2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: [ ] Elementary [ ] Middle [X] High

Name of Principal Mr. Larry G. Case

Official School Name Dalton Local High School

School Mailing Address__P.O. Box 514, 177 N. Mill St____

_____Dalton_____Ohio_____44618-0514_____

County ___Wayne_____State School Code Number*___008003_____

Telephone (330) 828-2261 Fax (330) 828-2904

Web site/URL: www.dalton.k12.oh.us E-mail: dltn_case@tccsa.net

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.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Scott Beatty

District Name Dalton Local School District Tel. (330) 828-2267

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.

_____ Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson Dr. Ted Gerber

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.

_____ 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

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

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:
   ___2_ Elementary schools
   ___1_ Middle schools
   _____ Junior high schools
   ___1_ High schools
   _____ Other
   ___4_ TOTAL

2. District Per Pupil Expenditure: ___$7,294 (FY 06)__

   Average State Per Pupil Expenditure: ___$9,356 (FY 06)__

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
   [X] Small city or town in a rural area
   [ ] Rural

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

   One If fewer than three years, how long was the previous principal at this school?
   (Former principal promoted to district superintendent this school year)

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**	43	31	74
2					**10**	36	41	77
3					**11**	40	43	83
4					**12**	40	31	71
5					**Other**			
6								
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						305

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:

__98__% White
___1___% 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: ____3____%

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year	3
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	305
(5)	Total transferred students in row (3) divided by total students in row (4)	.0328
(6)	Amount in row (5) multiplied by 100	3.28

8. Limited English Proficient students in the school: __0.6____%
___2___Total Number Limited English Proficient

Number of languages represented: ___1_____
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: ____7____%

Total number students who qualify: __21____

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: ___4____%
___13____Total Number of Students Served

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

__1_Autism
__0_Deafness
__0_Deaf-Blindness
__1_Emotional Disturbance
__0_Hearing Impairment
__1_Mental Retardation
__0_Multiple Disabilities
__0_Orthopedic Impairment
__2_Other Health Impaired
__8_Specific Learning Disability
__0_Speech or Language Impairment
__0_Traumatic Brain Injury
__0_Visual Impairment Including Blindness

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	___1___	___0____
Classroom teachers	__12___	__11____
Special resource teachers/specialists	___1___	___0____
Paraprofessionals	___1___	___0____
Support staff	___7___	___1____
Total number	__22__	

Average school student-classroom teacher ratio. _17:1__

13. Show the attendance patterns of teachers and students as a percentage.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	96%	96%	96%	97%	97%
Teacher turnover rate	8%	15%	11%	4%	4%
Student dropout rate (middle/high)	1%	1%	1%	0%	0%
Student drop-off rate (high school)	4%	14%	14%	9%	1%
Note: In 2003-05, several programs were transferred to the county career center, impacting teacher turnover rate. Additionally, students in the Amish tradition typically withdraw from high school in or after their ninth year. This explains the variable student drop-off rate.					

14. **(***High Schools Only. Delete if not used.*)

Show what the students who graduated in Spring 2006 are doing as of September 2006.

Graduating class size	_84__
Enrolled in a 4-year college or university	_45__%
Enrolled in a community college	_14__%
Enrolled in vocational training	__5__%
Found employment	_23__%
Military service	__0__%
Other (travel, staying home, etc.)	__6__%
Unknown	__7__%
Total	100 %

PART III - SUMMARY

Dalton Local High School

The earliest beginnings of this local school district trace back to the mid-1800s when land grant contracts were awarded in the Western Reserve to early settlers. This agricultural region demonstrated its commitment to public education by supporting township schools in each organized community. The first high school class in Dalton, Ohio graduated in 1886. Since that time, the district has added buildings and merged with another community's schools. At present, this district includes one high school (grades 9-12), one intermediate school (grades 6-8) and two, pre-K to 5th grade elementary schools, serving two small villages, Kidron and Dalton.

This school district is located within rural Wayne County, Ohio, known for its farming traditions and dairy industry. The county includes significant numbers of various Amish and Swiss Mennonite groups. Such diversity is reflected in the values and vocations of the multi-generational families that continue to live in these communities and support its schools. With the advent of improved transportation systems, many workers in the nearby urban centers of Wooster, Massillon, Cleveland, Canton, and Akron have also made their homes in these communities. Consequently, at present, the latest high-end vehicles can be found parked next to the horse drawn buggies at high school events. This diverse citizenry has worked diligently to preserve and support the academic traditions of this school district, while preparing its graduates for higher education and the world of work in the 21st Century.

Such commitment was evident in 1966 when the district opened its newly completed, state-of-the-art high school. Built at a cost of $866,000, and funded with a local bond issue, this investment in their children's educational future was the ultimate testament of this community's support of this public system. Built to accommodate 450 students, the school's current enrollment is approximately 300 students in grades 9-12, with a 17 to 1 student/teacher ratio.

In 1999, the district's Board of Education adopted the following Mission Statement for all four of its schools: *Whatever it takes to attain our vision, we will continue to improve student achievement while striving to meet the needs of each student by nurturing the strong partnership among parents, community, and schools while maintaining our traditional community values; preparing our students to be capable of adjusting to the ever-changing needs and dynamics of the 21st century.*

Since 1999, there have been dramatic changes in both education and the world at large. As promised by the above statement, the Dalton Local High School learning community has done "whatever it takes" to enable its students to succeed. In the state of Ohio, this has meant revising curricula and instructional practices to accommodate standards-based education and high-stakes testing. Federal assessment and reporting requirements (e.g. NCLB) necessitated increased identification of and service to students with special needs. Changes in the economy affecting agricultural practices and related industries necessitated the school's affiliation with a county career center for vocational education. As evidence of the efficacy of these efforts, this school district (overall) and Dalton Local High School have received "Excellent" ratings for the past five consecutive years, the highest ranking awarded in the state of Ohio. Additionally, this school received a "School of Distinction" award from the State Superintendent of Education in October of 2006, for its high performance by students with disabilities, even though, the number of students were to small to report as a sub-group. With sustained family support and the professional commitment of its educational community, this school continues to afford its students a variety of educational paths to successful futures, according to each one's unique talents, interests, and needs.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Ohio Graduation Tests (OGT) constitutes a key part of Ohio's education reform to establish an aligned system of standards, assessments and accountability for Ohio schools. The testing requirements were established by the Ohio General Assembly in 2001 based on recommendations by the Governor's Commission for Student Success. Tests in reading, writing, mathematics, science and social studies make up the OGT. The purposes of the OGT are to:

1. Ensure that students who receive a high school diploma demonstrate at least high school levels of achievement;
2. Measure the level of reading, writing, mathematics, science and social studies skills expected of students at the end of the 10th grade;
3. Meet federal requirement for high school testing.

The Ohio Graduation Tests have replaced the previously required Ohio Ninth-Grade Proficiency Tests, effective with the graduating class of 2007. There is quite a difference in these tests as the Ohio Graduation Tests are based on Ohio's academic content standards, but the Proficiency Tests do not use the same criteria. A full description of Ohio's academic assessment program and testing schedule can be accessed at http://www.ode.state.oh.us. The results of these high stakes tests account for most of the data used to develop each school's "Report Card". For the past five consecutive years, Dalton Local High School has received an "Excellent" rating on this summative report card – the highest ranking available in Ohio's system. As the attached sample shows, Dalton Local High School achieved 12 out of 12 possible indicators on its 2005-06 School Year Report Card, scoring 109.1 out of a possible 120 points on the state's performance index. Such consistently stellar achievement qualified this school for designation as a "School of Distinction" in Ohio, and led to its nomination for the national NCLB Blue Ribbon Schools Program.

Individual student's scores on the Ohio Graduation Tests are classified and reported in five categories including the lowest ("limited"), "basic", "proficient", "accelerated", and "advanced" (the highest). Any score ranked "proficient" or above meets the state graduation requirement. To meet Ohio's requirements, each *school* must demonstrate that at least 75% of its students achieve at the "proficient" level or higher. Dalton Local High School during the '05-06 academic year posted these success rates for its 10th grade students:

Reading	100%	passed
Writing	99%	
Mathematics	98%	
Science	89%	
Social Studies	95.1%	

As shown by the complete data in the attached tables (see Section VII), this school has consistently prepared its students to exhibit academic achievement well beyond the state required performance levels.

In compliance with Ohio regulations and NCLB, all students, including those with identified special needs, participate fully in the state assessment program. With such a limited number of students receiving targeted special education services (6% in '05-06), and maximum inclusion in regular classes for most, the sub-group cohort of special needs students was too small to report separately. This is also true of the school's racial/ethnic sub-groups. Thus, no discrete data set is required or available for these sub-groups. Sub-scores are provided for the school's economically disadvantaged group when identified numbers qualify for separate reporting. In these instances, students in these groups surpassed the state requirement (minimum 75% success rate) as well. As the full data set and the attachments provided by the State of Ohio, attests, Dalton Local High School has produced compelling empirical evidence of the efficacy of its

academic programs for all students.

2. **Using Assessment Results**

The learning community in the Dalton Local School District, including the students, teachers, administrators, support staff, parents, and community members, are acutely aware of the "high-stakes" nature of education today. Data-driven decision-making affects virtually every aspect of teaching and learning in our schools. So, too, at Dalton Local High School the faculty, students, and administration use data from various sources to inform professional practices and facilitate every student's academic progress. For example, the district-wide in-service day in September of 2006 was entirely devoted to analyzing state test results (by content area and grade level) so as to adjust strategies, methods, and materials to optimally address each subject indicator with every student, K-12. Similar analyses have been conducted at grade level and departmental meetings resulting in a variety of action steps. For instance, teachers and parents noted a growing, diverse population of high school students in need of remediation in a number of different subject areas in preparation for the *Ohio Graduation Test*. Rather than re-instituting counter-productive instructional models (e.g. tracking), the teachers piloted a technology-based intervention program (*Study Island*) designed to strategically address identified, individual learning needs. Additionally, the protocols for referring students for supplemental services and/or intervention assistance has been streamlined, based on teacher and support staff recommendations, using assessment results from both standardized and anecdotal evaluations of student achievement. Dalton Local High School teachers have participated extensively in professional development in differentiated instruction, technology-based teaching and learning, and subject-specific strategies to enhance student learning – all in response to results generated by local, state, and national assessments. Thus, the learning community has demonstrated its commitment to continuous improvement in their professional practices, using student performance data to guide their reform efforts.

3. **Communicating Assessment Results**

With such a tradition of home and community support for this local school district, open communication about the results of our shared efforts is absolutely essential. The State of Ohio assists in this process by preparing building and district Report Cards and achievement reports for each individual student of his/her high-stakes test results (e.g. the Ohio Graduation Test) for analysis and distribution. The local newspapers also receive copies of district and building Report Cards which are published immediately upon release. Dalton Local High School staff members (the teaching faculty, guidance and intervention personnel, and the school administration) review this content, analyze trends and patterns, and plan action steps in response to identified needs. The OGT test results are also personally shared with each student, and mailed home to his/her parent or guardian. This school also receives ACT results in two formats: individual student profiles and as a *College Readiness Report* that provides a five-year data set for the school, including comparisons in aggregate student performance to state and national norms. Each semester, the parents are invited to participate in parent/teacher conferences as well. These test results constitute a significant portion of the conversations with students' families.

In our data-driven culture in education, once-per-year reporting of student performance information is grossly inadequate. The stakeholders in this local district expect to receive regular, objective information about each learner's progress. Toward that end, Dalton Local High School recently instituted an on-line information management system called *Progress Book*. This program allows both students and their parents to access individual accounts where student grades, assignments, and remarks to and from the teachers are posted. The high school pilot was so well received that all the schools in the district have implemented this communication system to supplement more traditional methods (phone calls, web pages, IAT/IEP meetings, etc.) that continue to contribute to our effective communication overall.

4. Sharing Success:

With the positive notoriety that Dalton Local High School has received over the past few years, there have been multiple opportunities to share this success story with other schools and professional communities. For example, when the local newspapers printed stories about this school's Report Card and receipt of the State Superintendent's "School of Distinction" award, the teachers and administration received numerous calls and e-mails from other schools and districts inquiring about the strategies, organizational patterns, resources, etc. that account for such consistently stellar performance. At professional meetings (e.g. the Ohio Testing Coordinators Conference, the Ohio Association of State and Federal Program Coordinators meeting), district representatives are asked to share the Dalton Local High School formula for success. Of course, since the school's performance is attributable to such an array of factors, simple if/then suggestions only convey a fraction of the story. At Dalton Local High School, the learning community – including all its stakeholders – is truly committed to the district's educational mission. Doing "whatever it takes" to facilitate each student's success is a staggering obligation that the community has embraced.

As a member of the Tri-County Educational Services Center, this local school district shares resources, personnel, and professional development opportunities with communities in Wayne, Holmes, and Ashland counties. This collaboration provides additional opportunities to share strategies and planning models with our academic neighbors. For instance, in December of 2006, the Curriculum Coordinator from Dalton provided in-service training to the mathematics teachers from Wooster City Schools in the interest of increasing student achievement scores by aligning teaching content and methods with the state standards. Such on-going collaborations have extended beyond the Tri-County region to state and national professional meetings as well. Thus, through both structured and incidental exchanges, the transferable dimensions of this school's successful model have been freely shared with other learning communities.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Dalton Local High School offers a curriculum of college preparation, business, vocational, and general studies programs. The school is a member of the Wayne County Vocational School District, which affords the students a variety of career preparation programs including vocational agricultural, culinary arts, and technology. With a well-established tradition of excellence in the visual and performing arts, this high school also offers a full array of elective offerings including theatre, speech, visual arts, and music programs of study.

Each subject area class in grades 9-12 is taught from a standards-based approach using the grade level indicators from the Ohio Academic Content Standards. These specific content, skill, and performance outcomes may be accessed on-line at http://www.ode.state.oh.us. For example, every fine arts class includes focused instruction and demonstrated student mastery in each of five standards: historical, cultural, and social contexts; creative expression and communication; analyzing and responding; valuing music/aesthetic reflection; and, connections, relationships, and applications. In foreign language classes (Spanish and French); each of which lasts one full academic year, the teaching and learning addresses five standards, including:

- Communication: Communicate in languages other than English
- Cultures: Gain knowledge and understanding of other cultures
- Connections: Connect with other disciplines and acquire information
- Comparisons: Develop insight into the nature of language and culture
- Communities: Participate in multilingual communities and cultures at home and around the world

In all cases, the Ohio Academic Content Standards have been based on and are compatible with the national standards of each Specialized Professional Association. For instance, the Social Studies Standards in Ohio were derived from the National Council for Social Studies model; Ohio's mathematics standards from National Council for the Teachers of Mathematics, science from National Science Teachers Association, English from National Council for the Teachers of English, and so on. These national models were translated by teams of Ohio teachers into "indicators", specifically assigned to particular grade levels. These indicators served as the content and skills basis for the state-mandated program of Achievement Tests (grades 3-8) and the Ohio Graduation Test (grade 10 and later, as necessary). The consistent success of Dalton Local High School students on these standards-based assessments (see section VII of this document) demonstrates the students' mastery of these rigorous content and skills-based requirements. These performance standards, and the test data included here, reflect the entire Dalton Local High School population – not just those who are college-bound. Data from all students, including those completing work at the Career Center, through post-secondary enrollment, and/or via alternative instructional formats (e.g. virtual learning) are included. Such consistency in the school's expectations – and the students' performance – further attests to the efficacy of the curriculum and instructional practices at this high school.

Each student must earn at least twenty-one credits in order to graduate and receive a diploma based on grades nine (9) through twelve. A student must earn one unit of credit in business/technology, fine arts, or foreign language; or a student must earn two, one half units of credit in a combination of the same subjects. Such credits must include:

- 4 units of English (including ½ unit of speech for college preparatory students)
- 3 units of Social Studies (American History, American Government and 1 elective unit)
- 3 units of Science
- 3 units of Math
- ½ unit each of Health and of Physical Education

- 1 unit of Business/Technology, Fine Arts, or Foreign Language, and
- 6 units of electives to complete the majors, minors and area of study the student has selected

The Dalton Local High School graduation rate over the past five years is 98.9% -- well beyond the state and national norms for this same period.

2b. **(Secondary Schools)** English**:**

The English/Language Arts program of study for students in grades ninth through twelfth at Dalton Local High School is fully aligned with the standards adopted by the State of Ohio in 2003. This model requires balanced attention to nine literacy standards including: Acquisition of Vocabulary; Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies; Reading Applications: Informational, Technical and Persuasive Text; Reading Applications: Literary Text; Writing Process; Writing Applications; Writing Conventions; Research; and Communication: Oral and Visual. The media and methods utilized to address each of the indicators in these standards, with every student, vary according to individual learner needs and interests. For example, leveled literature offerings enable whole class study and attention to specific skill indicators (e.g. character development), while accommodating variations in student reading abilities. The highly qualified instructors in the English department differentiate instruction in their classes through a variety of methods including jigsaw and small group assignments, leveled questions, and alternative assessments, according to learner differences. For students with more formally identified needs, including those for whom an Individualized Educational Program (IEP) has been developed, the teachers work in collaboration with intervention personnel (tutors, special education teacher) to support student progress. Most usually, this assistance is provided within the "regular" class structure; however, recognizing that some students may benefit from more intensive support, the school also provides supplemental instruction through *Study Island*, a resource room, and/or individualized instruction, as deemed appropriate through the Intervention Assistance Team process. The test results in English/Language Arts over the past five years (average passing rates on the state assessments of 98.8% in Reading and 97.1% in writing; average ACT English score of 21.8) provide objective empirical evidence of the efficacy of this program.

3. **Additional Curriculum Area**

At a small, rural high school, with approximately 80 students per graduating class, one might expect a minimal science program designed to address required content, and little else. This is definitely not the case at Dalton Local High School. The science program includes a full array of offerings in physical science, biology, chemistry, and physics, and additional advanced level courses in biology and chemistry. The teaching faculty members clearly grasp the importance of science and technology in the 21st Century, and have successfully communicated this message to the district's students and their families. Course enrollment is consistently strong, with most students completing science classes beyond the state requirements. However, despite this matriculation, student performance as measured by both the ACT (average 5 year science score of 22.2) and Ohio Graduation Test: Science (5-year average passing rate of 91.6%) indicates that science is the least strong curriculum area at this high school. Both the state of Ohio and Wayne County schools are demonstrating their collective commitment to environmental issues and science related initiatives. Examples include, math and science partnership grants (MSP), community collaborative with area dairy farmers, and projects with institutions of higher education (see WETT in response following). With the school and district mission to do "whatever it takes" to maximize student achievement, the science faculty has initiated a complete re-structuring of the high school program, to be implemented in the fall of 2007.

The professional literature clearly documents the benefits of hands-on learning in science; yet, the realities of conflicting schedules and finite resources in today's high schools limit a school's flexibility to

adjust traditional teaching practices – except at Dalton Local High School. Once the faculty members determined that access to lab time was a major obstacle to incorporating more "best practices" teaching and learning opportunities, the entire learning community invested in the solution. As a result, a completely re-engineered master schedule will go into effect in Fall 2007, in which every student enrolled in every science class will have the opportunity for lab-based experiences (through extended class periods) five days per week. Since financial resources especially limited in this district, the school community is utilizing grant monies, donations, and corporate partnerships to refurbish the science labs and upgrade the school's technology. The result will be a state-of-the-art science program, available to all students, to provide optimal preparation for college and/or the world of work.

4. Instructional Methods:

Consistent with the models currently advocated by educational professionals, the teachers at Dalton Local High School utilize a variety of methods and resources. Using the "backward design" approach, the teachers first consider the assessed performance that they will expect from their students by the end of the learning episode. These performances are consistent with and described by the academic content standards, and also serve as practice opportunities for the Ohio Graduation Tests. With the endpoint in mind, the teachers then consider the students' prior learning experiences, individual needs and interests, and special learning accommodations to be taken into account. Only then do the teachers review available resources and materials to design their instructional plans. The available resources range from the most traditional (e.g. a course textbook) to the most innovative (e.g. interactive whiteboards with live internet access). The educational delivery systems include the full range from individualized, computer-based instruction, to small group, inquiry lessons, to whole-class, teacher-directed learning. Thus, selecting and utilizing a variety of methods and materials – often within the same instructional period – each teacher strives to engage each learner in meaningful lessons that lead to permanent, flexible learning.

In light of the district's limited financial resources, the teachers have explored creative sources within and beyond the school community to facilitate student achievement. For example, researchers at a nearby branch of The Ohio State University received a federal grant to enhance community awareness of fresh water resources, especially in the watershed regions in Ohio. As a result, the WETT (Watershed Education Teacher Training) Project developed a mobile resource lab to be used by high schools in Wayne County (free of charge) to conduct fresh water experiments, track pollutants, and research changes in agricultural practices that have positive environmental impact. The students at Dalton Local High School will be among the first in this state to pilot these innovative materials. This example typifies the teachers' instructional flexibility and creativity, so essential to this school's tradition of academic success.

5. Professional Development:

As evidence of the teachers' commitment to on-going professional development in this district, the newly negotiated three-year contract (passed in December 2006) actually *increases* the required days for in-service training each year. In a survey completed by Dalton Local School District teachers in August of 2006, the top two areas of identified professional development need are technology and differentiated instruction – topics that clearly align with national initiatives. Specifically at the high school level, teachers requested additional support with accommodating increasingly diverse student populations (in achievement and ability) and incorporating higher order thinking in their teaching and testing practices. Additionally, with the increasing availability of on-line learning, high school teachers requested additional training in available digital products and management systems. A sampling of the Dalton Local High School's teachers' professional development activities in 2006 includes:

- cross-grade articulation meetings by subject area with middle school teachers to confirm content alignment and share instructional strategies;
- participation in regional and state level professional conferences

- completing curriculum maps by course, by grade level to align classroom practices with Ohio's Academic Content Standards
- participating in data analysis sessions with OGT results to deduce areas of need and plan action steps by subject area, grade level, and building
- using professional release days to re-design course syllabi (e.g. foreign language) by department and individual course for maximum alignment and instructional effect; and,
- training in *Study Island* and *Smartboard* technologies, including identification, instruction, and assessment.
-

Clearly, the learning community at Dalton Local High School recognizes the benefits of on-going professional development to enhance their services to students.

PART VII – ASSESSMENT RESULTS

I - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: **Reading** Grade: _10_ Test: ___*Ohio Graduation Test*
Edition/Publication Year: _Annual Editions__ Publisher: __Ohio Department of Education____

	2005-2006	2004-2005
Testing month	March	March
SCHOOL SCORES*		
% "Proficient" plus "Accelerated and Advanced"	100	99
% "Accelerated and Advanced"	74	83
% "Proficient"	26	16
Number of students tested	82	75
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Economically Disadvantaged		
% "Proficient"	N/C	N/C
%"Proficient" plus "Accelerated and advanced	N/C	N/C
Number of students tested	<10	<10

***Note: In Ohio student performance at the "Proficient" level meets the state standards; student performance at the "Accelerated" and "Advanced" levels exceed the state standards.**

Subject: **Reading** Grade: _10_ Test: ___ *Ohio Proficiency Test*
Edition/Publication Year: _Annual Editions__ Publisher: __Ohio Department of Education____

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES*			
% "Proficient"	100	98	98
Number of students tested	82	86	82
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% "Proficient"	100	93	N/C
Number of students tested	13	14	<10

Note: Student achievement on the *Ohio Proficiency Test* (OPT) was reported on a pass/fail basis. Thus, no designations were made for students "exceeding" the state standards.

With the implementation of the Ohio Graduation Test as a state requirement, student performance was classified in five categories, as represented in the table below. The State of Ohio interprets student performances at the "proficient" level and above (including "accelerated" and "advanced" – the highest level) as "meeting" the state standard.

	2005-2006 School Year	2004-2005 School Year
Performance Level		
Advanced	33%	35%
Accelerated	41%	48%
Proficient	26%	16%
Basic	0%	1%
Limited	0%	0%
Number of student tested:	82	75

Subject: **Mathematics** Grade: _10_ Test: ___*Ohio Graduation Test*
Edition/Publication Year: _Annual Editions__ Publisher: __Ohio Department of Education____

	2005-2006	2004-2005
Testing month	March	March
SCHOOL SCORES*		
% "Proficient" plus "Accelerated and Advanced"	99	95
% "Accelerated and Advanced"	90	80
% "Proficient"	9	15
Number of students tested	82	75
Percent of total students tested	100	100
Number of students alternatively assessed	2	0
Percent of students alternatively assessed	2	0
SUBGROUP SCORES		
1. Economically Disadvantaged		
% "Proficient"	N/C	N/C
% "Proficient" plus Accelerated and advanced"	N/C	N/C
Number of students tested	<10	<10
Scores are not reported for African-American students and students with disabilities, because this school has fewer than 10 students in each of these sub-groups.		

***Note: In Ohio student performance at the "Proficient" level meets the state standards; student performance at the "Accelerated" and "Advanced" levels exceed the state standards.**

Subject: **Mathematics** Grade: _10_ Test: ___ *Ohio Proficiency Test*
Edition/Publication Year: _Annual Editions__ Publisher: __Ohio Department of Education__

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES*			
% "Proficient"	93	86	90
Number of students tested	82	86	82
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
%"Proficient"	77	86	N/C
Number of students tested	13	14	<10

Note: Student achievement on the *Ohio Proficiency Test* (OPT) was reported on a pass/fail basis. Thus, no designations were made for students "exceeding" the state standards.

With the implementation of the Ohio Graduation Test as a state requirement, student performance was classified in five categories, as represented in the table below. The State of Ohio interpreted performances at the "proficient" level and above (including "accelerated" and "advanced" – the highest level) as "meeting" the state standard.

	2005-2006 School Year	2004-2005 School Year
Performance Level		
Advanced	65%	44%
Accelerated	25%	36%
Proficient	9%	15%
Basic	0%	4%
Limited	1%	1%
Number of student tested:	82	75