

SPRINGFIELD ACADEMY OF EXCELLENCE

ANNUAL REPORT 2010

K-6th Grade

Public Community School

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2009-2010 State Report Card
(See Attachment)

2009-2010 TEACHER DEMOGRAPHICS

Bachelor's Degree—100%

Master's Degree—19.0%

State of Ohio Certified— 100%

Male—5%

Female— 95%

African American— 14%

White— 71%

Not specified—14%

STUDENT DEMOGRAPHICS DAILY AVERAGE: 213

- Black—65.2%

- Hispanic—8.7%

- Multi-Racial-10.0%

- White—16.1%

- Economically
Disadvantaged—86.4%

- Limited English
Proficient - 7.9%

- Students with
Disabilities - 14.4%

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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

It is with overwhelming joy that I write my piece in this year's annual report. On behalf of the entire board we extend our sincere thanks to Principal Chapman, and her staff for their commitment to providing a learning environment that serves the entire student body. We thank the parents for trusting us with your most valued possession, your children. Then we thank the best student body in the city for receiving the knowledge that the teachers, aides and support staff fed you and delivering great results. We thank you all for your dedication, going the extra mile, and just working "soooo" hard to make our current rating of "continuous improvement" as well as meeting AYP a reality. This reflects the very basis that this school was built on and that is the theory that it takes a village to raise a child and together we have been able to deliver academically, and fiscally sound data that supports the original vision. We are going into our 10th year and some of the staff, board members as well as families have stayed with us on this journey that was not always smooth but thanks to everyone for hanging in there and being able to tell others just how far we have come. During our journey we have developed community partnerships with Huntington Bank, Precious Gifts Daycare, Forging for Responsible Youth (21st Century grant program), Wittenberg University, DARE Police Officers, Junior Achievement and other community members.* I can still remember everybody being crowded in the church building and the feeling of awe I personally felt when Ms. Pratt and I watched the modulars being delivered and then the building being constructed. I cannot close this address without thanking the Thomas B. Fordham Foundation for their untiring support, patience and belief in us. Thanks again to one and all while we continue to prove that SAE is really the best school of all! (* See short description of Partnerships on page2)

2009-2010 TEACHER/CLASS INFORMATION

Grade Level/Courses	Students	Teachers	Grade Level/Courses	Students	Teachers
Kindergarten	47	3	Intervention Specialist - All Grades		2.5
1st Grade	38	3	Physical Education - All Grades		1
2 nd Grade	30	2	Creative Art - All Grades		1
3 rd Grade-RLA/Math/SS/Science	32	2	Music & Performance - All Grades		1
4 th Grade- RLA/Math/SS/Science	28	2	TOTAL	216	20.5
5 th Grade- RLA/Math/SS/Science	22	2	Extracurricular Activities:		
6 th Grade- RLA/Math/SS/Science	19	1	Drumline, Band and Step Team		

MANAGEMENT LETTER AND FINANCIAL OUTLOOK:

The auditor's opinion for the FY2009 was "Unqualified" with no findings for recovery noted.

INCOME STATEMENT		BALANCE SHEET STATEMENT		CASHFLOW STATEMENT	
Total Oper Revenues	\$1,713,413	Total Current Assets	\$ 119,451	Net Cash Used—Oper Act	\$(117,735)
Total Oper Expenses	1,883,316	Total Noncurrent Assets	567,103	Net Cash Prov - Noncap Fin	196,817
Operating Loss	(169,903)	Total Assets	686,554	Net Cash Used - Cap & Rel Fin	(49,645)
Total Non-Op Revenues	195,220	Total Current Liabilities	142,451	Interest on Investments	245
Chg in Net Assets	25,317	Notes Payable	343,990	Cash & Cash Equiv, Beg Yr	17,440
Net Assets, Beg Yr	174,736	Total Liabilities	486,441	Cash & Cash Equiv, End Yr	\$ 47,122
Net Assets, End Yr	\$ 200,113	Total Net Assets	\$ 200,113	Visit www.auditor.state.oh.us to review complete audit certified 2/25/10 by Auditor of State, Mary Taylor	



MRS. ROSEANN PRATT
EXECUTIVE DIRECTOR

AYP
Met



OHIO SCHOOL RATING

Continuous
Improvement

PROGRESS ON SCHOOL IMPROVEMENT PLAN

Compare the 2008-09 state report card to 2009-10 results! We moved from Academic Watch to Continuous Improvement. We increased from 72 to 80.2 Performance Index Points. AYP “not met” moved up to AYP “met”; “met” value added one year of growth requirement increased to “above” one year of growth. And remember, we planned our personal School Improvement Plan (SIP) with very high goals so that we could not only have an outstanding report card but also reach toward our No Child Left Behind goal of ALL students being proficient by 2012. How did we do on our lofty goals we set for ourselves academically and behaviorally? Our SIP Reading goal was to increase proficiency by 11 this year – actual increase was 10.8. Our SIP Math Goal was to increase by 10 – actual increase 15! We also had over 70% of our students receive the citizenship medal.

What caused this improvement? Implementing and monitoring our School Improvement Plan. We carefully mapped out instruction so that classroom instruction and assessments were aligned with the state academic content standards. We continued to monitor the effectiveness of instruction through our Pro-Ohio electronic short-cycle testing system that is aligned with the Ohio academic content standards. We provided immediate intervention during our afterschool partnership with Forging Responsible Youth 21st Century After School Programs. We improved our summer Kindergarten Readiness program by requiring a family member to come so they could 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 allowed incoming kindergarteners to spend time in the Kindergarten classrooms in the spring and summer before school started. Drum roll please...our fall Kindergarten Readiness Assessment in Literacy (KRA-L) trend changed: 2006-2009 average of 23% at risk went to only 8% being at risk. Just think what these “at and above grade level” students will look like on our 2012-13 report card!

We worked on the school climate during the school day and through our 21st Century After School Partnership. We did everything we could to live up to our mission: children who develop well socially, physically, emotionally, and ethically will learn well! We intentionally worked on improving relationships- healthy relationships are indirectly related to healthy academic growth. We extended Marzano’s research on “Reinforcing Effort and Providing Recognition” from the classroom to school-wide recognition every Monday and Pep-Rally’s before testing. Over the last five years we have moved from annual awards, to every trimester awards celebrations to weekly positive recognition in Celebration. It’s working.

SAE is like a laboratory doing ongoing action research to select, implement, and monitor the BEST and CURRENT research based practices for students and staff. We are fore-runners in the Springfield community. Schools with similar demographics can feel comfortable copying our proven successful strategies. We are confident we have the right mission and model: developing the whole child via Comer’s School Development Program. We are continuously working on better implementing our existing mission and plan - not a whole lot of new programs and initiatives. We are focusing on improving our data teams and increasing the effectiveness of our support staff. Our state report card outlook for the 2010-2011 school year: Effective.

No Child Left Behind Compliance

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

1. During the first 30 days of school opening, SAE sends/-mails 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.

***Description of Community Partnerships:** [Huntington Bank](#) - financial interest and customer service to SAE; [Precious Gifts Daycare](#) - collaboration of Pre K and other services; [Forging for Responsible Youth](#) - 21st Century grant funded afterschool tutoring program; [Wittenberg University](#) - English Language service learning tutors (23) and Urban Studies program site; [DARE Police Officers](#) - annual drug free and safe school program that develops 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 and 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 2009-2010 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. These contractual goals are listed in the following tables :

Table 1: Academic Performance Requirements

Indicators	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	Yes	
Requirement 2: Made AYP in Reading ?	Yes	Yes
Requirement 3: Made AYP in Mathematics?	Yes	Yes

Table II: Goals for Academic Performance Using Common Indicators

Indicators	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on all READING portions of state tests?	Yes
Goal 3: Averaged at least 5% growth on all MATH portions of state tests?	Yes
Goal 4: Averaged at least 3% growth on all SCIENCE portions of state tests?	No
Goal 5: Averaged at least 3% growth on all WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on all CITIZENSHIP portions of state tests?	N/A

Table III: Goals for Academic Performance

Indicators	School Performance
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Table IV: Goals for “Value-Added “ Performance

Indicators	School Performance
Goal 9: Met or exceeded the “Expected Gain” in Reading on the Ohio “Value-Added Metric”?	Yes
Goal 10: Met or exceeded the “Expected Gain” in Math on the Ohio “Value-Added Metric”?	Yes

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.

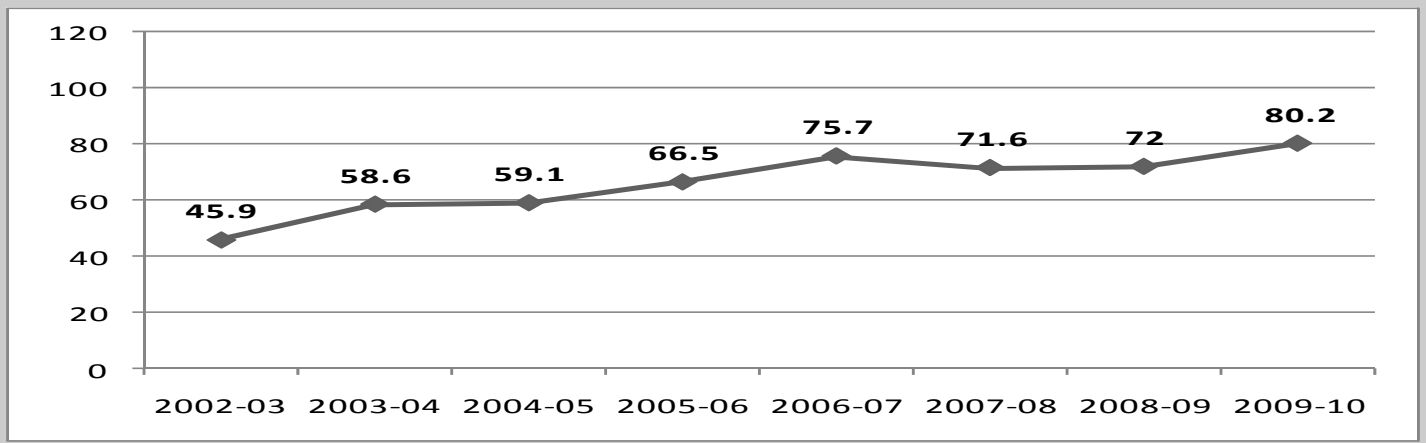
GOAL 3	STRATEGY 3A	ADULT IMPLEMENTATION INDICATOR	STUDENT PERFORMANCE INDICATOR
By 2012, 100% of students will receive the citizenship award each trimester.	All staff will implement the SAE Behavioral Plan (based on the Comer School Development Program and Positive Behavior Supports).	100% of the staff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

SAE Steady Growth Over Time

(Performance Index Score)



**SPRINGFIELD ACADEMY
OF EXCELLENCE**

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SPRINGFIELD ACADEMY OF EXCELLENCE

GOVERNING BOARD MEMBERS

2009—2010

BOARD MEMBER NAME	BOARD POSITION
Jay Chapman	Member
Glenda Greenwood	Member
Kent Jackson	Member
Cheryl 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