

PART I - ELIGIBILITY CERTIFICATION

12OH10

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12OH10

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 7765

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: 6
5. Number of students as of October 1, 2011 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	62	58	120
3	0	0	0		10	70	53	123
4	0	0	0		11	56	61	117
5	0	0	0		12	52	67	119
Total in Applying School:								479

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
1 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%
 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, 2010 until the end of the school year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1, 2010	479
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%
 Total number of ELL students in the school: 0
 Number of non-English languages represented: 0
 Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 16%

Total number of students who qualify: 81

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.

Please note that you will see a discrepancy in our percentages for the year 2007-2008. This is due to an EMIS reporting issue. We completed the corrective action plan as required by the Ohio Department of Education. As you can see from reports since then we have not had any issues.

10. Percent of students receiving special education services: 8%

Total number of students served: 37

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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>2</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>0</u>
Total number	<u>40</u>	<u>0</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 daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	95%	99%	99%	96%	100%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>112</u>
Enrolled in a 4-year college or university	<u>56%</u>
Enrolled in a community college	<u>18%</u>
Enrolled in vocational training	<u>2%</u>
Found employment	<u>15%</u>
Military service	<u>4%</u>
Other	<u>5%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

At Chippewa High School in Doylestown, Ohio each door has a sign above it that reads, "Through these halls walk the best students and staff representing the best community in Ohio." For all who visit here, that is the first message one will see. More important, the expectations for being the best are real; they are met through a variety of ways in our building and in the community.

Few schools in the state of Ohio can compare to our strengths and accomplishments. Teachers are truly committed to the children. To keep our students involved, many teachers developed clubs. We offer ping-pong club with donated tables from the community. This year a teacher created a robotics club for students who are interested in math and science. Several staff members created a spirit club to inspire students during athletic events. In all of these organizations, teachers spent their own money and resources. We also have teachers donating massive amounts of time to the students. Several teachers drive groups of students to colleges within the state such as Marietta College and Ashland University. Often the staff will drive students who due to economic disadvantages are not able to travel to schools of their interest. Every single day, a visitor in our building will find the majority of teachers tutoring students in the morning and the majority staying late after school tutoring students. The greatest strength of our school, the thing that makes us a Blue Ribbon School, is that teachers offer their full attention to our children. We succeed because the faculty and staff believe our children are worth the time. As a result, our accomplishments are many. We have had four students who were named National Merit Finalists over the last ten years. We have had eleven students named Semi National Merit Finalists also over the last ten years. Chippewa High has risen from averaging third in the county in state testing to averaging first every year for the last five years. Our students will have the opportunity to take five advanced placement courses next year. Along with that, students may also take six dual credit courses next year with the opportunity of earning up to 35 college credits before graduating from high school.

More than any other school in the state of Ohio, Chippewa High is a Blue Ribbon School. Our teachers provide for our community like few others. Students are heavily involved in Share - A - Christmas. These are children who work and fund raise to provide clothing and toys for children in our community. Our school, with just under five hundred students, collected 12,500 cans of food for our Annual Canned Food Drive. They collected an additional 8,000 cans walking through the community on one Saturday morning. Our students also participate in Relay for Life. For the last three years, our students helped our community collect over \$250,000. Students, parents, and community members developed Chippewa Cares. This is a community coalition to provide preventative information, support, and direction to stop students from becoming at-risk with drugs or alcohol. We have also had twelve students qualify for their Eagle Scout Awards for the Boy Scouts over the last ten years. Simply put, our students provide service for others in many ways. This is something our school preaches daily and something all of us believe.

Our mission statement leads our students in helping others. "Our mission is to build the mind and character of every student by teaching the academic, creative, and social skills needed for academic excellence."

Helping others who cannot help themselves stands as the foundation for our traditions and milestones. Each year we celebrate a Wall of Fame recipient, someone who has graduated from Chippewa High School who goes on to help and provide for other people. We celebrate each ending of the school year with our top 10% of our graduates thanking school employees for the direction and teaching provided. Finally, we celebrate each year with our graduates performing community service. The seniors take the time make Doylestown a more beautiful place to live. Take a moment and walk the halls of Chippewa High. In this building one will find the best students and staff representing the best community in the state of Ohio.

1. Assessment Results:

A. Chippewa High uses several standardized assessments to measure student learning. Last year we had 33 Advanced Placement students take 45 of the A.P. exams. Nine of those students scored 5's and 10 students scored 4's. Chippewa High teachers developed strategies in monthly meetings throughout the school year to prepare our students to expect that all could work to score 5's and 4's on the A.P. exams. In Ohio, the Ohio Graduation Tests (OGT) are given to sophomores and upperclassman who have yet to pass the test. Over the past five years, Chippewa High has seen consistent achievement among all of the students. State standards for taking the test are labeled as advanced, accelerated, proficient, basic, and limited. In 2008, 50% of the students taking the reading section scored at the advanced and accelerated levels. 57% scored at the advanced and accelerated levels for math. In 2009, 57% of the students scored at the advanced and accelerated levels for reading. 60% scored at the advanced and accelerated levels for math. In 2010, 60% of our students scored at the advanced and accelerated levels in reading. 74% of our students scored at the advanced and accelerated levels for math. Finally, in 2011, 90% of our sophomores scored at the advanced and accelerated levels for reading. 86% of the sophomores scored at the advanced and accelerated level for math. Like the A.P. exams, the sophomore teachers work together to develop test taking strategies in monthly meetings throughout the school year. Last year, CHS had 100% pass the writing portion; 97% passed the reading portion; 94% passed the math portion; 92% passed the social studies portions; and 93% passed the science portion of the test.

B. Our data tables show *significant* gains over the last five years. Our increases have been slow yet steady. Over the last five years our scores have risen in every standardized test our students have taken. Achievement gaps existed with students taking the PSAT. Our PSAT scores have risen due to preparation with the junior English teacher and math teachers. Our counselors have also written letters to the families to promote the importance of the test. In department meetings throughout the school year leading to the PSAT, the counselors and teachers discuss strategies to further prepare our students for the test. For the A.P. tests, we have the teachers of record meet with students on Saturdays to further prepare our children. All of our honors courses, beginning in the 9th grade, prepare students for the A.P. tests and the ACT. This has become an excellent opportunity for our students to improve. With the creation of a new grading formula, the teachers of honors classes have taken the opportunity to include more rigor within the class. As all honors classes are weighted, the instructors are designing strategies to further prepare students for demanding tests years later. More importantly, they use the additional coursework to promote learning beyond the classroom. For example, with every lesson, the math teachers will use real life circumstances to get the students motivated. For the OGT, the principal, counselor, and 10th grade teachers meet monthly to develop methods in preparing for the tests. We also have remedial courses to prepare students. Students who do not pass the practice OGT during their freshman year are placed in preparatory courses where the students receive extensive test taking strategies. For the special education students who do not test well on the 9th grade practice OGT, they also receive extended instruction for the following school year. The classes are specifically designed for teachers to develop strategies for student improvement in taking the OGT. Leading up to the tests, we conduct pep assemblies for the 9th and 10th graders; and throughout the week, teachers provide our students with breakfast in preparation for the tests.

2. Using Assessment Results:

In order to make significant improvements with student and school performance, Chippewa High School constantly uses data to analyze and improve our methods. At the end of the practice 9th grade OGT and the 10th grade OGT, teachers in all of the core classes will meet throughout the final quarter and over the summer. During this time, the instructors will analyze the answers. From there, the

instructors will design individual objectives in order to provide the strongest methods of instruction. This analysis provides the best opportunities for mastery of each tested subject. Over the last school year, the School Board asked the administration at Chippewa High to create a new grading formula for the students. Students who take weighted classes (A.P. classes) were ranked higher when they took only the required course work with no additional electives. Any additional electives would "dilute" the effect of the weighted A.P. courses. For example, Student A would take all of the classes needed to graduate and no electives. If that student would take the two weighted courses and achieve all A's, she would have a grade point average of 4.25. Student B would take all of the required courses with the two weighted courses and *one elective* also earning all A's. His grade point average would actually go down. In ranking, Student A would be higher than Student B. The Superintendent and School Board asked the principal to correct this. The administrators felt the need for a team to collect and analyze data. The need existed for a team to create a new method of grading for all of our students. After meeting with the School Board, the school counselor, two math teachers, the guidance secretary, and administrator developed a new method for assessing coursework throughout the high school.

As a team, we created a new system collecting data in order to improve student and school performance. First, we collected formulas and scales from many other districts to analyze for our eventual implementation. After many discussions and analysis of data, we created a new grading system. First, the team used a new formula to determine ranking. The team collected the grade point averages from students over the last five years. Using our new formula, we analyzed how the students would change in ranking. Next, we changed our grading scales to add more weight to honors classes. This was done to create stronger student performance. This was also done to allow the teachers to include more rigor within those honors classes. To complete our process, we began to include "+"s and "-"s on the final grades. The team analyzed the data from other schools; they searched for marked improvements in student performance with every class. The changes in academic achievement were notable. Students would be rewarded for taking more classes. The additional weight to the honors classes rewarded students for taking a more rigorous curriculum.

After we developed the formula, the team presented our plan to the School Board. With their approval, the team met with individual departments to introduce the formula. The team also conducted several parent meetings to keep community members informed of the changes. These meetings were used to explain step by step why we were changing the grading formula and how we were changing the grading formula. Not long after those meetings, the School Board made the new formula part of Board policy. We worked to inform the parents and the community of the plans to improve academic achievement. After the parent meetings, Principal's Roundtables were developed to discuss in an informal setting the changes made. Through weekly e-mail to over 500 parents, the principal detailed the changes and the eventual academic achievements that our students would make. By the end of the school year, everyone was aware of the changes and the community accepted the changes in the grading formula system. Students are now rewarded for accepting the challenge for participating in a more rigorous course of study.

After a long process of implementation, Chippewa High School uses the new formula with this year's freshman class. Over the next three years, the team will continue to analyze the data with the grades given. This will give us the opportunity to adjust the system to continue to make improvements in student academic performance. Along with the new formula, regular education teachers, special education teachers, and administrators will meet departmentally each month to set attainable goals and strategies used for students in need of academic improvements.

3. Sharing Lessons Learned:

Chippewa High School has shared its successful strategies within the district and with professional organizations. Our Math Department has several teachers who are involved in the Calculus Communication Circle of Northeastern Ohio. Teachers within the department have presented over four times to share teaching strategies, motivation techniques, and technology ideas. One instructor in the

department also published a peer reviewed paper in the *American Secondary Education Journal* in 2011 entitled "Five Ideas for the 21st Century Math Classroom." The math department has also met and shared teaching strategies with the middle school and local Catholic School to help both prepare their students for high school level math.

Our Business Department has recently shared the strategies used to develop a cyber cafe. Business I and II were created as an elective to get students to start their own business. They began selling coffee this year each morning before school starts. The students are responsible for dealing with expenses, advertising, insurance, payroll, and cleanliness. Located in the library, the cafe also incorporates the use of technology for students to watch the news or surf the internet. The Business teacher has met with several other high schools in Northeastern Ohio to help those schools launch their own business within the school.

Another notable strategy that has been successful has been team-teaching in our Science Department. Two biology teachers requested the opportunity to teach biology at the same time in a lecture hall setting. Each teacher recognized they had strengths and weaknesses; however, both were confident enough in their ability to share their own expertise. The two instructors believed student learning would improve dramatically within their class. Improvements were made through careful lesson planning. One teacher was known for his engaging style of teaching when lecturing students. He would spend the class time leading discussions. The other teacher was known for her excellent organizational skills. Because of this, she created labs for the students and other methods of varying instruction. She worked to improve student learning with hands-on activities. Quarterly grades throughout the current school show that students are more successful when compared to biology students of the last five school years.

These three examples are just a few circumstances of how Chippewa High will work at every level to improve.

4. Engaging Families and Communities:

Chippewa High School has several successful strategies in working with family and community members. After the suicide of a freshman student several years ago, teachers, families, and community members developed an organization (Chippewa Cares) to prevent students from getting involved in drugs, alcohol, or violence. Chippewa Cares meets monthly to discuss ways to constantly educate children at Chippewa High on the dangers of drugs and alcohol. The organization also provides ways to improve teenagers' lives. The organization conducted a survey with the high school students on alcohol advertising during the Super Bowl this past February. The members of Chippewa Cares are in the process of putting together a presentation for the community on the results. Chippewa Cares also had a parent sign-up list asking parents to promise not to serve alcohol on their property throughout the school year. Many in the community were supportive. The organization also asked parents to list their cell numbers so that communication would grow. The "phone tree" was done in hopes that parents would begin talking more to each other; assisting in preventing students from using drugs or alcohol.

Each month, school leaders conduct meetings with parents and community members known as Principal's Roundtable. The meetings are a communication tool in which the school maintains the opportunity to discuss urgent matters with parents and the community. During the meetings the principal and lead teachers focus on different aspects of what is happening at the school. Teacher evaluations; classroom visits; or eating lunch with the students: these activities all help create a bond with the adults and students. This bond is connected to our overall student success. The Guidance Office works hard to engage the community as well. Their College Night and Financial Aid Night help promote successful strategies for parents and their children. We invite both parents and students to attend these meetings. As a result, the guidance counselors have calculated a significant rise in students pursuing their college education at more prestigious universities. Students have seen an increase in scholarship money as well. The last five years, Chippewa High students have received more money than ever. Our counselors have knowledge they are

willing to share with parents. These informational meetings have been an excellent strategy for student success.

Finally, guidance counselors provide visitation days for 8th graders to make the transition easier into the high school. The counselors at Chippewa High make weekly visits to the middle school. They develop connections with students to ensure a smoother transition for every student entering Chippewa High as a freshman.

1. Curriculum:

Curriculum at Chippewa High School is student centered by design. Collaboration between administrators, instructors, and educational partners within the community ensure that the core academic standards are blended into a holistic approach toward education. Our school strives to insure proficiency as well as prepare students to succeed in workforce training and entry-level or higher education credit bearing courses. Our curriculum is split into multiple levels which include a rigorous college preparation, advanced placements, and Ohio Post-Secondary dual high school/college credit courses. When a student graduates from Chippewa High School they have met the minimum requirements to gain entry into any of the state colleges and universities. To ensure all students' future goals are met we also offer vocational workforce development courses to prepare students to enter the workforce. Students with educational impairments also have curriculums designed to allow them to meet either of the aforementioned tracks. Curriculum assessment teams are assembled to review Ohio Core academic requirements by individual departments for their subject's core standards. These teams devise methods of instruction that use multiple tools of engagement for differentiated learning. Students will need four credits of English/Language Arts, three credits of Mathematics, three credits of Social Studies, three credits of Science, one credit of Foreign Language or Fine Arts, one-half credit of Physical education, and one half credit of Health to meet core requirements. To fulfill the remaining credits in order to graduate, 22 in total, Chippewa High School offers an array of electives and additional core course options.

English/Language Arts

9th grade students in English/ Language Arts focus to become more acquainted with various forms of literature and language. Composition is stressed throughout the course. 10th grade students focus primarily on successful completion of the requirements of the Ohio Graduation Test. Students write persuasive, narrative, and expository prompts. This course also stresses American literature through the use of anthology and paperback novels. 11th grade students study World and American literature through use of anthology and several novels. Composition is an integral part of the course and become competent at word processing. 12th grade students focus on British literature. Students are required to write at least one formal research paper and complete a writing portfolio. Four years of English are required for graduation.

Mathematics

Algebra I is our first level of math we offer. Students have the ability to attain this credit while in middle school. Students learn to translate verbal expressions to algebraic expressions, solve linear equations and inequalities and simplify a variety of algebraic expressions. The next level is Geometry. This course allows students to explore constructions of geometric figures with a compass and straight edge. Students explore the relationship between various shapes and their properties. Transformations, logic, and non-Euclidean geometries are also included. Students meet the third year requirement through various options. The most common is the Algebra II course. This course will extend topics from Algebra I and Geometry. Students learn operations on real and complex numbers, functions, polynomials, and matrices. They graph and solve functions. Students may exceed the minimum graduation requirements by taking Trigonometry, College Algebra, Pre-Calculus, Personal Finance, Statistics, and AP Calculus.

Social Studies

9th grade students complete World History. The focus of the course is the study of world history beginning at the Age of Revolution and concluding with the 20th century. Students study historical eras, influences of geographical setting, cultural perspectives, economic systems and various forms of government. 10th grade students study a basic survey of American History. Students focus on key periods and historical documents. 12th grade students complete Government and Economics. The Government course focuses on local, state, and national government along with comparative political and economic systems. The Economics course teaches the relationship of income level to supply and demand. The aforementioned courses meet the minimum graduation requirements. Additional courses in Sociology, World History in Films, and A.P. U.S. History course and A.P. Government and Politics course may also be taken.

Science

In 9th grade students take a survey course, integrated science, which introduces them to general concepts of earth science, chemistry, biology, and physics. Students may test out and begin with our 10th grade course biology. Biology is designed to cover basic life forms from microscopic through vertebrate animals. Concepts are developed through interactive and laboratory investigation. The final course required can be any of the following options: chemistry, meteorology/environmental Science, and human science. The chemistry course deal with the atom and its relationship in combination of elements. Items also covered would be metric conversions, chemical formulas and reactions, gas laws, and solution chemistry. Meteorology/environmental science is designed ecological concepts and a fuller understanding of the atmospheric forces and astronomical studies. Human science covers the terminology and anatomical systems.

Foreign Language

Our students have the opportunity to participate in a four year study of French or Spanish. This study allows students to learn the language through a focus on conversation, grammar, writing, and reading skills. The final objective is fluency and cultural awareness to native speaking nations.

Fine Arts

Our fine arts program consists of both visual and performance arts courses. Students in our visual arts program study on two and three dimensional art forms. Students build foundations in semester courses: Ceramics, Stained Glass, Drawing and Painting, Digital Photography, Graphic Design, Art Appreciation, and Advanced Portfolio Art. The performance arts include Symphonic Choir and Instrumental Music. These courses focus on music listening and analysis, music fundamentals and history. Both courses include community performances as well as competitions.

Physical Education and Health

Our physical education department promotes healthy lifestyles. Our students may also take courses in weight training and recreational sports. The courses design activities to introduce skills through games and physical exercise regimens. The health course provides children the skills to make personal, social, mental, and physical choices and explores the consequences of those choices.

The unique composition which sets us apart from other schools our size is that we offer a broad curriculum. In the English department we offer elective courses such as Short Story, Shakespeare, and ACT Preparation and students can earn up to 13 college credits. In the Mathematics department we offer courses in Statistics, Trigonometry, Calculus and Personal Finance and the opportunity to earn up to 20 college credits. In the Science field we offer multiple Human Anatomy courses and Environmental

science and offer the possibility of 8 college credits. The Social Studies department also offers elective courses in the social sciences and students can earn up to 16 college credits. The Foreign Language department offers up to 12 college credits in each language we offer. We also offer a Business department with 5 courses including a Business II course where students operate their own small business coffee shop within the school building. Within this Business department students have an opportunity to earn 3 college credits.

2. Reading/English:

The English staff at Chippewa High School has a definite plan to make sure all students succeed. We offer both honors and regular English at all four grade levels, with an extra tier of dual credit at the senior level. Next year, Chippewa High will add A.P. English for the junior/senior level student. We also offer electives to improve students' college preparedness or increase reading skills.

Since Ohio has the Ohio Graduation Tests in place for 10th grade, 9th and 10th grade teachers in regular English focus on skills to prepare them for the test. If a student is struggling, we employ Response to Intervention strategies by scaling back the work to power standards that are covered with great frequency on the test. There is a great attempt to scaffold learning by using pop culture to engage students while teaching basic skills, like summarizing. Once those skills are mastered, they are then built upon with more challenging material. In contrast, students enrolled in honors English are given a college preparatory curriculum. Students engage in literature circles with college level books and learn the more refined literary techniques like literary analysis. There is a heavy emphasis on non-fiction reading.

The 11th grade year is about college preparation or career preparedness. All students read more challenging texts, but the amount of work they are expected to do with the text increases from regular to honors. For example, all students use Kindles, but honors are expected to read things like Shakespeare at home, while Shakespeare is decoded for regular classes. There is also a large emphasis on vocabulary, which has only increased with our use of the Kindle. Finally, students are expected to engage in analyzing the material by seeing its connection to the world in which they live. Students complete mythology projects, Shakespeare analysis, research papers, and other activities designed to aid in their critical thinking development.

The 12th grade year is about synthesizing all of the information learned in previous years. Students conduct real world research and collect artifacts. For example, when reading the *Inferno*, students envision their own levels of Hell. Students write reflections on their reading by connecting it to experiences and situations in the world around them.

All honors students complete summer reading. We have also started a book club to give students an opportunity to discuss literature in a personal way.

3. Mathematics:

The curriculum and instructional methods of our math teachers reflect a concentrated effort to improve the skills of our children above or below grade level. The curriculum consists of Algebra I and II with a skills level for each algebra student in need of remediation. Geometry, college algebra, pre-calculus, statistics, trigonometry, and advanced placement calculus complete the curriculum. The math curriculum is designed to challenge the upper-level students and to provide specific courses to help students who struggle in math to become more successful. For example, we offer Advanced Placement Calculus for our top students. In addition, Chippewa High offers dual credit courses in College Algebra and Statistics. These classes follow the curriculum of Stark State College. Students who qualify will earn high school credit and college credit for taking these advanced classes. Our curriculum is also designed to provide success for our students who have traditionally struggled in math. Through teacher recommendations from the middle school, entering freshman may take Algebra I Skills. "Skills" refers to lower algebra at a slower pace. Our curriculum allows students to remain at the

skills level or to move on to higher math courses. This decision is based on teacher recommendations. In the end, our curriculum is specifically designed to challenge students at their learning level while continuing to challenge them for all four years. To challenge the students who excel in math, the teachers use several strategies. Students are entered into math contests at colleges and universities such as Bluffton University and The College of Wooster. The students who excel at Chippewa High are then exposed to others who also do well in this subject. This enables our students to raise their personal standards towards math. The teachers also develop application of mathematics to real life questions. Often, there will not be one right answer in solving the problems. For example, in Calculus, students are given a balloon experiment where each group must create a hot air balloon that flies higher and longer than any other balloons in class. While all have the same materials, the students use regression equations to develop the balloon's volume, surface, and area. Conversely, the teachers create strategies using real life applications to assist students who are below grade level in math. Communication plays a role with students who struggle. The children are often asked to speak mathematically in class. To communicate with each other, the instructor demands that the child must work to master a particular level of math. Teachers also use strategies where students must complete math work without using a calculator. In other words, the students must develop an understanding of the math in their minds to solve problems. Much like the higher level math students, the teachers will use strategies to have students solve real world problems using math. For example, a teacher was asked by another adult in the building to convert feet into acres on a Google map. The teacher had recently begun working on conversions with his students. He took the problem to his class and he asked the students to convert feet into acres for the other teacher in the building. Many struggling math students were eager to demonstrate their knowledge of conversion. Chippewa High offers a variety of methods to help students improve their math skills. We maintain a math lab during the lunch hours so that all students will have access to a math teacher willing to tutor. The teachers have developed math contracts that students and parents are asked to sign. This is done for a child to make promises to improve. The instructional methods are created to get our students to think at the highest level and to improve in some fashion every day.

4. Additional Curriculum Area:

Our mission is to build the mind and character of every student through teaching academic, creative, and social skills. Through every level of science, including physics down to physical science, this is happening every day. Academically, all lesson plans are tied to real world problems with a constant focus of a hands-on approach. This is done through laboratory exploration and investigation approach lessons. There is also integration of technology at every level of science taught at Chippewa High. In Biology, through a grant acquired with First Energy, the students do research with laptops in class. Other science teachers use clickers for immediate assessments on what is being taught. Prezis, a new presentation tool, is being used in the freshman classes for students to prepare presentations on their research. To continue to build the minds of our students, all classes are standards based; however, the expectation from each teacher is far higher than the state standards. In all science classes students develop creatively throughout the school year. For example, our staff instructs many lessons cross-curricularly. A science teacher will demonstrate illnesses developed through food contamination while working with our consumer science teacher. At the same time, she will refer back to the science class when demonstrating food safety in her classroom while preparing a new dish. Writing skills and reading skills are demanded with each science teacher to solve questions that involve math, social studies, or English. In science, students are asked to create roller coasters with particular specifications. They are asked to create mouse trap cars that run on their own. Students in science are asked to build functional boats and bridges of toothpicks and popsicle sticks. In completely fulfilling our school's mission, students are asked to develop their social skills as well. In science classes throughout the high school, the students are required to work collaboratively in lab settings. Here the students must work together in combination of their own strengths and weaknesses to discover the answer to the problem. This is an important aspect to develop in science as students are asked to work with potentially dangerous gases and chemicals. When our children are put into this situation, our science teachers demand every student be prepared to work together to maintain a safe environment.

5. Instructional Methods:

Chippewa High School offers diverse learning instruction based on each individual students needs and abilities. The student population includes students with special needs, students with various socio-economic backgrounds, and students with a variety of academic abilities. Differentiating instruction enables all of our teachers to provide academic support for all children.

Our school also offers Advanced Placement, dual enrollment college courses, honors courses, general college preparatory courses, inclusion courses, e-learning course offerings, flex credit and special education courses. The high school also offers a learning center for additional instruction by staff and peer tutoring. The learning center is available by student, parent or teacher request to individuals struggling or in need of assistance with any course. We also have before and after school opportunities for students to receive help from their teacher or another teacher in that department. We are meeting the needs of the college bound students by having the opportunity for those who qualify for AP and dual enrollment college courses to earn up to 68 college credits by graduation. We are also meeting the needs of the special education population by having team teaching inclusion classes, where classes meet together or break into small groups for diverse learning based on need.

Teachers use specific strategies to differentiate instruction. For example, in a science class the teacher uses technology by having students take their tests on laptops. Students who need additional assistance can use headphones and have the test read to them at their pace by the computer in the teacher's voice. Other classrooms also modify texts by supplementing different reading based on need. The teachers may develop test materials for smaller groups with a drive for developing stronger comprehension skills. The Physics class offers independent learning projects for the most advanced group of students to push their abilities beyond the level that the rest of the classroom is moving.

6. Professional Development:

Chippewa High's professional development program has been created specifically to positively impact student achievement. In the previous year, administrators and teachers met to discuss ways to make professional development important to all of the teachers within the district. Leaders discussed the importance of using our own expertise to help impact student achievement. The principal taught teachers classroom management. Maintaining a safe environment would lead to positive student achievement. Our Special Education consultant taught with a science teacher on an effective inclusion classroom. They offered techniques to have both professionals teaching equally to impact student learning. In other sessions, teachers taught other teachers on assessments and alternate assessments. Teachers who had success with these strategies were able to share the steps needed to impact student achievement. Several other veteran teachers provided professional development on differentiating instruction and provided strategies to improve student learning. In the final sessions of the professional development offered this year, English teachers gave a multi genre presentation within teaching strategies. The presentation revolved around creating brochures, business cards, pamphlets that would be appropriate for in all classroom settings. A police officer and our school nurse also provided staff development with concern for student safety. They presented on behaviors displayed when students are under the influence. They also spent time on preventative activities in order to improve student learning. They understood that healthy students, physically and emotionally, impact student achievement.

Collaboration is the hallmark of success for Chippewa High School. Teams consisting of administrators, teachers, and tutors dialog, study, and develop strategies to improve student performance. These teams share student needs and successes in order to make improvements throughout the high school.

7. School Leadership:

The leadership philosophy with the teachers, principal and assistant principal revolves around improving student learning. Communication at every level of the high school is the key to every child's success. When dealing with policy changes, the educators throughout the building will facilitate communication at several levels. For example, the grading formula is going through changes this school year. Those changes will continue for the next three years. To implement the formula as part of school policy, communication began with the School Board and the individual departments within Chippewa High. After their acceptance, the eventual change in policy was shared with parents in several large and small meetings. We then conducted the policy change in a Board meeting. Communication continued with letters home and with list serve e-mail to discuss why the changes or any changes happen. Teachers and administrators constantly research and discuss new programming that would provide excellent learning opportunities for our children. A new business course began where students created their own product. They were responsible for advertising, insurance, and payroll in our new coffee shop. Again, communication was the key to its success.

Leadership is required in order to continue making school improvements in student learning. Department chairs will analyze data which includes mandated tests, practice OGT, and needs assessments. The team of school leaders will develop short term and long term goals for each department. Then the team of school leaders will also develop strategies and steps needed to continue school improvements. These leaders also participate in monthly Faculty Advisory Committee (FAC) meetings. These meetings enable school leaders to share in the progress of academics, morale, wellness, and professional development needs. The final department and FAC meetings at the end of the year will focus on whether the needs of the high school have been met.

Students also participate in the leadership of our building. Our MOST program changes students into leaders in the building and community. Students who participate travel to the elementary building twice a week to tutor grade school students. The high schoolers leave study hall to work with children who struggle in reading and math. Students also created a Sprit Team. These upperclassman took responsibility to raise student morale at athletic events and in promoting the success of teams throughout the school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: Spring/2011 Publisher: American Institutes for Research

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Accelerated/Advanced	96	93	94	93	90
Accelerated/Advanced	74	73	77	65	63
Number of students tested	121	113	111	130	124
Percent of total students tested	98	93	94	92	95
Number of students alternatively assessed	2	2	1	2	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Accelerated/Advanced	100	95		94	81
Accelerated/Advanced	57	75		66	56
Number of students tested	21	20		29	16
2. African American Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Accelerated/Advanced	82				
Accelerated/Advanced	45				
Number of students tested	11				
5. English Language Learner Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
6.					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
NOTES:					

12OH10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: Spring/2011 Publisher: American Institutes for Research

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Accelerated/Advanced	98	93	97	93	93
Accelerated/Advanced	74	47	64	57	43
Number of students tested	121	113	108	132	124
Percent of total students tested	98	93	92	94	95
Number of students alternatively assessed	2	2	1	2	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Accelerated/Advanced	100	90		94	88
Accelerated/Advanced	67	55		58	31
Number of students tested	21	20		29	16
2. African American Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Accelerated/Advanced	100				
Accelerated/Advanced	45				
Number of students tested	11				
5. English Language Learner Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
6.					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Spring	96	93	94	93	90
Spring	74	73	77	65	63
Number of students tested	121	113	111	130	124
Percent of total students tested	98	93	94	92	95
Number of students alternatively assessed	2	2	1	2	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring	100	95	0	94	81
Spring	57	75	0	66	56
Number of students tested	21	20	0	29	16
2. African American Students					
Spring	0	0	0	0	0
Spring	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Spring	0	0	0	0	0
Spring	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Spring	82	0	0	0	0
Spring	45	0	0	0	0
Number of students tested	11	0	0	0	0
5. English Language Learner Students					
Spring	0	0	0	0	0
Spring	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Spring	96	93	94	93	89
Spring	73	72	76	66	63
Number of students tested	118	111	110	129	123
NOTES:					

12OH10

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Spring	98	93	97	93	93
Spring	74	47	64	57	43
Number of students tested	121	113	108	132	124
Percent of total students tested	98	93	92	94	95
Number of students alternatively assessed	2	2	1	2	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring	100	90	0	94	88
Spring	67	55	0	58	31
Number of students tested	21	20	0	29	16
2. African American Students					
Spring	0	0	0	0	0
Spring	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Spring	0	0	0	0	0
Spring	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Spring	100	0	0	0	0
Spring	45	0	0	0	0
Number of students tested	11	0	0	0	0
5. English Language Learner Students					
Spring	0	0	0	0	0
Spring	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Spring	98	93	97	93	93
Spring	73	48	64	57	49
Number of students tested	118	111	107	131	123
NOTES:					

12OH10