

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Cathy Sankey

Official School Name: Dublin Jerome High School

School Mailing Address:
8300 Hyland Croy Road
Dublin, OH 43016-7016

County: Franklin State School Code Number*: 146928

Telephone: (614) 873-7377 Fax: (614) 718-8295

Web site/URL: http://www.dublinjerome.net E-mail: sankey_cathy@dublinschools.net

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. David Axner

District Name: Dublin City School District Tel: (614) 764-5913

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Lynn May

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.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)

12	Elementary schools (includes K-8)
4	Middle/Junior high schools
3	High schools
0	K-12 schools
19	TOTAL

2. District Per Pupil Expenditure: 12127

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. 4 Number of years the principal has been in her/his position 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	6			0
K			0	7			0
1			0	8			0
2			0	9	169	144	313
3			0	10	159	133	292
4			0	11	154	149	303
5			0	12	155	126	281
TOTAL STUDENTS IN THE APPLYING SCHOOL							1189

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
11 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
4 % 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: 2 %

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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1.	1203
(5)	Total transferred students in row (3) divided by total students in row (4).	0.021
(6)	Amount in row (5) multiplied by 100.	2.078

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 18

Number of languages represented: 7

Specify languages:

Chinese, Japanese, Kurdish, Swedish, Gujarati, Bengali and Spanish.

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

Total number students who qualify: 15

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: 8 %

Total Number of Students Served: 99

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>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>30</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>37</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	<u>0</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>4</u>	<u>0</u>
Classroom teachers	<u>86</u>	<u>9</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>22</u>	<u>2</u>
Total number	<u>130</u>	<u>11</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 13 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	96%
Daily teacher attendance	97%	96%	96%	96%	97%
Teacher turnover rate	1%	1%	1%	1%	0%
Student dropout rate	0%	1%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>336</u>	
Enrolled in a 4-year college or university	<u>92</u>	%
Enrolled in a community college	<u>6</u>	%
Enrolled in vocational training	<u>1</u>	%
Found employment	<u>0</u>	%
Military service	<u>1</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Dublin Jerome's Mission Statement reads, "We believe all students can and must learn at high levels of achievement. It is our job to create an environment in our classrooms that results in this high level of performance. We are confident that, with our support and help, students can master challenging academic materials and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose." When Dublin Jerome High School opened in 2004, we committed, along with our parents and students, to create a foundation committed to high achievement for all students, mirroring the philosophy of No Child Left Behind.

Dublin Jerome High School, with an enrollment of about 1200 students, is one of three high schools in the Dublin City Schools, a suburban district located near Columbus, OH. Dublin Jerome is known for both excellence and equity, in the State of Ohio and nationally. We are recognized by US World and News Report and Newsweek and rank as one of Ohio's top high schools in our performance each year on the Ohio Graduation Test. Based on the achievement of our special education students, about 8 percent of our student population, on the Ohio Graduation Test, we have been recognized by the Ohio Department of Education as a School of Distinction. The Ohio School Board Association has also awarded us the Triple Crown Award.

We are an International Baccalaureate (IB) World School, and, in our second year, have one of the highest IB enrollments in Ohio with an enrollment of over 800 in IB courses and over 600 in Advanced Placement (AP) courses. Through individualized advisement, each student is encouraged to take at least one IB or AP course in high school.

Jerome offers personalized education through intervention plans developed for at-risk students and rigorous independent study opportunities, such as those students learning Quantum Mechanics or Astrophysics. We offer Dual Enrollment, with over 110 students currently earning college credit through Kenyon College while simultaneously earning high school credit.

We have earned Ohio's highest school report card rating of Excellent and met Adequate Yearly Progress (AYP) in each of our five years of existence. We also met 100 percent of state indicators for five years in reading, writing, math, social studies and science. Our graduation rate has never fallen below 99 per cent.

A comprehensive high school, we offer 16 Advanced Placement courses and 21 International Baccalaureate courses, in addition to 27 varsity sports and over 50 clubs and organizations. In the first five years, Dublin Jerome has garnered five state athletic championships, five state runner-ups and numerous regional and district titles. Our clubs and organizations focus on community service, and our students, while they are mostly upper-class white students, have worked to improve the greater local, state and international community.

Our performing and visual arts programs have earned numerous local and state awards, as well as national and international recognition. Our band, orchestra, and choral programs consistently achieve Superior ratings at the respective district, regional and state adjudicated events. Our choir has performed in Vienna, Austria and was recently chosen to perform at Carnegie Hall in New York City. Visual Arts students have earned district and state honors. Our Theatre students have earned a State and National Thespian Championship and numerous State Thespian awards.

Jerome students, staff and parents are committed to excellence in academics, the arts and athletics and "work collaboratively" to "achieve this shared educational purpose," as our mission statement states. In today's global society, we are providing an educational foundation, culture and climate that personalize education so that each student can experience academic success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Dublin Jerome has achieved significant results on both State and National assessments. The state issues Report Cards for each building and district. High Schools must meet a 75% passing rate on each content area of the Ohio Graduation Test (OGT) administered in the 10th grade and 85% in 11th grade in order to meet 10 of the 12 test indicators for success. The OGT is designed to measure student achievement of Ohio's Academic Content Standards in reading, writing, math, science and social studies. Additionally, students are required to pass all five areas of the OGT in order to receive a diploma by the State of Ohio. The final two state indicators include a minimum 90% graduation rate and 93% attendance rate. Schools must also meet Adequate Yearly Progress (AYP) goals in reading and math for identified subgroups of students.

In addition to the percent of students passing each OGT, the state employs a performance index measure which assigns a point value for the five scoring levels of the test, which are identified as Basic, Limited, Proficient, Accelerated and Advanced, with Proficient and above demonstrating "meeting the standard." A comprehensive explanation of Ohio's accountability system may be found at <http://www.ode.state.oh.us>.

For five consecutive years, Dublin Jerome has met 100% of every state indicator of achievement and has met AYP for all student subgroups. During this five-year period, 99% of Jerome students have scored proficient or higher in reading and 95% in mathematics.

In 2009, 100% of our Asian-Pacific Islander, Limited English Proficient, and Economically Disadvantaged subgroups scored proficient or higher on the Reading test and 88 % of our Students with Disabilities scored proficient or higher. While 99% of all students tested in Reading scored at the proficient or higher level, 45% scored Advanced, the highest level. Sixty percent of the Asian-Pacific Islander subgroup passed at the Advanced level in Reading.

While we celebrate all subgroups' success, we recognize that we have an achievement gap with only 12% of our Students with Disabilities scoring at the Advanced level in reading. We have addressed this gap by implementing targeted intervention in classes and by giving access to Twilight School, a Jerome after-school OGT support program, and the Ohio Student Success Portal, an online OGT preparation website for students, parents and teachers. Jerome is also incorporating math support in regular education classes to improve the performance levels of Students with Disabilities.

As part of our college readiness plan, all Jerome juniors take the PSAT and a practice ACT and all sophomores take the PLAN (pre-ACT) during the school day.

While the national ACT participation rate declined in 2008-09, Jerome has increased every year with 83% of graduates testing in 2009. Jerome's ACT composite has improved each year, exceeding state and national averages. In ACT Math in 2009, our students overall scored a 24.9.

In 2009, 54% of graduates participated in the SAT. In SAT Critical Reading and Writing, our scores are almost 60 points higher than the national average. In Math, we achieved our highest SAT average score, exceeding the state average by almost 80 points.

Advanced Placement enrollment has increased every year, and our AP scores are above the national averages. Fifty-five percent of the graduating class of 2009 took at least one AP course in their high school career.

In our second year of our International Baccalaureate program, we have seen extreme growth in participation.

Fifty-seven percent of our juniors and seniors are taking at least one IB class. Only one of our IB courses last year had an external assessment as a one-year IB course, and 85% of tested students scored a 4 or higher. Without any application or GPA requirement, our IB program provides access for all students, evidenced by our IB enrollment of 800.

2. Using Assessment Results:

Faculty and Administration at Dublin Jerome are committed to continuous improvement through data analysis of assessment results. Working with the district's director of assessment, a building data team leads professional development for all staff members in analyzing individual student data. Teachers work in Professional Learning Community (PLC) same-subject teams to develop formative and summative assessments and disaggregate data for subgroups. During the school day, teachers in core areas are provided time to collaborate on integrating best practices, aligning curriculum and developing assessments.

These common assessments ensure learning for all students. We utilize data analysis to make appropriate scheduling advisement and to guide the improvement of instructional strategies to enhance learning. Each staff member receives professional development in constructing valid and reliable classroom common assessments as well as in data analysis of OGT, PLAN, PSAT, and ACT assessments.

Dublin Jerome has a comprehensive intervention program for students performing poorly on assessments. Grade data is reviewed twice each quarter with specific interventions developed for students who have a D or F on their interim or quarterly report card. Academic support is available each class period by core content teachers and identified students may be assigned to an Academic Skills Center class. Twilight School, an after-school program, is available for students needing extra support and OGT preparation. Each sophomore takes a previous year's OGT test during the school day in the fall and the data is analyzed, with students receiving extra classroom and/or systemic intervention based on their score.

Students who achieve A's, B's and C's earn privileges such as senior early release and being able to leave study hall and move to other areas of the building, providing an incentive to do well academically. A freshman transition program provides a period of academic support in every freshman's schedule, peer mentors, and monitoring of academic progress.

3. Communicating Assessment Results:

Dublin Jerome and the Dublin City School District engage in regular and frequent communication with parents regarding assessment results. Building and district websites contain valuable testing information including SAT and ACT Dublin testing site dates and free testing preparation sessions available to all Dublin students. The building sends weekly e-newsletters to parents, which contain dates of assessments, including in-school testing of PLAN, PSAT, practice ACT and exam testing information.

The district publishes an annual report for the community which provides district and building assessment data. Jerome's school profile, which is distributed to students, parents, and colleges and universities, summarizes building AP, SAT, and ACT data.

Dublin Jerome holds an annual parent Ohio Graduation Test meeting in which OGT Jerome data is shared with sophomore parents. Parents are mailed their child's individual OGT results as well as PLAN, PSAT, and ACT practice test data. Dublin Jerome and the district utilize ProgressBook, an online program in which parents can monitor student progress daily.

The district publishes assessment data in the local newspaper and provides assessment results in public school

board meetings. Dublin Jerome Administration meets with parents in Parent-Teacher organization meetings, Family Council meetings and in bi-monthly parent breakfasts to communicate school assessment data.

Students monitor their student performance data through ProgressBook and in teacher and counselor advisement meetings, quarterly report cards, and, if necessary, in parent-teacher conferences and Student Success Team meetings. Students are also participants in Principal's Advisory Council who, in monthly meetings, provide student input into a variety of issues, including academic progress.

Staff receives regular communication regarding student performance via email and various staff, department and faculty councils, including D and F data, PSAT, PLAN ACT, SAT, AP, IB and exam data. Same-subject teams regularly discuss student performance data.

The building also hosts meetings throughout the year to better inform parents regarding student performance, including AP and IB informational meetings, OGT, senior meetings, freshman meetings, special education meetings, and curriculum night meetings to enhance home strategies.

4. Sharing Success:

If Dublin Jerome is awarded the Blue Ribbon Award, we will share our success in a variety of ways with other schools, as we have already established ongoing and positive communication with other schools in professional development opportunities. Our teachers and administrators have attended many conferences, including IB, AP, and various district, state and national conferences, providing the opportunity to share best practices in Response to Intervention and special education inclusion classes. The building principal has presented to area administrators at the Franklin County Educational Service Center regarding Professional Learning Community principles and a focus on student learning.

The district provides release time to Jerome and all Dublin staff to meet with colleagues in the district to share and exchange best practices. The Ohio Capital Conference provides regular academic meetings and conferences, as does the Ohio Association of Secondary School Administrators, providing forums and sessions to share ideas to enhance student achievement. Jerome's IB staff members and the IB coordinator also have the opportunity to work and communicate with IB teachers within the district and in other schools in the Ohio League of IB Schools.

Dublin Jerome is seen as a leader in Professional Learning Community work, Response to Intervention, Student Success Team, and Special Education inclusion models. We have visited and hosted other schools and districts, both in and out of state, to improve our practices and share success stories.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

To Jerome's staff, the word curriculum represents the what and the how—the skills and information our students must master to succeed at the highest levels, as well as the methodology we employ to support students as they strive to achieve. The foundation of our curriculum, the Ohio Academic Content Standards, identifies specific learning targets for each subject and grade level. Out of this, a variety of opportunities for enrichment and advanced achievement are offered. Along with the rigorous, college-preparatory courses, Jerome offers 36 International Baccalaureate Programme (IB) courses and 17 Advanced Placement (AP) courses. Because we believe all students can master challenging academic material, each student is encouraged to take at least one AP or IB class prior to graduation. Currently, the majority of Jerome's 1,194 students are enrolled in an AP or IB class, and fifty-seven percent of 11th and 12th grade students are enrolled in at least one IB class. Students can participate in one of over 20 Jerome-supported technical programs in a variety of career fields through Tolles Career and Technical Center. These programs complete a full spectrum of opportunities and help us meet our mission of supporting all students as they achieve at high levels.

Language Arts: Reading, writing, speaking, listening, word study, conventions and research skills are taught through whole class and collaborative instruction. Emphasis is placed on reading text closely and writing, specifically literary analysis and research. Students write a research paper in all four years of high school in their core courses. Along with direct instruction, writing is taught with model essays, workshops, and individual/student teacher conferences. Carol Jago's Rigor for All is a pinnacle resource that drives instruction and ultimately, student learning.

Social Studies: Social Studies effectively integrates history, geography, economics, civics, and the humanities in order to prepare students to be culturally aware and participating citizens in an increasingly interdependent global community.

Science: A broad spectrum of course offerings in physical, life and chemical sciences focus on scientific inquiry, experiments, critical thinking and problem solving skills. A consistent approach across teachers and grade levels is used to teach science which leads to a better learning experience for students within the building.

Mathematics: Geometry, functions of algebra, statistics, and probability are taught through deductive reasoning, problem solving, and real life application of the course content. The common thread is teaching the universal language of mathematics and demonstrating the applications of mathematics in other disciplines.

Foreign Language: Studies in all languages include written and oral expression and understanding the cultural background of the language. Our language options including French, German, Latin, Chinese, Japanese and Spanish are key to prepare students to be global citizens and to be productive in the global economy per Friedman's The World Is Flat. French, German, Japanese and Spanish students can participate in a final practicum in a related country.

Technology Exploration: Computer keyboarding and programming, personal law, and marketing and business are available course options for students to become technologically literate. The use and mastery of these skills in academic and ultimately, professional environments is program's goal.

Health/Physical Education: Making sound lifestyle choices is emphasized through a focus on drug and alcohol use/abuse, nutrition and fitness, sex education, human anatomy and physiology, and safety.

Performing Arts: Students read and interpret drama and music and perform in choir, band, orchestra and theater. Students have opportunities to write and direct one-act plays. Musical theory and history are taught.

Art: Theory, art history and criticism, and hands-on experiences are provided in many artistic disciplines, including ceramics, computer art, photography, painting and drawing. Students create original artwork and emphasis is placed on understanding the media being used, understanding artistic processes, and building problem solving and creative thinking skills.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

All English courses align with the Ohio Content Standards to ensure that all students achieve at high levels. Our students study American, World, Multicultural and British Literature. Literary genres, nonfiction, vocabulary and writing effective narrative, argumentative and expository essays, and literary analyses are emphasized. Advanced students and all students who want to be challenged are encouraged to take a college-preparatory IB or AP course during their high school experience. IB encompasses a global perspective with exploration and appreciation of literature as an art form with rich opportunities for critical thinking. AP Literature students analyze fiction in-depth while AP Language students analyze non-fiction for rhetorical appeals and strategies. Analysis through literary critique, criticism and oral commentary is expected in these courses.

Incoming freshmen are evaluated before the school year begins to identify students who have below grade level reading skills. These students receive intervention throughout the school year and are supported in English courses to improve their reading ability. There are a variety of ways that Jerome responds to students who read at low levels. Some students are encouraged to attend Twilight School, where students receive help after school. Other students are enrolled in Academic Skills Center (ASC) and Intervention Skills Center (ISC). Students are also invited to receive individual instruction from Language Arts teachers during their study hall through Jerome's Academic Content Labs. Students with acute reading difficulties are assigned to a specific reading course through the guidance department. Through comprehension development, one-on-one conferencing, and providing books at appropriate reading levels, students' self-efficacy in reading is increased.

Students with accelerated reading levels are also encouraged to hone their reading skills by not only taking more challenging courses, but by choosing more complex literature in the classroom. Higher-level thinking skills and deconstruction of the text through Socratic seminar, oral commentary and literary critique are emphasized.

3. Additional Curriculum Area:

Algebraic expressions, geometry, trigonometry and calculus are the foundational math courses offered to prepare all students for college. The high school math curriculum actually begins in Dublin's middle schools; every student is expected to take Algebra 1 by eighth grade. Algebra 1 is a high-school-level course, and students who achieve a C or higher are granted high school credit. This practice was initiated to help every student achieve at higher levels on the OGT and pursue four years of higher-level math in high school. After eighth grade, students are encouraged to try an honors-level class with the goal of each student attempting at least one AP or IB class during their high school career. AP Calculus and AP Statistics, as well as IB Mathematics and IB Math Studies, are among the courses from which students are encouraged to choose.

Collaboration between same-subject teachers and vertical teaming throughout the curriculum is essential to creating common learning targets. In addition, Dublin math teachers work hard to establish common vocabulary, common homework practices, common assessments, and common grading practices. The

philosophy behind this practice is to construct an equal opportunity for each student passing through the doors of a math classroom, ensuring that all students gained mastery of the necessary skills.

The curriculum for each math class follows the basic premise that we are preparing all students for college readiness. Honors and regular teachers collaborate and create common course criteria. To assist struggling students, we have a series of interventions available to those students who need additional support. We have math labs in each study hall, math support teachers each period who can travel freely between rooms, and academic support staff in a specified room to which individuals can be assigned for one-on-one guidance.

4. Instructional Methods:

Jerome's learning targets and pacing guides, based on the Ohio Academic Content Standards, eventuate in the district's "I can" statements. These statements deconstruct the targets into student-friendly language, identifying the task that the student must be able to perform. This allows each student to monitor their own learning and to identify goals to master the material.

Jerome uses a full-inclusion special education model for all its core content classes whereby special education staff members collaborate and co-teach with content teachers. These teams work with administration and guidance to differentiate and modify course materials and instruction to maximize each student's learning opportunities.

Bridging the communication gap between home and school helps address students' individual needs. ProgressBook, an online grading and communication tool, allows parents, students, and teachers to monitor student performance and provides dialogue between home and school.

In order to actively engage students, several methodologies are implemented, including: scaffolding, re-teaching, Socratic seminar, experiments, research projects, and authentic learning opportunities. All students use technology in both formative and summative assessments.

To differentiate instruction and meet AYP, Jerome administers practice OGT tests in the fall in all four content areas and collects data using Mastery Manager. At-risk students are identified by staff. Same-subject teams incorporate OGT-style questions on assessments to mirror the OGT, including short-answer and extended-response questions.

Same-subject teams deliver common vocabulary, notes, and formative and summative assessments to ensure that content teachers and support staff can provide assistance to any student and maintain consistency.

Students undergo mandated schedule changes for second semester if needed and are assigned two study halls to modify and supplement material to maximize their learning. Students earning a D or F meet with his or her guidance counselor and receive additional help from content area teachers.

5. Professional Development:

Dublin Jerome, a Professional Learning Community (PLC), maximizes learning for all students through the use of collaborative teams and systematic processes. Students need to master the district learning targets based on the Ohio Content Standards; the challenge is to ensure that every student achieves this goal. Before school, after school, during lunch, and during common planning periods, teachers work together in same-subject teams to determine how they will know when students have mastered the content, and what they will do when students have and have not achieved this mastery. Through collaboratively developing common formative and summative assessments, the focus of each activity is steadily concentrated on student learning. Each same-subject team (SST) has an appointed leader, who attends regular meetings to discuss the work being done, shares successes, and communicates how the administration can support the work.

In addition to the Jerome-PLC, staff enhance their professional growth through our district's Summer Leadership Academy. This voluntary teacher-organized, teacher-led academy is a two-day conference focusing on innovative pedagogical concepts and best practices. Last year's workshop topics ranged from topics such as "Creating and Using ePortfolios" to "Sensory Integration for the Classroom" and "21st Century Literacy and Learning." Creating valid assessments was a focus to ensure the student achievement data is reliable.

Teachers collaborate on best practices, set SMART goals and create common assessments in same-subject teams at Jerome. This is to ensure that all students receive a comparable education and learning experience, regardless of the assigned teacher. This allows all students to study and support each other academically.

6. School Leadership:

Mrs. Cathy Sankey, Principal, and three assistant principals, and an athletic director comprise the Jerome administrative team. The team is committed to a focus on student learning and support shared leadership with all staff members. Department chairs support student learning within departments and have a clear understanding of the mission of the school. Each same-subject collaborative team has a designated team leader, who communicates a team SMART goal tied to student achievement with the department chairs and the administrative team. These SMART goals are shared with the entire staff, and the administrative team and department chairs review whether the goal is met. The principal meets with same-subject team leaders quarterly, and a part of each staff meeting is devoted to celebrating same-subject team student success.

Each team also identifies the support the team needs to ensure student success through regular team surveys. The administrative team monitors the progress of student learning through data analysis and works with all staff members to identify areas of student learning for improvement. Gold Time privileges, earned by students who achieve all A's, B's and C's is one example of embedding student learning success into our culture and climate. Each student with a D or F is given a Gold Card which must be signed by teachers as the student get mandated student academic assistance. In five years, our D and F rate has been reduced from 22% to less than 10% with this student learning focus.

The school leadership team of all staff members and administrators has engaged in creative and innovative building systemic practices and utilization of staff to focus on student success. Monitoring and support of individual student progress by all staff is the hallmark of Dublin Jerome, where failure is not an option.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2008-2009

Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient or Above	96	98	97	98	96
% Accelerated/Advanced	85	89	87	89	81
Number of students tested	298	270	342	312	274
Percent of total students tested	99	99	99	99	98
Number of students alternatively assessed	5	1	2	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient or Above	0	0	0	0	0
% Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient or Above	0	0	0	0	0
% Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient or Above	0	0	0	0	0
% Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient or Above	68	88	83	81	71
% Accelerated/Advanced	32	56	66	50	48
Number of students tested	25	16	29	26	31
5. Limited English Proficient Students					
% Proficient or Above	0	0	93	0	0
% Accelerated/Advanced	0	0	93	0	0
Number of students tested	0	0	14	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2008-2009

Grade: 10 Test: Ohio Graduation Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient or Above	99	99	99	99	99
% Accelerated/Advanced	82	83	75	87	88
Number of students tested	298	270	342	312	274
Percent of total students tested	99	99	99	99	98
Number of students alternatively assessed	5	1	2	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient or Above	0	0	0	0	0
% Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient or Above	0	0	0	0	0
% Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient or Above	0	0	0	0	0
% Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient or Above	88	99	86	89	87
% Accelerated/Advanced	36	56	48	62	45
Number of students tested	25	16	29	26	31
5. Limited English Proficient Students					
% Proficient or Above	0	0	100	0	0
% Accelerated/Advanced	0	0	36	0	0
Number of students tested	0	0	14	0	0
6. Largest Other Subgroup					
% Advanced					
Number of students tested					

Notes: