

PART I - ELIGIBILITY CERTIFICATION

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 11786

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	113	102	215
10	120	101	221
11	135	108	243
12	115	118	233
Total in Applying School:			912

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % 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 2011-2012 school year: 3%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2011	909
(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: 0%

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: 11%
 Total number of students who qualify: 103

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 118

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>12</u> Autism	<u>0</u> Orthopedic Impairment
<u>3</u> Deafness	<u>20</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>60</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>40</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>66</u>	<u>2</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:

18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	95%	95%	95%
High school graduation rate	98%	95%	99%	98%	98%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>222</u>
Enrolled in a 4-year college or university	<u>66%</u>
Enrolled in a community college	<u>21%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>13%</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

West Geauga High School is located in Geauga County, Ohio and receives students from the townships of Chester, Russell, and some sections of Munson, Gates Mills, and Chagrin Falls. The school district is in a suburban, rural area approximately 20 miles east of Cleveland with 25,000 middle and upper income business and professional residents. The high school serves 886 students in grades nine through twelve.

The mission of West Geauga Local Schools is to help students reach their academic and career potential and pursue high ethical standards. To achieve this, we blend traditional practices with proven educational innovations, including technology, in an effort to achieve and maintain a standard of excellence. Our staff is committed to excellence by having high expectations of our students, while simultaneously working to improve their own skills as professional educators. Our staff embraces professional development through virtual course work, face to face workshops, peer coaching, blended learning, and other delivery methods and works toward continuous improvement. Our teacher leaders work with the staff members within their academic discipline to ensure accountability for professional development and training.

The goal of West Geauga High School is to foster academic, intellectual, emotional, physical and social growth in all students. We do this through working with our students and our parents in identifying specific academic programming for each of our students that address their individual needs. These programs include over 100 course offerings, twelve Advanced Placement Courses, Virtual Course offerings, vocational and career training through our Excel Tech consortium, credit flexibility options, post secondary education options for 11th and 12th grade students through Lakeland, Cuyahoga, and Kent/Gauga Community Colleges, and various intervention programs such as our student tutoring center, guided study halls, online learning options, math tutoring labs, and our academic referral/ response to intervention program.

West Geauga High School has been a leader in academic excellence. West Geauga High School has earned the highest rating attainable on the Ohio Department of Education State Report Card for twelve straight years. We have been rated as one of the best high schools in America as rated by U.S. News and World Report in 2009, and have been one of three national finalist for the 2010 Intel Schools of Distinction for Science. We are one of 62 schools in Ohio to receive the Governor's Thomas Edison Award for Excellence in STEM Education and we have won various awards for our environmental teams as recognized by the Lexus Eco Challenge. Our Football team, in 2011, was one of eight high schools to receive all academic honors and our concert band during the 2012 Ohio Music Education Association District VII Solo & Ensemble contest, received 15 superior awards and three awards of excellence. Our 2012 Robotics team qualified for national competition, finishing 8th out of 39 qualifying schools.

Our teachers, counselors, administration, and support staff work collaboratively to provide a quality education for all students. The teaching staff meets weekly in professional learning teams to review assessment data and curriculum initiatives to adjust their instruction to meet the needs of all our students. Our guidance staff initiates innovative programming such as our Freshmen Mentorship/Transition Program, the Dreams Counseling Group for relational aggression, "I have a secret" Anti- Bullying program, "Your Life Your Choice" anti drinking and driving campaign, College Planning and Financial Aid Nights, College application and essay writing assistance programs, and other parental and student informational nights.

Our high school staff has been designated 100 percent highly qualified, but our success is also due to our strong community support and involvement. Positive relationships with all organizations within our educational community have been a vital component of our students' success. Local organizations such as the Rotary and Kiwanis and its student organization Interact, play an active role in our success through citizenship, the importance of volunteering and assisting community members in need. The Kiwanis

sponsored science fairs and Rotary sponsored speech contests assist in our academic endeavors. These organizations also directly support students by awarding scholarship money to our graduates every year, a significant contribution to the more than \$3.1 million in scholarships earned overall for the graduating class of 2012. Through modeling these behaviors, school organizations such as Key Club, National Honor Society, and Student Council, provides students the opportunity to identify and understand the value of commitment and leadership in our community. These activities include but are not limited to our annual food drive for the hungry, two student initiated blood drives, collecting coats and clothes for families in need during the holidays, and volunteering service time for raising funds for needed school improvements and projects. With over 110 students in our music programs and 120 students in our student council and roughly 65% of our students participating in extra-curricular activities, the entire aforementioned are what makes West the Best!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Ohio Graduation Tests (OGT) are assessments that are given annually to all 10th grade students in the state of Ohio. The OGT assesses 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 course requirements, students must demonstrate proficient levels in all five subject areas to receive a diploma. Each test is leveled into five performance categories: Advanced, Accelerated, Proficient, Basic and Limited. Not only is West Geauga High School a school where students reach a proficient level, many of our students consistently score in advanced and accelerated levels. To summarize the trends for the past five years, the results in the math and reading tests have been consistently high. Specifically, reading scores ranged between 97% proficient rate in the spring of 2008 to 98% proficient rate in the spring of 2012. Math scores ranged between 92% proficient rate in the spring 2008 to a 97% proficient rate in the spring of 2012. These results are reflected on both the state and local report cards. 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 implementation of report card designations, West Geauga High School has consistently earned an excellent rating. That is, for twelve consecutive years, West Geauga High School has been deemed excellent by Ohio's definition. In order for our school to earn this rating, the state uses multiple measures, one of which is the performance index. The performance index score is a weighted average that includes all tested subjects. The greatest weight is given to an advanced score (1.2) and the weights decrease for each performance level. This results in a scale from 0 to 120 points. A performance index of 100 or higher earns the rating of excellent. Over the past five years, our performance index ranged between 108 and 109.7

Our students are achieving at high levels of performance on all five Ohio Graduation Tests. On the most recent administration (March 2012), 93.0% of the total tests taken resulted in a proficient score or better. More impressively is the fact that two thirds of those scores fell in the accelerated or advanced category. When taking a closer look at our student data, there are also significant gains in our subgroup. We typically have one subgroup by No Child Left Behind's definition. Our students with disabilities subgroup is continuing to show growth in their proficiency levels. This is evident by the gains made in reading and math over the past five years in the category of accelerated and above. Twenty-three percent (23%) more of our students with disabilities are scoring in the accelerated or above category in reading and 16% more in math. These gains are due to data-driven decision making. Each year, our teachers disaggregate the test data to determine areas of concern and tailor their instruction to address these needs. We then go through a process of addressing interventions for students based on their individual needs and adjust our instruction to meet the needs of all students. This process takes place during our professional learning community meetings, department chair meetings, and through our Response to Intervention process/Academic referral system.

In addition to test performance measures, non-test measures are included as well. One non-test measure included on the report card is graduation rate. Our graduation rate, similar to performance data, consistently exceeds the state standard. The state standard for graduation is 90% and our 4 year graduation cohort rate is 94.8% for the graduating class of 2011. Another non-performance measure on the report card is student attendance rate. The state minimum standard is 93%. Similarly, West Geauga High School students exceeded the standards with a 95.5% attendance rate for 2011/12 school year.

On the national level, West Geauga students have scored above the state ACT composite average of 21.8. The graduating class of 2011 had an ACT composite score of 22.9 with a total of 83% percent of the graduating class being administered the test. This data reflects the commitment of our students and staff in building a strong foundation for college and career readiness and promoting life after high school. All

state data can be found at
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=9&TopicRelationID=1>

2. Using Assessment Results:

Our first step in using assessment results is to review our 9th grade practice OGT test results. Each spring when our 10th grade students participate in the Ohio Graduation Tests, our 9th grade students participate in practice Ohio Graduation Tests. These are administered in test like conditions and the results are reviewed with the students. Our professional learning teams then use the results on these assessments to plan the instruction for these students in their 10th grade year.

Following each spring administration of the Ohio Graduation Tests, the Ohio Department of Education releases the testing results. When our district receives the results, we disaggregate the data by student, content and standard. This data is used for planning classroom instruction as well as determining intervention needs. Specifically, common assessments developed by each academic department in the tested areas, will be adjusted to reflect areas of need. Units of instruction will be designed to increase the mastery level of the Ohio Academic Content Standards based on the state test results. Based on the results of the state assessments, students will be scheduled into courses or paired with an intervention specialist to help with their academic achievement. Some students will also be introduced to an online tutorial to assist them with academic deficits as noted on the state assessments. These findings will also drive classroom instruction so teachers can embed the knowledge from the students' performance into their everyday practice. This information also serves as a foundation for aligning courses and expectations for all students in a standards-based environment.

A second piece of data scrutinized in the team meetings is a standard report. Each test is disaggregated into content strands. Teachers utilize these strands to determine areas students have mastered as well as areas in which students need to improve. This helps to guide and improve classroom instruction. The teachers are able to use this information as they prepare their lessons. In addition to classroom instruction, this information is also very helpful as we prepare intervention strategies and help students who need to re-take the test.

Finally, our professional learning teams analyze PSAT, Explore, PLAN, and ACT data. Besides the Ohio Graduation Tests, we want our students to be college and career ready. The results on the assessments detailed above are used to evaluate the rigor of our courses to prepare our students for life after high school. Our professional learning teams will align their instruction based on the results of these assessments. Our guidance staff will use the results to advise parents and appropriately schedule students to meet their needs. The results are also used for future course planning and curriculum adjustments. Specifically the Explore test results are used to schedule our incoming 9th grade students into either more rigorous classes to improve their college and career readiness or into intervention classes to assist them in becoming more college and career ready. As an example the Explore results are used to schedule students in a Reading/Writing Lab course to strengthen their college and career readiness skills. In the same manner, the PLAN and PSAT test results are used to encourage students to take Advanced Placement and other rigorous courses or assist our counselors in helping students decide on Post Secondary Education Options, Vocational Programs, or possibly interventions to assist these students to succeed after high school. Parent information nights are scheduled to communicate assessment information to parents. At the parent information nights, assessment results are used to spur conversations on college and career readiness and for preparation for life after high school for our students. Assessment results are also made transparent to the community through various scheduled meetings and forums.

3. Sharing Lessons Learned:

At West Geauga High School we have a collaborative relationship with colleagues within our school as well as outside our district. Professional development opportunities are scheduled throughout the year where all content teachers discuss best practices to promote high achievement for all students. Key staff members are trained in instructional strategies such as Formative Instructional Practices and Flipped Classroom Instruction and share this information with other staff members throughout the high school and district. Besides benefiting and collaborating with the Geauga and Lake County Educational Service centers on professional development and shared practices, we have been a member of the Greater Cleveland Educational Development Center (GCEDC). These organizations allow our teaching and support staff to attend professional development on the latest developments and research on instruction and afford them the opportunity to share best practices with other professionals. We are also a member of Lake/Gauga High School – Higher Education Alignment Consortia. Through this organization we dialogue with various high school and college professionals about best practices and for methods to increase college and career readiness for our students and awareness for our parents. Also, this organization allows for an opportunity for our language arts and math teachers to present their instructional strategies to other members of the consortia.

Each content department works closely with the administration on sharing best practices. Our department chairs and other key teacher leaders are members of ASCD through our institutional membership, and frequently use its resources for professional development, article and book reviews, webinars, for networks to share best practices, and to enhance our professional learning community teams.

Both the Assistant Principal and Principal of the high school are members of the Lake and Geauga County Principal Association and the Ohio Association of Secondary School Administrators. These organizations allow the school leadership to participate in dialogue on various leadership and professional development opportunities for the teaching and support staff and for themselves. The relationship with these organizations have led to better professional learning community meetings and dialogue, better assessment for learning techniques, and enhancements to our student life such as student internships and student leadership seminars.

4. Engaging Families and Communities:

West Geauga has an open line of communication with all stakeholders in our school. Any time we receive assessments from the OGT, PLAN, or PSAT, students meet in small groups with our guidance counselor to review scores. All students have the opportunity to further discuss their personal results in a one-on-one setting with their counselor. This is followed up by a detailed report sent home for the parent/guardian to review. We also provide parent nights to discuss any results on these assessments. These parent nights also focus on college and career readiness, college financial aid information and scholarship opportunities, ACT and SAT test information, and various scheduling information. We partner with Lakeland Community College and the Lake Educational Assistance Foundation to provide information to parents on preparing their child for college and careers. We have also held parent sessions on bullying, diversity, proper use of technology, college admission representatives and discussion on college expectations, vocational opportunities, and dual enrollment options for our students.

We use multiple methods of communicating information to our parents and students. First is Progress Book a user-friendly web-based secure program that allows parents/guardians to view their children's graded assignments. This enables parents to monitor their child's progress throughout the grading period on a weekly basis. Second, we have an academic referral system. This system is a biweekly progress report of students who are in danger of failing a course. These reports are communicated to the parents of these students and are used to initiate RTI meetings and plan student interventions.

Our school communicates on each student's performance through the distribution of progress reports during the fourth week of each quarterly grading period. These are mailed home to every student who is in danger of failing for each course in which they are enrolled. This ensures that those parents without internet access are given timely records of the child's academic progress. Information provided to the parent/guardian includes specific areas of concern. Parents are encouraged to follow up with the teacher for clarification of the report. A quarterly report is sent home four to five weeks later. Progress report and report card issue dates are published in our web community calendar, newsletter, and student handbooks.

Other methods of communication to our parents and students is through Twitter, our website, our various guidance information nights, our student email system, our quarterly newsletters, and our Naviance career and college readiness communication system. Increasingly, schools and districts are being asked to create a college-going culture and deliver individualized learning plans for students. Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. Its comprehensive college and career planning solutions optimize student success, enhance school counselor productivity, and track results for school and district administrators. Access to Naviance allows students and parents to set post secondary goals, research colleges and careers, receive information on scholarships and financial aid, construct resumes, assist in preparation for standardized tests, and receive and track letters of recommendations and college applications. Finally, the guidance and administration also participate in a Breakfast with Parents, every quarter, to receive feedback from our parents in an informal setting. This feedback is used to help support educational programming and other course offerings at our school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

West Geauga High School offers rigorous course selections all aligned to the state of Ohio's Academic Content Standards. The state mandates utilizing these standards in the content areas of English, math, science, social studies, global language, technology, and fine arts. Our curriculum is framed around these standards, which we consider the minimum requirements for students. Our standards-based curriculum, coupled with the high expectations and demands set by our faculty, afford a high quality education for all students. The curriculum meets the needs of the diverse learners in our school. Each year, approximately 87% of the graduating class pursues post-secondary options. We attribute this high percentage to the rigorous coursework appropriately preparing students for these experiences.

In English, all students begin high school with grade-level coursework. Honors and college preparatory courses are offered, with AP based instruction available to students in their junior and senior years. Our current focus is on incorporating the Common Core standards into learning targets for our students. An emphasis is being placed on reading more informational text and more technical writing to prepare our students for their college and careers.

West Geauga High School provides four years of math coursework in Algebra 1, Geometry, Algebra 2, Pre-Calculus as well as a rigorous course of study for high-achieving students. Our most advanced students complete Algebra 1 and Geometry as 7th or 8th grade students. These courses are taught by a highly-qualified math teacher and afford students the opportunity to take a fifth year of math instruction. Following the course progression, these same students take Pre-Calculus in their junior year and AP Calculus and Statistics their senior year. Personal Finance is also a math requirement for our students.

In science the first year students take Integrated Science. This course focuses on physical science including concepts from chemistry, physics and earth science. The second year our students take a biology course that focuses on life sciences. Following sophomore year, students have the option to take Chemistry and the Community, which is a hands-on study of environmental science, or Chemistry. Following successful completion of Chemistry, students may opt to take Physics, Chemistry II, AP Biology, Forensics, or Environmental Science. We also offer a Robotics elective in our science department.

In social studies, students take the first part of U.S. History in the 9th grade year and the second part in their 10th grade year. 11th grade students have an opportunity to take AP U.S. History, Human Geography, Contemporary World Studies, and History and Film. 12th grade students enroll in U.S. Government. In the 9th grade, students focus on 19th century U.S. History and in the 10th grade year they focus on 20th century U.S. History. American Government involves the study of our national constitution and amendments. In addition to class work, students are required to attend school board and township meetings. Students also have the opportunity to choose virtual/ online electives in Geography, Economics, and Psychology.

We offer global language instruction in Spanish, and Latin. In Latin we offer all levels to the Advanced Placement course and in Spanish we offer five levels and are transitioning to offering the Advanced Placement level.

Our Fine and Performing Art programs complement our academic core. All students must earn at least one fine art credit to successfully complete graduation requirements. We have approximately 110 students in our marching/concert bands and another 50 students in our vocal music programs. In addition to performing arts, students can choose courses from the visual arts such as Ceramics, Sculpture and four levels of Art including Advance Placement courses in Studio Drawing and in Art History.

Our Physical Education/Health program offers our students an opportunity to study and analyze the importance of everyday healthy living in a holistic fashion. Students can also participate in courses in Personal Fitness and Outdoor Pursuits.

Our other elective courses afford students the opportunity to participate in Web Design and Technology Applications, Computer Programming, AP Computer Science, Accounting, Business, woods and metal offerings, Photography, and various family and consumer science courses.

2. Reading/English:

The 9th grade course concentrates on improving the students' overall language skills while addressing the needs of the college bound student. The literature component focuses on classical literature, exposing students to representative works from various genres including novels, poetry, drama, essays, and myths. The composition component utilizes a process approach with a focus on writing essays, poetry, fiction, and summaries. The advanced course concentrates on improving the students' overall language skills and is designed with enriched course material and more difficult assignments. This course introduces speech skills and integrates grammar, mechanics, and vocabulary into the study of literature and composition. The variety of works and authors gives students the necessary foundation for more in depth study in subsequent English classes. Students build confidence in expressing their own ideas about literature through a variety of oral activities, including small group and whole class discussion. Grammar and vocabulary are integrated into the study of literature and composition.

The 10th grade students participate in a course that is a survey of the various types of world literature, a continuation of the grammar study, vocabulary building and practice in creative, persuasive and expository writing to enable the student to discuss literature and write successfully for practical needs. The advanced 10th grade course involves enriched course material and more difficult assignments. Writing skills are developed through the critical analysis of literature. Basic grammar, vocabulary building, mechanics of writing, as well as essay forms/types are taught.

Eleventh grade students engage in a college-bound curriculum. Included in this course is a survey of American literature, a continuation of the grammar study, a review of mechanical skills, small group/project units and oral communication skills. Creative and expository writing enable the students to discuss literature and to write successfully for their practical needs.

The 11th grade advanced course involves enriched course material and more difficult assignments. This level will include a review of mechanical skills and an in-depth grammar and vocabulary study to help students understand the English language and to write better. Writing is taught at this level to prepare for college.

Eleventh grade students can enroll in Advanced Placement Composition. This writing course is designed to prepare the students for the AP Composition Exam given in May, as well as for the senior AP literature course. Writing skills will, however, be developed principally through the critical analysis of American works of recognized literary merit

Twelfth grade students enroll in a course that involves a survey of British literature, expository writing, vocabulary building and a review of mechanical skills necessary to the students' writing needs. It especially emphasizes the improvement of critical thinking, expository and persuasive writing, and reading.

The advanced course for 12th grade students is designed for college-bound students with an emphasis on literature and the uses of language. The literature includes a historical survey of British writers from the Anglo-Saxon time to the present. The course will involve reading and analysis of British society and

history as presented in poetry, prose and drama. Shakespeare's plays will also be studied and instructions in expository writing and vocabulary will be included, as well as a brief research paper.

Advanced Placement literature and composition for 12th grade students concentrates on the reading and analysis of British prose and poetry. Written assignments focus on the critical analysis of literature in preparation for the AP Literature and Composition exam. The course is designed for students who wish to complete studies equivalent to a college introductory course in composition and literature.

Students who are identified by the EXPLORE test administered in 8th grade, as not being college and career ready, are enrolled in a Reading/Writing Lab course. This course is co-taught by a Language Arts teacher and an Interventionist to help students who struggle with reading and writing.

Intervention specialists and the tutors work collaboratively with the English department to consider instructional strategies and adaptations for students who are not having success. Students who read below grade level have the opportunity to improve speed, comprehension and vocabulary acquisition with the use of the Read Naturally program.

Elective courses are also offered in Journalism, Creative Writing, and Speech.

3. Mathematics:

The mathematics curriculum consists of three parallel sequences. The regular sequence of courses is designed to offer a strong preparation for a four-year college by adding depth to the course. The exploration sequence of courses parallels the regular sequence. These courses are scheduled to have small class sizes to better intervene on the students behalf. These courses are more individualized than the regular sequence and are instructed by both an intervention specialist and a highly qualified math teacher. Deficits in math are addressed by both teachers through the use of formative assessments and frequent progress monitoring. The course work offers more review and more hands-on exploration to enhance understanding and improve students' skill levels. The exploration sequence will meet college admission requirements. The honors sequence of courses parallels that of the regular sequence, but is considerably more rigorous and includes enrichment material. The course work is designed to seriously challenge students.

At West Geauga our freshmen begin high school by taking Algebra 1 Exploration, Algebra 1, or Geometry. Accelerated students taking Geometry as freshmen have successfully completed their Algebra 1 requirement in the eighth grade. As sophomores, course choices include Geometry Exploration, Geometry, or Algebra 2. As juniors, they may select from Algebra 2 Exploration, Algebra 2, or Pre-Calculus and as seniors, they may take Pre-Calculus Exploration, Pre-Calculus, Probability and Statistics, or Advanced Placement Calculus or Statistics.

Math tutoring labs are also available for all of our students who need assistance in math. These labs are staffed by highly qualified math teachers throughout the school day. The teachers in the math department assign students that need intervention to attend the labs from the students' study halls. In the math labs, the students will receive small group instruction in their area of need. The math labs are also utilized by our guidance department through our academic referral system. If a student is identified as academically struggling in math through an academic referral, the guidance department will arrange for the student to receive assistance in a math lab.

4. Additional Curriculum Area:

The West Geauga High School Science program provides a wide variety of science-based, extracurricular opportunities to support student engagement with the science curriculum. Students have the opportunity to participate in physical science activities such as Robotics, Chemistry Olympiad, and the annual

National Chemistry Week contest. Students also participate in biological and environmental science projects such as BioBlitz, Environmental Discovery Projects, 5th Grade Nature Clubs, and the SEE Across Ohio summer field ecology experience.

The local STEM Fair, organized by the Kiwanis of West Geauga involved over 250 registrants in Individual Projects, Mathematics Challenge, Junk Box Wars, Bridge Building, and Helicopter building competitions. This event includes both individual and team competitions which involve on-going research as well as on-site, skill based events in which students apply their knowledge of STEM topics to solve specific problems. Students advanced to the Western Reserve District 5 Science Day, the Northeastern Ohio Science & Engineering Fair, and the Ohio State Science Day following the local STEM Fair.

The Robotics Team exemplifies the definition of STEM by drafting, building, programming, troubleshooting and rebuilding robots that won the Alliance for Working Together Regional Robotics Competition, and came in second to a college-level team at the national competition.

Students applied their knowledge and utilized their communication and collaboration skills when problem solving as part of the Scholarship for Entrepreneurial Engagement workshop, and the BioBlitz inventory of all living organisms within a specific Geauga Park area by investigating solutions to problems in industry and by evaluating a local, natural habitat. Longer-term, collaborative projects include Environmental Discovery Projects, 5th Grade Nature Clubs, the Lexus EcoChallenge, and the Destination Imagination Global Competition. These activities allow students to do on-going research and problem-solving both locally and globally. Students developed and ran a school composting program, planted and maintained school gardens, taught 5th graders concepts in field biology, ecology and environmental science issues, and facilitated the installation of composting toilets and the reconstruction of a community composting and recycling center in Afghanistan and Ecuador, respectively.

Last summer students participated in a ten day educational excursion across Ohio where they engaged in lessons on Lake Erie ecology, Ornithology, Edible and Medicinal Native Plants, Leave-No-Trace Camping and Hiking practices, and Field Research through the OSU Stone Lab. Throughout this experience, students worked with each other, professional field researchers, and university researchers to study Ohio's environment. Closer to home, some students maintain school gardens and others have participated in the Cleveland Clinic Office of Civic Education Initiatives Science Internship program.

5. Instructional Methods:

West Geauga High School staff differentiates instruction to meet the needs of diverse learners within the classroom as well as outside the classroom. Our staff provides appropriate levels of challenge and support to help students attain their learning goals. Instruction is modified so all students have the opportunity to participate actively and productively in the classroom. Our professional learning teams meet weekly to review short cycle assessment data and adjust instruction accordingly. These short cycle assessments are also utilized to design interventions for students that are not mastering the content area. Our staff uses pre-tests and other formative assessment and the data to adjust instruction to meet the needs of all learners. Intervention specialists work with all teachers during our professional learning community meetings to help our staff differentiate instruction.

SMARTBOARDS, LCD projectors, student response systems, Moodle online learning applications, and our computer labs are used to support the various instructional methods for our students. Students are presented lessons to meet their learning needs through the use of these various technology tools. These tools allow for our teaching staff to arrange flexible groups for focused instruction. The Moodle online learning through flipped instruction and student response systems, assist in instructing to each group's strengths and weaknesses. These techniques assist our teachers in more easily individualizing instruction in a more timely fashion.

Finally our teachers are dedicated to the success of all of our students. Our teaching staff remains after school to tutor any of our students that need assistance in the various subject areas. Some of our students may be in need of individual instruction and our teachers frequently provide this for our students after school hours. Many of our teachers also allow our students to re-test or have multiple opportunities to be assessed. This formative instructional practice allows students to learn from their mistakes, builds confidence in our students, and allows students to practice before they are graded. All teachers have been trained in formative instructional practices and are beginning to incorporate more of these techniques in their daily instruction and as they adjust to the new common core and new state standards.

6. Professional Development:

The curriculum and instruction at West Geauga High School focuses on both the Ohio Academic Content Standards and the Common Core and College and Career Readiness Standards. Our professional development, throughout the school district, emphasizes instructional strategies to ensure student mastery of these standards, and vertical and horizontal alignment of these instructional strategies. The activities for professional development for the district are chosen through collaboration with the teaching and administrative staff. Currently these activities have included deconstructing the common core standards and implementation of formative instruction practices. We have previously worked to raise the achievement level of our students with disabilities through training our teachers on differentiated instructional methods and reading in the content area strategies.

At the building level, the principal has the flexibility to choose professional development activities based on building needs. At West Geauga High School, these activities are developed in collaboration with the department chairs. These activities have focused on reviewing our assessment data from the Ohio Graduation Tests, ACT and Explore results, and other short cycle assessments to not only ensure curriculum alignment, but to better evaluate if all students are mastering our academic content. To do this we have worked toward incorporating more formative instructional practices into our daily instruction and emphasizing reading in all of our courses. Our teaching staff meets every Wednesday morning in professional learning community team meetings. During these meetings, we review assessment data and also research various instructional techniques, to better educate our students. We have found that teacher collaboration resulting in a shared view for student achievement and continuous improvement has fostered better professional development. Through the professional learning community process, our teachers not only benefit from learning about the latest research, but they learn from their colleagues. The shared practices, professional dialogue and the train- the- trainer model we use in this process, not only benefits our staff, but our students as well.

Other professional development opportunities exist for our teachers through the Geauga County and Lake County Educational service centers and the Greater Cleveland Educational Development Center (GCEDC). These opportunities allow our teaching staff to collaborate with other professionals in their field. We also are an institutional member of ASCD. This membership allows our teacher leaders to learn from educational experts in the field and in research, and share this information in their professional learning community meetings with their colleagues.

7. School Leadership:

The philosophy of transformational leadership is embraced by the teaching and administrative staff and the Principal leads by example. The leadership team, although headed by the Principal, is comprised of our five department chairs in Language Arts, Mathematics, Science, Social Studies, and Special Needs, our Assistant Principal, the Athletic Director, and our three Guidance Counselors. Department Chairs meet with the Principal monthly to discuss curricular issues and share instructional ideas. The Principal meets with the Guidance Counselors and Assistant Principal twice a quarter to review school climate and student issues and concerns. We also have a building concerns committee that meets at least four times a school year to discuss building climate. These meetings focus on the needs of the teachers, staff morale, and other building related items. The Principal, the Assistant Principal, and at least one Guidance

Counselor meet with a Parent Communication Group four times a school year to gather feedback from various stakeholders. At these meetings future projects and plans for the school and the students are discussed with parents and other stakeholders. Feedback from the stakeholders is utilized for future planning. Finally, the building principal meets with the executive board of our student council to gather input from the student body and gather their perspective.

Multiple opportunities exist for students to assume leadership roles at West Geauga High School and all our efforts are embraced by our faculty. Our student council being comprised of 120 students organizes school events and charitable endeavors; our National Honor Society organizes tutoring for students and philanthropic ventures; our Interact organization leads charitable causes; our Teen Institute educates our students on substance abuse; and our Marching Band Council helps lead our band. All of these organizations are led by students and advised by our faculty. The school's strong student leadership is further exemplified through West Geauga's comprehensive Freshmen Mentorship Program. This program involves junior and senior students who lead sessions every week, to help freshmen make a smooth transition to the high school environment. The goal of the mentorship program is to make a positive connection with each student, assist with academic/social issues, conduct mini-lessons, and teach students about the expectations of our school. All these organizations make a positive impact on our school and their leadership strives to make West Geauga High School a good place to be a student and become a good citizen and community member.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2008-2012 Publisher: Ohio Dept. of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Above	97	95	94	96	92
Accelerated and Above	88	87	85	88	79
Number of students tested	224	216	214	240	232
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	1	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	95	95	78		71
Accelerated and Above	76	62	61		65
Number of students tested	21	21	18		17
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above	81	80	70	67	55
Accelerated and Above	47	56	48	47	31
Number of students tested	32	25	27	30	29
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. White, Non-Hispanic					
Proficient and Above	98	95	95	96	92
Accelerated and Above	89	87	85	88	79
Number of students tested	210	210	203	237	229
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2008-2012 Publisher: Ohio Dept. Of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Above	98	94	95	94	97
Accelerated and Above	77	80	61	66	73
Number of students tested	224	216	214	240	232
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	1	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	95	81	78		88
Accelerated and Above	71	48	33		65
Number of students tested	21	21	18		17
2. African American Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
4. Special Education Students					
Proficient and Above	88	68	82	63	79
Accelerated and Above	53	32	33	27	31
Number of students tested	32	25	27	30	29
5. English Language Learner Students					
Proficient and Above					
Accelerated and Above					
Number of students tested					
6. White, Non-Hispanic					
Proficient and Above	98	95	96	94	97
Accelerated and Above	78	80	61	66	74
Number of students tested	210	210	203	237	229
NOTES:					

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