

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Tim Saxton

Official School Name: Columbiana High School

School Mailing Address:
700 Columbiana-Waterford Road
Columbiana, OH 44408-9499

County: Columbiana State School Code Number*: 007062

Telephone: (330) 482-5352 Fax: (330) 482-5361

Web site/URL: http://www.columbiana.k12.oh.us/ E-mail: coex_tes@access-k12.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Ron Iarussi

District Name: Columbiana Exempted Village School District Tel: (330) 482-5352

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Alex Heintzelman

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 7168

Average State Per Pupil Expenditure: 9622

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. 5 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			0	7			0
K			0	8			0
1			0	9	38	46	84
2			0	10	47	45	92
3			0	11	38	39	77
4			0	12	47	45	92
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							345

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 1 % Asian
 _____ 1 % Black or African American
 _____ 2 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 95 % White
 _____ 1 % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 11 %

This rate is 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.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1.	326
(5)	Total transferred students in row (3) divided by total students in row (4).	0.110
(6)	Amount in row (5) multiplied by 100.	11.043

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 104

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 free and reduced-price school meals 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: 14 %

Total Number of Students Served: 49

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>39</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>3</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>3</u>	<u>9</u>
Total number	<u>25</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	97%	96%	95%	93%	96%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	5%	5%	5%	5%	5%

Please provide all explanations below.

Student dropout rate is listed in our state reports as <10 for each of the required boxes above.

Teacher turnover rate is negligent.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	68	
Enrolled in a 4-year college or university	<u>66</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>23</u>	%
Military service	<u>1</u>	%
Other (travel, staying home, etc.)	<u>5</u>	%
Unknown	<u>5</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Columbiana High School is a proud part of the Columbiana Exempted Village School District. Our school district is located in Northern Columbiana County Ohio, approximately 20 miles Southeast of Youngstown, Ohio and 65 miles Northwest of Pittsburgh, Pennsylvania.

The village of Columbiana is often viewed as a rural area adjacent to suburban or urban areas. Columbiana was laid out in 1805, when it was called Dixonville for its founder, Joshua Dixon. Harvey S. Firestone (1868-1938), who had the idea of making rubber tires for buggies, was born in Columbiana. In addition to our high school, there is one middle school, and one elementary school within our district. The total enrollment of the school district is 1,064 PreK-12.

Columbiana High School's Mission Statement was developed through the collaboration of faculty, students, parents, and community leaders. The statement reads: "The mission of Columbiana High School and the community are large is to educate students to achieve their highest individual academic potential, as well as cultivate a sense of personal integrity."

We have a strong tradition of academic excellence as proven by our continued success on state mandated tests, college board tests, and post-graduate student success stories. We believe that the process of creating an effective school is multi-faceted. Several key components must be in place to insure success. They are: A Clear School Mission, High Expectations for Success, Instructional Leadership, Frequent Monitoring of Student Progress, Opportunity to Learn and Student Time on Task , A Safe and Orderly Environment, and Strong Home - School Relations.

Just recently Columbiana High School has received some accolades to include: State Superintendent's School of Distinction, U.S. News and World Report - Best High Schools, and Buckeye Best Healthy School - Gold Award. Finally, we are proud to be able to provide additional information in application for the Blue Ribbon Schools Program.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Ohio Graduation Test (OGT) is the annual assessment that is given to our 10th grade students each Spring, providing us with a reading and mathematics baseline. The test also measures several other skills in different areas (writing, social studies, and science) that are aligned to the state's academic content standards. As a school we have consistently worked with our students to prepare for the numerous skills needed to be proficient (passing score), accelerated, or advanced. Information on the OGT can be located at : <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>

Over the last two school years, the percent passing for all students at C.H.S. was at 97%. Three years ago we reached a milestone of 99% passing. Over the last five years we have seen a significant rise in our Students with Disabilities scores. We have gone from 54% passing to 82% passing (cumulative). Many of our special needs students pass all five parts of the OGT, which is a tremendous accomplishment.

In terms of the SAT, ACT, PSAT, PLAN and AP (Advanced Placement) exams - scores are examined by the building principal, and teacher led subject-area groups. We have initiated a course for students to prepare for the ACT/SAT - taught as a semester elective to Seniors/Juniors. Our AP offerings have increased over the last three years, and we will continue to monitor our progress in this important area.

Due to the size of our faculty and their willingness to explore data points, we are able to make assessments a part of our instructional methodology by mirroring format on a regular basis.

This integration of assessments across all curricula has helped our faculty and students to achieve success in varying degrees over the last five years.

2. **Using Assessment Results:**

In any effective school, student progress is monitored frequently. This includes assessment results from the Ohio Graduation Test. This is a commitment to improving instruction and overall school performance that cannot be ignored. It may be a simple process, but it seems to be the most effective process for our needs.

The state department of education provides item analysis for each test and student. We use this information by academic department to bolster our instruction in specific courses and provide needed remediation for individuals who may still need further assistance. Every year we go through a "mini" curriculum review to make sure we are aligned instructionally with the standards being assessed.

Often - because of our proximity to our middle school building/teachers, we meet and discuss curriculum alignment in groups that have multi-grade level instructors (5-12).

3. **Communicating Assessment Results:**

As noted previously, an important part of our school environment is the school to home communication and collaboration. All testing reports are shared first with students on a one-on-one basis. All students meet with the Guidance Counselor to review the testing results. Secondly, as is the case with most testing agencies, a report is mailed home to the parent/guardian for their review. It is our standard practice to follow up with

phone or email communication so that the parent understands the report, or needs additional information - both positive or negative.

As for school based assessment data, and quarterly grading, Columbiana High School sends a progress report home every 4 weeks - Interim Report and/or Nine Week Report Card. Parents and teachers regularly communicate via email, regarding student progress, success, and remediation. We are developing the final procedures for an internet based grade viewer(read only) for parents to access real time information on their child's progress in each course.

The Guidance and administrative team produces a bi-quarterly newsletter with academic, assessment, and general school information. We also utilize the student produced news and school television station WCLP - Channel 13 which is locally aired via cable television.

Finally, we have a user friendly and easily accessible Web page, Clippernet, that provides information to parents, students, and community members.

4. Sharing Success:

Columbiana High School's unique location offers us the ability to work with two county educational service centers(Mahoning and Columbiana). We utilize their services for staff development, but are often asked to provide information for other schools looking to improve in specific academic or other areas.

Many members of the school faculty, and administration have been involved in sharing ideas, strategies, and best practices that have proven results. We collaborate as a district often, and look to work vertically amongst grade levels for a seamless flow of academic standards.

We are always looking for new and exciting ways to reach our students and provide them with the best possible learning environment. This has been shown in our Freshman Transition Program(Freshman Focus) which is a year long transition program for 9th grade students. It encompasses 10 different modules that is delivered by 12th grade student leaders and teacher mentors in a small group setting.

We hope to continue sharing programs like this with our colleagues in the future. Many of the enhancements we have made at Columbiana can be attributed to internal collaboration on ideas that we may have seen in another district, building, or found in research literature. It goes without saying that the sharing of success is something that schools don't always do very well, however, when something proves worthy, we should definitely communicate those successes with other educators.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

An effective school, as noted earlier has high expectations for all learners. The staff believe and demonstrate that all students can attain mastery of essential content and school skills. The staff believes that they have the capability to help all students achieve success.

Columbiana High School has a rigorous curriculum which is aligned with the State of Ohio Academic Content Standards in all areas of instruction. We design our program of studies with the complex nature of society in mind. We assume the responsibility for providing adequate educational opportunities for every student. Each course in our curriculum has been designed so that every student, in accordance with their own ability, may attain academic competence, vocational proficiency, and personal satisfaction. It is intended that all students' programs of study be carefully planned to meet their particular abilities, aptitudes, and interests. Parents and students are always urged to meet with the guidance, teaching, or administrative staff to insure open communication and the best possible selection of course work as required by state or local standards.

Columbiana High School offers a variety of courses to include Advanced Placement Courses in United States History, American Government, Calculus, Language and Composition, and Literature and Composition. We do not offer "basic" level courses at C.H.S., but instead include all learners in the courses designed with the Ohio Standards.

Special Education Intervention Specialists are immersed into courses with students to provide for modifications/accomodations in curriculum delivery. We also require all students with an I.E.P.(Individualized Education Plan) to attend a supplemental instructional/tutoring period if they have not attained Honor Roll status. In this way, we insure close monitoring of all special needs students in the regular classroom.

Our English Department offers the core courses designed to help students become literate individuals who enjoy reading. They become confident readers, writers, and savvy researchers. Course options beyond the required English I-IV include the two A.P. courses mentioned earlier, an ACT/SAT Preparation course, Theatre Arts, and Speech. The English and Technology Departments partner together for the Video Journalism course which helps students work the journalistic and technical sides of video and television production. These students operate the cable access channel, WCLP- Channel 13. The mathematics curriculum is a integrated approach with specific emphasis on the Ohio Graduation Test in levels I and II. Students explore the traditional Alegebra I and Geometry models through an integrated approach. Integrated Math III continues with the Ohio standards focusing on statistics and functions. Further exploration of Algebraic and Geometric concepts are pursued. Students also have the choice of taking Pre-Calculus to prepare for the AP Calculus course. Finally, we offer a Senior Mathematics Review course for students who want to review concepts taught earlier and is taken as an elective only. As noted above, we offer two AP courses in Social Studies. Our other Social Studies courses have an emphasis on OGT specific skills in the 9th and 10th grades. Students take Western Civilizations in the 9th grade, and United States History in the 10th grade. In their Junior year, students are required to take Problems of Democracy(POD), which serves as the government requirement. Finally, we offer electives such as Psychology, Sociology, Economics, and The American Achievement - an exploration of 20th century history. Our Science Department offers courses in 9th grade Integrated Physical Science - preparation for the OGT, 10th grade Biology, 11th grade Chemistry, and electives Environmental Science, Forensic Science, Physics, Anatomy & Physiology, Aquatic Biology, and Field Biology. Foreign Language offerings are also aligned with state standards. We offer French and Spanish in levels I-IV. We also offer coursework in Art I-IV, Physical Education - both basic and advanced, Health, Choir and Band. Our Technology Department is a source of pride for C.H.S. We offer

coursework in Video Yearbook, Print Yearbook, Web Development, Investigating Technology, Video Production, and Advanced Technology Concepts. We also partner with our Career Center to provide coursework in Engineering and Teacher Exploration/Preparation.

Our faculty, administration, and guidance staff review curriculum and methodology changes annually. All decisions are made with the Ohio Academic Standards in mind. Final decisions are based on student and staff interest. We hope to challenge, engage, and push students to their maximum potential with our curricula and instructional delivery.

We are constantly looking at research provided from many sources that discusses curriculum advancement and student learning. Our instruction delivery system is based on researched based best practices. As an experienced faculty, we utilize tried and true methodology, but are always striving to differentiate instruction based on student experiences and knowledge base. As our world continues to change, we believe that our curriculum should continue to evolve.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

The English Department offers four years of challenging coursework that is aligned with the Ohio Language Arts Standards. Our focus is balanced literacy in a framework that extends vertically from our elementary and middle schools through 12th grade. Students begin as freshman developing language skills that they will need to be successful. In a workshop setting, students are exposed to multiple genres, literary styles, and concepts. Writing skills, vocabulary strengthening, and intensive reading are the focus in this level one course. Building upon the basic skills in English IX, students move on to the 10th grade course. The structure is similar in that genre study and writing workshop comprise the basis of the coursework. Students move onto novel choices and other writing styles. In the 3rd year, students explore British Literature and continue to focus on various writing styles or skills. Finally in English XII, students expand on their studies and compile electronic portfolios with writing samples and project based work samples. The English department also offers two AP courses in Literature and Composition at the 12th grade level, and Language and Composition in grade 11.

All English instructors are highly qualified as determined by the Ohio Department of Education. They are dedicated individuals who promote and model juvenile and adult literacy. Their instruction is differentiated and they often integrate technology in daily preparation and instruction. An example of one instructors web site is: web.me.com/yeagley/English/Welcome.html

3. Additional Curriculum Area:

As stated earlier, a bright spot and source of pride for our school are technology advances that have taken place in the last five years. We have moved from basic technology course work to advanced technology concepts.

Our current web site is: <http://www.columbiana.k12.oh.us/>. This site is managed in conjunction with the Technology Director and students in Advanced Tech. Concepts. These students have completed all required technology courses, and serve as building or district repair technicians. They gain hands on experience by

troubleshooting technology problems, solving network concerns, working on web development skills, and helping teachers at all levels integrate technology.

We are currently working through an ETECH Ohio Grant in English 11/12. Students are producing electronic portfolios with their work. This grant was a collaboration between English instructors and our Technology Director/department.

Because of ever changing technological advances, we believe that it is essential to develop skills in students at all grade levels that are relevant and transferrable to current workplace technologies. We are working to cultivate personal academic potential, and cannot forget about the emerging technology that students will need when they move on to the next level.

To develop these essential skills, students are exposed to technology in the elementary and middle school levels. We then build off their knowledge base and allow them to investigate technology (Investigating Technology) at any grade level. They can jump into the Video Yearbook, or the Video Production course, or pursue Web Development. All these courses build on each other, but can stand alone if needed. Students are exposed to many options to stimulate personal interest.

A technology committee meets quarterly to discuss emerging technologies, possible expenditures based on budgeted amounts, and any needed professional development. The committee makes recommendations to the building or district administration.

At Columbiana High School, we are preparing to pilot a one-to-one initiative where students would receive a laptop, provided by the school district. This pilot/study is slated to begin in April 2009 of this school year. We are excited to see how this may expand on our already established technology programming, but look forward to further integration in core courses.

4. Instructional Methods:

An effective school is one that maximizes time on task and teacher/student interaction. We believe that with the right teacher, students of all abilities will become engaged and fulfill their academic potential.

Obviously, our goal is the attainment of the Ohio academic content standards. Teachers utilize a variety of instructional methods and best practices to provide a level of differentiation that provides for the engagement of learners who possess various abilities and interest levels.

Varying methods shown throughout the course of any given school day include an array of auditory, visual and kinesthetic experiences. The faculty and staff at Columbiana focus on student needs and prepare accordingly. Often, students are working in groups providing for leadership, communication, problem-solving and collaborative opportunities.

When talking with students, they often note that their best experiences in the classroom are those that provide for something "different," "fun," or "out of the ordinary."

As far as meeting the needs of student subgroups, we immerse our intervention specialists into regular classrooms within subject specific areas. They work with the core teachers to modify instruction or provide needed accommodations for special needs students. Often, you will find the intervention specialist sharing teaching responsibilities in these classrooms, as they must be highly qualified (Ohio Department of Education) in specific subject areas, and can instruct in the regular classroom setting.

The key to our special needs students success is the collaborative focus we have in place that insures that students do not slip through the cracks and that specific needs are addressed. We require small group supplemental periods for students who need extra help. All special needs students have access to the general education opportunities provided at C.H.S. Our expectations are high and are held constant, but allow for student needs and differences, providing for success.

5. Professional Development:

As mentioned previously, we are partnered with a county educational service center, which provides us with trained, subject specific instructional consultants who meet with department faculty members during waiver and inservice days. Topics are developed collaboratively by the building principal and teaching staff. We are committed to ongoing professional development as demonstrated by the addition of half-day quarterly work days that are building specific and focus on teaching or learning.

On occasion teachers are given the opportunity to attend regional or state workshops, trainings, or other professional development opportunities. It is encouraged by the building principal that all teachers explore additional master's level or other coursework at a college or university of their choice.

Of late, the professional development focus has been on varying levels, from continued technology integration, differentiated instruction, to Intervention Assistance Teams.

Once monthly at our faculty meetings, we also explore various topics that might have arisen in our daily instruction or are of interest to the faculty.

In a school of our size, where money is sometimes unavailable for large scale trainings, we utilize the expertise within our own ranks.

6. School Leadership:

Effective Schools have a strong administrative element. Once again, due to the limited funding and the size of the student population at Columbiana High School, there is only one building principal. It is this person's and district philosophy that while it is important to have a strong leader, it is just as important for faculty, staff, students, and parents to collaborate on major decisions or ongoing issues.

Starting with the end goal in mind - improve student achievement, principals know that it is people not programs that produce results. Therefore the human element in education is first and foremost the most important. After selecting a top candidates, the building leader must continue to work with new teachers to improve their skills on a yearly basis. The relationships established during this process enable the principal to move toward that ultimate goal.

Any new program must be designed to improve student achievement as well. At Columbiana High School, our Freshman Focus(transition) program has several key ingredients, however, without the proper student leaders and properly trained instructors, the program would fail. This program grew from the desire to prevent students from dropping out. While we have less than five students on an average year, decide to quit high school, we decided that this was five too much. With one of the building's teacher leaders, the building principal explored a program that other schools in other parts of Ohio were using to help freshman students transition to high school successfully. At C.H.S., we had seen students decide to drop out in their fourth year of high school. They became credit deficient (failed courses) during their 9th grade year and had been playing "catch-up" ever since then. We believed that we could improve this situation by mentoring freshman students in several areas to include a myriad of academic and social skills. Modules included in the program are: Survival Skills, Relationships and Activities, The "Crunch," Making the Grade, Exploration of Others, Who am I?, Getting Along with Others, Leadership, Wellness, Careers and College.

All modules are taught by 12th grade student leaders selected by the teacher mentors and building principal. Their job is to teach, model success, and break the barrier between upper and underclassmen. We are in the second year of this program, and all data indicates that it has had the desired effect.

As for resource allocation, the building leader makes decisions on how to best spend monies available to improve instruction and the overall learning environment. Once again the philosophy still holds true, that we make decisions in the best interest of student achievement. In a time of strained budgets, this can be a very important decision. At C.H.S. departmental decisions and collaboration have proven to be the most effective.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2007-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	97	93	96	90	86
% Advanced	80	71	63	54	31
Number of students tested	74	96	70	67	121
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	96	84	100		77
% Advanced	71	60	31		8
Number of students tested	24	25	13		13
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	85	85	90	69	
% Advanced	38	50	60	38	
Number of students tested	13	20	10	13	
4. (specify subgroup): White					
% Proficient plus % Advanced	97	93	96	90	86
% Proficient plus % Advanced	78	71	63	54	31
Number of students tested	69	94	70	67	121

Notes:

Subject: Reading

Grade: 10

Test: OGT

Edition/Publication Year: 2007-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	97	97	99	91	95
% Advanced	72	62	63	75	34
Number of students tested	72	95	70	67	123
Percent of total students tested	97	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	96	92	92		77
% Advanced	57	54	38		23
Number of students tested	23	24	13		13
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	82	95	90	54	
% Advanced	45	40	20	23	
Number of students tested	11	20	10	13	
4. (specify subgroup): White					
% Proficient plus % Advanced	97	97	99	91	95
% Proficient plus % Advanced	73	62	63	75	34
Number of students tested	67	93	70	67	123

Notes:

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