



# PART I - ELIGIBILITY CERTIFICATION

11OH7

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

11OH7

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 6 Elementary schools  
 (per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
8 Total schools in district
2. District per-pupil expenditure: 8017

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 11
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		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	0	0	0		<b>8</b>	0	0	0
2	0	0	0		<b>9</b>	241	192	433
3	0	0	0		<b>10</b>	198	173	371
4	0	0	0		<b>11</b>	158	183	341
5	0	0	0		<b>12</b>	182	155	337
<b>Total in Applying School:</b>								1482

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
93 % White  
2 % 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: 5%

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.	30
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	44
(3)	Total of all transferred students [sum of rows (1) and (2)].	74
(4)	Total number of students in the school as of October 1, 2009	1482
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

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

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 9%  
 Total number of students who qualify: 129

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: 11%  
 Total number of students served: 160

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>12</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>44</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>86</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>3</u> Visual Impairment Including Blindness
<u>2</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>3</u>	<u>0</u>
Classroom teachers	<u>60</u>	<u>4</u>
Special resource teachers/specialists	<u>22</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>19</u>	<u>12</u>
Total number	<u>109</u>	<u>19</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: 25:1

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	97%	97%	97%	97%	97%
Daily teacher attendance	96%	96%	96%	97%	97%
Teacher turnover rate	0%	1%	3%	4%	6%
High school graduation rate	94%	94%	96%	97%	96%

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

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>325</u>
Enrolled in a 4-year college or university	<u>74%</u>
Enrolled in a community college	<u>10%</u>
Enrolled in vocational training	<u>4%</u>
Found employment	<u>10%</u>
Military service	<u>1%</u>
Other	<u>1%</u>
<b>Total</b>	<b><u>100%</u></b>

During the last 15 years, Springboro High School has made a remarkable and dramatic transformation from a high quality learning institution into a truly outstanding one. Milestones along this journey include a tenfold increase in the number of AP courses offered, a steadily increasing number of National Merit Scholars each year, and a marked rise in the number of students nominated and/or appointed to the United States military academies. We have improved on state evaluations, having earned an “Excellent” rating from the state of Ohio since that highest category has existed, as well as meeting AYP goals every year. Springboro High also received the “Gold Award” from the Southern Regional Education Board (SREB), as part of the High Schools That Work (HSTW) program, in 2006 and 2010.

Springboro is a suburban community roughly equidistant from Cincinnati and Dayton, with a high median income and a mix of blue and white-collar workers. In the last 15 years it has experienced a dramatic increase in population, and the school has grown from less than 800 students to almost 1500. Many schools with such an expanding population have difficulty striking a balance between stability and change, but we have weathered these changes while steadily improving in every sense. Even more remarkable is that this success has come with a per-pupil expenditure that is among the state’s lowest.

Foremost among the reasons for our success is the consistent promotion of a culture of learning. The atmosphere in the hallways and classrooms strikes an excellent balance between structure and freedom. Students are expected to perform to rigorous standards, but they can also expect to be given the latitude to explore concepts through the kind of collaboration, project development, and problem-based learning that will prepare them for the 21<sup>st</sup> century. As teachers and students inspire each other, this learning expands beyond the classroom. Our physics department sees student traffic before, during, and after school as various extra-curricular projects and interests are pursued. Academic quiz team and mock trial groups practice after school and compete with schools from around the region. Our language department organizes an entire “Market Day” where students immerse themselves in a giant, bustling, student-created market, populated by student vendors, customers, and student police to enforce the speaking of each language. Students have formed a Teen Age Republicans group and the Junior Council on World Affairs to explore social studies beyond the classroom. Our IT students are a vital part of maintaining the district’s computer network—they even helped install network cables when our high school was built.

High academic expectations continue to evolve among teachers and students alike. Each department is constantly looking for ways to improve instruction, by meeting student needs more closely, by aligning our curriculum with state benchmarks as closely as possible, and by learning new methods and technology to share with students. It is no surprise, then, that in all subject areas, significantly more Springboro students scored at the “advanced” or “accelerated” level than the “proficient level” on the 2010 Ohio Graduation Test.

The arts are enormously valued here as well. Our vocal students sing at competitions and festivals statewide—a group of them sang in China in 2008, and another group will be performing in Ireland over spring break this year. The marching band has earned Superior ratings at the Ohio Music Education Association finals for 15 consecutive years, and the Wind Ensemble has qualified for the State Concert Band Event 11 consecutive times. Art students place in regional art shows every year and digital media arts students even earn college credit.

The athletic department here has always excelled in their development of scholar-athletes, but perhaps most telling is that since the Greater Western Ohio Conference was created 4 years ago, Springboro has won the All Sports Trophy in that conference every year.

This culture of learning would not exist unless students felt absolutely safe and comfortable within the school's walls. There is no tolerance here toward bullying of any kind, and our staff social worker and staff police officer do a wonderful job helping to keep the building a safe place for all students. In addition, through the Panther Kick-Off Mentor (PKOM) program, every 9<sup>th</sup> grader has an upper class mentor; this relationship is encouraged and strengthened the entire 9<sup>th</sup> grade year, and contributes to an atmosphere where students support each other throughout their time here.

On a daily basis, the staff and students here work together to achieve excellence. The combination of a hardworking, creative, innovative staff and a talented, intelligent, focused student body makes the atmosphere here second to none (as teachers and students who have been at other schools tell us frequently). The comprehensive educational experience we offer truly fulfills our mission, empowering students to become lifelong learners, productive citizens, and future leaders.



### 1. Assessment Results:

Each spring, Ohio high schools administer the Ohio Graduation Tests (OGT) to all tenth grade students. Test areas include writing, reading, mathematics, science and social studies; all tests are based on the Ohio Academic Content Standards. Students are required to pass each of the five assessments to qualify for high school graduation. Each student's performance places him/her in one of five performance levels: limited, basic, proficient, accelerated and advanced. Passing, or "meeting the standard," is defined as achieving at the proficient level (or higher). Information about Ohio's assessment system and results can be found at <http://www.ode.state.oh.us>.

Ohio issues report cards for each building and district. High schools must meet a 75% passage rate on each content area test of the OGT administered in the tenth grade and 85% in eleventh grade in order to meet 10 of the 12 state performance indicators for high schools. The other two indicators require high schools to achieve at least a 90% graduation rate and a 93% attendance rate. Finally, high schools must also meet Adequate Yearly Progress (AYP) goals in reading and mathematics for identified subgroups of students. The state uses a performance index measure that assigns a point value for the five scoring levels of the test for these specific student groups.

Springboro High School has received the "Excellent" designation on Ohio's School Report Card since the rating's inception. Springboro High has always met every state indicator and has met AYP for all student subgroups. The only subgroup that has had sufficient numbers, in some years, to obtain AYP results is "students with disabilities." Our performance index has shown a general increase over this time period as well. Our performance index currently places us in the top 4% of all Ohio high schools. Over the past 3 years, 96.7% of Springboro students have scored proficient or higher in reading, 98.0% in writing, 96.0% in mathematics, 93.3% in science and 96.2% in social studies. Over the past few years, there has been much effort toward increasing the percentage of students that reach the accelerated and advanced levels. Results have included an increase in our building performance index. The last two years 76% of students' test scores were in the advanced and accelerated categories. In addition, in each of the five subjects, our percent of students scoring at a proficient level or higher placed us among the top 6% of all Ohio high schools.

Springboro High School has had an attendance rate average of 96.9% and a graduation rate average of 96.3% over the past five years. These values have remained fairly stable over that time period. Our attendance rate places us in the top 3% of Ohio high schools. We stress the importance of attendance to our students as a necessary habit for maximizing academic success.

Although our students with disabilities subgroup performed well enough for our school to meet AYP, there is an achievement gap. The math passing rate for this subgroup was 78.4%, compared to 96.6% for all students, and for reading it was 75.7%, compared to 96.6%. To address this gap, the math department has piloted a program designed to lessen the number of students in self-contained classrooms. Algebra 1A and Algebra 1B each have at least one section that is team taught by a math teacher and a special education teacher. By approaching these classes in this manner, the students are all taught and challenged at the same level but are provided with multiple resources and the accommodations they need. Starting next year, this concept will be implemented in all OGT subject area classes.

ACT data provided on state report cards indicates that in the most recent three years of available data Springboro High School students had an ACT composite score average of 24 and that a little over 80% of our students took the test. Only 21 Ohio high schools in 2009 and 15 high schools in 2008 had higher composite averages.

Both the number and variety of AP tests taken by our students is increasing. Although many students in our AP courses elect to take the test, we do not require them to do so. We have seen an increase from 59 student tests in 11 subject areas in 2006 to 161 student tests in 15 areas in 2010. According to state data for the years of 2007, 2008, and 2009 an average of 81.7 % of our test takers achieved a rating of three or higher on at least one test. This placed us among the top 10% of Ohio high schools in student success on AP tests.

## **2. Using Assessment Results:**

Teachers and administrators at Springboro High School are committed to continuous improvement through analysis of assessment results. A building data team, comprised of the English, Mathematics, Science and Social Studies department chairs and one assistant principal, meet two to three times a week to utilize data to foster school improvement. Data is collected and sorted by this group and then appropriately distributed to and used by classroom teachers to improve instruction.

Common quarterly benchmark assessments (QBA) are given in all grade 9 and grade 10 OGT subject area courses. The building data team then compiles the results of each question so that student performance on state standard topics in these subject areas can be evaluated. District wide monthly late arrivals are sometimes used for teachers to collaboratively discuss and review the results and plan for future instruction. Sharing of instructional methods and discussion of areas of weakness enables ongoing change of curriculum and its delivery to students.

While our tenth graders are taking the OGT, our ninth graders are given a practice OGT. These are then graded by subject area teachers and the results are compiled and made available to students and subject specific teachers. The building data team has recently instituted a process that uses these practice scores, eighth grade standardized test scores, current class scores, and teacher input to identify at risk students prior to their taking of the OGT. Our goal is to offer intervention during the school day or incentives to students to attend after school sessions to provide additional support and OGT preparation for those at risk.

Once OGT scores are delivered to the school and student, those not achieving proficient levels or higher in a subject are met with and informed of opportunities to prepare for future taking of the test(s). We offer OGT subject specific summer school courses after which a student may retake the test. For any student not having passed a test section by the following school year, their teacher will be made aware of the situation so that throughout the year attention toward student weak areas may be addressed. In the weeks prior to the OGT tests these students may attend after school subject specific review sessions to prepare for the test.

## **3. Communicating Assessment Results:**

Springboro High School feels it is vitally important for students, parents and the community to receive ongoing communication concerning assessments and their results. Teachers, counselors, and administrators all play important roles in achieving this goal. All building educators strive to instill in students an awareness of both the importance of working hard and doing their best in all evaluated items. Teachers clearly present academic expectations to students concerning their individual courses. Teachers, counselors and administrators discuss aspects of all standardized test preparation and importance in various settings with students and parents before these tests occur.

Student progress for every class is accessible through Progress Book which allows parents and students to view grades for individual course items and courses averages. Hard copies of interim report grades and end-of-term grade cards are provided for each student. Teaching staff are scheduled to be available twice a year for individual parent-teacher conferences and many additional conversations concerning student progress in courses, initiated by either parent or teacher, occur throughout the year by email, phone or specially arranged meetings.

Guidance counselors meet individually with each student at least twice a year and a review of the student's course progress and standardized testing results is a part of the discussion. Students struggling in classes are met with more frequently. Following our ninth grade practice OGT a letter is sent to the home of each student to share the results and to provide an evaluation as to the student's progress toward success on the actual OGT of the 10<sup>th</sup> grade year. All information sent to the school concerning student test scores of OGT, PLAN, PSAT, and any other tests is shared with students and parents at the earliest possible opportunity.

In addition to communication with parents and students as to their individual progress and test results, Springboro Schools and Springboro High School share compiled group test results with our student body, faculty, and community. Our principal's daily update email (sent to all parents and other community members requesting it) provides information on our student results of Ohio Graduation Tests as well as other noteworthy individual and group academic accomplishments such as National Merit Scholars, HSTW results and awards. Our district sends out a weekly newsletter that frequently contains sections written by our superintendent or curriculum director concerning testing results. Some of these newsletter columns are also published in our local newspaper.

#### **4. Sharing Lessons Learned:**

Springboro High shares successful strategies locally, regionally, and nationally. Locally, our staff has been on district wide teams that deal with curriculum and school improvement, such as, Literacy Committee, Strategic Planning teams, and Curriculum Council. Yearly, Springboro High is provided with the opportunity to have student teachers from local universities. Teachers also host student observers from those universities and from the county career center's Teacher Academy program. In addition, the district provides monthly release time to staff, which gives them the opportunity to meet, collaborate, and share strategies.

Many of our opportunities to share come as a result of participating in the HSTW school improvement program. Springboro High staff presented at regional best practice workshops sponsored by the HSTW. Topics have included "*Creating an Environment of High Expectations*", "*Literacy Strategies across the Curriculum*", and our ninth grade transition program. A number of staff members have also participated in state curriculum revision forums. Additionally, a few staff members have presented successful strategies to university classes and statewide conventions.

Nationally, staff members have presented at the SREB summer conference on achievements in science. The principal has also served on panel discussions on "*Teaching Most All Students a Rigorous Language Arts Curriculum: How Three High Schools Are Achieving the HSTW Goals*" and on middle grade to high school transition programs.

Lastly, many staff members continue their own education by taking college courses, on line classes, or attending workshops and conferences. Through this participation, Springboro staff is able to improve their own strategies and share their successes.

## 1. Curriculum:

At the core of Springboro's curriculum are the Ohio Academic Content Standards. The rigor of courses varies depending on the ability of our students; through vertical and horizontal alignment, all students' abilities are addressed. Regardless of whether they are on a college or career track, the ultimate goal of the curriculum is to prepare all students to meet the challenges of the 21<sup>st</sup> century

To differentiate instruction, various levels of English I – IV are offered. College-preparatory and honors are available to freshmen and sophomores; juniors and seniors choose between general, college-preparatory, and honors/AP. Each class focuses on the analysis, evaluation, and synthesis of reading, as well as, the writing process, and the integration of communication skills through the utilization of different genres of literature. English classes read books that mirror the periods that history students are studying. Students may take electives, from Public Speaking to Creative Writing, in order to gain a deeper understanding of literature.

Freshmen must take four credits of math (new graduation requirements); all others three credits. Classes offered are Algebra I through Honors Algebra, Geometry through Honors Geometry, and Pre-Calculus through AP Calculus. Each class includes a different level of instruction to meet the needs of all students. Teachers integrate other disciplines through a research-based project over famous Mathematicians in history. Math classes stress the importance of analyzing and synthesizing real world mathematical problems by using those learned skills to continue fostering the importance of the subject.

Springboro students are required to take three credits of Science, which must include a Biological Science and a Physical Science. Electives include Integrated or CP Chemistry, Physiology, Conceptual Physics, AP Chemistry, AP Physics, and AP Biology. Students practice their synthesis, evaluation, and analysis skills to apply critical thinking in everyday life. Science classes incorporate hands on learning, promote interdependent learning, and integrate technology into lessons.

Students are required to take World History, US History, and Government or AP Government. Most students take advantage of the following electives: Psychology, Sociology, AP US History, History of American Sports, American Military History, You and the Law, Current Events, and History and Film. To engage students, Government classes conduct a Mock Congress; students must introduce bills they have researched and debate the merits thereof. History classes employ visual and auditory techniques and group activities; they also incorporate the arts through the examination of depression era photos and war propaganda advertisements.

Over 1300 French, German, and Spanish students are engaged in lessons that stress the importance of literacy and communication through listening, reading, writing, and speaking the language. The culture and history of the countries are also studied. Teachers strive to incorporate the latest methodology and technology into the curriculum. Each language offers levels I to IV, AP and transitional. At the higher levels, students are fully immersed in the language and they visit the elementary school to teach about foreign languages.

Fine Arts and Music offer students a creative outlet in a variety of courses. Art classes include Introduction to Art, Photography and Computer Graphics, Digital Media, Visual Communications, Ceramics, Architectural Design, AP Art Studio, and AP Art History. The Digital Media program offers a unique opportunity to earn college credit on our campus. The variety of available music courses attracts and engages the casual to the professional performing student and broadens the appreciation of music.

Health, Physical Education, and Nutrition programs focus on practical problems related to making choices that promote wellness and healthy, active lifestyles. Health classes use outside speakers to bring real life into the classroom. Nutrition classes require students to plan healthy meals, prepare them, and actually eat what they have prepared.

JROTC integrates history, science, English, business, and fitness into the Aerospace Science I-IV, Leadership Education, and Physical Fitness course offerings. This program promotes responsibility, community involvement, and respect. Students have pursued a military career by enrolling in one of the military academies or enlisting as an active duty member of a military branch.

Springboro High's Information Technology offers Computer Applications courses, Desktop Publishing, and Advanced Web Page Design. Springboro also has a College Tech Prep Program that allows students to seamlessly enter into a CISCO Networking Academy at the college of their choice. These courses provide hands on training for students who would like to enter into the technology field.

Business classes at Springboro High prepare students for jobs, provide enrichment for college bound students, and empower the individual to adapt to a business-oriented society. The varieties of classes provide real world opportunities for students to engage in business world activities: whether they are playing the stock market game, making budgets, completing income tax returns, or operating the on campus store. Classes integrate math, economics, and communication skills into lessons in order to provide a multidisciplinary approach.

## **2. Reading/English:**

Because of vertically-aligned curriculum mapping, Springboro's English department maintains a high level of instruction, while also ensuring that all courses are aligned with the Ohio Academic Content Standards. English I and II are divided into two levels: college preparatory and Honors. The freshman and sophomore curriculum is mostly genre-based; the emphasis for the first two years is placed on an overall understanding of short stories, nonfiction, poetry, drama, and novels, but also, learning the writing process through narrative, descriptive, and persuasive essays. English III and English IV consist of three levels: general, college preparatory, and Honors/Advanced Placement. Junior English focuses primarily on the study of American Literature, thorough ACT and SAT test preparation, and extensive writing practice. Senior English is designed to help the college bound student develop the skills needed for college English courses. The class provides a study of literature, concentrating on British authors, and requires an extensive research paper. The AP class is a high level course preparing students for the AP English Literature and Composition test; the workload is equivalent to a college course. Special attention is given to timed writings as preparation for college and the AP test. The English department also offers a variety of electives for students: Public Speaking, Modern Literature, Sports and Literature, Creative Writing, Children's Literature, Drama, and Film and Literature. These semester long courses, allow students to specialize in the areas in which they are most interested.

Springboro High puts forth effort to help students struggling with their reading skills. Students with reading issues receive intervention, or resource time, throughout the day as they work toward the goals set forth by their Individualized Education Plans. Read 180 is a course offered to our limited and at-risk students; it is a self-contained course taught by special education teachers to allow for individualized attention. The general English courses are designed to give students a solid background in the rudimentary skills of the English language. There is an emphasis on basic verbal, written, and reading comprehension skills. The class sizes are small, which allows for more individualized instruction.

In March of the freshman year, the practice OGT is given to students. Based on the results, students found to be at risk of failing the OGT as sophomores are offered after school tutoring. Teachers are notified which of these students they have in their classes in order for more specialized instruction to occur.

### **3. Mathematics:**

The math department at Springboro High believes that an understanding of mathematics and its functional application are essential to all people. The math program is not only designed to encourage student success in meeting Ohio's math curriculum standards but also to ensure that all students have the workable knowledge necessary for life.

The curriculum is divided into three ability-based levels: general, college preparatory and Honors. The variety of courses include: Algebra 1A, Algebra 1B, College Preparatory Algebra 1, Geometry, College Preparatory and Honors Geometry, Algebra 2, College Preparatory and Honors Algebra 2, Probability and Statistics, Modeling and Quantitative Reasoning, Precalculus and AP Calculus AB.

Many students complete College Preparatory Algebra 1 in seventh or eighth grade for high school credit. This allows students to progress through five years of high school mathematics. Probability and Statistics is a semester course; any student completing College Preparatory or Honors Algebra 2 is encouraged to enroll. Under Ohio's new high school graduation requirements current freshman are required four math credits; the rest of the student body is only required three. However, approximately 85% of seniors are currently taking a math course.

Students with math learning disabilities are often placed in a self-contained class within the special education department. However, our math department has partnered with the special education department to pilot a program designed to lessen the number of students in the self-contained classrooms. Two sections of Algebra 1A and one section of Algebra 1B are team taught by a math content teacher and a special education teacher. By combining these classes together the students are all taught and challenged at the same level but are provided with multiple resources and the accommodations they need.

Within the high school, students are provided with opportunities for intervention or enrichments. During study hall students can access the math resource lab for homework help or test preparation. Many classes with low ability students have an educational assistant. These assistants are great resources for the students. Also, math teachers are available multiple days a week before and/or after school for help.

Collaboration between same-subject teachers and communication among teachers of different levels is essential to student success. Same-subject teachers have similar pacing and give common semester and final exams. In addition, common quarterly assessments in courses for grades 9 and 10 are given. Math teachers want to make sure that their students are prepared for the next level.

### **4. Additional Curriculum Area:**

The science department was invited to present at the 2008 national conference for High Schools That Work in 2008, based on our performance on evaluations completed by senior students. That presentation was useful in articulating our path to success, much of which we think has come from the overwhelming numbers of students that choose to take more than three science classes. We seek to continuously improve both our curriculum and our teaching methods, and in that process we strive to create a program that enables students of all interests and academic success levels to complete four years of science. We are also keenly aware of the importance of our attitudes and behaviors in the encouragement of females to enroll in high level science courses, and to consider science careers as attainable goals. Nearly all of our students complete a chemistry course and over 70% complete a physics course. Over 20% of our students complete five or more yearlong science courses, and in our 2010 graduating class 12 students completed seven courses. Approximately 29% of our 2010 graduates have started science-related college programs; half of those graduates are females.

We offer two levels of physical science, biology, and chemistry, and the overwhelming majority of our students complete that three-year sequence. One level is geared toward the student who is interested in as much preparation as possible for science at the university level (as well as our own advanced science

classes). The other level is designed to help students achieve mastery of, and interest in, basic science concepts important for every student. A small number of students are permitted special accelerated sequences to complete chemistry by the end of their sophomore year. Following those courses, students can elect to take one of three physics courses (at three different math intensities, including AP level), AP Chemistry, Physiology and AP Biology.

All science courses focus as much as possible on hands-on laboratory experiences, and interdependent group learning is standard practice. A designated science-only computer lab is available for all science students, and is used for many purposes, including the “Foldit” protein modeling program for biology, various physics simulations, and teacher-created computer tutorials. All physics courses include technology and design challenges for student groups, and physics students complete extended projects in robotics. Students have formed a science and engineering club, which in part includes several robotic competitions with other schools.

## **5. Instructional Methods:**

Instructional methods vary from course-to-course and teacher to teacher. To challenge students to reach their full potential Springboro High offers different levels of classes. These levels, in and of themselves, provide for the use of differentiated instruction and various instructional methods.

Multiple uses of technology throughout the high school benefits the student population. Students can access textbooks online and teacher websites where homework and notes are posted. Communication among parents, students, and teachers is vital to our student's success. Progressbook allows teachers to post notes, assignments and grades. Teachers use smart boards, LCD projectors, airliners, document cameras, and clickers which appeals to different student learning styles. Each tool enhances the student's learning experience. Moodle, similar to the college program Blackboard, is used in a variety of classes. Moodle exposes students to online testing and studying strategies used in college.

Springboro High offers resources for students needing additional support. Within the special education department, students, depending on their individual education plans, are placed in the regular classroom or a self-contained class. The math department collaborates with special education teachers to co-teach sections of self-contained Algebra 1a and 1b. Classes with a higher concentration of inclusion students are provided with educational assistants. Special education teachers staff resource rooms throughout the day. All students have access to the resource rooms, which provide students with a quiet environment to study, a place to get extra help, or to make up work. Beyond the classroom, Springboro's National Honor Society members tutor students needing help. Teachers are also regularly available before or after school for extra help.

With the use of different instructional techniques, Springboro High is able to produce successful students, regardless of their subgroup. Pre-tests and re-tests are used to gauge instruction and learning. Other methods used by Springboro staff include; entrance/exit slips, student led discussions, investigative activities, peer-to-peer collaboration, Socratic questioning, scaffolding, guided notes, role-play, group projects, and hands on activities.

To address additional needs of all students, Springboro High offers Post-Secondary Education Options (PSEO) and Credit-Flex. PSEO allows students to take college level courses at area universities. Credit-Flex lets students earn credits for knowledge and skills learned outside the traditional school setting. This option provides for self-paced learning with supervision by a staff mentor and allows for evaluation by multi-faceted assessments.

## **6. Professional Development:**

Although district funding of professional development has been reduced due to budget cuts, Springboro's staff recognizes the value of life-long learning. Our teachers have taken advantage of professional development opportunities, both unpaid and paid by the District. Many teachers have taken classes and

attended seminars and conferences that enhance their subject area knowledge and increase their effectiveness as an educator. Moreover, teachers have continued their education in their specific fields through association with different professional organizations. Through these memberships, they are exposed to new knowledge and innovative teaching techniques from around the world. In addition, the district has provided training in literacy and technology. In-house experts have led some, with others taught by outside speakers. The district has also been proactive in addressing issues regarding student behavior, through professional development courses on positive discipline and dealing with bullying.

In 2008, our district labeled literacy as a key goal, and all high school teachers participated in a 2-day in-service on this subject. Teachers learned new methods and techniques to improve their ability to teach literacy in all subject areas. The past two summers, the district offered a follow-up seminar, and will do so again this summer.

Furthermore, technology is recognized as essential to preparing our students for the future, and there have been many opportunities for our teachers to enhance their skills. We have had classes on Smart Boards, Moodle, and Wikispaces, to name a few. In addition, many teachers have attended the classes offered by Southwestern Ohio Instructional Technology Association to increase their technological abilities. Teachers can then use interactive lessons and communications to continue classroom learning beyond the traditional school day.

Our participation in the HSTW program gives staff the opportunity to attend local and national seminars. Locally, topics included literacy, numeracy, and best practices. Technology, advisory programs, actively engaging students, and preparing students for the 21<sup>st</sup> century are just a few of the topics addressed at the national convention. Participation in HSTW mandates a school visit by outside educators, focusing on ten key practices. We were reviewed in December 2010, which coincided with the Advance Ed review. With this outside input, we are able to clearly reflect on teaching and learning at Springboro High and focus on areas that need improvement.

## **7. School Leadership:**

The leadership team of Springboro consists of the building principal and two assistant principals. The principal is the person who is ultimately responsible for creating an atmosphere that is safe, secure, orderly, and focused on increased student achievement. The principal is also the primary liaison and chief communicator between the school, the parent, and the community. Largely communication to parents and the community occurs through the principal's e-mail distribution list, but also, evening meetings with parents regarding grade level issues, NCAA eligibility, college financial aid, and senior awards.

The administration team meets daily to review issues that affect the building as a whole. Each assistant principal has a defined set of duties and deal with discipline issues. The administration engages the entire staff through discussions at monthly staff meetings, e-mail surveys, and one on meetings.

Continuous improvement in academic achievement by the students at Springboro High School is a top priority of administrators. They regularly meet with core academic department leaders. These department leaders have a period during the day to focus on curriculum issues and data analysis to improve our students' academic performance. The administration also meets at least monthly with all nine departments. The master schedule is designed so that these individuals all have a common planning time. All matters that are academically relevant are discussed in these meetings.

The primary goal of the administration is to create and maintain a building atmosphere where students can learn and teachers can teach. This emphasis on order and structure is accomplished by having well defined rules and regulations, and having the staff as a whole consistently implement them. Respect and high expectations are emphasized at all levels – student to student, student to staff, and staff to student. This emphasis has resulted in an atmosphere that is safe, orderly, warm, and respectful.



Staff members have the opportunity to take on leadership positions by participating in building and district wide committees. These include District Curriculum Council, Technology Committee, Literacy Committee, High Schools That Work Steering Committee, and District Leadership Professional Development Committee. There are also short-term committees created on an as needed basis, such as, The Blue Ribbon Application Committee.

While a clear professional line exists between students and administration, the principals maintain a positive relationship with the students by interacting with them in the hallways, at lunchtime, and at extra-curricular activities.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2009 - 2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient or above	97	95	96	93	93
% Accelerated or above	81	85	82	71	75
Number of students tested	377	390	335	338	343
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	4	5	3	9	2
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or above	87	80	100		
% Accelerated or above	53	53	88		
Number of students tested	15	15	16		
<b>2. African American Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient or above	78	70	67	54	63
% Accelerated or above	43	35	28	26	30
Number of students tested	37	43	39	35	40
<b>5. English Language Learner Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>6.</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>NOTES:</b> Alternate assessments are given when a student has sub average intelligence functioning. These assessments typically utilize real world experiences. An alternative assessment in math would be to have students make purchases with money or have them weigh items. In Ohio, the advanced level is the highest passing level, then accelerated, with proficient being the lowest passing level.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2009 - 2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient or above	97	97	97	96	98
% Accelerated or above	69	77	71	67	78
Number of students tested	377	391	335	338	342
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	4	5	3	9	2
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or above	80	80	93		
% Accelerated or above	47	47	63		
Number of students tested	15	15	16		
<b>2. African American Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient or above	76	79	74	71	85
% Accelerated or above	24	33	28	31	43
Number of students tested	37	43	39	35	40
<b>5. English Language Learner Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>6.</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>NOTES:</b> Alternate assessments are given when a student has sub average general intelligence functioning. These assessments typically utilize real world experiences. An alternative assessment in reading would be to have the student read the newspaper, looking for some specific information. In Ohio, the advanced level is the highest passing level, then accelerated, with proficient being the lowest passing level.					

# 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
<b>SCHOOL SCORES</b>					
% Proficient or above	97	95	96	93	93
% Accelerated or above	81	85	82	71	75
Number of students tested	377	390	335	338	343
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	4	5	3	9	2
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or above	87	80	100		
% Accelerated or above	53	53	88		
Number of students tested	15	15	16		
<b>2. African American Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient or above	78	70	67	54	63
% Accelerated or above	43	35	28	26	30
Number of students tested	37	43	39	35	40
<b>5. English Language Learner Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>6.</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>NOTES:</b> Alternate assessments are given when a student has sub average intelligence functioning. These assessments typically utilize real world experiences. An alternative assessment in math would be to have students make purchases with money or have them weigh items. In Ohio, the advanced level is the highest passing level, then accelerated, with proficient being the lowest passing level.					

# 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
<b>SCHOOL SCORES</b>					
% Proficient or above	97	97	97	96	98
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<b>3. Hispanic or Latino Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
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<b>5. English Language Learner Students</b>					
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Number of students tested					
<b>NOTES:</b> Alternate assessments are given when a student has sub average general intelligence functioning. These assessments typically utilize real world experiences. An alternative assessment in reading would be to have the student read the newspaper, looking for specific information. In Ohio, the advanced level is the highest passing level, then accelerated, with proficient being the lowest passing level.					