racial-In 2013/2014, 2010/2011 and 2009/2010, we did not have enough students to qualify

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Ohio Achievement Assessments</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	98	97	98	97	96
accelerated and advanced	88	80	75	68	73
Number of students tested	147	151	162	166	154
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	0	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		91			75
accelerated and advanced		64			25
Number of students tested		11			16
<b>2. Students receiving Special Education</b>					
Proficient and above		92	92	92	75
accelerated and advanced		69	33	38	25
Number of students tested		13	12	13	12
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	94	94	86	96	73
accelerated and advanced	61	59	36	46	20
Number of students tested	18	17	22	26	15
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	99	97	100	98	98
accelerated and advanced	92	83	82	73	81
Number of students tested	113	112	123	130	120
<b>10. Two or More Races identified Students</b>					
Proficient and above	91	100			100
accelerated and advanced	82	67			40
Number of students tested	11	12			10
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Economically Disadvantaged-In 2013/2014, 2012/2013, and 2011/2012 , we did not have enough students to qualify

Students receiving Special Education-In 2013/2014, we did not have enough students to qualify

Multi-Racial-In 2013/2014, 2012/2013 and 2009/2010, we did not have enough students to qualify

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Ohio Achievement Assessments</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	99	97	100	96	97
accelerated and advanced	81	81	78	74	79
Number of students tested	156	166	170	160	176
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	2	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100			80	100
accelerated and advanced	47			13	45
Number of students tested	15			15	11
<b>2. Students receiving Special Education</b>					
Proficient and above	93	100	100	81	64
accelerated and advanced	36	46	50	44	45
Number of students tested	14	13	14	16	11
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	100	88	100	87	88
accelerated and advanced	65	50	50	20	56
Number of students tested	20	26	26	15	25
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	99	98	100	98	99
accelerated and advanced	84	86	83	82	84
Number of students tested	113	126	133	125	136
<b>10. Two or More Races identified Students</b>					
Proficient and above	100			90	
accelerated and advanced	73			40	
Number of students tested	11			10	
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Economically Disadvantaged-In 2012/2013 and 2011/2012 , we did not have enough students to qualify

Multi-Racial-In 2012/2013, 2011/2012 and 2009/2010, we did not have enough students to qualify

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Ohio Achievement Assessments</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above	95	97	98	94	96
accelerated and advanced	60	70	73	56	57
Number of students tested	147	142	136	153	157
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	70			90	
accelerated and advanced	20			20	
Number of students tested	10			10	
<b>2. Students receiving Special Education</b>					
Proficient and above	89	83		58	73
accelerated and advanced	22	17		17	27
Number of students tested	18	12		12	11
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	79		94	78	80
accelerated and advanced	21		35	28	30
Number of students tested	14		17	18	20
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	97	98	98	96	98
accelerated and advanced	68	71	77	60	62
Number of students tested	114	119	102	113	122
<b>10. Two or More Races identified Students</b>					
Proficient and above			100	100	
accelerated and advanced			82	67	
Number of students tested			11	12	
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Economically Disadvantaged-In 2012/2013, 2011/2012 and 2009/2010, we did not have enough students to qualify

Students receiving Special Education-In 2011/2012, we did not have enough students to qualify

African American-In 2012/2013, we did not have enough students to qualify

Multi-Racial-In 2013/2014, 2012/2013 and 2009/2010, we did not have enough students to qualify

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Ohio Achievement Assessments</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	98	99	99	99	100
accelerated and advanced	89	80	84	82	81
Number of students tested	149	139	154	159	159
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	2	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		100			
accelerated and advanced		45			
Number of students tested		11			
<b>2. Students receiving Special Education</b>					
Proficient and above	85		92	83	100
accelerated and advanced	54		46	42	64
Number of students tested	13		13	12	11
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	100	100	95	94	100
accelerated and advanced	64	53	53	67	46
Number of students tested	11	19	19	18	24
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	98	99	100	99	100
accelerated and advanced	92	84	89	86	86
Number of students tested	122	104	113	126	125
<b>10. Two or More Races identified Students</b>					
Proficient and above		100	100		
accelerated and advanced		82	91		
Number of students tested		11	11		
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Economically Disadvantaged-In 2013/2014, 2011/2012, 2010/2011 and 2009/2010, we did not have enough students to qualify  
Students receiving Special Education- In 2012/2013 we did not have enough students to qualify  
Multi-Racial-In 2013/2014, 2010/2011 and 2009/2010, we did not have enough students to qualify

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Ohio Achievement Assessments</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	99	99	99	96	99
accelerated and advanced	87	78	77	79	83
Number of students tested	148	151	163	166	154
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	0	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		91			88
accelerated and advanced		45			38
Number of students tested		11			16
<b>2. Students receiving Special Education</b>					
Proficient and above		92	92	85	92
accelerated and advanced		54	42	54	58
Number of students tested		13	12	13	12
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	100	94	95	100	93
accelerated and advanced	67	53	50	62	33
Number of students tested	18	17	22	26	15
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	99	99	100	95	100
accelerated and advanced	89	79	81	81	91
Number of students tested	114	112	124	129	120
<b>10. Two or More Races identified Students</b>					
Proficient and above	100	100			90
accelerated and advanced	91	83			70
Number of students tested	11	12			10
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Economically Disadvantaged-In 2013/2014, 2012/2013, and 2011/2012 , we did not have enough students to qualify

Students receiving Special Education-In 2013/2014, we did not have enough students to qualify

Multi-Racial-In 2013/2014, 2012/2013 and 2009/2010, we did not have enough students to qualify

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Ohio Achievement Assessments</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	99	98	99	98	96
accelerated and advanced	90	86	86	84	76
Number of students tested	156	167	169	160	176
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	2	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100			87	82
accelerated and advanced	80			53	36
Number of students tested	15			15	11
<b>2. Students receiving Special Education</b>					
Proficient and above	93	100	100	94	82
accelerated and advanced	71	54	64	63	45
Number of students tested	14	13	14	16	11
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	100	88	100	93	84
accelerated and advanced	85	46	73	53	48
Number of students tested	20	26	26	15	25
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	99	99	99	99	99
accelerated and advanced	91	93	89	88	82
Number of students tested	113	127	131	125	136
<b>10. Two or More Races identified Students</b>					
Proficient and above	100			90	
accelerated and advanced	91			60	
Number of students tested	11			10	
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Economically Disadvantaged-In 2012/2013 and 2011/2012 , we did not have enough students to qualify

Multi-Racial-In 2012/2013, 2011/2012 and 2009/2010, we did not have enough students to qualify