

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Brian D. Wilch

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Brecksville-Broadview Heights High School

(As it should appear in the official records)

School Mailing Address 6380 Mill Road

(If address is P.O. Box, also include street address.)

Broadview Heights

Ohio

44147-2260

City

State

Zip Code+4(9 digits total)

County Cuyahoga

State School Code Number* 003467

Telephone (440) 740-4700

Fax (440) 740-4704

Web site/URL www.bbhcsc.org/hs

E-mail wilchb@bbhcsc.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Thomas DiringEd.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brecksville-Broadview Heights City School D Tel. (440) 740-4000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. George J. Balasko

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 4 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 1 Other
 _____ 7 TOTAL
2. District Per Pupil Expenditure: _____ 10359
 Average State Per Pupil Expenditure: _____ 9586

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	204	202	406
2			0	10	213	187	400
3			0	11	222	207	429
4			0	12	198	208	406
5			0	Other	7	3	10
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1651

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 4 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 1 | % Hispanic or Latino |
| 93 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 3 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	22
(2)	Number of students who transferred from the school after October 1 until the end of the year	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	46
(4)	Total number of students in the school as of October 1	1651
(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. Limited English Proficient students in the school: 1 %
- | | |
|----|---|
| 16 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 7

Specify languages: Arabic, Serbian, Ukrainian, Cantonese, Spanish, Gujarati, Punjabi

9. Students eligible for free/reduced-priced meals 8 %

Total number students who qualify: 125

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{8}{135}$ % Total Number of Students Serve

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>15</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>17</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>71</u>	Specific Learning Disabilit
<u>13</u>	Emotional Disturbanc	<u>3</u>	Speech or Language Impairment
<u>2</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>8</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>4</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>69</u>	<u>12</u>
Special resource teachers/specialist	<u>11</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>37</u>	<u>17</u>
Total number	<u>120</u>	<u>31</u>

12. Average school student-classroom teacher ratio, that is, the number of 22 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	95 %	95 %	96 %	95 %
Daily teacher attendance	96 %	96 %	95 %	96 %	96 %
Teacher turnover rate	1 %	6 %	4 %	7 %	13 %
Student drop out rate (middle/high	0 %	2 %	2 %	2 %	1 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	366	
Enrolled in a 4-year college or university	81	%
Enrolled in a community college	13	%
Enrolled in vocational training	0	%
Found employment	3	%
Military service	1	%
Other (travel, staying home, etc.)	0	%
Unknown	2	%
Total	100	%

PART III - SUMMARY

Brecksville-Broadview Heights High School is proud to be part of a school district 'where fine education is a heritage'the school district motto! In addition to our high school, one middle school, one intermediate school and three elementary schools support this district expectation. The suburban communities of Brecksville and Broadview Heights, as well as a section of North Royalton are located just fifteen minutes south of downtown Cleveland. These communities have provided education to students for one hundred and twenty six years. Brecksville and Broadview Heights have a combined population of approximately 29,000 and are primarily composed of families of executive, professional, business, and technical personnel. Residents value quality education and are supportive of the school district, most recently by building a state-of-the-art high school in 1996. The total school district enrollment is 4,691 students. Brecksville-Broadview Heights High is a comprehensive high school with approximately 1,651 students, grades 9-12. During the past decade, our high school enrollment has steadily increased to an all time high this year.

The Mission of the Brecksville-Broadview Heights City School District is to inspire and prepare students to be lifelong learners, to be flexible in approaching opportunities for growth, and to be effective as well as ethical contributors to our global society. Brecksville-Broadview Heights High School utilizes this mission to guide decision making in terms of course offerings, professional development for staff and educational opportunities for students. Ninety-three percent of our graduates have continued their education at the university and college level, 80% at four-year colleges and 13% at two-year colleges. The remaining 7% chose the military or an alternative plan. One hundred percent of our faculty have Bachelor's degrees and 80% have a Master's degree or higher. Our staff includes three National Board accredited teachers.

We believe that through our instruction, resources, and environment, students will discover their interests, realize their potentials, and cultivate a desire to learn as a life-long process. Believing all students can learn, Brecksville-Broadview Heights High School works to attain the following educational objectives:

1. To reinforce and expand basic skills for life competency: listening, speaking, reading, writing, and problem solving.
2. To make students aware of their obligation toward forming responsible personal values, attitudes, and perceptions.
3. To initiate and implement innovative student-centered educational programs in order to prepare students to function and compete in a changing technological world.
4. To develop a collaborative atmosphere in which stakeholders (students, educators, and the community) exchange ideas freely.
5. To encourage physical fitness in order to promote the value of athletic activities throughout life.
6. To encourage the appreciation of the arts.
7. To make students aware of their responsibility to contribute to the global society.

Since the inception of the State Report Card in Ohio, the school district has one of the longest records of excellence in the state. Another state measure, the performance index (PI), which assigns weight to students' individual scores, has been consistently high due to the large percentage of students scoring in the accelerated and advanced categories. Our performance index in 2007 was over 111, sixth in the state out of all high schools. Students met the challenge issued by our high school principal to exceed the previous years' scores and as a result, he walked over fourteen miles to school on the last day of classes. A banner of appreciation for the efforts of the students stated, 'they rocked it, he walked it'.

Our school is one of eight area high schools which participate in the Cuyahoga Valley Career Center (CVCC) program. CVCC offers 31 vocational programs, ranging from dental assisting to construction.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Ohio Graduation Test (OGT), the State of Ohio's annual assessment provides a baseline to measure our student achievement in math and reading. The tests became operational in 2004 in reading and math. In 2005, the OGT was implemented and became a graduation requirement for each student in Ohio. The test is given in the spring of each year to all tenth grade students. The tests measure various skills in each content area and are aligned with the Ohio academic content standards. In math, the areas that are measured for achievement are number sense, measurement, geometry, spatial sense, algebra, patterns, functions, probability, and data analysis. In reading, the areas measured for achievement are vocabulary acquisition, reading process, informational, technical and persuasive text, and literary text. Passing the reading and math portions and three other areas, social studies, writing, and science are required for graduation. Students are measured on the OGT by falling into one of five categories based upon their scores. The categories are (from lowest to highest) limited, basic, proficient, accelerated and advanced. Students must score in the proficient or higher category in order to be considered passing for each test. The state of Ohio uses a performance index calculation which rewards schools with students who achieve above the proficient level with a weighted score; but penalizes scores at the limited or basic levels'non-attempts also decrease the school's performance index so 100% participation is optimal. During the 2006-2007 school year, our 10th graders collectively passed all five sections at a rate above 90% the 12th highest rate in the state; and scored the following individual test passage rates at proficient or higher:
Reading: 98%
Writing: 99%
Math: 98%
Science: 94%
Social Studies: 94%

Since its inception we have scored at the 98% passage rate for the reading portion of the OGT. We have improved our achievement each year in math and this past year 98% of our students passed the math portion of the OGT. Our results can be viewed at the state department's website: www.ode.state.oh.us

The high school has met 'adequate yearly progress' each year for all of the student groups. In 2006-2007 AYP was met for all calculated areas of gender, ethnicity, economic status, students with disabilities, and limited English proficient students.

Last year data was disaggregated for students with disabilities, economic disadvantaged students, and the Asian Pacific Islander students. Our students with disabilities had a passage rate of 86% on the reading portion of the test and 76% for the math portion.

We review the results from the SAT, ACT, PSAT and Advanced Placement (AP) exams annually. This information provides us with state and national benchmarks that we use for annual comparisons and improvement initiatives. Last year we administered 311 AP exams to our students and 83% of our students scored a '3' or higher'a level that most colleges and universities use to award college credit. For fifty consecutive years we have had a National Merit Semi-Finalist or Commended student based on the results of the PSAT. This school year, our junior class collectively scored a 50 on the Verbal section, and a 52 on the Math. 100% of our juniors take the PSAT'and just this year, we've adopted the PSAT as a standardized test for all freshmen. Eighty-two percent of our senior class, an all-time high, took the ACT during the 2006-2007 school year. Our composite score of 24 is above the Ohio composite score of 22 as well the national composite score of 21. Our ACT composite average of just over 24 for the past four years reflects a significant improvement over the 200-2004 average of just under 23. Our students have consistently outperformed their state and national counterparts since 1973.

2. Using Assessment Results:

We have made a commitment to using our assessment data to improve instruction and improve overall school performance. We use the item analysis from the state department to find areas in which we can improve the instructional practices within the high school. Departments take the data and review with teachers those areas that are low and look for ways to refine lessons to improve the instructional process. We are focusing our staff development on assessment mapping. This will allow us to continue to align our assessment and our curriculum with the content standards. This process will allow us to align our content and teaching with our middle school to ensure that the students educational process is enhanced. During the analysis of the OGT scores we discovered that we needed to concentrate on extended and short-answer questions. A few years ago, we began working on integrating this strategy across all curricula.

This strategy has helped us improve our scores in all subject areas of the OGT. Every year we design and implement intervention strategies based on the results of the OGT. This year we implemented an intervention program targeted at those 10th grade students who were identified with weaknesses in one or more areas based on the practice test given at our high school in the 9th grade year. We continue to intervene with 11th and 12th graders who have yet to pass one or more sections of the OGT through the use of software in a computer lab setting. We recognize the value of content teachers providing intervention. This past summer we developed and implemented a summer intervention program for those students who had yet passed all sections of the OGT. Last year, we focused our efforts on a building-wide goal of improving our writing scores on the OGT. Compared to the other tests, our percentage of 'advanced' and 'accelerated' writing scores were dissimilar. Brainstorming sessions with our department chairs led to specific strategies for improvement, including more emphasis on 'writing across the curriculum' and special attention to writing styles derived from state assessment rubrics. As a result of our targeted interventions, our percentage of 'Advanced' scores on the OGT Writing Test improved, ranking us 2nd in the state in 2007!

3. Communicating Assessment Results:

We communicate our success to the community in a variety of methods. Report cards and interims are distributed eight times a year to parents. In addition, communication has been strengthened through the use of an internet-based grade viewer. Parents can view their child's grades at any time and from any location. They go online and enter in a secure password to see each teacher's grade book. Parents are informed on results, assignments, and attendance through this program. We have a website, www.bbhcisd.org that we use to disseminate results to the public. The school has set up an email group that allows 'key' community members to keep informed on the results of the schools. The Parent Student Organization (PSO), generates a newsletter to all parents once a month about school happenings and assessment results. Our guidance department posts a 'News and Notes' once a month on our website that allows parents and students to stay informed. We have reinstated a 'State of the Schools' address to the public to report on the schools performance in a number of areas. Each year we publish our SAT and ACT scores in our district profile which is given to each college our students apply. Another online program we utilize is PREPHQ which allows students, parents and staff to track college admission process as well as ACT and SAT scores. The principal's weekly newsletter is a key source of information and interpretation provided to staff regarding assessment results.

The Coordinator of Community Relations for the school district sends out monthly newsletters to every household in the two cities. These newsletters communicate all of the positive news from the high school and other schools. This communication, along with e-mail, the web site, mailings, local cable channel and others help to keep all community members abreast of the successes of the high school.

4. Sharing Success:

Our district staff development committee has established time to share teaching success horizontally and vertically within the district. Colleagues share strategies and best practices. This year these structured interactions were framed through the assessment mapping process, which included three staff development days devoted to horizontal alignment of assessments in each of our curriculum areas. In the future, vertical alignment will be discussed. Our school participates in the SMART (Science Math Achievement Required for Tomorrow) consortium with several local districts. Teachers from both the math and science department partake in staff development activities offered by the consortium. They share best practices and success with teachers from other school districts. Our school belongs to the PROM/SE initiative (Promoting Rigorous Outcomes in Math and Science Education), a research project funded by the National Science Foundation that is working to improve the achievement of all students in math and science.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Brecksville-Broadview Heights High School has a rich and rigorous curriculum which is aligned with the Ohio Academic Content Standards in all areas. The curriculum provides an educational program to help each student realize his/her potential as a contributing member of a global society. Both the curriculum and instructional process reflect that each student is a unique individual and learner. Students take full advantage of the curricular offerings, often exceeding the 21 credits required for graduation; the average for the Class of 2007 was 25.8 credits. The requirements for a diploma include four units of English; three units of mathematics; three units of science (one unit of Science Foundations and one unit of Biology); three units of social studies (including one credit of American History, one unit of World History, one-half unit of American Government, and one-half unit of Macro-Economics); one-half unit of health; one-half unit of physical education; and seven additional electives which include one unit in fine arts and/or foreign language and/or business technology.

BBHHS offers a variety of rigorous courses. Eighteen Advanced Placement courses include Spanish, German, French, Studio Art: 2-D Design/Photo, Studio Art: 2-D Design, English 4, Calculus, BC Calculus, Chemistry 2, Biology 2, Physics, World History, American History, European History, American Government, Macroeconomics, Microeconomics, and Psychology. Thirty-eight percent of the student body is currently taking at least one honors level or AP course. In addition to AP courses, BBHHS offers a full continuum of courses to meet the needs of all learners, from basic levels to advanced placement.

Specialized education services are woven into the fabric of the curriculum, from inclusive classrooms, consultation, and tutoring, to adjusted curriculum and countless other strategies to insure student success. English Language Learners access the curriculum according to their needs. Students are assessed annually and certified teachers work in tandem with content teachers to provide accommodations, and strategies that best fit the student and the academic setting.

Our English department offers a variety of courses that lead to students becoming confident readers, writers and researchers. Course options give students choices to enhance their skills. Concentrations on reading through courses such as Modern Novel, Journalism and Reading provide basic skills for students while also stimulating interest and enjoyment. The mathematics curriculum includes the traditional model of Algebra I, Geometry, Algebra II/Trigonometry, Pre-Calculus, and Calculus. Students access high school mathematics beginning in the middle school which culminates with students taking AP Calculus AB or AP Calculus BC as a senior. A hands-on science program fosters problem-solving in a variety of life, environmental, and physical science courses. In social studies, American History, World History, European History, Government, Macroeconomics, along with a rich array of electives challenge and engage students to think critically about our democratic process and history. Foreign language courses begin in the middle school. An exploratory course is offered to seventh grade students. Eighth grade students may take a foreign language for high school credit. Chinese is being offered as a part of the exploratory program at the middle school. Students have the opportunity to take Advanced Placement in French, Spanish and German. Chinese I and II are also available. The visual and performing arts programs are a source of pride for our high school. Foundation experiences in drawing, graphic design, ceramics, photography, and painting prepare the students for AP Studio Art. A full complement of performing arts includes band, orchestra and choir with over five hundred students involved. Multi-disciplinary experiences related to science, music, English and research provide students with relevant, real-world experiences. Other electives include business, technology and family and consumer science electives. Our physical education program offers choices in life-long physical activities such as team sports, body toning and weight-training for students. Our complete course catalog is available at <http://www.bbhcsc.org/documents/File/HS/Guidance/Options/0809options.pdf>

Our high school staff has embraced the work of Dr. Philip Schlechty, 'Working on the Work' and Dr. Willard Daggett, 'Rigor and Relevance.' Engaging students in interesting, challenging and satisfying work is a top priority. With meaningful work designed by staff, students become interested and engaged; and, teachers continually seek new approaches, initiate creative projects and use a variety of assessment methods to keep students interested in the subject matter. As a result, more relevant methods of assessing students such as projects and presentations draw upon real life applications, preparing them for the workforce of the twenty-first century. In addition, teams of teachers frequently review and analyze data from the Ohio Graduation Tests which provides insight and direction for lesson planning and instruction.

2b. (Secondary Schools) English:

The English Department offers four years of Academic and Honors English, AP English in the senior year, as well as electives in reading, the novel, acting, humanities, journalism, mass media, speech, debate, and creative writing. The English curriculum is in alignment with the Ohio Academic Standards in English Language Arts, adopted by the State of Ohio in 2003. In order to target the students who read below grade level, we offer reading classes to foster the literacy development of high school students who need additional support. A strategic focus begins in the middle school where students are immersed in reading in all content areas. All high school faculty members have received training in reading strategies to implement in their classrooms. Our scores in writing have improved in recent years largely due to the implementation of the Formula Writing program. Many teachers have also been trained in the work of Mark Forget, MAX (Motivation, Acquisition and Extension) teaching. English faculty members are all highly qualified, as determined by the Ohio HQT (Highly Qualified Teacher) Standards. All differentiate instruction based upon the individual needs and learning styles of their students. The on-going efforts of English teachers collaborating closely with intervention specialists result in high-quality inclusive classrooms where student needs are met with a variety of best practice models.

There are strong programs producing both the yearbook and the newspaper, with an emphasis on real-world applications of language arts. Student writing has been published in local magazines, as well as poetry publications. With at least five computer labs available to students, as well as a set of laptops in the media center, students are encouraged to 'work on the work,' as they strengthen their research skills, which will be essential to their success in both higher education as well as the work world.

3. Additional Curriculum Area:

Brecksville-Broadview Heights High School provides offerings in physical science, biology, environmental science, chemistry, and physics. Advanced Placement biology, chemistry, and physics classes are also offered. A superb teaching staff continually works to refine and improve course offerings, providing students the tools they will need to align with the school's mission. Recently, teachers provided modifications to the grade 6-12 science curriculum, creating total alignment with state standards and precise vertical articulation within the district. Science staff members directly benefit from involvement with the PROM/SE science initiative (Promoting Rigorous Outcomes in Math and Science Education). This multi-year longitudinal program provides teachers with the latest research-based curriculum improvement techniques.

An overall strength of the reality-based science program involves appropriate academic content coupled with hands-on experience for students. Students here 'do science!' They have participated in battery-recycling projects and research in association with CASE Western Reserve University. A variety of quality field trips immerse students in focused content-specific activities. University personnel share their expertise during in-school field trips such as 'Opportunities in Physical and Chemical Engineering' Science students participate in the 'Cleveland Clinic Summer Internship Program' at numbers greater than any other high school from northern Ohio. These students work directly with clinic scientists, researchers, and doctors and often have their work published and included in research literature. Students facilitate science education programs for younger students with the goal to keep students excited about learning science through the district 'Science Discovery Days!'

Students participate annually in 'RiverSweep.' Student teams invade the Cuyahoga River basin and work to help clean and preserve the local environment. For the past several years our school repeatedly received first place honors for the greatest number of students involved, last year over 200. The new environmental science program has garnered the attention of contiguous school districts, resulting in inquiries regarding the structure, format, and curriculum of the course. Environmental science students and teachers pioneered a new program in conjunction with NASA and local universities. Students attended the 'Alternative Energy Forum' to address energy issues.

4. Instructional Methods:

All instructional methods utilized by our staff focus on the active and engaged student learner while also providing a means to meet the content standards. Students frequently work in teams providing experiences for leadership, communication, problem-solving and collaboration. Walk-through observations of classrooms reveal tactile, kinesthetic, auditory and visual experiences. Students respond positively to the opportunities for active involvement in flexible groups, debates, project-based experiences, inquiry approaches, simulations, and lab experiences. An overwhelming majority of seniors as polled in the annual exit survey expressed their support for these methods. Field-based experiences for students create

relevant and real-world opportunities that assist them in transitioning to college or work.

Innovative teachers are utilizing technology to maximize instruction. We have shifted from using technology simply as a tool, to integrating and applying technology within the content. This shift has fostered unlimited opportunities for students to use higher order thinking skills in creating interesting, meaningful products and performances. Teachers constantly seek new resources appropriate for the students who need them the most. Our electronic resource collection through school media center is very diverse and comprehensive. Students are becoming savvy at quickly identifying principles of information literacy. As students hone the skills of identification, selection, and management of information, they become confident in solving real-world problems. These twenty-first century skills provide the impetus for students to become lifelong learners. Teachers demonstrate a passion for their area of expertise and content, finding innovative ways to integrate technology seamlessly into their lessons and assessments. Distance learning and other on-line reinforcement resources as well as post-secondary options are available to students. Students appreciate these experiences which enhance their preparation for academic work in college.

In order to support our students with Individualized Education Plans, we offer instructional support of varying intensities in order to meet every student's needs. These services range from small group instruction in a tutoring session to more restrictive placements in a resource room setting. The majority of our students experience success with the support of specially designed instruction delivered through the collaborative efforts of our general and special education teachers in an inclusive setting. Our students are able to meet and exceed high levels of learning because they are fully accessing the general education curriculum. Within this school, we hold learning expectations constant, while simultaneously providing the individualized modifications, accommodations, and instructional methods necessary to ensure that all students experience success.

5. Professional Development:

Content teachers, intervention specialists, and staff with exceptional expertise form partnerships within formal and informal discussions and professional development opportunities. Collaboration among these staff members extends beyond the classroom into the community and student activities. The results are powerful, real world experiences designed for our students.

The commitment to professional development is evident through an increase in the number of days devoted to in-service opportunities. Teams of teachers have begun to develop assessment maps for each curricular area. A survey of the teaching staff determined that focusing on the Ohio content standards and aligning assessments would help to improve instruction. Horizontal and vertical discussions focus on using data to determine the best instructional practices. Mapping the assessments provides teachers the opportunity to reflect, communicate, and articulate within and through the grade levels following the backwards instructional design work of Jay McTighe and Grant Wiggins. Teachers are afforded professional opportunities through regional, state, and national conferences. Informal as well as formal opportunities within in-service days add perspective and insight into the developments in their subject areas. Staff meetings have been used for professional development, training faculty on how to interpret data from the state and national assessments.

Teachers collaborate at department meetings and share strategies to improve instruction. A building-led team of teachers and administrators determines the need for professional development in areas such as technology, special education, safety and security, and other strategies designed to improve instruction. Examples include training in a variety of media such as interactive whiteboards, specialized reading and writing software, resources for the visually impaired, blogs, foreign language audio-recording software. These opportunities reinvigorate teachers and enable them to focus on strategies to improve reading and writing in all subjects. Partnerships with the local career center, local universities, professional development networks in content specific areas in math and science as well as regional networks for teacher development have provided useful and relevant information to support the classroom environment.

In addition to their highly qualified status, our special education staff has been provided professional development on various scientifically based interventions to address academic and behavioral concerns. Most of our special education staff members have been trained to deliver specialized reading interventions. The capability to accommodate and modify for our students' disabilities combined with the ability to deliver interventions to remediate the areas of weakness have a tremendous affect on improving learning and life outcomes for our students.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 10 Test Ohio Graduation Test (OGT)

Edition/Publication Year Ohio Department Publisher Ohio Dept. of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced & Accelerated	98	96	93	94	
% "Exceeding" State Standards					
% Advanced & Accelerated	86	81	78	75	
Number of students tested	419	401	375	384	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	6	7			
Percent of students alternatively assessed	1	1			
SUBGROUP SCORES					
1. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced & Accelerated	89	95	94	79	
% "Exceeding" State Standards					
% Advanced & Accelerated	89	86	75	50	
Number of students tested	18	21	16	14	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced & Accelerated	76	65	50	57	
% "Exceeding" State Standards					
% Advanced & Accelerated	52	32	23	24	
Number of students tested	29	31	26	21	
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced & Accelerated	91	91	74		
% "Exceeding" State Standards					
% Advanced & Accelerated	78	64	52		
Number of students tested	32	22	23		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced & Accelerated	98	98	98	97	
% "Exceeding" State Standards					
% Advanced & Accelerated	74	81	85	87	
Number of students tested	419	401	375	384	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	6	7			
Percent of students alternatively assessed	1	2			
SUBGROUP SCORES					
1. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced & Accelerated	89	95	100	79	
% "Exceeding" State Standards					
% Advanced & Accelerated	83	86	75	71	
Number of students tested	18	21	16	14	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced & Accelerated	86	81	77	76	
% "Exceeding" State Standards					
% Advanced & Accelerated	41	48	50	48	
Number of students tested	29	31	26	21	
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced & Accelerated	91	96	91		
% "Exceeding" State Standards					
% Advanced & Accelerated	63	50	70		
Number of students tested	32	22	23		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient				97	95
% "Exceeding" State Standards					
Number of students tested				379	360
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Asian/ Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard % Proficient				100	100
% "Exceeding" State Standards					
Number of students tested				14	15
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % Proficient				92	67
% "Exceeding" State Standards					
Number of students tested				13	24
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Meeting' State Standards					88
% "Exceeding" State Standards					
Number of students tested					17
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient					95
% "Exceeding" State Standards					
Number of students tested					377
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard % Proficient					87
% "Exceeding" State Standards					
Number of students tested					15
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % Proficient					74
% "Exceeding" State Standards					
Number of students tested					23
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient				100	99
% "Exceeding" State Standards					
Number of students tested				381	358
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient				100	100
% "Exceeding" State Standards					
Number of students tested				14	15
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient				93	88
% "Exceeding" State Standards					
Number of students tested				15	24
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient					100
% "Exceeding" State Standards					
Number of students tested					17
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient					99
% "Exceeding" State Standards					
Number of students tested					377
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard % Proficient					93
% "Exceeding" State Standards					
Number of students tested					15
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % Proficient					83
% "Exceeding" State Standards					
Number of students tested					23
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					