

PART I - ELIGIBILITY CERTIFICATION

11KS2

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11KS2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 11608

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	27	15	42
3	0	0	0		10	18	12	30
4	0	0	0		11	21	18	39
5	0	0	0		12	16	17	33
Total in Applying School:								144

6. Racial/ethnic composition of the school: 8 % American Indian or Alaska Native
1 % Asian
4 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
0 % 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 2009-2010 school year: 9%

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, 2009 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2009	131
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 50%
 Total number of students who qualify: 72

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 20

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>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>8</u>	<u>7</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>0</u>	<u>2</u>
Total number	<u>14</u>	<u>10</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: 11:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	94%	95%	94%	93%	95%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	13%	13%	13%	13%	13%
High school graduation rate	91%	94%	92%	97%	95%

If these data are not available, explain and provide reasonable estimates.

We do not keep records on daily teacher attendance. The percentages given above are only estimates based on the fact that we have very few teacher absences. Our staff is dedicated and they display an excellent work ethic. The teacher turnover rate is accurate. We have had exactly two teachers new to our building in each of the last five years.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>24</u>
Enrolled in a 4-year college or university	<u>29%</u>
Enrolled in a community college	<u>50%</u>
Enrolled in vocational training	<u>8%</u>
Found employment	<u>13%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

Oswego High School, a member of Unified School District 504, is located in the southeast corner of Kansas. Oswego is a rural community with a population of 2,046. Our high school educates 144 students in grades 9-12. School spirit is high as Oswego Indians proudly boast their motto of “Believe, Achieve, Succeed”. Students, administration, faculty, staff, parents, and community members are committed to academic success. The latest Booster Club shirt reads, “Standards of Excellence – It’s Who We Are, and It’s What We Do.”

The Oswego district has one mission statement that represents the unified district as a whole. The mission of USD 504 is to provide a quality-learning environment empowering all students to become self-sufficient, contributing members of society. It is the consensus of the staff that this statement best clarifies the overall purpose of the district. The mission statement is currently posted at the main entrance to the school. It is also in our student handbooks, which are provided to all students and staff. Building faculty met in groups to discuss the mission and vision for each building in the district. The vision of Oswego High School is to graduate students who have developed academic, technological, and problem-solving skills accompanied with respectful, responsible behaviors and attitudes required for life-long learning and productive participation in an ever changing society. An environmental scan was used to develop the vision and mission so that it represented all stakeholders.

We identify goals each NCA cycle to advance the mission. This is coordinated through a shared process by the staff and administration. It began with an environmental scan of what our students can expect in the world they will be entering including the skills they will need and the job market predictions. Identifying areas in need of improvement followed the study of our profile data. We ensure that the school’s mission guides the teaching and learning process by looking at all our disaggregated groups to determine the strategies that will be used to address the goals for all students, and also for smaller groups of students who are not meeting mastery levels of performance. These strategies are then monitored through data analysis and adjusted as needed.

Principals are an integral part of the process. They are on the district steering committee and a part of the reading and problem solving committees of their respective buildings. The Board of Education keeps the mission in the forefront during decision-making. They enthusiastically support the attendance of staff at workshops, meetings, and conferences that will prepare them to provide all students with the teaching necessary for mastery.

Curriculum alignment and enhancement have been essential to ensure that all student needs are met, all standards are covered, and coursework is rigorous. District-wide scope and sequence meetings were held to remove gaps and overlaps. Classes were developed to meet the needs of students who were not reaching mastery of the standards. Additionally, students became a part of the curriculum process. This was essential. We believe students learn best when they are actively engaged in the learning process. This, coupled with a highly qualified staff and supportive environment, equals success. Students now speak the same language as teachers. Students know the standards and understand whether they have mastered them or not. Teachers and students alike hold themselves accountable for learning.

The enthusiasm for learning is contagious. Teachers across the curriculum value the school improvement plan and incorporate it creatively and effectively. Who says pep rallies are limited to athletics? Our school promotes academics through the same exciting methods that other activities are promoted. Parents and community members share in our quest for empowering all students to become academically successful. Publication of our awards and recognitions have brought a spotlight to our academic excellence. Our test scores have moved Oswego High School to the top in the areas of math, reading, writing and science when compared to other schools in Kansas. For the last six years, we have earned Standard of Excellence Awards for accomplishments on state assessments. Additionally, we have been

recognized with Challenge Awards for closing the gap in achievement rates for low SES and at risk students. Furthermore, for the last two years we have been awarded the Kansas Governor's Achievement Award which recognizes schools for receiving Building Level Standard of Excellence in both Reading and Math, meeting AYP requirements, and being in the top 5% of Kansas High Schools. U.S. News and World Report recognized our school with a bronze medal for being one of America's Best High Schools in 2010. We are now honored to have earned a nomination to become a National Blue Ribbon school. Our dedication and enthusiasm for learning and achieving excellence will not end. It is ingrained into our climate and operations. It is who we are, and it is what we do.

1. Assessment Results:

Students in Kansas score in one of five performance levels on their state assessments. The levels are: Exemplary, Exceeds Standard, Meets Standard, Approaching Standard, and Academic Warning. On the math test, high school students must earn a score of 50% or higher to score at the Meet Standard level. In the last two years, more than 56% of our students not only met standard but exceeded that and scored in the top two levels in math. On the reading test, high school students must score 68% or higher to score at the Meet Standard level. In 2010, 77% of our students scored in the top two levels in reading.

Kansas awards a Standard of Excellence recognition to schools who meet a specific formula with their test scores. In math, the formula requires that at least 15% of the students score at the Exemplary level, 40% score in the top two levels, 70% meet the standard and not more than 15% receive an academic warning. In reading, the formula requires that 15% of the students tested score at the Exemplary level, 50% score in the top two levels, 70% meet standard, and not more than 10% receive an academic warning. OHS has earned the Standard of Excellence recognition in reading and math consistently over the last four years.

Oswego High School's math scores on the State Math Assessment have improved dramatically over the last five years. In 2006, only 60% of our students passed the test. After those results were published, the staff concluded a change in our curriculum was needed to ensure that all students could and would learn the required standards. New classes were added in our math department to support those students who were identified as at-risk for not passing the Kansas State Math Assessment and/or historically had difficulty achieving success on mathematics assessments. Within one year, the number of students who meet the standard on the State Math Assessment increased 16%. Each year, for the next four years, we enjoyed large gains over the previous year. In 2009, 100% of our tested students scored Meets Standard or above. In 2010, 95% of our students met the standard.

Because of our small numbers, the only subgroups we report for math are gender and social economic status based on free and reduced lunch numbers. In 2009, 100% of the students in each of these subgroups meet the standard. In 2010, only two students failed to meet the standard. One was male and one was female. One was high SES and one was low SES. We do not have an achievement gap in math between the test scores of all students and the test scores of our subgroups.

The students at Oswego High School have earned high scores in reading for many years. In 2006, 87% of our students met the standard. The percentage of students meeting the standard continued to rise until 2009 when 100% of our students met the standard. This high level was repeated in 2010. In 2006, we added a Reading Standards class for those students who were identified as at-risk of not passing the State Reading Assessment and/or historically had difficulty achieving success on reading assessments. Students in Reading Standards receive additional instruction in the standards beyond the required English classes. This class not only provides remedial help, but it also gives students the extra time they need to learn the material.

Buckle Down, a test preparation series, was also implemented into the curriculum several years ago to help all students gain testing skills. Study Island, an online homework and testing site, was implemented into the curriculum during the 2008-2009 school year. Study Island is aligned with the Kansas State Standards and is used to review and test students in reading and math.

Students at Oswego High School have also done exceptionally well on other state assessments. In 2009 and 2010, 100% of our students scored at the Meets Standard level or above on the Kansas State Science Assessment. The Kansas State Writing Assessment was last given in 2009, and 100% of our students scored at the Meets Standard level or above. We believe there is a high correlation between the math and science scores and the reading and writing scores.

You may find information about our reading and math test scores at www.ksde.org. Under the “parents” tab you will find a link to building report cards. After selecting “School/District” choose Labette County and then choose Oswego High. From there you will be able to view our test data for the last seven years.

2. Using Assessment Results:

Oswego High School has developed and continuously maintained a profile of the school, its students and the community since the 1980's. The staff continually refers to and updates the current Standards Assessment Report (SAR) through AdvancedEd and the North Central Association Commission (NCA). The SAR is used by staff to analyze data, evaluate school effectiveness, and select goals and interventions for students. The SAR is a working document that indicates where we have been, where we need to go, and how we intend to move in the direction of progress.

Faculty members evaluate data each quarter. Results of ITED (Iowa Tests of Educational Development) and Kansas State Assessments are graphed and analyzed for changes and trends. Data is disaggregated according to gender and SES. Progress is monitored and compared to previous years. Staff members discuss scores and target problem areas. Based upon the data, recommendations for changes are made. This information is also utilized to monitor student progress and provide immediate feedback regarding the success of instructional strategies and interventions. Additionally, assessment results are used to guide course scheduling and student placement in courses designed to provide skill enhancement.

To select reading goals, data was evaluated from the local, state, and national tests. The data from the Buckle Down on Reading test, Kansas Reading Assessment and Iowa Tests of Educational Development indicated reading comprehension has increased; therefore, the incoming classes deserve the same amount of focus and innovation in an area that is so critical to academic success and development of life skills. Some of the strategies from the previous NCA cycle were kept, but the research was re-evaluated. After extensive research, a new robust strategy that targets areas for improvement based on data analysis was added to the improvement plan.

For selection of math goals, data was also evaluated from the local, state, and national tests. The data from the local assessment, which addresses algebraic concepts and functions and reasoning, along with the Kansas Math Assessment and ITED, indicated math problem solving was an area in need of continued improvement. Therefore, research was conducted to find a new research based problem solving method to replace the previous strategy.

The school provides professional development along with participation in workshops and conferences to ensure the teachers feel confident and competent to implement the strategies identified in our school improvement plan based on data analysis.

3. Communicating Assessment Results:

Communication with the students, parents, and community is highly valued. The district website (www.usd504.org) informs the community of all upcoming events and highlights activities that have taken place in the school. Parents and students may also access homework assignments and grades through a PowerSchool link. With PowerSchool all students have the ability to check grades online, and time for this is provided to students during the seminar period. Additionally, all parents are given passwords to check grades and current assignments. All teachers update grades weekly. Further communication with parents is established through quarterly deficiency slips and through email and phone communication. Parent-teacher conferences are held twice a year to facilitate communication with parents. The principal and counselor perform periodic grade checks and visit with students as needed.

Assessment information is disseminated to stakeholders through reports sent home to parents and students, articles in the paper and articles on the district website. These methods allow parents and community members to track the educational advancement of our students. Also, results are shared with our Site Council. The Site Council consists of faculty, parents, students, community and business

members and meets regularly to discuss possible changes, concerns and expectations of the community. The counselor teaches students how to use and read assessment reports, assess their strengths and weaknesses, and use the results to form better work habits and begin career searches. The counselor also presents assessment reports and analysis to the Board of Education. This allows members of the Board to make data driven decisions.

Students anxiously await notification of their scores on state assessments. Teachers individually inform students of their performance on each assessment. An annual assembly is held to publicize our test results and to compare our results to schools around us. Our students take pride in recognizing their accomplishments.

Before assessments are given, parents receive letters indicating what assessments their children are about to take, why the assessment is given, how it will be used, and how parents can help prepare their children. Parents have been very supportive of the assessment days at the school by bringing in snacks for students and providing needed support.

4. Sharing Lessons Learned:

The faculty of Oswego High School is committed to the school improvement process. Staff members are typically encouraged to attend workshops within their areas that are research-based and could increase student learning. When appropriate, those staff members are asked to present this information to other teachers. Therefore, K-12 meetings are held in which teachers clearly define what interventions and strategies are being implemented in each building within the district. Open communication is encouraged between departments. Time is given for teachers to collaborate with each other as needed. This allows educators to align like terminology used in the classrooms and employ similar grading practices across grade levels in support of the expectations for student learning in every building in the district.

As continuous gains have been made in the district, other schools have called and asked how we have found such success. It is an honor to share the research-based interventions in our school improvement plan, the use of data-driven analysis, and our testing procedures. As a member of AdvancEd and North Central Association Commission (NCA) our teachers have served on other schools' liaison visiting teams. This allows our staff members opportunities to share our procedures and help other schools in creating school improvement plans. With the recognition of State Challenge Awards and Governor's Achievement Awards, our building has had the opportunity to post these recognitions and report on strategies used to gain student success.

Administrators, teachers, and counselors attend state conferences with sharing break-out sessions. Of course, staff is willing to share and thrilled to accept new ideas and strategies to increase student learning. If we were to be awarded the distinction of a Blue Ribbon School, we would be honored to continue to share and aid in distribution of strategies and interventions that are researched-based, robust, and data-driven. The betterment of our nation's students is every district's and building's responsibility.

1. Curriculum:

The curriculum is designed to meet all student needs at varying levels, challenge students, and provide exposure to a variety of fields. For a small school district, it is essential to maximize the use of faculty and course offerings to effectively engage and benefit students. Therefore, Oswego High School maintains high standards in course offerings and curriculum alignment and development. All core classes post state standards and identify them as they are being addressed and mastered.

The English curriculum is designed so that students receive needed one-on-one instruction and additional instruction where needed. Our schedule contains three sections of English I to allow for small class sizes of ten to fifteen students. Students receive needed small group and one-on-one help with building the foundations of literature, reading, and writing. Students then continue with English II, III, and IV. Students who exhibit difficulty in English II and on assessments take the Standards of Reading class designed to improve reading skills in the four text types and expose students to additional literature. English IV is offered as concurrent enrollment with Labette Community College. This challenges students who are preparing themselves for the next level of education. Practical English is offered for students with an IEP. English Productions class reads and performs theatrical pieces, and Mass Media class writes a quarterly newspaper and compiles the yearbook. Students have modern computer labs to enhance research projects, prepare PowerPoint projects, write papers and utilize reading programs. LCD projectors and document cameras enable the use of visual examples and digital supplemental materials.

The math curriculum also focuses on individual student needs. Courses include Practical Math, Algebra I, Standards of Math I, Standards of Math II, Geometry, Algebra II, Advanced Math, and Calculus. Students needing a slower presentation pace, review, and additional exposure to state standards take Standards of Math classes. Practical Math is available for students with an IEP. Both Advanced Math and Calculus are concurrent enrollment with Labette Community College. Classrooms operate Interwrite Boards, Interwrite Tablets, TI-Nspire programs, graphing calculators for the Interwrite board, graphing calculators for student use, and a document camera. This equipment facilitates demonstrations, practice and interaction. Computer labs are used for hands-on practice with Excel, factoring programs, and the Study Island program.

Science courses provide a wide range of opportunities. Students begin coursework with Biology then Earth/Space Science. Continuing courses include Physical Science, Anatomy and Physiology, Chemistry and Physics. Classrooms have laboratory areas for hands-on experiments and activities. Interwrite Tablets are used for demonstrations and examples. Cooperative groups are created and supplemental materials, such as lasers, are used to provide concrete examples and aid experiments.

The social science department offers a well-rounded course of study. Classes include World History, American History, United States Government, and Psychology. Psychology is concurrent enrollment with Labette Community College. The history courses keep students informed of current events with the use of news media within the classroom. Computer labs are used for research papers and projects. Political campaigns and voting provides hands-on learning.

Visual and performing arts programs consist of Chorus, Band, and Art I-IV. Within Choir and Band classes students perform concerts throughout the year. Additionally, students participate in league and state music contests and perform at sporting events. Art courses provide students opportunities to advance from basic concepts of line design in Art I to experimenting with different mediums, such as clay, in advanced courses. Courses also expose students to art history. The classroom is equipped with a kiln for firing pottery and a large work area for demonstrations and hands-on work. Art Club is available for students interested in furthering their exposure and work with art. "Fine Arts Night" is held to showcase student work to the community. Included in the festivities are band and chorus performances

and a one-act play performed by the English Production class.

Physical education is an essential part of student well-being. All students take Health and Physical Education. Students may also enroll in Advanced PE and Weight Training. Courses include both indoor and outdoor activities. A new weight room facility allows students to work on individualized fitness programs. Family and Consumer Science classes include Nutrition and Wellness, Adult Living, Balancing Work and Family, and Childcare. These classes provide students with opportunities to work hands-on with consumer health, food planning and preparation, and daily life skills.

The foreign language program is critical to preparing well-rounded students. Offerings include four levels of both Spanish and French. Students begin with basic greetings and vocabulary and complete their fourth year reading novels. A variety of instructional methods include songs, skits, games, videos, recording, reading and writing. The foreign language room is equipped with a listening and recording sound system, LCD projector for learning cultural history and customs, and access to computer labs for research and projects.

2. Reading/English:

Language usage, the study of literature, and the teaching of reading standards are the strong emphases for Oswego High School language arts students. Students will be prepared for the Kansas Reading Assessment, the ITED, PSAT, and the ACT tests by intensive study and review. An introduction and study of literature - short story, poetry, drama, and novel - is how the students will develop good reading habits and skills. It is the goal of OHS that students will discover the importance of reading, listening, oral and written communication, lifetime skills that are important in everyday life. These goals are attained through the implementation of reading strategies such as Sustained Silent Reading, Reciprocal Reading, Reading Standards, Buckle Down, and Study Island.

Sustained Silent Reading is a reading strategy that has been used at OHS for over ten years. Three times a week, all OHS students and staff read for twenty minutes. Students can choose from any prose genre. Once a week students are asked reading comprehension questions over what they have read. These questions are developed and distributed by the English Department.

Reciprocal Reading is another reading strategy directed at improving reading comprehension. This strategy has a cooperative learning group summarize, question, clarify, and predict an assigned text selection. All teachers are expected to teach one Reciprocal Reading lesson to each class each semester.

Students who are targeted with low reading scores on the ITED are placed in a Reading Standards class. Reading Standards is a class geared toward teaching students to become better readers. Each standard is taught through interactive websites and the English grade series of Buckle Down. The class also uses Study Island, which supplies standard-based instruction, practice, testing and other tools for K-12 students.

The 9-12 Buckle Down series has been used for many years in the English III classes. Buckle Down is a comprehensive reading curriculum. It is aimed at preparing students for state assessments. Through application of the tips provided in the Buckle Down lessons, students are successful in navigating all text types.

Primary classroom teachers, as well as support staff, work daily with at-risk students in an effort to allow these students the same success as their peers. OHS's success in reading is due to the fact that all teachers are teachers of reading. The teachers are active participants in the school's strategies, and these strategies have led to remarkable results.

3. Mathematics:

Oswego High School has a wide range of mathematic courses available.. Students may choose from Algebra I and II, Standards of Math I and II, Geometry, Advanced Math (College Algebra and Trigonometry), and Calculus. Advanced Math and Calculus are offered as dual credit courses in conjunction with Labette Community College. Students who have not taken Algebra I as 8th graders are given the opportunity to take Algebra II and Geometry their sophomore year in order to proceed to Calculus.

The Math Department addresses low performing student needs through Standards of Math I and II. The classes are targeted toward students who have been identified as at-risk for not passing the Kansas State Math Assessment and/or have historically had difficulty achieving success on mathematics assessments. Standards of Math I classes address the basic mathematical skills necessary to succeed in life after graduation, and it focuses on the Kansas State Math Standards. Standards of Math II classes continue to develop mathematical skills necessary for life, and students continue to work through Kansas State Math Standards.

The sophomores are placed in Standards of Math I based on Freshman ITED scores, Algebra I scores, and teacher recommendations. Oswego High School students are first given the Kansas State Math Assessment as sophomores. After testing, the students who are still having difficulty in math, and/or have not passed the State Assessment, are placed in Standards of Math II.

Many programs are being used school wide to improve problem-solving skills for all students. The school has adopted the problem solving method of GFS (Given-Find-Solve). The method provides a structured outline for all students to follow to solve word problems in real life situations. Each classroom has displayed a GFS poster for the students to view the GFS steps. The GFS method is applied in all classes for problem solving. One Friday each month, all teachers and students participate in a problem solving activity. Teachers provide an instructional lesson for the students to review the GFS method. After the lesson, the students apply the method to different situations and problems.

Vocabulary is important in all aspects of life. All teachers create a Word Wall of mathematical terms used in their subject area. The Word Wall provides important mathematical terms in a variety of classes. The students are able to review and apply mathematical terms in all areas of instruction.

4. Additional Curriculum Area:

Our mission at Oswego High School is to provide a quality learning environment empowering all students to become self-sufficient, contributing members of society. At Oswego High School, we believe that it is essential that all students receive a quality education to prepare them for a successful future. Teachers have high expectations for students, and in turn, the students strive to exceed our expectations. Although Oswego High School is a small school, our students have a variety of classes to choose from. They are provided the opportunity to learn about many fields including the arts, food and consumer sciences, drafting, mechanics, and welding to assist them in discovering the career path that is best for them.

Our science department provides a rich and rigorous curriculum with the benefit of a small school setting. Students at Oswego High School have the opportunity to take biology, earth and space science, and physical science classes. In addition to our introductory science curriculum, our science department offers chemistry, physics, and anatomy and physiology for our college bound students. Our science teachers have arranged speakers from various scientific fields and colleges to present information to our students in order to help insure that they will fully understand the fulfillment and commitment of scientific careers. The science classes also take field trips periodically to local and area businesses that are science centered. Our science department utilizes technology to present our lessons in creative ways. Technology is infused throughout the science curriculum. Computerized sensors and digital interfaces are at the core of most laboratory investigations. These advanced, technological labs provide students more accurate results, more motivation, and more relevant investigative methods. Students are provided many

hands on opportunities to actively manipulate science in order to enhance learning. Our teachers ultimately work to prepare students not only to be competitive with other high schools academically, but also to be prepared for a successful future.

5. Instructional Methods:

Through the years, Oswego High School has developed a learning community in which all stakeholders have high expectations for student achievement. Along with these high expectations comes a safety net of adult and peer support, and additional opportunities to succeed. There is a high ratio of counselors to students (1:144), and a seminar period which provides direct supervision of student achievement along with the opportunity for extra help from any instructor.

For regular education students who are not achieving at an acceptable level, a Student Improvement Team has been in place for many years to explore interventions that will help the student succeed. A district-employed paraprofessional is also in place to provide extra help for these students. The school also supports the Talent Search program that targets lower SES students and provides activities that encourage their success in school.

Classes are designed for the learning enhancement of all students. For struggling students, Standards of Math I and II and Standards of Reading classes have been established to provide additional support and instruction. Innovative movements are taking place as new classes are being introduced to fulfill student needs and interests. It is also a goal of all teachers to incorporate active engagement in real life projects that vary from the more traditional paper/pencil methods. Career development is presented through the school guidance counselor and Career Pathways instructors as they strive to give students real world hands-on experiences. For students who are excelling academically, concurrent enrollment is offered through Labette Community College. Students can earn 23 hours of college credit within our curriculum. The gifted and special education programs also compensate for student differences.

Through the NCA accreditation process, OHS continues to develop and adapt programs that aid in the improvement of all students. All faculty are involved in implementing research-based strategies to help with student learning. Sustained Silent Reading and Reciprocal Teaching reaches all reading levels. In math, the Given-Find-Solution problem solving method and the Word Walls are appropriate for all levels of learners. In addition, all teachers work to help students with their ACT skills and scores by giving them weekly practice problems. Our NCA committees constantly monitor our instructional methods in an effort to find and implement interventions based on individual student needs.

6. Professional Development:

Continuous work, training, and advancement in the North Central Accreditation (NCA) process guides our professional development as we strive to learn, maintain and implement interventions to meet student needs. With professional development, we continue to achieve success in closing achievement gaps and meeting academic standards. Professionals with AdvancEd and NCA trained the steering committee members who guide the school improvement process. From that training, the steering committee members returned to school with the ability to guide staff members through goal setting, data analysis, research of interventions, and implementation. Time was set aside in our schedule to allow staff members the opportunity to research the latest programs, interventions and strategies available. Once staff determined what researched based strategies were a best fit for our school as reflected in data analysis, then additional professional development was required to train all faculty members across the curriculum how to implement and adapt the strategies. Professionals were brought into the school for training. In some cases selected staff members were sent to training and returned to educate the remaining staff members. Within the NCA process, staff is allotted time to evaluate the effectiveness of the strategies and modify them as needed to maximize benefits. To remain at the forefront of new educational movements, steering committee members have attended the national NCA conventions in Chicago. This process is repeated as the school completes NCA cycles and needs to reevaluate and modify the school improvement plan.

Additionally, professional development has been important in maintaining a positive, safe environment for learning. Our staff has received training on bullying prevention, motivating students in the 21st century, character education, and maximizing the use of our technology and facilities. The staff has also been given opportunities to attend workshops, conventions, and seminars within their curriculum area. Many teachers take advantage of these opportunities and are members of the organizations that host these conventions.

Furthermore, our district is a member of the Greenbush Education Service Center. Greenbush offers programs that are otherwise unavailable, unaffordable, or just more effective and efficient through a cooperative effort. By forming consortiums, Greenbush allows districts to pool resources to stretch funding even further. Whether the need is for office supplies, professional training, or technical support, the consortium means increased power and availability. Greenbush forms partnerships with agencies, businesses, and universities to further resources. Consequently, this education service center is a valuable tool in enhancing our professional development

7. School Leadership:

Leadership at Oswego High School is shared between a strong, visionary principal and a dedicated, responsible faculty, each wholly believing in the school's ability to exceed standards. The realization of this success can be contributed to the fact that all faculty share leadership firsthand by identifying an issue or problem and using a collaborative approach to find the solution. The frequent inquiry, reflection, discussion, and problem-solving actions are vital aspects to create and sustain the vision and culture of uninterrupted learning and improvement.

The principal at Oswego High School often moves out of the supervisory role and into the role of colleague, while still facilitating dialogue, supporting the group, synthesizing information, and continually focusing the group on the school's vision. Data from previous NCA cycles is made available in easy-to-read graphs, allowing for the alignment of resources. All faculty members then divide into instructional teams to integrate resources and materials needed to maximize student achievement. This provides an array of instructional supports designed to help students meet grade-level reading and math standards, while also increasing the number of students who exceed standards. The school's NCA leadership team has been instrumental in keeping our staff focused and driven to continually improve instruction for our students. The entire school meets several times each year to evaluate instruction based on our data.

Students also share in the leadership at Oswego High School. Many opportunities exist for students to experience leadership roles within clubs and activities. We have a strong Student Council that promotes safety issues such as seat belts and avoiding drugs and alcohol. Our student leaders are not afraid to take a stand on important issues. Students also serve on our Site Council along side faculty, parents, and community members.

The shared leadership at Oswego High School has created an environment conducive to positive academic growth. High expectation is coupled with a supportive and personalized environment so that students are well known and are individually supported to meet the challenges of success. With the continued commitment and shared vision of faculty and students, all become empowered to work together to achieve increased student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Kansas State Math Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, and Exemplary	95	100	79	76	60
Exceeds Standard and Exemplary	57	62	38	41	37
Number of students tested	35	29	32	32	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, and Exemplary	94	100	67	78	70
Exceeds Standard and Exemplary	61	45	33	33	35
Number of students tested	16	11	15	15	17
2. African American Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
5. English Language Learner Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
6.					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Kansas State Reading Assessment

Edition/Publication Year: 2005 Publisher: Kansas State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, and Exemplary	100	100	87	92	87
Exceeds Standard and Exemplary	77	72	65	59	61
Number of students tested	35	25	31	39	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, and Exemplary	100	100	71	94	88
Exceeds Standard and Exemplary	65	70	43	65	50
Number of students tested	17	10	14	17	8
2. African American Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
5. English Language Learner Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
6.					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, and Exemplary	95	100	79	76	60
Exceeds Standard and Exemplary	57	62	38	41	37
Number of students tested	35	29	32	32	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, and Exemplary	94	100	67	78	70
Exceeds Standard and Exemplary	61	45	33	33	35
Number of students tested	16	11	15	15	17
2. African American Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
5. English Language Learner Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
6.					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, and Exemplary	100	100	87	92	87
Exceeds Standard and Exemplary	77	72	65	59	61
Number of students tested	35	25	31	39	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
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Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
5. English Language Learner Students					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
6.					
Meets Standard, Exceeds Standard, and Exemplary					
Exceeds Standard and Exemplary					
Number of students tested					
NOTES:					