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is our
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Lake Erie
ACADEMY

2007-08 ANNUAL EDUCATION REPORT

Lake Erie Academy

2007-08 Annual Education Report

School information

Contact information

2740 W. Central Ave.
Toledo OH 43606
419.475.3786
www.leonagroup.com/lakeerie

Year opened

2002

Grades

K-8

School leadership

Dr. Barbara Baker
- *school leader*
Stephanie Kesling
- *curriculum coach*

Board of directors

Lamont Stewart, *president*
Fran Long, *treasurer*
Timikko Sanders, *secretary*
Stephanie Butler
Jone Catchings

Chartered by Ohio Council
of Community Schools

As the state of Ohio mandates proficiency and skills testing of students, the Ohio Council of Community Schools utilizes supplemental benchmarks to track improvement in student and school success. Additional benchmarks may include measuring and monitoring of parental involvement; teacher and student retention rates; suspension and expulsion rates; student attendance; and skills-based and/or other achievement assessment scores.

Managed by
The Leona Group, L.L.C.

Mission

The mission of Lake Erie Academy is to provide an educational community that promotes educational achievement, involvement of parents and positive social interactions. The academy is committed to developing excellence on the part of students, teachers and administrative staff.

At Lake Erie Academy, our focus is on every child's individual needs. Every child receives the personalized attention needed to learn and grow. Students at Lake Erie benefit from Direct Instruction – a highly interactive and structured teaching method. The school's nurturing climate embraces every child. The students love the caring, one-on-one attention – and our families love the results! Highlights from the 2007-08 school year include:

- Lake Erie Academy students demonstrated solid academic growth throughout the school year, as evidenced by significant growth on the Scantron Performance Series assessments and Ohio Achievement Tests.
- The academy achieved Adequate Yearly Progress (AYP) and a school designation of Continuous Improvement from the Ohio Department of Education.
- The academy continued as a safe, caring and nurturing place where high expectations in academics and behavior resulted in zero suspensions for the entire school year.
- Lake Erie students attended performances at Lourdes College where they saw *Freedom Bound*, *My Heart in a Suitcase* and *The Very Hungry Caterpillar*.
- The academy was awarded the Literacy Through Libraries grant from the U.S. department of education. The literacy project Strategies to Achieve Reading Success (STARS) was designed and implemented, providing the resources needed to improve early literacy and reading readiness.
- Lake Erie and three additional academies partnered with Big Brothers Big Sisters of Northwest Ohio to initiate a school-based mentoring program. Mentoring Offers Rich Experiences (MORE) is a mentoring program for "students at-promise" in grades 4-8.

Enrollment process

- Lake Erie Academy is a free, public community school and adheres to all requirements outlined by its charter sponsor and federal and state law regarding enrollments.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- The school holds an advertised open enrollment period in the spring, and also accepts applications for enrollment throughout the school year, during which any resident of Lucas and its contiguous counties may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- The academy identifies, locates and evaluates all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

School safety

The safety of students, families, staff and visitors at Lake Erie Academy is paramount. The school has instituted a comprehensive and proactive school safety and emergency management program that was thoroughly communicated to staff, students and parents/guardians. This program includes, but is not limited to:

- Student code of conduct
- Emergency action plan

- School behavior policies and procedures
- School safety policies and procedures

All of these were uniformly enforced. The school adhered to all state and federal laws with regards to safety and safety drills and holds a current certificate of occupancy for school use. In addition, staff continued the school-wide Positive Behavior Support (PBS) program.

Professional development

- One-hundred percent (100%) of core academic subject elementary and secondary school classes were taught by properly licensed and certified teachers; 100% of core academic classes were taught by highly qualified teachers.
- One-hundred percent (100%) of Lake Erie teachers are highly qualified, which is defined by No Child Left Behind Act as being certified and teaching in their area of college study or successful completion of a state test.
- One-hundred percent (100%) of Lake Erie Academy teachers hold at least a bachelor's degree; 30% hold at least a master's degree.
- One-hundred percent (100%) of classroom assistants are highly qualified according to Ohio and federal standards.
- Staff participated in strategically planned professional development opportunities throughout the school year in all academic areas.
- The school's management company, The Leona Group, offered extensive professional development to curriculum coaches, school leaders and faculty through its company-wide Quality Schools Initiative. Topics included: Unpacking the standards; special education law; Response for Intervention (RTI), brain-based best practices for comprehension, writing workshops; Positive Behavior Support (PBS); formative and summative assessment; Universal Design for Learning (UDL); rigor and relevance; improving the relationship gap between staff and students; technology; keeping schools safe; professional learning communities and perception surveys.
- Also as part of the Quality Schools Initiative, extensive school and teacher observations were conducted to assess the school's individual professional development needs.

A quality education

Lake Erie Academy offers a structured and traditional high-quality academic program that is focused on building strong skills in core curriculum subject areas - English language arts, math, science and social studies - and aligned with Ohio Academic Content Standards. Instruction in technology and employability skills is integrated into the curriculum to prepare students for high achievement careers. The academy is equipped to address a broad range of student needs. Instruction techniques and learning strategies are based on research that concludes students learn best in a structured and predictable environment.

The academy follows the state of Ohio mandates for proficiency and skills testing of students as well as the regulations and compliance requirements of its charter sponsor, the Ohio Council of Community Schools. These benchmarks are used to track improvement in student and school success.

The curriculum coach worked closely with teachers and administrators to plan, pace and assess curriculum to ensure its quality and alignment with state standards. The school also assessed its curriculum through state and standardized tests. Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation and submission of classroom goals to the school's curriculum coach. Excellence in the Ohio Achievement Tests is presented as an attainable goal and writing is emphasized in all subject areas.

Technology was integrated into the curriculum via a computer lab, providing 30 computers for student use.

School progress

The school is evaluated by its sponsor on progress toward achieving state and federal academic achievement goals as measured by the Ohio Achievement and Graduation tests as well as Scantron Performance Series evaluative tools. The academy also complies with the Ohio Revised Code regarding expected gains, progress for students enrolled at the academy.

Value-added measure:

Reading: The academy met expected growth in reading in grades 4-6; the school exceeded expected growth in grades 7-8.

Math: The school demonstrated expected growth in math at grade 5 and met expected growth for grades 4 and 6-8.

The school's overall composite rating for the 2007-08 school year is above expected growth, indicating greater than one year of progress was achieved.

Extracurricular activities

A well-rounded learning experience was provided to students at Lake Erie Academy again this year. In addition to the academically challenging and balanced curriculum, the academy offered extracurricular activities and field trips including:

- Basketball
- Drumline
- Boy Scouts
- Girl Scouts

Parent involvement

Lake Erie Academy parents are a significant part of the learning community and educational experience. The academy board adopted and approved a Parental Involvement Plan in 2005 and encourages participation at many levels. The academy communicates openly with parents, maintaining an open-door policy and sending weekly communications home with students.

Parent involvement opportunities include:

- Tutoring
- Math night
- Volunteers
- Fundraising
- Parent-teacher conferences

Parent survey results

Respondents: 25, which represents 15% of the student body.

Overall, I rate this academy as a good school	100%
My child is getting a good education at this academy	100%
My child is safe and secure at this academy	100%

Parent comments

"Lake Erie has hard working teachers who care about the students and make sure students have the supplies and materials to succeed."

"The staff is very good with one-on-one meetings."

"I chose this school because of the one-on-one attention and they focus on my children's needs."

Community involvement

Quality partnerships with local businesses and community organizations connect the academy with the Toledo community and broaden experiences for students. The community played an integral role in providing resources for continued improvement. The academy had the opportunity to establish exciting partnerships with various organizations throughout the community.

Financial report

A statement of revenues and expenses for July 1, 2007 through June 30, 2008 is listed below. Additional financial information is available from the academy. The independent auditor's report is being conducted at this time.

Revenues

School foundation	\$1,130,061
Food services	72,271
Grants-federal.....	543,936
Grants-state.....	6,960
Other.....	1,917
Total revenues	\$1,755,145

Expenses

Salaries and fringe benefits	\$657,105
Purchased services	683,752
Materials and supplies	42,771
Other.....	426,139
Total expenses	\$1,809,767

Retained earnings

at beginning of year

\$167,759

Balance as of

June 30, 2008.....

\$113,137

School report card

Adequate Yearly Progress:

Made AYP

2007-08 school improvement status:

Improvement Year 2, Delay

Designation:

Continuous Improvement

By the numbers

Average daily student enrollment	114
Grade-level counts:	
Kindergarten	31 (29 completed, 2 retained)
Grade 1	20 (20 completed, 0 retained)
Grade 2	14 (13 completed, 1 retained)
Grade 3	16 (16 completed, 0 retained)
Grade 4	11 (11 completed, 0 retained)
Grade 5	21 (21 completed, 0 retained)
Grade 6	19 (19 completed, 0 retained)
Grade 7	12 (12 completed, 0 retained)
Grade 8	14 (14 completed, 0 retained)
Returning students	49%
Waiting list	None
Student demographics	
African-American	89.7%
Other	9.3%
Free & reduced lunch	89.5%
Student residency, as of October funded count	
Toledo Public Schools	112
Sylvania Public Schools	2
Washington Local	1
Springfield Local	1
Students with disabilities	
33.5% of student population, served within an inclusive learning environment	
Attendance rate	93.8%
Suspensions	0
Total days of suspensions	0
Student-teacher ratio	16:1
School administrators	1
Teaching staff	
7, with 100% highly qualified, which is defined by No Child Left Behind Act as being certified and teaching in their area of college study or successful completion of a state test. 100% hold at least a bachelor's degree; 30% hold at least a master's degree.	
Classroom assistants	
5, with 100% highly qualified, which is defined by No Child Left Behind Act as having at least two years of higher education or successful completion of a state test.	
Support staff	
10, including office staff, special education coordinator and additional services contracted as needed.	
Parents can request information on the professional qualifications and licensing of their children's teachers from the school office.	
Parent-teacher conference attendance	70%

Ohio Achievement Test

Frequently asked questions

Q: What is the purpose of the Ohio Achievement Test?

A: The test measures student performances against state standards in reading, writing, mathematics, science and social studies.

Q: Who takes the test?

A: Students in grades 3-8 take the Ohio Achievement Test. All are tested in reading and math. Grades 4 and 7 are tested in writing, grades 5 and 8 are tested in science and social studies.

Q: Is the same test administered every year?

A: As the state's standards change or as content areas are shifted from grade to grade for testing, major changes are made to the test.

Q: Why is there no data for some of the categories?

A: Results are compiled and reported for groups that contain 10 or more tested students. By doing this, the confidentiality of individual student performance is maintained.

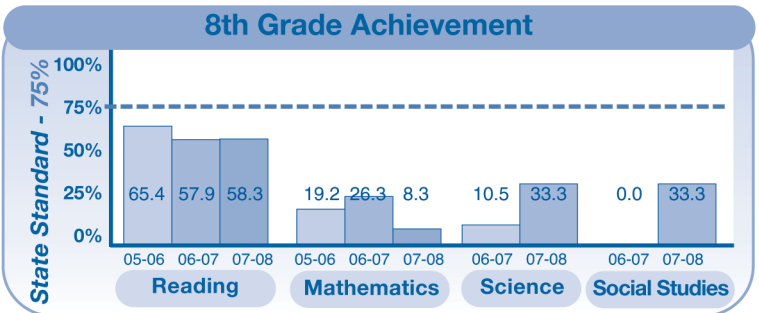
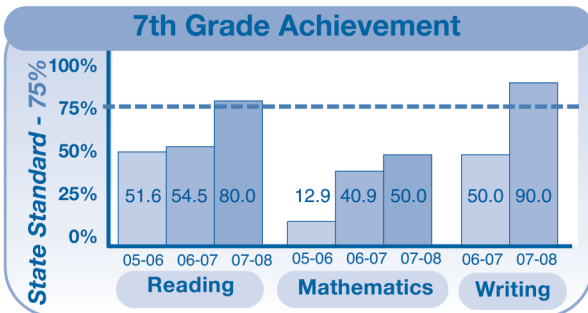
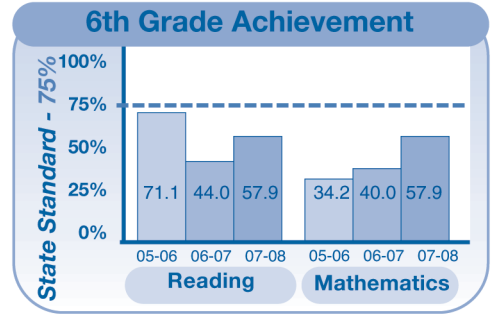
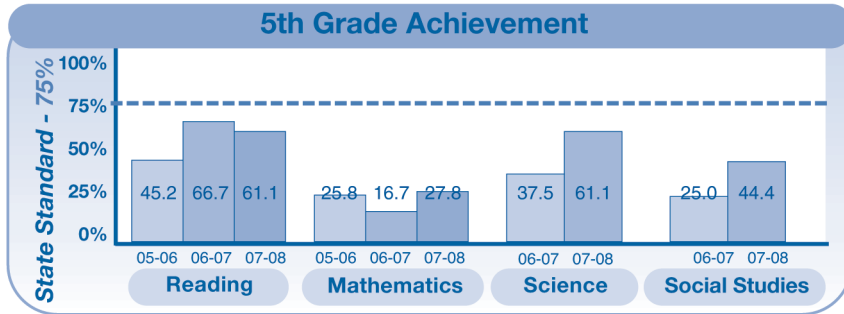
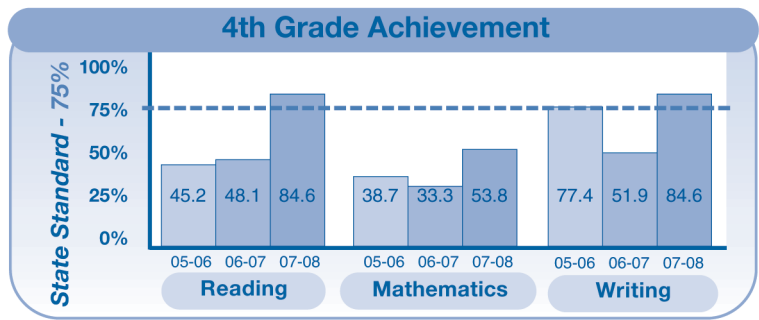
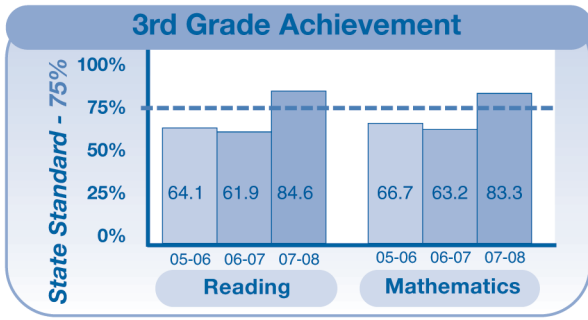
Q: What were the Ohio state target objectives for AYP for 2007-08?

A: Ohio report cards use multiple measures to determine each school's designation. To earn one of the 19 indicators for 2007-08, at least 75% of students tested must score proficient or higher on a given assessment.

Percentage of our students at each performance level

	Black, non-Hispanic	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
Percentage of Students Scoring Limited														
Reading	8.3	--	--	NC	--	NC	10.2	0.0	--	0.0	8.0	NC	9.4	5.7
Writing	11.1	--	--	NC	--	NC	7.7	10.0	--	NC	10.5	--	NC	14.3
Mathematics	22.2	--	--	NC	--	NC	22.4	19.2	--	NC	20.0	NC	22.6	20.8
Science	3.8	--	--	NC	--	NC	4.3	NC	--	NC	3.7	--	0.0	5.3
Social Studies	11.5	--	--	NC	--	NC	13.0	NC	--	NC	14.8	--	9.1	15.8
Percentage of Students Scoring Basic														
Reading	23.6	--	--	NC	--	NC	23.7	23.1	--	0.0	26.7	NC	21.9	24.5
Writing	0.0	--	--	NC	--	NC	7.7	0.0	--	NC	5.3	--	NC	0.0
Mathematics	34.7	--	--	NC	--	NC	39.7	15.4	--	NC	33.3	NC	22.6	37.7
Science	46.2	--	--	NC	--	NC	43.5	NC	--	NC	51.9	--	45.5	47.4
Social Studies	50.0	--	--	NC	--	NC	56.5	NC	--	NC	40.7	--	54.5	42.1
Percentage of Students Scoring Proficient														
Reading	47.2	--	--	NC	--	NC	45.8	38.5	--	60.0	41.3	NC	34.4	49.1
Writing	61.1	--	--	NC	--	NC	69.2	30.0	--	NC	52.6	--	NC	57.1
Mathematics	23.6	--	--	NC	--	NC	24.1	23.1	--	NC	24.0	NC	29.0	20.8
Science	42.3	--	--	NC	--	NC	47.8	NC	--	NC	33.3	--	36.4	42.1
Social Studies	30.8	--	--	NC	--	NC	26.1	NC	--	NC	33.3	--	18.2	36.8
Percentage of Students Scoring Accelerated														
Reading	18.1	--	--	NC	--	NC	18.6	30.8	--	30.0	21.3	NC	28.1	18.9
Writing	16.7	--	--	NC	--	NC	15.4	40.0	--	NC	21.1	--	NC	21.4
Mathematics	16.7	--	--	NC	--	NC	13.8	23.1	--	NC	16.0	NC	19.4	15.1
Science	7.7	--	--	NC	--	NC	4.3	NC	--	NC	11.1	--	18.2	5.3
Social Studies	7.7	--	--	NC	--	NC	4.3	NC	--	NC	11.1	--	18.2	5.3
Percentage of Students Scoring Advanced														
Reading	2.8	--	--	NC	--	NC	1.7	7.7	--	10.0	2.7	NC	6.3	1.9
Writing	11.1	--	--	NC	--	NC	0.0	20.0	--	NC	10.5	--	NC	7.1
Mathematics	2.8	--	--	NC	--	NC	0.0	19.2	--	NC	6.7	NC	6.5	5.7
Science	0.0	--	--	NC	--	NC	0.0	NC	--	NC	0.0	--	0.0	0.0
Social Studies	0.0	--	--	NC	--	NC	0.0	NC	--	NC	0.0	--	0.0	0.0

Performance of our students over time



Scantron

The Scantron Performance Series is a Web-based computer-adaptive diagnostic test. It is used to pinpoint proficiency levels instantly, place students in the appropriate programs, report progress and predict performance on high-stakes tests. Data-analysis and disaggregation allows staff to make data-driven decisions and tailor instruction for every child.

Students were tested once in the fall and again in the spring in the areas of reading, math, language arts and science.

The difference in the fall to spring scores indicates whether the student demonstrates a gain or loss in proficiency.

Significant:

Student spring test scores showed differences that exceeded the national average and were greater than the standard error of mean scaled score difference in absolute value.

Insignificant:

Student spring test scores showed differences that were consistent with the national average and were less than the standard error of mean scaled score difference in absolute value.

Table 1: Reading

Grade Level	Total Tested 2007-08	Fall 2007	Spring 2008	Difference
		Mean Score	Mean Score	
Grade 2	12	1647	2123	Significant gain
Grade 3	13	2045	2448	Significant gain
Grade 4	8	2389	2640	Significant gain
Grade 5	17	2465	2622	Significant gain
Grade 6	11	2577	2741	Significant gain
Grade 7	10	2695	2683	Insignificant loss
Grade 8	9	2781	2839	Insignificant gain

Table 2: Mathematics

Grade Level	Total Tested 2007-08	Fall 2007	Spring 2008	Difference
		Mean Score	Mean Score	
Grade 3	12	1861	2541	Significant gain
Grade 4	10	2058	2137	Significant gain
Grade 5	7	2181	2331	Significant gain
Grade 6	13	2289	2375	Significant gain
Grade 8	17	2411	2408	Significant gain



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