

SPRINGFIELD ACADEMY OF EXCELLENCE

ANNUAL REPORT 2011

K-6th Grade

Public Community School

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2010-2011 State Report Card
(See Attachment)

2010-2011 TEACHER DEMOGRAPHICS

Bachelor's Degree—100%
Master's Degree—15.3%
State of Ohio Certified—100%
Temp, Conditional, LTS—2.1%
Male—17.1%
Female—85.7%
African American— 48.6%
White— 60.0%
Not Specified—5.7%

STUDENT DEMOGRAPHICS DAILY AVERAGE: 215

- Black—60.1%
- Hispanic—10.7%
- Multi-Racial-8.9%
- White—19.4%
- Economically Disadvantaged—93.9%
- Limited English Proficient - 6.9%
- Students with Disabilities - 10.2%

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"Our mission is to provide education in a nurturing environment that focuses on the development of the whole child. Emphasis is placed on academic achievement as well as physical, psychological, social, and ethical development."



MRS. SHEILA RICE PRESIDENT, GOVERNING BOARD

Writing a piece for the annual report each year keeps me aware of how fast time flies. This is our 10th annual report and as I express every year I am so grateful for the parents that entrust their children to us and the committed staff that invest in our students in many ways. It seems fitting at the 10th year that I honor Mrs. Roseann Pratt, the Executive Director for her commitment which extends beyond anything that most people can imagine. Mrs. Pratt has always had a vision and passion for children and her life certainly reflects that in the MANY sacrifices she has made first in the daycare center on the campus and most recently and wholeheartedly with Springfield Academy of Excellence. She has personally contributed monetarily and invested many hours in training on the schools behalf. Springfield Academy of Excellence is the only public community school in Springfield, OH with a local founder and we are supported by the very best sponsor in the educational system, the Thomas B. Fordham Foundation. During our 10-year journey we have developed community partnerships with Huntington Bank, Precious Gifts Daycare, Forging Responsible Youth (21st Century Afterschool program), Wittenberg University, DARE Police Officers, Junior Achievement and other community members. * (See short description of Partnerships on page 2). The sponsor, students, parents, staff, and campus all have one constant in common, Mrs. Roseann Pratt. On behalf of the Governing Board I honor and salute my friend, Mrs. Roseann Pratt for all her many sacrifices and continual efforts as we grow into the next decade.

Mrs. Sheila Rice

2010-2011 TEACHER/CLASS INFORMATION

Grade Level/Courses	Students	Teachers	Grade Level/Courses	Students	Teachers
Kindergarten	36	2	Intervention Specialist - All Grades		2.5
1st Grade	48	3	Physical Education - All Grades		1
2nd Grade	31	2	Creative Art - All Grades		1
3rd Grade-RLA/Math/SS/Science	31	2	Music & Performance - All Grades		1
4th Grade- RLA/Math/SS/Science	29	3.5	TOTAL	220	21.5
5th Grade- RLA/Math/SS/Science	25	2	Extracurricular Activities:		
6th Grade- RLA/Math/SS/Science	20	2	Drumline, Band and Step Team		

MANAGEMENT LETTER AND FINANCIAL OUTLOOK:

The auditor's opinion for the FY2010 was "Unqualified" with no findings for recovery noted.

INCOME STATEMENT		BALANCE SHEET STATEMENT		CASHFLOW STATEMENT	
Total Oper Revenues	\$1,497,217	Total Current Assets	\$ 135,969	Net Cash Used—Oper Act	\$(559,759)
Total Oper Expenses	2,169,036	Total Noncurrent Assets	503,472	Net Cash Prov - Noncap Fin	655,362
Operating Loss	(671,819)	Total Assets	639,441	Net Cash Used - Cap & Rel Fin	(46,624)
Total Non-Op Revenues	595,775	Total Current Liabilities	185,756	Interest on Investments	45
Chg in Net Assets	(76,044)	Notes Payable	329,616	Cash & Cash Equiv, Beg Yr	47,122
Net Assets, Beg Yr	200,113	Total Liabilities	515,372	Cash & Cash Equiv, End Yr	\$ 96,146
Net Assets, End Yr	\$ 124,069	Total Net Assets	\$ 124,069	Visit www.auditor.state.oh.us to review complete audit. Certified 3/31/11 by Auditor of State, Dave Yost.	



MRS. ROSEANN PRATT
EXECUTIVE DIRECTOR



OHIO SCHOOL RATING

Academic
Watch

PROGRESS ON SCHOOL IMPROVEMENT PLAN

We groan as we compare the 2009-10 state report card to our current 2010-11 results. We moved from Continuous Improvement to Academic Watch. We decreased from 80.2 to 77.6 performance index points. Total AYP determination, “met,” moved down to AYP “not met” because we only met 4 out of the 5 criteria, and not all 5. The “met” value added one year of growth requirement decreased to “below” one year of growth. Our School Improvement Plan (SIP) reading goal was to increase proficiency by 11– we decreased by 4.7. Our SIP math goal was to increase by 10 – we decreased by 3. Some bright spots: We again met AYP in math! Third grade math proficiency increased from 68.2% to 82.1%! We still had 71.4% proficient in 4th grade math (2 years in a row)! Our number of students receiving citizenship medals increased from 70% to 73.3%!

What caused this decline in academic performance? Some of the decline can be attributed to a relaxed implementation and monitoring of our School Improvement Plan. We still carefully mapped out instruction so that classroom instruction and assessments were aligned with the state academic content standards, **but** we scrutinized lesson plans vigorously only during the 1st and early part of the 2nd trimesters. We still continued to monitor the effectiveness of instruction through our Pro-Ohio short-cycle testing system, **but** did not provide the same careful intervention as we received the feedback from the system. (In previous years, short-cycle tutoring was a major intervention practice at SAE. In 2010-11, in order to partner with costs, we fully embedded our short-cycle tutors into the 21st Century After-school Program and did not have the same control over this intervention strategy.) And lastly, we continued to track student performance through benchmark tests, **but** decreased the number of tests.

We will begin improvement by removing the “buts” in the above paragraph. We will consistently monitor lesson plans and data throughout the entire year. We will go back to more frequent benchmark testing. We will sponsor intensive after-school tutoring as a separate function from the great enrichment activities sponsored by the after-school program. We will continue supporting our 21st Century Extended Day program because we love the enrichment it provides as it helps us to better meet the needs of the whole child by offering physical activities/courses like yoga; before school tutoring; expression through art, band, and music; and enriching field trips! We will continue using Supplemental Educational Services (SES) through independent state-approved providers such as Sylvan. We will extend looping students (keeping students with the same group/teacher for two years) and teaming teachers. Most importantly, we will increase the rigor of our Reading Language Arts and Math curriculum through implementation of the Common Core Content Standards and targeted professional development.

We continue to improve our summer Kindergarten Readiness program by requiring a family member to attend so they can properly use the same materials and teaching strategies for home reinforcement. We collaborated with Precious Gifts Day Care (Head Start on same campus as SAE) and other daycares in Springfield to allow incoming kindergarteners to spend time in the Kindergarten classrooms in the spring and summer before school started.

We are confident we still have the right mission and model: developing the whole child via Comer’s School Development Program. We are continuously working on **better implementation** of our existing mission and school improvement plan.

We always have a sincere “Thank You” to our hard-working staff, supportive parents, and community partners. We also extend our gratitude to the Thomas B. Fordham Foundation for their sponsorship, oversight, and example of forthrightness, research, and no excuses. Their high expectations keep us moving in the right direction.

Mrs. Pratt

***Description of Community Partnerships:** Huntington Bank—financial interest and customer service to SAE; Precious Gifts Daycare & Learning Center—collaboration of Pre K and other services; Forging Responsible Youth—21st Century grant funded before and after school tutoring program; Wittenberg University—English Language service learning tutors and Urban Studies program site; DARE Police Officers—annual drug free and safe school program that develop a rapport between community police and our students; Junior Achievement—introduction of basic economics to our young students; Thomas B. Fordham Foundation—advocate for performing community schools and SAE’s Sponsor; and Other Community Members—Volunteers, providers of grants, donations, gifts and supporters of SAE in various ways.

EDUCATIONAL PERFORMANCE RESULTS

The following information includes all state test scores as reported on our Local Report Card issued by Ohio Department of Education for the 2010-2011 School Year. Our sponsor, Thomas B. Fordham Foundation, uses AYP designation, percentages, and comparisons to comparable schools to track our progress. They also have additional contractual goals and performance standards by which the success of our school is evaluated. Our school also uses the Northwest Evaluation Association (NWEA) district wide standardized testing:

Table 1: Federal Academic Performance Requirements

Indicators	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading ?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	Yes

Table II: State Performance Index Scores

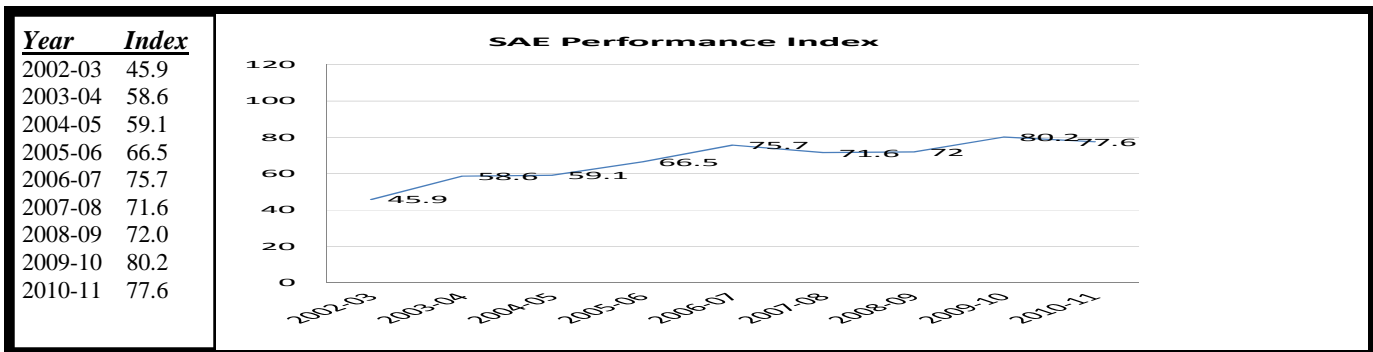


Table III: District Performance School Comparison 2010-2011 Report Card—(Visit <http://www.ode.state.oh.us/reportcard>)

Public Elementary Schools in the city of Springfield, OH	State Rating Excellent w/Distinction, Excellent, Effective, Cont. Improvement, Academic Watch, Academic Emergency	Performance Index 0-120 Points	Value Added Measure + Above Ö Met, -Below	# State Indicators Met (at least 75% of students passed a certain indicator)	Federal Rating Adequate Yearly Progress AYP Met, Not Met
Springfield Academy of Excellence	Academic Watch	77.6	-Below	2 out of 10	Not Met
Fulton	Academic Watch	74.6	Ö Met	1 out of 10	Not Met
Horace Mann	Effective	82.9	+ Above	3 out of 10	Not Met
Kenwood	Academic Watch	79.6	Ö Met	1 out of 10	Not Met
Lagonda	Effective	83.4	+ Above	2 out of 10	Not Met
Lincoln	Academic Watch	67	+ Above	1 out of 10	Not Met
Perrin Woods	Academic Watch	79.6	Ö Met	2 out of 10	Not Met
Simon Kenton	Effective	80.8	+ Above	1 out of 10	Not Met
Snowhill	Excellent with Distinction	99.3	+ Above	10 out of 10	Met
Snyder Park	Academic Watch	79.3	Ö Met	2 out of 10	Not Met
Warder Park-Wayne	Academic Watch	78.2	Ö Met	1 out of 10	Not Met

SCHOOL IMPROVEMENT PLAN - OHIO IMPROVEMENT PROCESS (OIP)

GOAL 1	STRATEGY 1A	ADULT IMPLEMENTATION INDICATOR	STUDENT PERFORMANCE INDICATOR
By 2012, all students in grades K-6 will improve on the OAA and local summative assessments by 11% each year in reading.	Implement an aligned literacy curriculum that is based on the Ohio Academic Content Standards.	100% of staff will consistently implement the aligned curriculum as monitored by walkthroughs.	100% of students will be proficient or beyond on the required common formative assessments aligned with the Academic Content Standards.

Action Steps—Strategy 1A:

- 1-Identify power indicators aligned with the Academic Content Standards to be included in the instructional plan.
- 2-Create an instructional plan at each grade level.
- 3-Evaluate resources K-6 for alignment to the Academic Content Standards and for effectiveness in reaching the identified goals, strategies and action steps.
- 4-Provide HQPD on the meaning and implementation of the power indicators and instructional plan.
- 5-Implement the instructional plan based on the power indicators.
- 6-Monitor the implementation of the aligned curriculum through classroom walkthroughs and the results of common formative Assessments.
- 7-Develop a literacy curriculum team to promote evidenced-based instructional practices.

GOAL 1	STRATEGY 1B	ADULT IMPLEMENTATION INDICATOR	STUDENT PERFORMANCE INDICATOR
By 2012, all students in grades K-6 will improve on the OAA and local summative assessments by 11% each year in reading.	Implement a common formative and summative assessment system aligned to the Ohio Academic Content Standards.	100% of literacy teachers will use both common periodic formative and summative assessments as monitored by data team participation and use of assessment data.	100% of students will be perform at or beyond proficient levels as monitored by the common periodic formative and summative assessments.

Action Steps—Strategy 1B:

- 1-Develop an assessment timeline for the formative and summative assessments.
- 2-Develop systems to track student data to measure and monitor progress.
- 3-Provide HQPD on the structure, purpose and administration of the common formative assessments to drive instruction and summative assessments to monitor student progress to all instructional staff.
- 4-Administer the common formative assessments.
- 5-Utilize data teams to monitor the use of common assessments.
- 6-Administer a summative assessment system.
- 7-Provide HQPD on the systems to track student data to measure and monitor progress.

GOAL 2	STRATEGY 2A	ADULT IMPLEMENTATION INDICATOR	STUDENT PERFORMANCE INDICATOR
By 2012, all students in grades K-6 will improve performance on the OAA and local summative assessments by 10% each year in mathematics.	Implement an aligned mathematics curriculum that is based on the Ohio Academic Content Standards.	100% of staff will consistently implement the aligned curriculum as monitored by walkthroughs.	100% of students will be proficient on the required common formative assessments aligned with the Academic Content Standards.

Action Steps—Strategy 2A:

- 1-Identify power indicators aligned with the Academic Content Standards to be included in the instructional plan.
- 2-Create an instructional plan at each grade level.
- 3-Evaluate resources K-6 for alignment to the Academic Content Standards and for effectiveness in reaching the identified goals, strategies and action steps.
- 4-Provide HQPD on the meaning and implementation of the power indicators and instructional plan.
- 5-Implement the instructional plan based on the power indicators..
- 6-Monitor the implementation of the aligned curriculum through classroom walkthroughs and the results of common formative assessments.
- 7-Develop a literacy curriculum team to promote evidenced –based instructional practices..

SCHOOL IMPROVEMENT PLAN - OHIO IMPROVEMENT PROCESS (OIP)

GOAL 2	STRATEGY 2B	ADULT IMPLEMENTATION INDICATOR	STUDENT PERFORMANCE INDICATOR
By 2012, all students in grades K-6 will improve on the OAA and local summative assessments by 11% each year in reading.	Implement a common formative and summative assessment system aligned to the Ohio Academic Content Standards.	100% of literacy teachers will use both common periodic formative and summative assessments as monitored by data team participation and use of assessment data.	100% of students will be perform at or beyond proficient levels as monitored by the common periodic formative and summative assessments.

Action Steps—Strategy 2B

- 1-Develop an assessment timeline for the formative and summative assessments
- 2-Develop common periodic formative and summative assessments at each grade level, based on the instructional plan.
- 3-Develop systems to track student data to measure and monitor progress.
- 4-Provide HQPD on the structure, purpose and administration of the common formative assessments to drive instruction and summative assessments to monitor student progress to all instructional staff.
- 5-Administer the common formative assessments.
- 6-Utilize data teams to monitor the use of common assessments.
- 7-Administer a summative assessment system.

GOAL 3	STRATEGY 3A	ADULT IMPLEMENTATION INDICATOR	STUDENT PERFORMANCE INDICATOR
By 2012, 100% of students will receive the citizenship award each trimester.	All staff will implement the SAE Behavioral Plan (based on the Comer School Development Program and Positive Behavior Supports).	100% of the staff will consistently implement the SAE Behavioral Plan with fidelity as measured by the accountability system.	100% of students will earn the citizenship award.

Action Steps—Strategy 3A

- 1-Review/Revise the SAE Discipline Model to become the SAE Behavioral Plan.
- 2-Review and/or revise the SAE procedural matrix to identify the power behavioral indicators.
- 3-Create an instructional plan to teach the SAE Behavioral Plan.
- 4-Evaluate resources for effectiveness in reaching the identified goals and the power behavioral indicators.
- 5-Develop a behavioral team to promote the consistent implementation of the SAE Behavioral Plan.
- 6-Provide HQPD to train all staff in the SAE Behavioral Plan.
- 7-Teach the power behavioral indicators to students and families.
- 8-Develop an accountability system for all staff, measuring consistent implementation of the SAE Behavioral Plan.
- 9-Provide adequate number of trained personnel to support the SAE Behavioral Plan.

No Child Left Behind Compliance

SAE takes the following actions to comply with applicable No Child Left Behind (NCLB) requirements:

1. During the first trimester, SAE sends/mailed to parents a “Notice of Right to Know Teacher Qualifications” for parents to request information regarding any teacher’s certification.
2. Any school year SAE is in School Improvement and does not meet AYP, SAE mails a notification to parents and places a posting on the school website informing them of Public School Choice (PSC) and Supplemental Educational Services (SES). The notification also invites parents to an information meeting where SAE staff is available to show them how to look up the approved list of providers online.

2010–2011

PUBLIC School Choice (PSC) and SUPPLEMENTAL EDUCATION SERVICES (SES)

Total Students Eligible for PSC - 0

Total Students Eligible for SES - 224

Total Students Participating in PSC—0

Total Students Participating in SES - 16

(Sylvan—11 and Student Achievement Center—5)

**SPRINGFIELD ACADEMY
OF EXCELLENCE**

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SPRINGFIELD ACADEMY OF EXCELLENCE

GOVERNING BOARD MEMBERS

2010—2011

BOARD POSITION	
BOARD MEMBER NAME	
Jay Chapman	Member
Glenda Greenwood	Member
Kent Jackson	Member
Cheryl Keen	Member
James Keen	Member
Hazel Latson	Member
Darryl Mabra	Member
Valisha Moss	Parent Representative
Cecil Pratt	Member
Roseann Pratt	Non-Voting Member
Sheila Rice	President

Treasurer, Jesse Hemphill, CPA