

PART I - ELIGIBILITY CERTIFICATION

12OH4

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

12OH4

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: 10193

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
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	48	37	85
3	0	0	0		10	33	44	77
4	0	0	0		11	53	40	93
5	0	0	0		12	47	42	89
Total in Applying School:								344

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
1 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

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.	6
(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)].	9
(4)	Total number of students in the school as of October 1, 2010	333
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 14%

Total number of students who qualify: 49

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: 12%

Total number of students served: 42

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

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>10</u>	<u>4</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>3</u>
Total number	<u>20</u>	<u>14</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:

26:1

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	96%	96%	96%	95%	95%
High school graduation rate	98%	98%	96%	100%	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>69</u>
Enrolled in a 4-year college or university	<u>53%</u>
Enrolled in a community college	<u>30%</u>
Enrolled in vocational training	<u>9%</u>
Found employment	<u>7%</u>
Military service	<u>1%</u>
Other	<u>0%</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?

PART III - SUMMARY

12OH4

Fairbanks High School is located about 35 miles Northwest of Columbus, Ohio, in Union County. We are a rural community with some full time farmers and many part time farmers who supplement their farming income in a variety of white collar and blue collar employment. Our rural district does include two small towns and the housing ranges from single low, middle, and upper income homes inclusive of some rental properties throughout the district. Fairbanks High School is a 9-12 building serving 338 students at the present time. Of the 338 students, 39 juniors and seniors take advantage of attending Tolles Career and Technical Center on a part time or full time basis. We also provide services for diverse learners within Fairbanks High School.

The staff at Fairbanks High School is committed to excellence, believing all students should be life-long learners and productive members of society upon graduation. Our staff sets high expectations for the students and holds them accountable for their actions. The staff interacts with parents and community stakeholders to help establish these expectations. By their actions, the staff is a reflection of our high school mission statement that Fairbanks High School, a community-minded school with high standards, strives to ensure each student reaches his/her full academic, social and civic potential by utilizing technology, a variety of educational strategies, multi-curricular opportunities, and community involvement.

The faculty works diligently to achieve the goals of our mission statement. They are life-long learners themselves, who take advantage of professional development provided by the district. Independently, staff members often return to school to achieve higher degrees or new licenses. The district and all staff are committed to creating an educational atmosphere which fosters the academic, social, intellectual, and physical needs of our students. As part of meeting these needs, students at Fairbanks High School have the opportunity to take a wide range of classes during the day, including college prep, vocational classes, honors, and AP courses. In conjunction with Clark State Community College, we offer dual enrollment courses at Fairbanks in chemistry and English language. Students obtain college credit and high school credit while being instructed by our staff. Fairbanks has reached out and created partnerships with other institutions, allowing our students to go beyond what is offered in our setting. Students take advantage of Post-Secondary Educational Options at Columbus State Community College and Urbana University, and we have students who use Ohio's Flex Credit program, taking classes online and by other nontraditional methods. All of our program's academic, extra-curricular, and co-curricular classes are intended to grow, develop, and prepare our students to reach their potential and be productive members of society.

Fairbanks High School has been a leader in academic excellence. Being a small school, the intricacies of our staff do not allow for common planning time or flexibility within the schedule. However, the teachers, counselors, support staff, and administration collaborate to provide a quality education to all students. They find time in their day, often before and after school, to discuss and plan for their students. They want what is best for their students and are willing to go the extra mile for them. This is evident by staff tutoring before and after school, integration of classes without common planning time, and the use of 21st century skills in the classroom allowing students to collaborate on projects during the school day and outside of it. Fairbanks also identifies students' needs through the Response to Intervention Team. When needed, the team will gather and discuss students to identify needs, recommend interventions, or possibly testing for disabilities. This takes place with the student's teacher, counselor, administrator, intervention specialist, parent(s), and student with the goal of making the student successful.

Fairbanks High School has met the goals of the No Child Left Behind initiative and Ohio's academic standards, as evidenced by achieving an excellent rating the last twelve consecutive years. Through dedication and team work, Fairbanks High School provides a safe, positive and nurturing learning

environment where all students have the opportunity to succeed. All members of our high school teaching staff are designated highly-qualified and dedicated to their students' success in high school and beyond. We are also successful due to a community that supports involvement in the high school programs, and shares in the mission and expectations of the school and its students.

The organizations in our community provide scholarships, mentoring/job shadowing opportunities, and employment of our students. We have a partnership with the Rotary Club of Marysville which supports our Young Rotary program, Interact. Our FFA, National Honor Society, Family Career and Community Leaders of America, and student council all gain vital leadership opportunities through community members helping them become the leaders of our future.

1. Assessment Results:**A.**

The Ohio Graduation Tests (OGT) are assessments that are given annually to all tenth grade students in the state of Ohio. The OGTs assess students in the following five content areas: reading, math, writing, science, and social studies. These high stakes tests are aligned to the Ohio Academic Content Standards. In addition to successful completion of school course requirements, students must demonstrate proficient levels in all five subject areas to receive a diploma. The test is divided into five performance levels: advanced, accelerated, proficient, basic, and limited. Fairbanks High School is proud of our students and the trend is to finish above proficient. The results of the OGT are compiled and the state determines a designation. These designations are: excellent with distinction, excellent, effective, continuous improvement, academic watch and academic emergency. Since the beginning of the report card designations, Fairbanks High School has been rated excellent for a total of twelve years by Ohio's definition. Other measures are taken into consideration including a performance index. The performance index score is a weighted average including all tested subjects. The greatest weight of 1.2 is given to advanced scores and the weights decrease for each performance level. The results are projected on a scale of 0 to 120. A performance index of 100 or higher must be obtained to be rated excellent. We are proud of our passing percentages and index scores allowing us to achieve the excellent rating over the past years. Our students are achieving at a high level on all five of the Ohio Graduation Test subject areas. On the Spring 2011 OGT, 70% of our students passed reading at the accelerated or advance level, and 83% passed math at the accelerated or advance level.

B.

The trend over the last five years has shown an overall increase in students passing at a consistently high level in math and reading. The data indicates a range of 94% to 99% passing at proficient or above in reading and a range of 94% to 95% in math passing at proficient or above. These are rounded percentages taken from the local and state report card. Our data does show we had an unusual drop in 2008-2009 in our passing rates in reading and math. Although not able to clearly identify the cause of this drop, this was some of the data used to establish the development of the Ohio Improvement Process and the initiatives of improving reading and math scores district-wide. Being a small high school, Fairbanks has only two recognized subgroups: students with disabilities and economically-disadvantaged students. Of those two subgroups, we have identified a gap in the students with disabilities area. This group was identified previous to last year's data and we are pleased to say we have made improvements. Data from the 2010 spring OGT indicated a gap of 46% of students with disabilities who did not pass the math OGT. The data from the 2011 spring OGT indicates a 36% failure of our students with disabilities in math. This indicates a 9.5% improvement in our efforts to close the gap. We also want to celebrate the 64% of our students with disabilities who passed the Math OGT. However, our goal as a district, school, staff member, student, parent, and community member is to continue to close the gap. Fairbanks Local School District is currently finishing a three year program involving the Ohio Improvement Process (OIP). This process involved the formation of a district leadership team. The team was charged with identifying the needs of the district. They identified math and reading as a goal for district-wide improvement. This district-led initiative, along with individual building effort at the high school, has led to success in closing the gap as evidenced earlier. Specifically at the high school, math was and will continue to be incorporated across the curriculum in all grades and classes. Some aspects of cross-curricular math were as simple as figuring out average heart rates in a physical education class, to counting stanzas in a poem in an English class. Curriculum maps were done and vertical alignment helped identify gaps in the area of math. The goal of this initiative was to increase the scores in math for everyone, not just students with disabilities. Another measure designed to close the gap for our students with disabilities involves test and item analysis of the data for these students to identify where there are

gaps in their knowledge. Staff has and will continue to reflect on their teaching to make sure they have covered these areas. Remediation has and will occur with these students in small group or individual tutoring sessions. OGT practice is also a part of preparing our students. Sample questions are done daily with the students. This not only reinforces what has been learned, but it also helps students understand the nature of the assessment. We will continue to use the data gathered about the students to individualize the instruction to meet the students' needs. We also work within the student's disability and his/her IEP to make appropriate placements and adaptations for their learning. Inclusion of students with disabilities in regular education classes takes place whenever possible and appropriate with needed support staff. We strive to find what works with each student based on our data to help them achieve and be successful with their learning.

2. Using Assessment Results:

The goal of using assessment results is to improve student achievement by improving our teaching and closing gaps. The Ohio Department of Education releases the results of the OGT and the Ohio Achievement Assessment (OAA) every year. The OAA is the middle school's version of the OGT. The data from all of these assessments can be disaggregated by student, content, and standard. When we receive this information, it is given to the teachers and used to determine the direction of instruction for the upcoming years. Teachers and administrators discuss the data to help form building or departmental goals. Data driven goals in the areas of instruction, remediation, and achievement are established for all students. The data could also be student specific for goals on an as needed basis to meet our diverse learners. The staff has access to the previous tests and questions can be broken down to see where gaps occur. This allows our teachers to adjust their instruction accordingly. Examples of instructional adjustments are evidenced by implementing small group learning, individual instruction, or remediation if needed. Other examples of data driven instructional changes occur with our students who fail the OGT or our at risk kids. These students are identified and placed in remedial study centers with core curriculum teachers. Parents are informed the students will be placed in these study centers until improvement is shown or they pass the OGT. The staff also analyzes the question itself, to see what content misconceptions and distractors are within the test item. Identifying misconceptions and distractors occurs in the classroom by the use of practice problems, identifying content vocabulary, and narrowing answer choices by ruling out the improbable answer. Using the data gathered, the staff can identify weak areas and use the ODE website to download practice questions. Our staff incorporates daily OGT practice and assessments are formatted uniformly to the OGT. The information is cross-checked with our curriculum maps to assure the alignment is accurate. When a gap in the curriculum map, either vertically or horizontally is identified, our staff corrects the gap, and adjusts instruction to close the gap with our students. The data are also broken down by students when needed to help with remediation and to identify the student's area of need and possible intervention strategies. Analyzing the individual strands of the student's assessments play an important role in developing the student's own individual learning plan. The student's plan is modified with goals targeted at the identified weakness of knowledge. Our faculty not only analyzes past student data, but also data from assessments on incoming students from the middle school. By scrutinizing data from the eighth grade OAA, our ninth grade teachers can prepare for the incoming eighth graders. We can identify the students who need a study center for extra help in their weak content areas. Our staff looks forward and backward when analyzing data. It allows our instruction to improve student achievement. All students and parents receive a copy of their OGT or OAA results. Students and parents are invited in to discuss the results with staff, administration, or counselors for clarification and guidance. The understanding and analysis of this data along with parental and student input is used to help in the student's scheduling and can lead to a path of success. The school places the Ohio Report Card on the district website for the community to see.

3. Sharing Lessons Learned:

The staff at Fairbanks High School has a strong collaborative relationship with their fellow teachers in the high school and the district. The district provides professional opportunities for staff members to share ideas. These shared ideas are often best practices used by our teachers and found to be effective and worth

sharing with their colleagues. An example of this is our math teachers using a clicker or smart response system in their classes. They shared this information with the staff and it has been incorporated by the social studies, science, and foreign language departments. Frequently, teachers stay after school, working collaboratively and sharing technology ideas to enrich their teaching. Teachers are encouraged to visit one another's classrooms to view best practices in action as well as travel to other schools and share their abilities. Our district belongs to the Educational Service Center of Central Ohio (ESCCO) and participates in a variety of professional development opportunities collaborating with other teachers from around Ohio. The ESCCO also has a leadership seminar for administrators, allowing for collaboration with other administrators from the area and throughout Ohio. Many of the staff belong to outside associations and share ideas through various forums provided by these associations. Our chemistry teacher has a wall of patents. His students are challenged to develop new methods or products in his chemistry class. They are recognized by him with a patent. He has shared his success with this idea with other chemistry teachers. One of his students was recognized for their grant and patent by Ashland Chemical Company and received a grant for the purchase of equipment for the chemistry department. The district fully supports the sharing of best practices by attending professional activities. One of our social studies teachers is highly involved in helping establish the new common core assessments and direction for her content area. Also our family consumer science teacher is the current president of the state association. The high school has a working relationship with Ashland University, Urbana University, and The Ohio State University Marion in placing student teachers. We will also be hosting our first international student teacher next year. He attended Fairbanks High School as a student on an exchange visit and is returning for his student teaching. Staff serving as mentors for many student teachers and sharing best practices with them over the years has been beneficial for the student teacher, mentor, and our students. It provides fresh ideas for all. Through our dual enrollment program our chemistry teacher and one of our English teachers collaborates on a regular basis with their Clark State Community College counterparts sharing ideas and teaching strategies. This communication between colleagues assures alignment with the college and the high school and maintains the rigor and integrity of the program.

4. Engaging Families and Communities:

Communication is a key component of engaging parents and students and making school successful for the students. Fairbanks tries to use as many means of communications between administrators, staff, parents, and students as possible to engage them in the learning process. The advancement of technology has helped in this area. The high school uses a system called Progress Book with our students and parents. It is a user-friendly computer program that allows students and parents to track student progress daily. Teachers are required to post homework and grades on the site and make comments if necessary. It is password protected for each student, so all information is kept confidential. Parents and students can check grades, homework assignments, and attendance through this system. We invite those without computers to come to the school and access the system in the library at the end of the day. We also provide and mail paper copies of anything they can't get due to a lack of a computer. We are as paperless as we can be, with interims and grade cards being recorded on Progress Book. All teachers have email and websites either linked to Progress Book or the district webpage. Parents and students are encouraged to visit these sites when seeking teacher assistance. The district also hosts a website where parents and students can look up information on just about any topic ranging from forms that need to be completed, course offerings, sports schedules, the school calendar, and many more subjects. The high school has a link on the district website where parents and students can find specific information directly related to the high school as well as staff and administrator email addresses and phone numbers. Fairbanks High School has the traditional forms of communications as well. We have four conference nights during the school year as well as an eighth grade orientation night and a freshman welcome back to school night. The incoming eighth grade parents are invited and encouraged to attend orientation night. This night is designed for them to hear about the high school classes available and ask questions of the staff, guidance counselor, and administrator. This is the beginning of their scheduling process. The staff has already been analyzing data and made their recommendations. This night allows parents, students, and school staff to work together in planning their schedules. Individual meetings are scheduled for parents who wish or need more help than afforded during that night. Freshman welcome back to school night allows the

students to acquaint themselves with the school building and meet their teachers. Staff members give a brief overview to the parents and students of what is expected from them and their student as well as communicating how they can be reached throughout the year. Parents and students have the opportunity to make last minute changes if needed to their schedules. The district publishes a quarterly newsletter which is mailed to all residents in the district. The district, the high school, the middle school and the elementary take pride in having an open door policy. We welcome the comments of our parents, students, and community members and thank them for their input.

1. Curriculum:

Fairbanks High School offers a challenging, rigorous curriculum aligned to the state of Ohio's Academic Content Standards in the areas of English, math, science, social studies, foreign language, technology and fine arts. Currently, our high school has adopted the new common core standards and is actively working on framing our curriculum around these new standards through on-going professional development. Our high expectations from our faculty and desire to go beyond the minimum to demand the best from our students and staff provide for a high quality education for our entire population. Through this desire for excellence, the curriculum also meets the needs of the diverse learners in our school. Our graduating classes average 86% pursuing higher education following completion of high school, which we believe correlates to the challenging, rigorous coursework adequately preparing our students for post high school success.

In English, all students take grade-level coursework throughout high school. Beginning their sophomore year, Honors and college preparatory courses are offered, with AP courses also offered their junior and senior years. Our Honors and AP Language and Composition courses have also been aligned with Clark State Community College to give our students the opportunity to receive Dual Enrollment credit as well as continue to challenge them at the next level. The next section of this application provides a more detailed description of our English curriculum.

Fairbanks High School provides four years of math coursework for high school credit, and works with Fairbanks Middle School to provide Algebra I to all 8th grade students in our district. Our advanced math students at that level complete Algebra I their 8th grade year while the majority of the class completes the equivalent of Algebra I over the course of two years spanning 8th and 9th grades. These courses are taught by highly-qualified math teachers and offer our students the opportunity for a fifth year of math instruction for high school credit. Our course progression is Algebra I (Algebra A, Algebra B), Geometry or Advanced Geometry, Algebra II, Pre-Calculus, Calculus. Next year our school is adding Functions, Statistics, and Trigonometry as an alternative after Algebra II. The next section of this application provides a more detailed description of our Math curriculum.

In science, as freshmen, our students take physical science, including chemistry, earth science and physics. Sophomores take biology, which focuses on life sciences. As juniors, the students have the option between Environmental Science and Chemistry I. During their fourth year of high school, students may challenge themselves with AP Biology, Chemistry II (a dual enrollment course with Clark State Community College), and/or Physics. All of our science courses include lab-based experiences.

The first three years of social studies include World History as a freshman, US History or AP US History as a sophomore, and Government or AP Government as a junior. World History surveys the history of man, emphasizing European History. US History focuses on our national heritage ranging from the late 19th through 20th centuries. US Government covers the study of our national constitution and amendments, as well as state and local government laws and entities. Students also have the opportunity to choose electives that include American Military History, Psychology, Sociology, and Roman History and Culture.

Foreign language instruction is offered through Spanish and French. Students acquire real-life communication skills, the ability to write using correct grammatical structure, and gain cultural awareness. We extend high school credit into the eighth grade year and our school is expanding to offer a fourth year in each language next school year.

Our technology courses afford students the opportunity to participate in Business Technology, Advanced Business Technology, and Accounting I and II. Students also expand their technology expertise through Media Production, Educational Media and Advanced Educational Media which have a focus on video technology. All students are required to complete an Educational Technology course prior to high school which encompasses the skills required to be technically savvy citizens in high school and beyond.

The Fine Arts and Performing Arts programs complement our academic core. To meet common core requirements, all students must complete at least one fine arts unit, half of which is earned in middle school through Art 7 and Music. Visual Arts electives include Fine Arts I and II, Crafts I and II, and Advanced Fine Arts. Marching/Concert Band and Choir provide elective choices in Performing Arts.

Our Physical Education/Health program requires all students to take the equivalent of a year of physical education and a semester of Health. Both courses place a strong emphasis on the importance of physical activity, good nutritional habits and healthy life choices.

2. Reading/English:

The English curriculum offers students a wide range of literature and composition experiences. English 9 is a world literature survey class with both literature and composition blended for essay writing, reading comprehension, analysis, and discussion of all genres of literature. Additionally, students work on vocabulary development, using the MLA method of documenting sources in research assignments, and utilizing technology for projects. This course requires summer reading activities.

English 10 is offered as College Prep English 10 and Honors English 10. Both courses survey American Literature and are designed to further develop reading, writing, listening, vocabulary and speaking skills. A heavy emphasis is placed on analyzing literature and achieving strength, clarity, eloquence and originality in written responses. The Honors English class is closely aligned with the AP US History course and allows for cross-curricular collaboration and assignments. The Honors class also has higher expectations and requirements in order to prepare students for AP English. Both courses require summer reading activities.

College Prep English 11 and AP English Language and Composition are offered at the junior level. World literature is the focus with students writing compositions of varying modes and purposes, with emphasis on vocabulary and completion of a research papers. The AP English Language course also includes an intensive analysis of literature, argument and the use of rhetoric. AP students have the expectation of reading more essays and/or books and writing longer, more complete essays than the college prep class. Next year the AP class is also going to be aligned with the Clark State Community College courses English 111 and 112 and students may opt for dual enrollment credit. Both courses require summer reading activities.

Students can select between College Prep English 12 and AP English Literature and Composition their senior year. While British literature is the focus in grade 12, students also read works from world and American literature. College prep students continue their focus on surveying literature, writing compositions of varying modes and purposes, weekly vocabulary tests, and completing a research paper. AP Literature students can expect a rigorous program of study focusing on an intensive analysis of British, American and world literature, as well as a refinement of the writing process. Through analysis and interpretation of literature, students enhance critical thinking and communication skills. Summer reading activities are required.

Reading electives are offered to students after their first year in high school to enhance their English, composition, and reading skills. Creative Writing, Reading for Purpose and Pleasure, and Shakespeare electives give students the opportunity to gain additional skills as well as explore individual interests.

Intervention specialists work collaboratively with the English teachers to assure the needs of all students are met and appropriate instructional strategies, accommodations, and modifications are made. A highly qualified English intervention specialist co-teaches in each English class with students who have individual educational plans that specify goals in written language and reading. Students who read significantly below grade level and need more direct instruction may receive services in the English resource room where they continue to cover the grade level common core standards while addressing specific individual goals.

3. Mathematics:

The Fairbanks High School Math curriculum focuses on meeting the needs of all students. Beginning in 8th grade, students are carefully placed to assure they have the developmental, intellectual, and logical reasoning ability to assure their success as they proceed through the math curriculum. Standardized test scores, classroom performance, and student ability data is utilized for effective placement. On-going assessment of that placement is carefully evaluated, with resources available through peer tutoring, before and after school sessions with instructors, co-teaching with a highly qualified math intervention specialist in classes with students with identified math disabilities, and a math resource room for those who require a more individualized math learning plan to meet the common core standards.

Algebra B is for students beginning Fairbanks High School with one high school math credit in Algebra A. This is the second part of the Algebra process and leads to the conclusion of the Algebra course by studying multi-step equations and inequalities, graphing linear and quadratic equations, and studying exponential functions. Any student entering from another district without a math credit prior to high school takes Algebra I as a freshman.

Geometry or Advanced Geometry is offered to students who have completed Algebra I or Algebra B. This integrated course involves traditional geometric topics and algebra. Problem solving is stressed, so students must analyze geometric information using algebraic skills to solve real world problems. In addition, Advanced Geometry students will learn to solve higher level problems involving geometric concepts while being challenged to meet their needs.

Algebra II is required for all students following Geometry /Advanced Geometry and extends the concepts introduced in Algebra I and Geometry. It includes the study of algebraic expressions, linear forms, quadratic forms, powers and roots, and the functions based on these concepts. Students study logarithmic, polynomial, and other special functions as tools for modeling real world situations.

Following Algebra II, students can follow two paths. Path one is Functions, Statistics, and Trigonometry, a new course for next year to address the needs of students who want to continue math but are not ready for the challenges of Pre-Calculus. This course provides a more in-depth and rigorous approach to some topics in Algebra II, as well as beginning the study of circular trigonometry and basic principles of probability and statistics. The second path involves taking Pre-Calculus after Algebra II or after Functions, Statistics, and Trigonometry. This course involves the study of functions, statistics, and trigonometry and is approached through an algebraic and graphical point of view including real world problem solving. This course is excellent preparation for college mathematics.

Calculus challenges our highest level math students and is broken into two branches: differential calculus and integral calculus. Limits are taught in detail as well as real world applications with a week-long project to study movement. All math courses are designed to prepare the students to achieve the common core, as well as challenge higher level students beyond those requirements. These courses also are designed to prepare the students for post-secondary enrollment in college.

4. Additional Curriculum Area:

The mission of Fairbanks High School is to ensure each student reaches his/her full academic, social and civic potential by utilizing technology, a variety of educational strategies, multi-curricular opportunities, and community involvement. We accomplish this in part through sharing across the curriculum. This interdisciplinary approach occurred on a smaller scale in past years; however, this year, two of our courses are totally integrated: AP US History and Honors English 10. To enhance the AP experience as well as reinforce composition, research, and analytical skills, the social studies teacher works closely with the English teacher to provide a richer and deeper experience for the students. American Literature read in English (Honors and College Prep) aligns with the US History course. Likewise, many compositions, research papers and presentations are simultaneously addressed to assist students in completing quality work while strengthening essential skills. Google docs was initiated this year to provide students with technology to promote the writing process. Both core teachers can access and evaluate the students' progression and differentiate instruction as needed. The teachers share a common plan to assure the blending of these courses when appropriate.

Social Studies also utilizes technology to enrich the students' learning experience. American Military History is co-taught by a highly qualified social studies teacher and our media center specialist. Use of multimedia tools for creating visual aids that enhance teacher and student projects is common. Videography, filmmaking, and electronic communication are used as part of the many projects these students complete throughout the semester course to make military history "come alive". This allows for various educational strategies to be used in teaching and demonstrating the learning process.

Government, psychology, and sociology classes reach into the school and greater community as students attend city council meetings, school board and township meetings, invite community government officials into the classroom to share experiences, and conduct their own observations of individual and group human behaviors. These classes are interactive with the world outside the four walls of the classroom, broaden the students' experience, and show the relevance of the acquired knowledge in social studies.

5. Instructional Methods:

Fairbanks High School staff differentiates instruction to meet the needs of diverse learners. Learning goals are utilized to provide appropriate levels of support, challenge, and instruction. Modifications and accommodations assure all students have the opportunity to participate in the classroom. Opportunities are provided through higher level courses (AP, Honors, Advanced), courses to assist those who struggle academically (resource, Algebra A & B, Environmental Science), as well as differentiation within each classroom. Data are used to drive instruction and has been an intentional focus the past several years at the high school. Teacher training and implementation on the use of formative assessments, curriculum-based assessments, and differentiated instruction provides our students with the optimal opportunity to achieve their best. Intervention specialists utilize co-teaching experiences as well as the resource room to effectively provide accommodations and modifications for identified students. Likewise, they serve as a resource to classroom teachers to assist in differentiation and to supplement instruction.

Technology is a critical piece for effective instruction. Smart Boards in each classroom provide opportunities for visual aids, reinforcing standards and concepts, and presenting information in an alternative method. Use of clickers in the classroom allows instructors to quickly assess understood concepts and identify students needing help in an efficient manner. Videography and visual presentations are effective tools to assist students in communicating their acquired knowledge.

Classroom teachers provide experiences for students to use a variety of methods to learn and demonstrate knowledge. Creative Writing, science labs, family consumer science labs, and agriculture labs are just a few examples where teachers engage students through hands-on critical and creative thinking activities. In many classes, including social studies and foreign language, students work collaboratively to use problem solving and achieve learning goals.

Fairbanks High School additionally provides learning opportunities that extend beyond the classroom. Agriculture Business helps students utilize the knowledge from the classroom and directly apply it to the world of work. Next year, Family Consumer Science will provide opportunities for seniors to explore careers and work with a mentor in a chosen field. Financial Literacy, a required course, links students with real world concepts and assists them in using technology to problem solve issues. In a cooperative program with the County Extension Office, “Real Money, Real World”, students apply the concepts learned. Family Consumer Science also collaborates with the extension office in a program for families on economics. Other extensions into the community include government students attending city council meetings, English and Family Consumer Science using community members to assist with interview skills, service activities through many co-curricular clubs (food drives, visiting nursing homes) and extracurricular activities such as Mock Trial, Interact Club (Rotary), and International Club (exploring other cultures).

6. Professional Development:

Central to all teaching and learning at Fairbanks High School are the Ohio Academic Content Standards and Common Core Standards. Our course offerings and content reflects the rigor required to effectively teach and learn these standards. Our district and school is in the third year of our District Leadership Team (DLT) looking at our assessment results, analyzing the data, providing relevant professional development, and looking at assessment trends based on new instructional strategies. Based on the aforementioned state released assessment data, math has been a focus of the district. However, all subject areas have gone through a curriculum mapping process and have met across grade levels to determine if all content standards and new common core standards are effectively addressed, and if any gaps occur. The District Leadership Team has provided professional development in collaboration with the Educational Service Center (ESC) to provide direction in curriculum mapping, analyzing data, formative assessments, differentiated instruction, and addressing the new common core standards. At the end of each school year, the DLT assesses the progress by looking at data, and then determines the professional development needs for the following school year.

Professional Development is ongoing and an integral part of our school calendar. The district sets the standard on the staff’s first day before the school year begins. In October and February the district has waiver days devoted solely to professional development relevant to student needs. Seven other professional development days are embedded in our school year through monthly two hour delay start days. The frequency of these days allows for continual work and a consistent flow to the professional development. Most of these sessions are led by the Central Ohio ESC consultants with whom we have a strong partnership.

Staff members also are encouraged to participate in professional development provided by the ESC, AP/College board, and the Ohio Department of Education. These meetings not only provide new insights and the latest trends in education, but give the teachers and staff the opportunity to network with other school districts in the central Ohio area to develop a support system for best practices, improving classroom instruction, and ultimately, student performance.

7. School Leadership:

The leadership team of Fairbanks High School is headed by the principal and consists of faculty, staff, and advisors of school activities and students. The principal serves as the head of our building-led team, which directs staff professional development and comprises faculty representing core courses to help impact decisions and directions to improve student achievement. Most recently, they initiated midterm and final exams last school year to assist students in better preparation for post-secondary education, as well as giving additional data for teachers to differentiate instruction and to assess achievement of the standards. Our principal also serves as our curriculum director to help initiate changes and implement instructional strategies. The principal ensures that our board and school policies focus on student

achievement, evidenced by the decision to weight grades for AP courses in order to encourage students to take more rigorous curriculum.

Many of our staff demonstrate leadership roles, not just in their classroom and departments, but as advisors and coaches of our co-curricular and extra-curricular options. Our staff is encouraged to serve in leadership positions outside of school in their professional organizations to broaden their experiences, share best practices, and network with professionals in other districts.

Student leadership is fostered through opportunities within the school and the broader community. Establishing leadership programs is a critical component to student achievement as it builds a sense of pride, ownership, and confidence in students. These translate to higher levels of learning and success. A variety of leadership opportunities are provided to help assure that students of all groups and levels are included. Through organizations such as National Honor Society, Student Council, Fellowship of Christian Athletes (FCA), FCCLA, FFA, Interact Club (Rotary), International Club, Band, Drama Club, Technology Club, Science Club, and many athletic programs (including a new venture in Special Olympics), our students serve in a multitude of leadership roles. All students have the opportunity to participate. In addition, students serve as Big Brother/Big Sisters with our afterschool latchkey program, tutor elementary students through Project MORE, participate in Buckeye Boys/Girls State and HOBY seminars, Youth to Youth leadership programs, and 4-H Buckeye Recreation Leadership Programs.

This year our Student Council has taken the lead in assisting with a year-long Distracted Driving program for our student body. Several student programs including speakers, a distracted driving simulator, a parent program, and a mock crash were planned in conjunction with the principal, county health department, and county sheriff's department.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2007-2011 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/accelerated/advanced	96	95	89	97	96
accelerated/advanced	83	87	77	77	77
Number of students tested	96	91	74	98	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/accelerated/advanced	89	90	80		
accelerated/advanced	67	60	50		
Number of students tested	18	10	10		
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	64	55	50		80
accelerated/advanced	36	18	21		40
Number of students tested	11	11	14		10
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:					

12OH4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2007 - 2011 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/accelerated/advanced	99	96	88	94	94
accelerated/advanced	71	49	50	60	61
Number of students tested	96	90	74	101	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/accelerated/advanced	100	90	90		
accelerated/advanced	61	30	20		
Number of students tested	18	10	10		
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	91	70	50		70
accelerated/advanced	45	10	7		10
Number of students tested	11	10	14		10
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:					

12OH4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/accelerated/advanced	96	95	89	97	96
accelerated/advanced	83	87	77	77	77
Number of students tested	96	91	74	98	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/accelerated/advanced	89	90	80	0	0
accelerated/advanced	67	60	50	0	0
Number of students tested	18	10	10	0	0
2. African American Students					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/accelerated/advanced	64	55	50	0	80
accelerated/advanced	36	18	21	0	40
Number of students tested	11	11	14	0	10
5. English Language Learner Students					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OH4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/accelerated/advanced	99	96	88	94	94
accelerated/advanced	71	49	50	60	61
Number of students tested	96	90	74	101	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/accelerated/advanced	100	90	90	0	0
accelerated/advanced	61	30	20	0	0
Number of students tested	18	10	10	0	0
2. African American Students					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/accelerated/advanced	91	70	50	0	70
accelerated/advanced	45	10	7	0	10
Number of students tested	11	10	14	0	10
5. English Language Learner Students					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient/accelerated/advanced	0	0	0	0	0
accelerated/advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OH4