

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

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply) [ ] Elementary [ ] Middle [X] High [ ] K-12 [ ] Charter

Name of Principal Mr. Joseph R. Boyle, Jr.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Oakwood High School  
(As it should appear in the official records)

School Mailing Address 1200 Far Hills Avenue

City Dayton State Ohio Zip Code+4 (9 digits total) 45419-3199

County Montgomery State School Code Number\* 028373  
Telephone ( 937 ) 297-5325 Fax ( 937 ) 297-5348

Web site/URL www.oakwoodschoools.org E-mail boyle.joe@oakwood.k12.oh.us

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\* Mary Jo Scalzo, Ph.D.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Oakwood City School District Tel. ( 937 ) 297-5332

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  
President/Chairperson Paul M. Vanderburgh, Ed.D.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*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 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

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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  
    Middle schools  
   1   Junior high schools  
   1   High schools  
   1   Other  
  
   5   TOTAL
2. District Per Pupil Expenditure:       \$9,738    
  
     Average State Per Pupil Expenditure:   \$9,356

**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.   8   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	86	70	156
2				10	92	82	174
3				11	74	76	150
4				12	81	91	172
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>652</b>

6. Racial/ethnic composition of the school:
- |       |                                    |
|-------|------------------------------------|
| _____ | 95 % White                         |
| _____ | 1 % Black or African American      |
| _____ | 2 % Hispanic or Latino             |
| _____ | 1 % Asian/Pacific Islander         |
| _____ | 1 % American Indian/Alaskan Native |
|       | <b>100% Total</b>                  |

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: 10 %

[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	36
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	29
(3)	Total of all transferred students [sum of rows (1) and (2)]	65
(4)	Total number of students in the school as of October 1	652
(5)	Total transferred students in row (3) divided by total students in row (4)	1
(6)	Amount in row (5) multiplied by 100	10

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

Number of languages represented: 1  
Specify languages: Chinese

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: 6 %  
42 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.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>16</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>          </u>
Classroom teachers	<u>29</u>	<u>14</u>
Special resource teachers/specialists	<u>7</u>	<u>5</u>
Paraprofessionals	<u>3</u>	<u>          </u>
Support staff	<u>10</u>	<u>3</u>
Total number	<u>50</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 19:1

13. The “drop out” rate and the “drop off” rate vary because, with rare exception, the socio-economic/cultural mix of Oakwood families is not one comprised of parents who would allow children to leave school without graduating. The parents are educated, and they value education. Families do move away – especially military families ordered to relocate from Wright Patterson Air Force Base. Thus, the “drop off” rate fluctuates based on “move-ins” and “move-outs.” The “drop out” rate, however, remains fairly constant over time.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	95%	95%	95%	96%
Daily teacher attendance	96%	94%	97%	97%	98%
Teacher turnover rate	7%	2%	5%	10%	12%
Student dropout rate (middle/high)	0%	0%	0%	1%	0%
Student drop-off rate (high school)	-10%	+2%	-11%	+1%	+1%

**13. Oakwood High School Class of 2006:**

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	118
Enrolled in a 4-year college or university	84%
Enrolled in a community college	13%
Enrolled in vocational training	0%
Found employment	1%
Military service	1%
Other (travel, staying home, etc.)	1%
Unknown	0%
<b>Total</b>	<b>100 %</b>

## PART III - SUMMARY

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The City of Oakwood, Ohio, is located immediately south of and adjacent to the City of Dayton and the University of Dayton (UD). The City of Oakwood encompasses nearly three square miles and has a population of 9,000 people. Oakwood is a suburban community with 98 percent of the city being residential. Our residents, mostly involved in business and professional careers, enjoy the quiet and safe tree-lined neighborhoods dotted with unique older homes. The pride of ownership, the strong sense of civic responsibility, and the proximity to downtown Dayton and UD make this “walking” community a gem of the Gem City.

Oakwood City School District’s *Vision Statement* reads: “The Oakwood School community educates students to become ethical decision-makers who achieve their life goals, take responsible risks, and contribute to the greater good of the world. Graduates are prepared for their post-secondary pursuits, proud of their Oakwood education, and posed to lead and serve.” Our *Mission Statement* reads: “Doing what is best for students is our guiding principle. To this end, the Oakwood School community commits the resources, support, expertise, and experiences needed for all students to achieve.”

Oakwood City School District’s *Core Values* are:

**EXCELLENCE:** Excellence is our commitment to superior standards in all that we do. We pursue continued growth and strive to achieve the highest levels of performance in all endeavors.

**COMMUNITY:** Community describes a commitment to our students that is shared by our citizens, families, faculty and staff. Our students thrive when relationships and a sense of common purpose are focused towards making a positive difference in their lives.

**TRUST:** Trust is the confidence we place in one another to act with integrity and in the best interests of our students.

**RESPECT:** It is important that we seek ways to demonstrate our understanding of and appreciation for differences among us. All of our students deserve to experience the excellence Oakwood offers in ways that complement their individual strengths and needs.

**ACCOUNTABILITY:** Accountability is the commitment to examine all endeavors with a constructive and critical eye in order to take responsible and dynamic action.

**SERVICE:** Going beyond self and giving back to the broader community are essential experiences for personal growth.

**TRADITION:** We celebrate our history by appreciating our traditions. A shared sense of belonging to a special place inspires commitment to quality.

**FUTURE:** We honor our history by embracing the future. This requires leadership at all levels that is forward thinking and informed by divergent perspectives.

During the past decade, Oakwood City Schools have experienced a steady annual growth in enrollment. Families choose to make the economic sacrifice to buy an older “fixer-upper” home in Oakwood so that their children can attend Oakwood Schools. Thus, although Oakwood is a land-locked city, Oakwood High School’s enrollment has increased by 20 percent in the past ten years.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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1. **Assessment Results:** Oakwood High School (OHS) has consistently posted high test scores on the Ohio Graduation Test (OGT) as well as on national college placement tests (SAT and ACT).

There are five achievement levels on the Ohio Graduation Test, which tests students in reading, writing, math, science, and social studies and is administered to Ohio's 10<sup>th</sup> graders. From highest to lowest, the OGT achievement levels are Advanced, Accelerated, Proficient, Basic, and Limited. The Basic and Limited levels indicate performance below the state standard. The Proficient level represents meeting state standards, and the Accelerated and Advanced levels indicate performance above state standards.

Information on the OGT can be found at

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=216>.

According to the Ohio Department of Education's report on the test results of all 610 public school districts, Oakwood High School's performance (measured in terms of the percentage of students passing all five tests) on the 2006 Ohio Graduation test was the second highest in the state among all public high schools. In 2005, OHS posted the highest OGT test scores in Ohio among all public schools.

Our students consistently exceed state standards. In 2006, no students were below state standards in reading. Indeed, most students (91 percent) exceeded state standards (67 percent scored Advanced and 25 percent scored Accelerated). In math, in 2006, one student (one percent of tested population) scored below state standards (Basic level), and 99 percent of students met or exceeded state standards. The vast majority of students (95 percent) exceeded state standards (82 percent scored Advanced and 13 percent scored Accelerated).

Because Oakwood is a small, mostly homogeneous community both ethnically and socio-economically, OHS consistently does not have enough students in any subgroup to have OGT subgroup data reported by the state (the state does not disaggregate data for subgroups with fewer than ten students in them). That said, the largest subgroup that we usually have is for Students with Disabilities (SWD). In 2006, OHS had nine SWD take the OGT. All nine students met or exceeded state standards in reading, with 44 percent of our SWD exceeding state standards. All nine SWD also met or exceeded state standards in math, with 67 percent exceeding state standards. These and other data suggests that while we have lower percentages of our SWD exceeding state standards, there is no disparity in OGT pass rates between SWD and the general population.

On national college placement tests, Oakwood students consistently do well. On the ACT, Oakwood's composite averages annually exceed both state and national averages. For example, in 2006, the composite ACT Oakwood mean was 25, and the national mean was 21. On the math subtest of the ACT, the 2006 Oakwood average was 25, and the national mean was 21. On the 2006 reading subtest of the ACT, Oakwood's average was 25, and the national average was 21. Over time, Oakwood's ACT math scores have shown a general upward trend (from 23 in 1990 to 25 in 2006) which has outpaced the general upward trend of ACT averages nationally (from 20 in 1990 to 21): Oakwood's scores have increased two points from 1990-2006, while the national average has only increased one point during that time. Similar, but more modest, trends appear over time in Oakwood's ACT reading scores as compared to ACT reading scores nationally.

Oakwood High School's SAT data is similar to our ACT data in that our students consistently perform above national averages. For example, in 2006, the OHS average composite SAT score was 1147, while the national average was 1021. The Oakwood average verbal score was 572 (national average 503), and the average math score was 575 (national average 518). Additionally, OHS's SAT scores (composite, verbal, and math) have shown a general upward trend since 1990 that has outpaced the more modest upward trend of national averages.

**2. Using Assessment Results:** Oakwood High School uses a variety of assessment data to look longitudinally at trends, to evaluate programming, to inform instruction, and to focus intervention. With each data set that we analyze, we ask ourselves three fundamental questions: 1) What do these data say? 2) What do these data not say/cannot say? 3) What questions do these data raise?

In addition to traditional data sources (state testing, ACT, SAT, AP, etc.) OHS conducts an ongoing College Connection study. We are currently in our third year of this study, which replaced the Alumni Five-Year Follow-Up Study that we used to conduct. For the College Connection study, a team of teachers, guidance counselors, and administrators annually visits a university that a substantial number of our students attend. While on our visit, we survey our graduates on their perceptions of their academic preparedness for college (in each content area and across a variety of skill areas), their majors, GPAs, and class attendance patterns. We also interview college professors to determine which skills/concepts they expect of incoming students. Additionally, our Director of Curriculum, Instruction, and Assessment annually interviews graduates attending a variety of universities. These data help us to reflect upon how well we are preparing students for college and how we can do an even better job in the future.

Longitudinally, we track and analyze ACT, SAT, Ohio Graduation Test, and AP trend data. Tracking these data and comparing them to national trend data helps us to evaluate how our high school is performing over time compared to itself and compared to national averages. We use these data to track our general academic health much in the same way that medical practitioners use a variety of measures from a physical (e.g. weight, blood pressure, cholesterol reading, etc.) over time to indicate a person's general health.

We also use data to evaluate our academic programming. For example, analysis of our ACT and College Connection data led us to systematically compact our math curriculum such that our students will have an additional semester of higher-level concepts and skills prior to graduation. The decision to compact the curriculum, and how to do so, was strictly data-based.

We also use data to inform instruction. For example, our Director of Curriculum, Instruction, and Assessment leads us in annually reviewing our state item analysis data. These data provide us with detailed information about the skills and concepts that our students have securely mastered and those that need additional attention. Use of item analysis data has informed our instructional calendar (e.g. when we teach geometric nets in math), our initiation of Bell Ringers as a daily mixed review in science, and a general culture of sharing of ideas and materials amongst teachers. Our work in item analysis was the focus of a presentation at the 2006 Ohio Making Standards Work Conference.

Our Secondary Academic Intervention Coordinator uses student classroom and state test data to identify students in need of intervention. She tracks students' participation in intervention and their scores on state assessments.

**3. Communicating Assessment Results:** Oakwood High School uses some traditional methods of communicating assessment results with students and parents, including progress reports and report cards. In addition, "real time" student grades are available to students and parents via the Internet-based grade program Pinnacle. Parents and students are, therefore, able to track student progress throughout the course of the year. We also strongly encourage parent-teacher conferences, which are usually more common in elementary and middle grades. During the district's two parent-teacher conference evenings, OHS classroom teachers held over 300 conferences. In addition to students' classroom performance, each student's detailed state test results are mailed home. We also hold meetings for students and parents about interpreting ACT and SAT scores.

We communicate assessment results to the community in a variety of ways. Annually we hold a

Community Briefing Lunch, open to anyone in the community, at which we review the school's performance on a number of measures and provide the most recent Oakwood High School Profile. Each year we publish our SAT and ACT scores in our district brochure, and we publish our Ohio Graduation Test scores, as well as an analysis of our College Connection data, in the *Oakwood Register*, our local paper. Additionally, SAT, ACT, College Connection, OGT, and AP data are reviewed at local Board of Education meetings.

4. **Sharing Success:** We share our successes with other schools by hosting visitors from other districts, hosting pre-serving teachers, presenting our successes at conferences, and through professional organizations.

Oakwood regularly hosts groups of teachers from other districts who visit for a variety of purposes, such as to see how to run our "collab" program (in which general education teachers and special education teachers co-teach selected core classes). We also host a large number of pre-service teachers. Within the last two years, Oakwood High School has hosted 23 pre-service teachers from five local area universities (University of Dayton, Wright State University, Antioch College, Miami University, and Xavier University).

We also share our successes through presentations at state and national conferences. For example, in June, 2005, a group of our teachers and our curriculum director presented at the Ohio Making Standards Work Conference about how we interpret and use state item analysis data to inform instruction. This March, a team of teachers and our curriculum director will be presenting at the national Association for Supervision and Curriculum Development (ASCD) conference about our use of differentiated instruction and professional learning communities.

Aside from these more formal structures for sharing, we also share informally through our participation in professional networks and organizations, such as the West Central Ohio Association for Gifted Children. We also have a partnership with nearby Centerville School District by which we share in professional development opportunities with each other.

## PART V – CURRICULUM AND INSTRUCTION

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1. **Curriculum:** Oakwood High School is a member of the North Central Association of Colleges and Secondary Schools, and our academic programming is approved by North Central. In addition, the State of Ohio mandates the Ohio Academic Content Standards in English, math, science, social studies, foreign language, technology, and fine arts. OHS also aligns curriculum with the College Standards for Success and will be seeking a curriculum audit in 2007-2008 by the Center for Educational Policy Research.

Graduation requirements for Oakwood High School are more rigorous than state requirements. Ohio requires four units of English, three each of math, science and social studies, one-half unit in each of health and physical education, and at least six additional elective units for a minimum of twenty credits. OHS requires four units in each of English and social studies; three units in each of science and math; one-half unit in each of health and physical education; and at least seven additional electives for a minimum of twenty-two credits.

Approximately 50 percent of OHS students annually earn the State of Ohio Honors Diploma. The requirements for this diploma include four units of English; three units of math (including algebra I & II and geometry); three units of science (including physical, life, and earth/space sciences); three units of social studies; three units of one foreign language or two units in each of two foreign languages; either one unit of business/tech and two additional units of the aforementioned or three additional units of the aforementioned; a 3.5 GPA or higher; and an ACT score of at least 27 or a SAT score of at least 1210).

OHS offers rigorous coursework in a variety of ways. We offer 15 Advanced Placement courses (English Language and Composition, English Literature and Composition, French, Spanish, Latin, Calculus, Statistics, Biology, Chemistry, Physics, American History, American Government, European History, Studio Art, and Music Theory). Over 52 percent of the Class of 2007 is enrolled in at least one AP course. We also offer Post-Secondary Education Options through nearby universities and through Virtual Greenbush (distance learning).

In English, honors and regular tracks are available each year, and AP courses are available in junior and senior years. OHS offers rigorous quarter-long elective English courses in addition to required courses in world, American, and British literature (more on English in Part V, #2b).

We offer foreign language instruction in Spanish, French, and Latin and offer AP courses in each. Because our elementary schools offer Spanish, and our junior high offers each of the aforementioned languages, students often come to the senior high being placed into a second (or even third) level of foreign language study.

OHS provides three years of integrated math coursework at honors and regular tracks (including algebra, geometry, statistics, matrices, and trigonometry). Advanced students complete their first year of high school math as 8<sup>th</sup> graders. Students also take pre-calculus or AP Calculus, and can also take courses in finite math and statistics.

In science, students generally take biology, chemistry, and physics. OHS also offers coursework in geophysical science, astronomy, physiology, and forensic science.

In social studies, students take Modern World Studies; Modern American History *or* AP American History; two semesters of junior year electives *or* AP European History; and government and an elective *or* AP American Government and Politics. A variety of electives, including Age of Antiquity, psychology, economics, and Comparative Religions are offered.

In practical arts, 20 courses are offered, including courses in business education (e.g. Business and

Personal Law), technology (e.g. Web Design), family and consumer sciences (e.g. Preparation for College Life), and industrial arts (e.g. Architecture Studies).

Fine arts offer coursework in art and music, including AP Studio Art and AP Music Theory. Art courses often incorporate visiting/local artists. Music coursework includes multi-year study in band, orchestra, choir, and music theory, and performance opportunities in Chamber Wind Ensemble, Jazz Band, Musical Pit Orchestra, and Pep Band.

Through the Centerville-Kettering-Oakwood Career Technical Consortium, OHS students are able to participate in 20 career-technical programs, including Allied Health, Biotechnology, Digital Design, and Engineering. Through articulation agreements, many of the programs offer college credit. For example, when students who successfully complete the Engineering Tech Prep program graduate from high school, they can attend Sinclair Community College for two years on scholarship, and then matriculate to the University of Dayton for two years on scholarship, thus graduating in four years with a degree in engineering, largely through scholarship.

**2b. English/Language Arts Curriculum:** Since language is the symbolic structure for the thinking process and is a practical tool for reasoning and expression, the language arts program establishes the foundation for all learning. The purposes of the language arts program is to develop competency in the basic skills of reading (print and non-print materials), critical thinking, writing, speaking, listening, and researching. These skills must be integrated; the mastery of one is dependent upon the mastery of the others. As such, each of our English courses integrates critical reading, writing, and thinking.

Unique to the department are our quarter-credit elective courses, which are offered on a vast array of topics, including Vocabulary Building and Grammar, Literature of the Great Depression, Women in Literature, Literature of the Holocaust, and Existentialism in Literature. The quarter courses offer students in-depth study of a particular genre or topic within language arts. These elective courses are embedded in our program. In addition, a writing component is required in every quarter course.

Freshman year includes a three-quarters course (on literature and grammar) and a quarter-elective course. Sophomore year includes a three-quarters course on world literature and a quarter-credit elective course. Junior year consists of a semester of American literature and two quarter-credit courses (one of which is a required research/writing course) *or* AP English Language and Composition. Senior year includes a semester of British literature and two quarter-credit courses *or* AP English Literature and Composition.

We have several structures in place for students who are reading below grade level. We offer “collab” English classes. These are classes that are co-taught by an English teacher and a special education teacher. Collab teachers have had special training on effective inclusion strategies. Students with more intensive needs have scheduled time in our Learning Center, where we provide small group and individual instruction, as needed. Students who need reading or writing intervention also participate in our Ohio Graduation Test (OGT) prep/remediation program. In the past two years, all of our students have passed the reading portion of the OGT.

Our College Connection Study data show that English is the content area in which our students feel most strongly prepared for college coursework. Indeed, almost without exception, our students feel better prepared than their college peers for college-level reading and writing.

**3. Additional Curriculum Area - Foreign Language:** OHS received the 2005 Best Foreign Language Program award from the State of Ohio. Many Oakwood students completely test out of college foreign language requirements or are placed into upper-level courses upon entering college.

The Oakwood foreign language standards are aligned to the *Ohio Academic Content Standards: Foreign*

*Language, the Ohio Academic Content Standards: Technology, and the College Standards for Success.*

All OHS foreign language curricula are comprised of the five “C” standards: Communication, Cultures, Connections, Comparisons, and Communities. The foreign language program supports essential skills and knowledge by incorporating reading, writing, speaking/listening, and critical thinking into all coursework and by connecting language learning to cultural learning, geography, and history. OHS students have the opportunity to further develop their language skills through trips abroad and through extra-curricular activities linked to foreign language study.

**4. Instructional Methods:** The key instructional method that OHS teachers use is differentiation. OHS teachers differentiate the content, process, and products of learning to best fit students’ readiness, strengths, and learning profiles. Teachers who differentiate are learner-focused and use assessment data and learner profile data to inform instruction. Through differentiation, OHS teachers stretch students’ potential and help them learn how to learn, in addition to mastering content skills and knowledge. Differentiation strategies that teachers use include flexible grouping; auditory, visual, and tactile/kinesthetic instruction, inquiry, tiered lessons, student choice, curriculum compacting, problem-based learning, higher-level questioning techniques, classroom discussion, project-based learning, and more.

OHS faculty employ a myriad of instructional methods. Problem-solving group activities, traditional teacher-led presentations, Socratic discussions, and student-led presentations are planned and enacted each day. In addition, both qualitative and quantitative lab experiences and student-planned media presentations are common.

Technology is imbedded in all instructional methods. From power-point outlines to streaming videos into a lab science presentation to student presentations of group solutions using Smart Boards in math classes, the OHS faculty has embraced technology and seamlessly weaved it into their daily instructional pedagogy.

In order to assure that all children are learning, the OHS faculty regularly assesses students using a variety of methods. Student projects and demonstrations, traditional tests and quizzes, routine checks for understanding, and numerous other assessment mechanisms provide teachers with valuable information which guides/drives future classroom lessons. Since our “product” is student learning/mastery, we believe we must continually assess students to measure whether we are doing our job.

**5. Professional Development:** Oakwood City School District has a Professional Development Committee (PDC) that is comprised of teachers from each building and two administrators. The PDC plans the district’s professional development days and allocates funds for teams of teachers who apply to attend professional development outside of the district. For example, we have had multiple teams of teachers who have been trained in collaboration/inclusion strategies. The impact of this training is seen directly in the success of our “collab” classes. For example, all of our special needs students passed the OGT test in both reading and math last year.

In addition, the PDC funds and supports teacher-facilitated Professional Learning Communities (PLCs). Currently, the district has nine PLCs that meet regularly to study some aspect of differentiation (e.g. differentiating reading content for secondary students, introduction to differentiation, identifying and overcoming obstacles to differentiation, etc.). Participation in a PLC is voluntary, and teachers select the PLC in which they would like to participate. PLCs meet regularly, study aspects or strategies of differentiation, try out things in their classrooms, and share/reflect as a group on successes and challenges. The impact of PLCs shows in increased use of differentiation strategies, more expert use of differentiation strategies, and in the vitality and vivacity of the PLCs themselves. Further, PLCs help to increase teacher leadership and efficacy.

In addition to the work of the PDC and PLCs, OHS offers professional development specific to the needs of secondary teachers. For example, this year teachers are required to attend their choice of three of six sessions on gifted learners that are being led by our Gifted Specialist.

Departments also lead their own professional development. For example, several of our English teachers have attended training by the College Board on advanced placement vertical alignment. Those teachers are now leading the English department in analyzing and aligning our English curriculum. The impact of this process is seen in curricular changes that improve the rigor of our programming.

Our Director of Curriculum, Instruction, and Assessment leads teachers through data analysis and interpretation and its implications for classroom instruction. The impact of this professional development is clearly evident in changes made to the instructional calendar, classroom practices (e.g. Bell Ringers), and test score increases.

## PART VII - ASSESSMENT RESULTS

Subject Math Grade 10 Test Ohio Graduation Test

Edition/Publication Year 2005-2006 Publisher Ohio Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March		
<b>SCHOOL SCORES*</b>					
Advanced	82%	66%	52%	NO TEST	NO TEST
At or Above Accelerated	95%	94%	79%		
At or Above Proficient	99%	100%	97%		
Number of students tested	151	164	118		
Percent of total students tested	100%	100%	98%		
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0%	0%	2%		
<b>SUBGROUP SCORES</b>					
Students with Disabilities	SWD	SWD	SWD		
% "Meeting" plus "Exceeding" State Standards	100%	n/a	n/a		
% "Exceeding" State Standards	73%	n/a	n/a		
Number of students tested	11	<10	<10		

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than 10 students in each of these subgroups.**

Subject Reading Grade 10 Test Ohio Graduation Test

Edition/Publication Year 2005-2006 Publisher Ohio Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March		
<b>SCHOOL SCORES*</b>					
Advanced	67%	62%	44%	NO TEST	NO TEST
At or Above Accelerated	91%	92%	73%		
At or Above Proficient	100%	100%	93%		
Number of students tested	150	164	119		
Percent of total students tested	100%	100%	98%		
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0%	0%	2%		
<b>SUBGROUP SCORES</b>					
Students with Disabilities	SWD	SWD	SWD		
% "Meeting" plus "Exceeding" State Standards	100%	n/a	n/a		
% "Exceeding" State Standards	45%	n/a	n/a		
Number of students tested	11	<10	<10		

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Subject Math Grade 9 Test Ninth Grade Ohio Proficiency Test

Edition/Publication Year 2002-2003 Publisher Ohio Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month				March	March
<b>SCHOOL SCORES*</b>					
Exceeding State Standards	NO TEST	NO TEST	NO TEST	97%	96%
Meeting State Standards				100%	100%
Number of students tested				134	134
Percent of total students tested				99%	99%
Number of students alternatively assessed				2	0
Percent of students alternatively assessed				1%	0%
<b>SUBGROUP SCORES</b>					
Students with Disabilities				SWD	SWD
% "Meeting" plus "Exceeding" State Standards				100%	n/a
% "Exceeding" State Standards				91%	n/a
Number of students tested				11	<10

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than 10 students in each of these subgroups.**

**Please Note: The Ohio Graduation Test (OGT), administered to tenth-graders, replaced the Ohio Ninth Grade Proficiency Test (ONGPT), administered to ninth-graders, beginning with the 2004-2005 school year. During the 2003-2004 school year, tenth-graders were administered a "practice" OGT. These scores are included on the OGT charts.**

Subject Reading Grade 9 Test Ninth Grade Ohio Proficiency Test

Edition/Publication Year 2002-2003 Publisher Ohio Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month				March	March
<b>SCHOOL SCORES*</b>					
Exceeding State Standards	NO TEST	NO TEST	NO TEST	99%	99%
Meeting State Standards				100%	100%
Number of students tested				134	135
Percent of total students tested				99%	100%
Number of students alternatively assessed				2	0
Percent of students alternatively assessed				1%	0%
<b>SUBGROUP SCORES</b>					
Students with Disabilities				SWD	SWD
% "Meeting" plus "Exceeding" State Standards				100%	n/a
% "Exceeding" State Standards				91%	n/a
Number of students tested				11	<10

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than 10 students in each of these subgroups.**

**Please Note: The Ohio Graduation Test (OGT), administered to tenth-graders, replaced the Ohio Ninth Grade Proficiency Test (ONGPT), administered to ninth-graders, beginning with the 2004-2005 school year. During the 2003-2004 school year, tenth-graders were administered a "practice" OGT. These scores are included on the OGT charts.**

Subject Math Grade 10 Test Ninth Grade Ohio Proficiency Test

Edition/Publication Year 2003-2004 Publisher Ohio Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month			March	March	March
<b>SCHOOL SCORES*</b>					
Exceeding State Standards	NO TEST	NO TEST	100%	96%	99%
Meeting State Standards			100%	100%	100%
Number of students tested			128	136	147
Percent of total students tested			100%	100%	100%
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0%	0%	0%
<b>SUBGROUP SCORES</b>					
Students with Disabilities			SWD	SWD	SWD
% "Meeting" plus "Exceeding" State Standards			100%	n/a	100%
% "Exceeding" State Standards			100%	n/a	100%
Number of students tested			10	<10	10

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**Please Note: The Ohio Graduation Test (OGT), administered to tenth-graders, replaced the Ohio Ninth Grade Proficiency Test (ONGPT), administered to ninth-graders, beginning with the 2004-2005 school year. During the 2003-2004 school year, tenth-graders were administered a "practice" OGT. These scores are included on the OGT charts.**

Subject Reading Grade 10 Test Ninth Grade Ohio Proficiency Test

Edition/Publication Year 2003-2004 Publisher Ohio Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month			March	March	March
<b>SCHOOL SCORES*</b>					
Exceeding State Standards	NO TEST	NO TEST	100%	100%	99%
Meeting State Standards			100%	100%	100%
Number of students tested			128	136	147
Percent of total students tested			100%	100%	100%
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0%	0%	0%
<b>SUBGROUP SCORES</b>					
Students with Disabilities			SWD	SWD	SWD
% "Meeting" plus "Exceeding" State Standards			100%	n/a	100%
% "Exceeding" State Standards			100%	n/a	100%
Number of students tested			10	<10	10

**\* Scores are not reported for economically disadvantaged students, African-American students, and students with disabilities because our school has fewer than 10 students in each of these subgroups.**

**Please Note: The Ohio Graduation Test (OGT), administered to tenth-graders, replaced the Ohio Ninth Grade Proficiency Test (ONGPT), administered to ninth-graders, beginning with the 2004-2005 school year. During the 2003-2004 school year, tenth-graders were administered a "practice" OGT. These scores are included on the OGT charts.**