

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Roger Lewis

Official School Name: Schiel Primary School Arts Enrichment Elementary School

School Mailing Address:
2821 Vine Street
Cincinnati, OH 45219-2063

County: Hamilton State School Code Number*: 454

Telephone: (513) 363-5200 Fax: (513) 363-5220

Web site/URL: http://schiel.cps-k12.org/ E-mail: lewisro@cps-K12.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Mary Ronan

District Name: Cincinnati City School District Tel: (513) 363-0000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Eileen Cooper Reed

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

40	Elementary schools (includes K-8)
0	Middle/Junior high schools
16	High schools
3	K-12 schools
59	TOTAL

2. District Per Pupil Expenditure: 10286

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	45	74	119	7			0
1	37	82	119	8			0
2	36	86	122	9			0
3	28	74	102	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							462

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
80 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
12 % White
4 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 5 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1.	457
(5)	Total transferred students in row (3) divided by total students in row (4).	0.050
(6)	Amount in row (5) multiplied by 100.	5.033

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 9

Number of languages represented: 4

Specify languages:

Arabic, Creole, Korean and Spanish

9. Students eligible for free/reduced-priced meals: 74 %

Total number students who qualify: 343

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 27

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>38</u>	<u>0</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	95%	96%	97%
Daily teacher attendance	95%	95%	96%	95%	96%
Teacher turnover rate	4%	0%	4%	0%	4%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

Schiel Primary School for Arts Enrichment is one of forty elementary schools in the Cincinnati Public School System. Our District is the state of Ohio's third largest public school system covering 90 square urban miles in southern Ohio. Enrollment at Schiel is open to all primary students in the Cincinnati Public School District. The majority of our 462 students come from economically disadvantaged homes with 75 percent of our students qualifying for the free or reduced breakfast and lunch program. Our school's African American population is 80 percent, 12 percent are white, and 4 percent are Multi-Racial. We serve students with a wide range of academic abilities with 6 percent of our population identified as having disabilities that qualify them for special education services. Although our building, built in the late 1920's, is in need of many major repairs, we have been able to provide students with a safe, positive and inviting learning environment.

Our school is definitely unique! Schiel's mission is to integrate the arts and academics to provide an education that stimulates the different intelligences of our students. We do this to reach our high academic goals. Schiel offers all students the opportunity to experience a rich arts environment with scheduled classes in dance, visual art, vocal music, keyboard and Suzuki strings. Numerous arts classes are also available for students both before and after school including lessons in piano, creative writing, visual art, percussion, keyboard, harp, choir, drama, and dance. In addition, the students attend plays, symphonies, and museums and experience visits from the Cincinnati Symphony Orchestra, Opera, Ballet, and renowned storytellers and artists. Through the arts our students learn how to be disciplined, work cooperatively, stay focused and believe in their talents.

Our instructional staff consists of veteran teachers with an average of 20 years of teaching experience. Teachers rated as highly qualified teach 100 percent of our academic subjects. Teachers focus on the academic standards while working closely with the arts specialists to enrich instruction through the arts. There is significant collaboration with our special education teacher to better meet the needs of struggling students. Every student is included in all grade level requirements. A significant strength of our academic program is the constant monitoring of student progress and the early interventions provide to struggling students. Tutors and volunteers from our community work with academic teachers to provide needed assistance to identified students in targeted areas. Not only teachers, but, the entire staff of our school has made a commitment toward excellence by having high expectations for all children and focusing on teaching children how to learn in all areas.

Another very significant strength of our program involves the ongoing interactive communication that the principal, teachers and staff in our building have with the parents of our students. We recognize that for our students to be successful learning must be extended into the home. We work to gain the trust and confidence of our parents and display our respect for them and the enormous role they play in their children's success.

Schiel has developed into a powerful learning community. For the second year in a row, Schiel has been rated Excellent on the State Report Card. Our Math scores showed a gain of 14 percent and our Reading showed a gain of 6 percent over the 2007-08 school year. These gains, along with significant gains for our economically disadvantaged students, brought the recognition of the State Superintendent of Instruction's coveted "School of Promise" award. We are proud of what has been accomplished but continue to look for ways to increase the learning in our building.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The student scores reported here are the performance results of Schiel Primary School for Arts Enrichment students on the Ohio Achievement Test (OAT). The OAT scores students in five categories: limited, basic, proficient, accelerated, and advanced. The state requires that 75 percent of the student tested must score proficient or higher on each test given for the school to meet that indicator on the state report card.

Our school has made significant gains in both Reading and Math over the past five years and has gone from a state rating of “Continuous Improvement” to “Excellent” the past two years. In the 2004-05 school year 64 percent of our students scored at or above the proficient level in Reading and 68 percent scored at or above the proficient level in Math. For the 2008-09 year we had 93 percent of our students score at or above the proficient level in both Reading and Math. We had dramatic gains of 14 percent in Math and 6 percent in Reading from the 2007-08 year to the past year. Our goal is to have every one of our students score proficient or higher on the tests and to help as many students as possible move into the advanced category.

The School Report Card for the State of Ohio shows the progress schools have made on four measures of performance including State Indicators, Performance Index Score, Adequate Yearly Progress and Value Added. The combination of the four measures is the basis for assigning state designations. Value added does not apply to Schiel since we have no students in a grade level higher than third grade. Our building has met Adequate Yearly Progress the past two years. Not only our total population but also our subgroups have met the AYP goals set for Reading and Math proficiency and participation and attendance rate.

The Performance Index score reflects the achievement of every student enrolled for the full academic year. This score is a weighted average of all tested subjects. The greatest weight is given to advanced scores (1.2), and the weights decrease for each performance level. An advanced score is given a 1.2 weight, accelerated a 1.1, proficient a 1.0, basic 0.6 and limited a 0.3. This results in a scale from 0 to 120 points. The Performance Index Score can be compared across years to show achievement trends. Schiel’s performance index scores were 87.5 in 2004-05, 89.6 in 2005-06, 86.4 in 2006-07, 100.2 in 2007-08 and 107.2 in 2008-09. The dramatic improvement in scores clearly show that not only are more children scoring proficient on the test but that we are being successful in moving students into higher categories of achievement.

Trends from the past five years show that all of our students continue to improve in both the Reading and Math content areas. Ninety-one percent of our African American population scored proficient or higher on the Reading test in 2008-09 compared to 93 percent of the total population while 91 percent of our African American population scored proficient or higher in Math compared to 93 percent of the general population. In the 2008-09 school year students identified as being economically disadvantaged scored almost as high as the total student population. Interestingly, 91 percent of economically disadvantaged students scored proficient or higher on both the Reading and Math tests compared to 93 percent of the general student population. We have made significant gains in the performance levels of our economically disadvantaged students. In the 2004-05 year 65 percent scored proficient or higher in Math and 75 percent scored proficient or higher in Reading.

The website where the information given above can be obtained from the Ohio Department of Education is http://webapp2.ode.state.oh.us/reportcard/archives/RC_IRN.ASP?irn+033712

2. **Using Assessment Results:**

Classroom teachers monitor student progress through the use of running records, diagnostic assessments, teacher created quizzes/tests and observations and standardized assessments. Quarterly district benchmark scores as well as state and standardized test scores are entered into the district’s “Dashboard” system. This

system identifies standards that are met, need intervention, or need enrichment. This helps us group students for remediation or enrichment activities to better meet their diverse needs.

The Kindergarten Readiness Assessment Literacy Test is a State requirement for all entering kindergarten for use as a diagnostic tool. Results show teachers what skills are lacking and what skills are ready to be further developed. All Schiel students are assessed quarterly through the Voyager Reading Program. This data is used by our Reading teachers to identify students who are on-track, emerging or struggling so they can modify instructional strategies. Results from the Terra-Nova, a standardized test given at the second grade level, provide teachers with information necessary to help determine qualifications for our gifted and talented program as well as identifying individual student's strengths and weaknesses.

Teachers look at the results from the previous year's OAT scores to identify areas where we need to improve our instruction. Short cycle assessments are used to identify those who have or have not mastered specific indicators. Intervention is provided for those in need. The Extended Learning Program is offered to students after school for those with a deficit in reading or math.

Assessments are used to identify students who are consistently experiencing academic difficulties. The teachers use this information to work with the Intervention Assistance Team. This team collaborates with parents, the classroom teacher and other professionals such as the speech pathologist and the psychologist. Possible research-based interventions are discussed and an intervention plan is developed to insure academic support for students at risk.

3. Communicating Assessment Results:

We take pride in the academic success of our students and share their accomplishments with our community. On the outside and inside of our building we have large colorful banners displaying our State of Ohio report card rating of "Excellent". Our website provides a powerful tool for communicating assessment data. Posters on our school walls list and honor students for achieving Proficient, Advanced or Accelerated ratings on the Ohio Achievement Test. Students who are proficient or higher on the fall State Reading test are presented with medals they proudly wear.

Teachers communicate with parents through the use of daily planners, weekly work reports, phone calls, notes and e-mail. Using our District Power School computer program parents are able to view their child's academic progress on a daily basis. Four interim reports and four end-of-the-quarter progress reports that include information about mastery of specific indicators are sent home to parents. Teachers hold scheduled parent-teacher conferences at the end of each quarter and meet with parents on an "as needed" basis throughout the year.

The principal informs parents about upcoming testing dates and the results of recent tests through the weekly Parent Bulletin and the auto dialer phone system. A report describing each student's progress using the Study Island computer program is sent home. Our Community Coordinator shares information about our test data with neighboring preschools, community centers and churches. We invite everyone to examine our "One Plan" which outlines plans for academic success for all students.

Parents are informed about student performance on short cycle assessments as well as quarterly District Benchmark tests. Parents receive detailed information about their child's performance on standardized tests. These reports include information about the test and their child's performance as compared to others who took the test in an easy to understand format.

4. Sharing Success:

Many members of our talented staff work not only with students in our building but with colleagues throughout the district providing professional development by being presenters at in-services in the areas of

Writing, Science, Social Studies and Math. Members of our staff have worked on developing the Pacing Guides and Units of Study used by teachers across the district in Reading, Science and Social Studies. Teachers in our building were instrumental in developing center activities for use in the Voyager Reading Program that better address the specific needs of both struggling and accelerated readers.

The fact that Schiel's second and third grade students utilized the Study Island program more than any other school's students in the United States resulted in our academic success being featured in Study Island's Newsletter. This brought national attention to our success. Administrators have contacted our principal to learn how we have incorporated this computer program as a learning tool. Our principal has shared our strategies for increasing academic achievement with other administrators at district training sessions.

We have a close relationship with The University of Cincinnati, Miami University, Willington College, Xavier University and Cincinnati Christian University. Students who are training to become teachers complete field experiences and student teach in our building.

Our district has an Instructional Support Team, which provides intense help and intervention to schools that are struggling academically. A member of the district team attends our school's Learning Team Meetings, which are held twice a month. She reports taking back many ideas garnered from our meetings to share with colleagues at the struggling schools.

The successful passage rate of our third graders in both Reading and Math has prompted other schools to be interested in how we feel that departmentalizing at the third grade has helped our students be more successful.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Schiel we focus on integrating the arts and academics. Our goal is to meet or exceed the promotion standards at all levels. Classrooms at the kindergarten through second grade levels are self-contained. At the third grade level we are departmentalized to improve the level of instruction and better meet the needs of our diverse learners. Teachers are able to focus on teaching not only fewer subjects but also those where they are most skilled. Students are guaranteed more time on task in each academic area. Our staff chose to increase the number of students in each classroom in order to increase the number of Paraprofessionals working in our building. Paraprofessionals are utilized by the teachers to provide one-on-one and small group instruction to students. Our Paraprofessionals also provide students with intervention through guided instruction in subject areas identified by the teacher. Our data confirms that by monitoring student progress in reading and math over the past two years our students have made significant gains.

Our Language Arts program, Voyager Reading, is a structured program that includes essential skills such as phonics, sight word recognition, reading fluency and comprehension. Small group instruction and daily intervention for struggling and emerging learners help to ensure student success. Teachers supplement this program with a writing program, The Write Source, to provide mini lessons and guided writing to develop skills. Students demonstrate mastery of reading and writing skills through interdisciplinary projects.

Our Math program, Scott Foresman, provides a hands-on approach to help develop basic math skills. Our teachers use manipulative materials and daily math prompts to have students engaged in problem solving activities. Helping students develop number sense has been the focus of our Vertical Learning Teams for the past two years. Our instructional staff uses a variety of approaches to meet the needs of all learners. Buckle Down and Measure Up are additional programs used by our third graders to help students become familiar with the format of the Ohio Achievement Test.

We have a very rich standards based Science program where science kits are focused on completing hands-on investigations. Quality informational reading materials accompany these kits. This program works well with the five essential features of investigation. Inquiry through “what if” questions and the communication of observations through writing and/or drawing allow our students to make better predictions and inferences based on findings. Members of our staff have also developed units of study for standards and indicators not covered through the kits. These “gap lessons” are posted on the district web site and available to all teachers.

The Houghton Mifflin big book series and Scholastic News are the basis of our kindergarten Social Studies program. At the other levels students have textbooks. At all levels trade books are used to support the program. Interactive maps and manipulative tools are used to complete class projects. Teachers use careful planning to develop lessons and units that address the state standards and indicators. Trade books allow teachers to develop cross-curricular activities that connect social studies and literacy.

Visual, vocal, instrumental, dance and performing arts are significant components of the curriculum at Schiel. All students receive instruction in these areas on a daily basis. The arts enrichment teachers align their lessons with the state content standards while collaborating with the instructional staff to incorporate the academic curriculum whenever possible. The talents of the students are highlighted during the school year in a variety of shows and performances both in the building and throughout the Tri-state area. Showcasing our students' talents gives them the confidence needed to be successful in all areas.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Test data showed that our Reading was on a three-year downward trend. We recognized the necessity of making a drastic change in our Reading program. We adopted the Voyager Reading Program. Voyager Universal Literacy System is a leader in research based reading instruction. The program is aligned with Reading First research. The components of this program include explicit, systematic instruction, teacher-directed instruction in small, same ability groups, quarterly benchmark assessments and weekly progress monitoring for those students who are not on-track. Children receive intervention on a daily basis based on individual needs. The program focuses on phonics skills at the lower grades teaching hands-on decoding skills to learn phoneme segmentation. There is an emphasis on building a large sight word vocabulary that is embedded in a rich use of quality trade books.

Voyager is a data driven Reading program. The children are evaluated in the beginning of the year using the Dibels' Reading Assessment. The scores are entered into a Voyager computer program that lets the teacher know if each child is on-track, emerging or struggling. Teachers use this information to develop an individual learning goal for each student.

In addition to the Voyager Program we have other interventions in place for our struggling students. Paraprofessionals work with small groups and individual students using the Pathways to Achieving Literacy Success to help our struggling students master the necessary skills to become successful readers. These students receive the additional interventions along with the interventions that are part of the Voyager program. We use tutors to give students the opportunities to read for enjoyment and develop a love for books. The data we have collected shows that students across all grade levels and in all subgroups are becoming successful readers. Our various support systems are proving to be successful.

3. Additional Curriculum Area:

The goal of our Math instruction is to have every student at Schiel gain the math skills and confidence needed to master Ohio's Academic Content Standards in Math. We know that if our students are able to achieve this goal they will have a solid foundation. At every grade level hands-on activities and manipulatives are used to build an understanding of concepts and develop number sense. Our program focuses on teaching students multiple strategies for solving problems. Beginning in the first grade, students have a math journal in which they complete a "problem of the day" activity that includes solving a problem using words, pictures and/or numbers, writing a number expression that shows how the problem was solved and using words and sentences to write an explanation that displays their understanding of the problem and solution. An emphasis is put on understanding and using math vocabulary.

The content of our program is tightly aligned with the Ohio Content Standards at each grade level. All grades utilize the Scott Foresman-Addison Wesley Math series. At grade three Measure Up and Buckle Down are used to supplement the program. Students in grades two and three use the Study Island Computer program to work on mastering skills.

Intervention is available to students who are identified, through test data or teacher recommendation, as needing extra help. Teachers, classroom Paraprofessionals, Community Volunteers, University students and parents work one-on-one with struggling learners. Students at the third grade level have the opportunity to participate in the after-school Extended Learning Program taught by the Math teachers in our building. Additionally, for the eight weeks prior to the Ohio Achievement Test classroom teachers and other staff members in our building tutor third grade students during planning bells or before or after their regular work hours.

4. Instructional Methods:

We at Schiel recognize the diversity among our students and design lessons to meet their individual needs. Our staff has been trained in how to differentiate instruction for all academic subjects. Our teachers design lessons using a variety of instructional methods including whole group, small group, learning centers, cooperative learning groups, peer tutoring, and individual support. We use our Paraprofessionals to work with small groups or individual children in all academic subject areas to support student growth and understanding. Children that have been identified as learning disabled are supported both in the regular classroom and through additional services received in the resource room.

Our third grade is departmentalized and the teachers are able to instruct in their area of expertise. The decision to departmentalize was made five years ago to help teachers focus on the wide ability range of students in fewer disciplines. Being departmentalized has provided students with a variety of teaching styles on a daily basis. Our data over three years has shown that being departmentalized has produced major academic gains in Reading and Math.

In addition to the Third Grade after school Extended Learning Program in both Reading and Math, we have tutors that work with struggling learners in both of these areas. We have tutors in place at all grade levels to help our students master the necessary grade level standards. These tutors include students from local colleges, parents, retired Schiel staff and members of the local community. Over 85 percent of students tutored in Math last year scored proficient or higher on the OAT.

A before school third grade book club, was implemented by retired Schiel teachers to provide students the opportunity to improve reading skills. According to the data, every student that participated in the book club passed the Reading portion of the OAT.

5. Professional Development:

Professional Development for Schiel's staff happens on three levels: district, school and individual. As a district, our teachers take part in four full day sessions that address specific state standards. Curriculum councils for each area; Reading, Math, Science, Social Studies, Early Childhood, and the Arts, have a voice in making suggestions to our board for staff development needs. Schiel staff is represented on all curriculum councils.

At the school level test the principal and faculty analyze data for our students. Each grade level determines what can be done to enhance instruction to meet areas of deficiency. Every other staff meeting is devoted to Learning Teams. These teams are vertical, allowing different grade levels time to discuss student needs and develop teaching strategies that will meet these needs. Because of these Learning Teams, differentiated and targeted instruction has closed the gap between our African-American and White students. The past two years our Math and Reading scores have improved dramatically even though 75 percent of students are socio-economically disadvantaged.

Members of our instructional staff have been instrumental in developing model lesson plans, units of study, and pacing guides for Writing, Social Studies, and Science by aligning our curriculum with the state standards. Lessons have been developed by members of our staff to teach standards and indicators not covered through our science kits. These lessons are available to our entire district through our district web site. Working with the Director of our city art museum Schiel's staff developed lessons, available to teachers internationally, to incorporate art work with academics.

Individually, our teaching staff elects to participate in varied professional developments at the graduate level. Schiel staff members value continuous learning activities. They reflect on their teaching and strive for self-improvement in order to provide the best instruction possible for their students.

6. **School Leadership:**

The leadership structure at Schiel is multifaceted. Our principal is the educational leader of the building and strives to create and maintain a safe, orderly and positive climate for learning. He has worked diligently to find creative ways to acquire the resources needed to help children succeed. Under his leadership numerous art enrichment opportunities for our students have been added. Lessons in piano, creative writing, visual art, percussion, keyboard, harp, choir, drama, and dance are offered before, during and after school. Working with him our staff has become a cohesive team focused on improving student achievement.

All schools in our district have two main governing bodies. The Instructional Leadership Team, consisting of the principal, teachers from each grade level, art representatives, non-certified staff and parents, drives the instruction of the school. It makes decisions on adopting programs and allocating funds. This team chose our current Reading Program, made the decisions to departmentalize third grade and increase class size so we could hire more Paraprofessionals. It is also charged with writing our school's One Plan. This yearly plan outlines steps for supporting academic success for each of our students. The Local School Decision Making Committee is composed of the principal, teachers, non-certificated personnel, and community members. This committee serves as a liaison to both the community and the board of education. This committee reviews programs, and approves the budget.

Our school operates under the Effective School Model with committees that divide the responsibilities of the operation of the school. These committees, headed by a chairperson, address academics, school spirit, safety, home connections, and incentives to support student learning. At each grade level there is a chairperson who is responsible for facilitating team meetings, keeping team members informed, and insuring interactive communication between the principal and the Instructional Leadership Team.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Ohio Achievement Test

Edition/Publication Year: 2008-2009

Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient and above	93	79	71	68	66
% Accelerated and Advanced	63	37	21	36	21
Number of students tested	83	98	112	84	95
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient and above	91	75	68	62	67
% Accelerated and Advanced	60	31	14	30	21
Number of students tested	63	67	84	60	75
2. African American Students					
% Proficient and above	91	76	66	62	65
% Accelerated and Advanced	60	31	18	28	16
Number of students tested	70	82	88	69	74
3. Hispanic or Latino Students					
% Proficient and above	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient and above	0	30	40	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	10	15	0	0
5. Limited English Proficient Students					
% Proficient and above					
% Accelerated and Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient and above	0	0	100	100	90
% Accelerated and Advanced	0	0	54	80	60
Number of students tested	0	0	13	10	10

Notes:

Our largest other subgroup for question number 6 is White, Non-Hispanic.

The State of Ohio does not report information for subgroups that are less than 10 students; Therefore Schiel could not report scores for its Hispanic population, or its White, Non-Hispanic and Special Education Students for years where we had fewer than 10 students in the subgroups.

Subject: Reading
Edition/Publication Year: 2008-2009

Grade: 3 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient and above	93	89	63	64	67
% Accelerated and Advanced	78	66	42	45	36
Number of students tested	83	98	112	84	95
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient and above	91	85	57	58	65
% Accelerated and Advanced	71	61	38	38	32
Number of students tested	63	67	84	60	75
2. African American Students					
% Proficient and above	91	89	58	59	68
% Accelerated and Advanced	77	65	36	41	37
Number of students tested	70	82	88	69	74
3. Hispanic or Latino Students					
% Proficient and above	0	0	0	0	0
% Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient and above	0	80	13	0	0
% Accelerated and Advanced	0	20	0	0	0
Number of students tested	0	10	15	0	0
5. Limited English Proficient Students					
% Proficient and above					
% Accelerated and Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient and above	0	0	92	80	80
% Accelerated and Advanced	0	0	77	60	50
Number of students tested	0	0	13	10	10

Notes:

Our largest other subgroup for question number 6 is White, Non-Hispanic.

The State of Ohio does not report information for subgroups that are less than 10 students; Therefore Schiel could not report scores for its Hispanic population, or its White, Non-Hispanic and Special Education Students for years where we had fewer than 10 students in the subgroups.