

Revised March 17, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal **Dr. James J. Renner**

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

Official School Name **Mariemont High School**

(As it should appear in the official records)

School Mailing Address **3812 Pocahontas Avenue**

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

Cincinnati

City

Ohio

State

45227-3823

Zip Code+4 (9 digits total)

County **Hamilton**

School Code Number* **022772**

Telephone (**513**) **272-7600**

Fax (**513**) **527-5991**

Website/URL www.mariemontschools.org/highschool.htm E-mail jrenner@mariemontschools.org

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

(Principal's Signature) Date _____

Name of Superintendent* **Dr. Gerald F. Harris**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Mariemont City Schools**

Tel. (**513**) **272-7500**

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

(Superintendent's Signature) Date _____

Name of School Board **Mrs. Peggy Braun**

President/Chairperson _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, 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.*

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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: 3 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other
- 5 TOTAL
2. District Per Pupil Expenditure: \$9,255
 Average State Per Pupil Expenditure: \$8,768

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.
 _____ If fewer than three years, how long was the previous principal 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				7			
K				8			
1				9	71	49	120
2				10	58	60	118
3				11	60	63	123
4				12	65	61	126
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							487

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school: 95 % White
4 % Black or African American
1 % Hispanic or Latino
 % Asian/Pacific Islander
 % American Indian/Alaskan Native
100 % Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4%

(This rate should be 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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	508
(5)	Subtotal in row (3) divided by total in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 5

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 federally-supported lunch 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: $\frac{9}{45}$ %
45 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 27</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 3</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 6</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> Emotional Disturbance

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> 2</u>	<u> </u>
Classroom teachers	<u> 33</u>	<u> 7</u>
Special resource teachers/specialists	<u> 4</u>	<u> 2</u>
Paraprofessionals	<u> 4</u>	<u> </u>
Support staff	<u> 5</u>	<u> </u>
Total number	<u> 48</u>	<u> 9</u>

12. Average school student-“classroom teacher” ratio: 14:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	96%	98%	97%	97%
Teacher turnover rate	12%	12%	5%	15%	10%
Student dropout rate (middle/high)	9%	8%	13%	7%	5%
Student drop-off rate (high school)	9%	5%	9%	6%	7%

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>121</u>
Enrolled in a 4-year college or university	<u>84</u> %
Enrolled in a community college	<u>9</u> %
Enrolled in vocational training	<u>1</u> %
Found employment	<u>4</u> %
Military service	<u>1</u> %
Other (travel, staying home, etc.)	<u>1</u> %
Unknown	<u> </u> %
Total	100 %

Part III-Summary

Mariemont High School is located in the Village of Mariemont, Ohio, in the southwestern part of the state. The high school serves more than 8000 residents in the Villages of Mariemont, Terrace Park, Fairfax and Columbia Township. There are 508 students in grades 9 – 12 at the high school with an additional 27 students attending a neighboring vocational high school. From its inception in 1939, Mariemont High School has striven successfully to provide for its students a quality education.

Foresight, careful planning, and strong community involvement contribute to the process of making Mariemont High School one of Ohio's outstanding high schools. The high school is committed to its stated purpose of "helping each child develop his/her capabilities... [through] a partnership of parents, students and the school." This purpose is congruent with the high school's mission of "providing the utmost in quality education for our *scholars of today* by offering enriching opportunities for individual achievement to inspire our *leaders of tomorrow*."

While the majority of the students are from high achieving families who place a great value on education and have lofty expectations for the students, there is economic diversity in the school. In addition, Mariemont High School serves students from a variety of religions, races, and ethnic backgrounds. The expectation of school excellence promulgated in the community compels the high school staff to deliver a quality educational program to all students regardless of ability level. The nearness to a metropolitan area (Cincinnati, Ohio) affords students rich and varied opportunities to explore and value cultural differences. A forty-hour community service graduation requirement as well as a number of student service organizations provide ample opportunity for students to experience and engage in meaningful contact with diverse populations.

Nearly ninety-five percent of MHS graduates matriculate to two and four-year colleges across the United States. In excess of 3.5 million dollars in academic scholarships were awarded to the Class of 2004. The school's academic program is designed to provide a sequence of skill and concept development to prepare students for high levels of education and to help them develop their personal, moral and ethical philosophy. Complementing this program is a resource delivery system that guarantees all learners' instructional needs are met. All students at MHS are encouraged to recognize and develop their talents, have a realistic appraisal of their aptitudes, and become aware of the opportunities provided to maximize their potential as "leaders of tomorrow."

The school's academic program is based upon board-adopted K-12 courses of study which are the basis of lesson design and assessment. In addition, weaved throughout the K-12 courses of study is an embedded research scope and sequence. Based upon course content, students must master research skills and facileness with various technologies. Like the strands of a rope, the academic program is woven together around an information literacy core so as to develop students with large knowledge bases, basic skills at accomplished levels, ability to locate information and vast experience at the upper levels of Bloom's Taxonomy.

The faculty is composed of a rich blend of experienced and new professionals, 63% of whom have a master's degree. Under NCLB standards all members of the Mariemont High School faculty are highly-qualified. In addition to a small student/teacher ratio, the students and teachers have access to specialists, special educators, tutors, and others to call upon to meet each learner's needs. The trusting relationships developed among administrators, teachers, parents, students, and community members has created a congruence of school community core values and a common mission.

Part IV- INDICATORS OF ACADEMIC SUCCESS

1. The Meaning of Assessment Results

The State of Ohio has previously established proficiency tests which have, among other things, evaluated student performance in the areas of reading and mathematics. With the advent of the Ohio Graduation Tests during the 2004-2005 school year, students face a unique year of testing requirements. All 2003-04 10th graders, including those who had passed all subject areas of the 9th grade proficiency test, were required to take the new Ohio Graduation Tests (OGTs) in reading and mathematics in March 2004, though these tests are not required for graduation for these students. These tests are based upon the Ohio Department of Education content standards. Students entering 10th grade after June of 2004 are required to pass all five subject areas of the OGTs in order to graduate.

The Mariemont High School student population (including students of all ability levels and ethnic groups) has consistently been at or near 100% proficiency over the past five years. The range of scores for the reading proficiency test over the past five years has been a low of 96% passage in the 2001-2002 school year to a high of 100% during the 2003-2004 school year. The range of scores for the mathematics portion of the proficiency test has been a low of 92% during the 2001-2002 school year to a high of 98% during the 2003-2004 administration of the test.

In 10th grade across the State of Ohio during the 2004-2005 school year, 68% of students were determined to have scored in the proficient range on the mathematics section of the Ohio Graduation Test. At Mariemont High School, 92.2% of the students attained a proficient score during the March 2004 test administration.

In 10th grade across the State of Ohio during the 2004-2005 school year, 79% of students were determined to have scored in the proficient range on the English language arts section of the Ohio Graduation Test. At Mariemont High School, 96.1% of the students attained a proficient score during the March 2004 test administration.

These data lead to two conclusions. First, Mariemont High School students have performed exceptionally well over a five-year period of time on high stakes standardized tests. Outstanding proficiency scores over that time and the more recent OGT scores indicate that our scope and sequence, curriculum, and methodology are all aligned in such a way as to foster excellent learning outcomes for our students. Secondly, Mariemont High School has demonstrated a high

passage rate while including students of all ability levels and ethnic groups. We have ensured that all students are properly prepared for graduation as well as life after high school.

Further information on the Ohio state assessments may be found: <http://www.ode.state.oh.us/proficiency/OGT/default.asp> and OGT Interpretive Guide, Spring 2004 (for 10th grade graduation tests)

2. Using Assessment Results

The faculty and staff of Mariemont High School uses measurement data from a variety of instruments in order to evaluate the instructional program and student performance, as well as to provide student remediation when it is determined that there is a need. A concerted effort is made to align the curriculum with these assessments to make certain that our students are well prepared to perform to their highest potential. Assessments that nearly all Mariemont High School students take as a preliminary step toward college admittance include the PLAN, PSAT, SAT, and ACT.

Standardized assessments that are a bit more unique to Mariemont High School include The Educational Records Bureau CTP-IV and the Writing Assessment Program (WrAP). The CTP-IV provides a rigorous evaluation of student aptitude and achievement in language arts and mathematics performance as compared with other high performing public and independent schools from around the globe. The WrAP utilizes a six part rubric to analyze a student writing sample and recommends areas for improvement. Test results are analyzed by teachers and administration for each student to determine strengths and weaknesses of the academic program as well as provide areas of remediation or enrichment for all students.

By testing in September, test results are returned to teachers and shared with parents early enough for quality intervention to take place for students. The teachers submit a detailed plan explaining the type of assistance they will provide throughout the remainder of the year to make certain that student achievement is commensurate with his or her ability. The school principal is responsible for signing off on the plan and is accountable to the superintendent and school board for establishing that assessment drives instruction.

The teach, test, re-teach model is truly at the heart of the school's success.

3. Communication of Student Performance

Mariemont High School comprehensively and promptly communicates student performance and school performance to parents, students, and the community.

State assessment data for the school is distributed in the aggregate by mailing school report cards

by the Mariemont City School District. In addition, the Mariemont High School data and scores are published in the local media and are available to the public on the ODE Web site. The high school also links to assessment results via the district web site. Upon receipt of the state assessment, school administration promptly sends a letter to every district parent with the scores of each individual building's scores. If appropriate, an explanation of the data is provided along with a plan to address a particular area in need of improvement. Results are discussed at parent conferences in the fall as well as at periodic Parent-Teacher Organization (PTO) meetings throughout the school year. Assessment data is also shared through the district newsletter and the annual report published every January.

Additional student assessment data culled from the Educational Records Bureau CTP-IV and Writing Assessment Program (WrAP) standardized test results is distributed via first class mail and communicated through individual conferences with parents and by way of administrator presentations to the PTO.

Mariemont High School continually updates students and parents on the students' classroom performance. Formal assessment is done by quarter report cards. In addition, the high school provides continual access to the teachers' on-line, web-based grade book 24/7 so that students and parents can closely monitor daily performance. Hard copies of student assessment data are made available to parents who do not have access to a computer. There is a formal conference for parents and teachers scheduled every November which is supplemented with as-needed conferences throughout the school year. Communication is facilitated between the school and the home through email and voicemail as all teachers have a phone and computer in their classrooms.

4. Sharing Success

As one of Ohio's highest achieving schools, Mariemont High School is frequently contacted by other high schools to discuss successful practices. The teachers and administrators are amenable to completing survey forms, welcoming visitors, and sharing information via conferences, emails, building and teacher Web sites, and making time available for personnel to visit schools in other districts. If Mariemont High School were to receive the NCLB-Blue Ribbon Award, it is committed to providing resources, manpower, etc. to facilitate inquiries.

Additionally, the district superintendent, high school principal, and other district personnel sit on regional and state level committees where information is constantly shared with state level educators and other school districts. The high school has formed affiliations with Northern Kentucky University, Xavier University and Miami of Ohio to facilitate student/teacher recruitment, professional development, and leadership skills.

Mariemont High School encourages faculty and staff to give presentations at regional, state, and national conferences. Teachers and administrators have most recently presented at Ohio SchoolNet, the National Education Computer Conference, the North Central Association Conference, and the Association for Supervision and Curriculum Development. The well respected reputation of the school district insures that the conference sessions are well attended by personnel from other school districts.

The technology purchased and implemented by the district allows high school staff to share with visitors virtually as well as personally. *DocuShare* is a tool which allows Mariemont High School to store all of its documents, including research projects and courses of study, on-line and make it accessible to others. Mariemont High School educators also have the ability to develop, store, and share PowerPoint and video presentations that can be accessed to share successful pedagogical practices and professional development opportunities with other schools.

Part V- CURRICULUM AND INSTRUCTION

1. Core Curriculum

The Mariemont High School curriculum is closely aligned with the Academic Content Standards developed by the Center for Curriculum and Assessment at the Ohio Department of Education. These standards are quite rigorous and comprehensive and set high expectations for student learning in each of the subject areas. These standards were arrived at through the collaboration of classroom teachers, parents, university faculty, and business leaders throughout the state.

The Mariemont High School curriculum is further aligned with what is tested through local, state, and national assessments. Built upon this core are extension activities, enrichment activities, opportunities for all students at all levels of Bloom's Taxonomy, and provisions for the unique needs of Mariemont High School students. Each curricular area is thoroughly reviewed, modified, and updated every six years. While the six-year cycle is in place to guarantee no more than six years between reviews, it is dynamic enough to permit between-review revisions.

Mathematics-- The mathematics program at Mariemont High School ensures that all students have an opportunity to become mathematically literate, are capable of extending their learning, and become informed citizens capable of understanding issues in a technological society. Activities include problem-solving, reasoning, and communicating, as well as valuing the breadth of its connections. A foundations, college preparatory and honors/AP pathway and wide range of course choices permit students to pursue areas of mathematical interest commensurate with their ability.

Language Arts-- A primary purpose for which schools are instituted is to promote literacy: the ability to receive and originate communication. The English curriculum at all grade levels is focused on five major strands: composition (including research), grammar, literature, speaking and listening, and vocabulary. The literature studied in all grades is classical in nature. Grades 9-10 study text through a genre approach while grades 11 and 12 study a survey of American and British literature respectively. Each grade level has three pathways: honors/AP, college preparatory and foundations. Elective courses in publications, creative writing, developmental reading, media, and theatre arts offer balance and serve to meet our students' diverse interests and needs.

Science-- Science, as a discipline, is a process as well as a body of knowledge. The Mariemont

High School science curriculum guides students to an understanding of both. Faculty value the engagement of students in experiences that give them practice with the scientific process and a fundamental understanding of the scientific body of knowledge. Student activities are thus balanced among hands-on processes, inquiry activities, research beyond the classroom, and traditional modes of classroom learning. The number of different ability pathways and wide variety of courses and electives help to meet the needs and interests of all students with an interest in scientific study.

Social Studies-- The Mariemont High School social studies curriculum provides students with a rich and varied array of learning experiences to develop understanding and appreciation for their roles as responsible individuals, as knowledgeable participants in a democratic society, and as respectful members of the world community. Experiences are emphasized which integrate history, current events, political science, philosophy, geography, economics, sociology, cultures and psychology that will provide perspectives which prepare students to investigate problems, examine alternatives, interpret data and make reasoned judgments.

Art-- The art program provides students with the opportunity to develop awareness and appreciation for the creative processes found in art, an understanding of the elements of art in the world, and opportunities for experimentation with various art forms. Students explore various art forms by drawing, sketching, painting, printing, sculpting, and working fiber, as well as computer generated art. Through the numerous art courses available at the high school, students are able to expand and explore their imaginations while developing critical thinking and reasoning skills.

Foreign Language-- Foreign language study at Mariemont High School is designed to develop effective communication skills in listening, speaking, reading and writing. An attending benefit of language study is that it improves the student's understanding of contemporary cultural patterns of the people whose language is being studied. The study of a foreign language helps to develop a better understanding of the nature of language itself and the methods used to learn languages. Foreign language develops a broader perspective on cultural similarities and differences around the world. Mariemont offers four years of foreign language study in the fields of Spanish, German, and French. Five years of high school credit and two AP offerings are available to Latin students.

2. Reading / English Language Arts Curriculum

The English language curriculum at Mariemont High School utilizes curriculum materials and instructional strategies that promote student learning at different stages of an adolescent's reading and writing development. Students are counseled into one of three pathways for English: English (the foundations course), English College Preparatory, and English Honors. Although all three levels follow the prescribed curriculum and meet Ohio state standards, the

number and complexity of teacher-selected texts as well as the difficulty of assessments progresses significantly throughout the levels. The fluidity of the paths allows a student to move through a carefully monitored, methodical progression of instruction at the foundations level, to a rigorous program designed to prepare the student for university curriculum, and, finally, to an Honors program that culminates in Advanced Placement collegiate level coursework.

The English curriculum at all grade levels is focused on five major strands: composition (including research), grammar, literature, speaking and listening, and vocabulary. The literature studied in all grades is classical in nature. Grades 9-10 study text through a genre approach while grades 11 and 12 study a survey of American and British literature respectively. Teachers make use of individual, small-group, whole-class, and computer-based grouping options as appropriate for accomplishing specific purposes.

Students who are identified as needing remedial reading instruction through standardized assessment or teacher evaluation are assigned to a developmental reading elective that operates in conjunction with their core English course. This elective provides selected students with the opportunity to improve reading rate, reading skills, and study skills. The program seeks to engage students in reading as a process of decoding and constructing meaning which includes addressing readers' prior knowledge, exposing readers to new vocabulary, and helping students to become active readers who are able to infer, relate, evaluate and reflect. The pre- and post-assessment practices for the developmental reading course helps teachers to plan, evaluate, and revise instructional strategies that meet the needs of students from different developmental stages and various cultural backgrounds who are in need of remediation.

3. Other Curriculum Areas

Students at Mariemont High School have traditionally scored very well on assessments, particularly those that measure content knowledge and use of basic skills. Our mission to "develop [student] capabilities" in order to foster "...leaders of tomorrow" does not permit us to become complacent regarding these most basic indicators of success. The mission of Mariemont High School demands that teachers challenge the child's intellect to make certain that he or she can effectively utilize the information and skills that are learned. The instructional strategies implemented by faculty must take the student's ability to discern and think critically to a higher level.

In order to accomplish this mission, the Mariemont Board of Education has adopted a K-12 "Research Scope and Sequence" course of study. The Scope and Sequences, taken together, form an important segment of the Curriculum for the 21st Century. The Research Scope and Sequence is presented in a grade-by-grade format designed to aid students in the development of information literacy and technology skills. To be prepared for a future characterized by change, students must learn to think rationally and creatively, solve problems, manage and retrieve information, and communicate effectively. By mastering information problem-solving skills students will be ready for an information-based society and a technological workplace.

This significant area of the curriculum, which has been in place for more than a dozen years, is designed to move students up Bloom's Taxonomy to encourage analysis, synthesis, and evaluation. The high school program calls upon students to do independent research each year in content areas appropriate to that grade and ability level. These teacher-designed projects range from freshman in English class performing research on how an important social issue needs to be handled properly now to prevent future problems to senior government students doing a comparison of court cases from one era to another.

In order to facilitate student research within a content area, the research scope and sequence uses another dimension—technology. Due to the availability of a wireless computer network throughout the building, developmentally appropriate technology skills are interwoven throughout the research process. This unique and challenging integration of content, skills, technological competence, and critical thinking for students assures that Mariemont High School continues to build upon its successes.

4. Instructional Methods

In order to make certain that each student's opportunity to maximize learning is provided, Mariemont High School must make use of a variety of methods and modalities to make a significant impact on instructional practices. As the basic model of the academic program is to teach, test, and re-teach, it is incumbent upon teachers to make certain that the re-teaching strategies do not merely repeat the unsuccessful pedagogical practices used for the original instruction.

Mariemont High School places many resources into investigating the scientifically-based best practices implemented in other school districts as a way of evaluating current instructional methodologies at the high school. The Mariemont High School staff currently uses the following instructional methods to improve student learning:

- I. Differentiation of Materials
 - supplemental materials are purchased for all curricular areas that are appropriate for a variety of learning styles
 - equipment, such as computers and emerging technologies, is available to all students and teachers
 - adaptive equipment is available for students with various handicaps
 - a rich library collection as well as access to databases through the Internet are available to all students

- II. Differentiation of Instructional Strategies
 - individualized instruction
 - small group instruction
 - large group instruction
 - peer tutoring

- extension activities involving critical thinking and writing
- curriculum crunching where appropriate whereby a semesters worth content may be covered in a quarter
- integrated units within a curriculum area and between disciplines
- workshops
- collaborative activities
- on-line tutorials

5. Professional Development

Professional development is a very significant part of the instructional program at Mariemont High School. Teachers play a very large role in taking responsibility for their educational training. The staff at the high school has transformed itself into assuming a considerable role in the leadership and curricular decision making.

Mariemont High School has a Faculty Action Team (affectionately known as “FAT”) that is responsible for the identification of needed in-service and workshop opportunities. They also bear much of the accountability for the planning, delivery, and meaningful follow-up and evaluations of these programs. The Faculty Action Team surveys staff, reviews assessment results, discusses goals and, in concert with the entire staff, develops these professional development activities. FAT leaders are given the opportunity to meet with other district schools throughout the year to coordinate activities where appropriate.

On occasion, high school faculty with special skills or who have received specific training are called upon to train other members of the staff in a particular technique or pedagogical practice. A great deal of financial resources and time away from the school building has been invested in faculty who are selected by administration or peers to attend conferences or off-site training. These teachers feel an obligation to share what they have learned with other members of the staff and are often called upon to do so. The high school has five in-service opportunities throughout the school year for teachers or outside experts to present meaningful professional development geared towards raising student achievement.

The impact of faculty-led professional development has been significant and readily apparent. They are directly responsible for the successful integration of technology into instructional practices as well as the infusion of critical thinking into all areas of the curriculum. Teachers who are empowered by administration to enhance instructional practices have led to spectacular results for students.

Part VII- Assessment Results

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **9** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March*	March*	March*	March*	March*
SCHOOL SCORES					
% At or Above Proficient	100	98	98	98	96
Number of students tested	127	135	138	133	128
Percent of total students tested	98	98	95	94	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White</u>					
% At or Above Proficient	100	98	98	98	96
Number of students tested	120	129	133	125	121
STATE SCORES					
% At or Above Proficient	96	94	95	94	94

* Grade 9 Reading Proficiency Test taken at the 10th grade

The table above reflects Ohio’s assessment categories and terminology.

Other subgroups, namely Asian, Black, Hispanic and students with disabilities, do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **9** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March*	March*	March*	March*	March*
SCHOOL SCORES					
% At or Above Proficient	97	96	90	86	87
Number of students tested	127	133	140	120	123
Percent of total students tested	97	96	98	85	91
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White</u>					
% At or Above Proficient	97	96	90	86	87
Number of students tested	120	126	134	115	118
STATE SCORES					
% At or Above Proficient	85	82	83	81	80

* Grade 9 Mathematics Proficiency Test taken at the 10th grade

The table above reflects Ohio’s assessment categories and terminology.

Other subgroups, namely Asian, Black, Hispanic and students with disabilities, do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **10** Test **Ohio Graduation Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Tenth-Grade Reading Graduation Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	98	
% At or Above Proficient	96	
% At or Above Accelerated	80	
% At Advanced	54	
Number of students tested	130	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES		
1. <u>White</u>		
% At or Above Limited	100	
% At or Above Basic	98	
% At or Above Proficient	96	
% At or Above Accelerated	81	
% At Advanced	54	
Number of students tested	122	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	89	
% At or Above Proficient	79	
% At or Above Accelerated	53	
% At Advanced	27	

The table above reflects Ohio’s assessment categories and terminology.

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STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **10** Test **Ohio Graduation Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Tenth-Grade Mathematics Graduation Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	98	
% At or Above Proficient	92	
% At or Above Accelerated	76	
% At Advanced	54	
Number of students tested	130	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES		
1. <u>White</u>		
% At or Above Limited	100	
% At or Above Basic	98	
% At or Above Proficient	93	
% At or Above Accelerated	77	
% At Advanced	54	
Number of students tested	122	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	83	
% At or Above Proficient	68	
% At or Above Accelerated	38	
% At Advanced	18	

The table above reflects Ohio’s assessment categories and terminology.

Other subgroups, namely Asian, Black, Hispanic and students with disabilities, do not comprise sufficient numbers (10 or more) to be part of the state’s assessment report.