

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Christopher M. Bronner

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

Official School Name Brookville High School

(As it should appear in the official records)

School Mailing Address 1 Blue Pride Drive

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

City Brookville State OH Zip Code+4 (9 digits total) 45309-1451

County Montgomery State School Code Number* _____

Telephone 937-833-6761 Fax 937-833-6302

Web site/URL http://brookvilleschools.org E-mail bvhscbronner@mdeca.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mr. Timothy Hopkins E-mail: bv_supt@mdeca.org

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

District Name Brookville Local School District Tel. 937-833-2181

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. John Gordon

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 10 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 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	54	49	103
10	67	68	135
11	67	61	128
12	63	45	108
Total Students	251	223	474

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % 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 these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1	474
(5) Total transferred students in row (3) divided by total students in row (4)	0.051
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 24 %
 Total number students who qualify: 112

If this method is not 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.

9. Students receiving special education services: 10 %
47 Total number of students served

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>6</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>19</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>3</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	29
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	95%	93%	94%	95%	94%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	119
Enrolled in a 4-year college or university	37%
Enrolled in a community college	43%
Enrolled in career/technical training program	2%
Found employment	15%
Joined the military or other public service	2%
Other	1%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

The mission of the Brookville Schools is to challenge, prepare, and support students to be successful in society. This mission permeates the entire district as we strive to meet the challenge of preparing our students for a world they will live in which is different from what we have experienced. Our faculty and staff continuously focus on supporting students in being successful both in the classroom and for being successful after high school.

Our community is a rural community in the Midwest approximately twenty miles from a city with a population close to 150,000. Our local city has a population of approximately 5,000 and upholds the motto of “Proud and Progressive.” Our students and families are typical rural families primarily middle class. Family support is very common through all grades in the district. Volunteers consisting of family members and individuals from the community are often visible in the buildings. Our students are very hard working students who enjoy being a part of the school community.

Because of the size of our district, difficulties arise in being able to service all students regardless of level. Due to much hard work and planning, we have implemented rigorous courses including Advanced Placement. Achieving this milestone has allowed our students the opportunity to take more difficult courses to better prepare them for life after high school. These upper level courses also include opportunities for students to earn college credit without leaving our high school building. At the same time, we have been able to strengthen the intervention and support for our low ability students.

Strengths of Brookville High school include a committed faculty and staff. More than half reside in the community and many have lived here all their lives. They are vested in the community and in the school and are committed to providing an excellent education to the students. The Ohio Department of Education awards ratings for school buildings and districts. Over the past eight years the district has been rated Excellent, with three years being Excellent with Distinction, the highest possible rating. Brookville High School has consistently earned the rating of Excellent, the highest possible rating for high school buildings. In addition, Brookville High School has been rated in the top 100 schools in the nation by the US News and World Report for providing an excellent education for students.

Brookville High School has a tradition of providing outstanding opportunities for students regardless of abilities and talents. Students like to come to school as is evident with the 96% average attendance rate. The faculty and staff provide a solid education with the appropriate rigor for each student’s ability along with the support to prepare students for success in society after high school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Brookville High School submitted data is based on the Ohio Graduation Test. This test is required for all students as one component of earning the credentials of a high school diploma in Ohio. The test consists of five different areas of focus including Math, Reading, Science, Social Studies, and Writing. Each test consists of multiple choice, short answer, and extended response questions. Each student is required to earn a scaled score in excess of 400 to meet the proficiency benchmark. There are five levels of scaled scores including Basic, Limited, Proficient, Accelerated, and Advanced. Students may earn accelerated or the top mark of advanced based on their score. Students who are below proficient are identified as limited or basic. The Ohio Department of Education has set a standard of 75% of all students to be proficient or above to earn the respective credit on the building and district report card. Students begin taking the test in the spring of their sophomore year in school. If unsuccessful, they retake the deficient test. The testing windows include summer, fall, and spring.

Our current focus at Brookville High School is to move students. We focus on identifying students who are identified as limited or basic and begin intervention to move them to proficient. If a student shows proficiency on previous state tests or on practice tests, the focus then moves to pushing the student to achieve accelerated or advanced. Just meeting the state minimum of 75% proficiency is not acceptable. As evident in the data provided, our students have consistently scored well and above the state standard.

b) In examining the data in over the past five years, evidence is present showing a growth in students' achievement. This is more evident in the subgroups including Students with Disabilities, Economically disadvantaged, and White, Non-Hispanic. In addition, over the years all students have shown growth with respect to the provided data. In looking specifically at each subject area, there is greater growth in Math as compared to reading. Nonetheless, both areas have shown great improvement. Looking at Math specifically at all students and economically disadvantaged students, the growth is steady over the five year period. Each year the scores improve incrementally and consistently. Math students with disabilities also show growth, but not as consistent. There are years where the growth increases at a more aggressive rate as compared to the previous years. Two times in the past five years an increase of approximately twenty percent occurred. Only in the White, Non-Hispanic students does a decrease exists in results over a five year period. This decrease, however, quickly was erased the following year with a score above the previous four years.

Reading growth and improvement looks different compared to the math results. Scores for all students increase all years with the exception of one. The overall increase exceeds a total of 7%. Similarly, Students with Disabilities and White, Non-Hispanic students all showed a positive growth over the five year period. The same year all students decreased, these two subgroups also decreased in their performance. The Students with Disabilities did show a large increase between the first two years and a larger decrease between the third and fourth years. Economically Disadvantaged student also demonstrated growth over the five year period. The difference only being two consecutive years a slight decrease is shown.

Many factors contribute to the improvement of our students on the standardized tests. In the Math department, new courses were developed. A Math Lab was instituted with students hand selected to enroll. The focus of this class period was to improve the student's understanding of the content of the current Math course. The second goal was to identify any gaps in Math and strengthen individual students through specific intervention. Another course series was introduced. The courses entitled Algebra Concepts I and Algebra Concepts II were designed to cover the Algebra I curriculum over a two year period. This also included Geometry concepts in preparation for the Ohio Graduation Test. Students were hand selected to enroll in this course based on scores on the Ohio Achievement Assessment and eight grade teacher recommendation.

In Reading, changes were also made to improve student performance. The structure of our support services to Students with Disabilities improved. Students were moved out of the resource room and into an inclusion

setting with a regular education teacher. The intervention specialists were assigned to the classrooms to assist and co-teach. This structure change allowed students of all subgroups to receive additional support and instruction with a second teacher in the classroom. In addition, as a district, there was an increased focus on Reading and Writing. This caused all teachers, regardless of area of specialty, to pay greater attention to students in these areas. Consequently, Reading and Writing improved in all areas.

2. Using Assessment Results:

Brookville High School uses a variety of assessment data to guide in the improvement of student achievement. The beginnings of data use starts as early as the eighth grade. All eighth grade students take part in the Ohio Achievement Assessments covering Math and Reading. These results are reviewed by junior high and high school teachers to determine the appropriate placement in high school courses. Principals and counselors also review the data to begin intentional intervention placements to support students who may be identified as being at risk. In addition, strengths and weaknesses of students as a group are identified and shared with teachers.

As first year high school students, freshmen quickly are involved in the collection of data. Students are given pretests early in the school year. Depending on the results and trend data gathered by teachers, growth targets are set for each student. Instruction is then guided by both the pretest data and the growth targets. Freshmen have also completed the Explore Test provided by ACT. This test is administered in the Fall to establish a baseline for students. Results are distributed to teachers for inspection. Both areas of strength and weaknesses are identified and strategies are developed to improve student achievement. Similarly, practice Ohio Graduation Tests are administered to students to identify strengths and weaknesses along with identifying students who may be at risk. These results are used to develop interventions for students including, but not limited to specific Math or English Language Arts course assignments and support services provided by an intervention specialists.

Sophomores in high school follow a similar pattern. They participate in the PLAN, also provided by ACT. More data is gathered and trends begin to emerge when a comparison is made to the previous year's results on the Explore test. Teachers again analyze the data and make instructional decisions along with appropriate course assignments. This continues for juniors as they participate in the PSAT/NMQT provided by the College Board. Teachers continue to use data to guide instruction and placement of students.

Our students leave Brookville High School very experienced in high stakes standardized testing. The practice of our students taking the various assessments discussed above, has assisted in the confidence in taking the tests. In addition, the teachers are better suited to meet the individual student needs by reviewing and analyzing the data. Through the entire process of administering the variety of tests, students all receive individual reports on how they performed. These reports include disaggregated data that provided assistance to students in helping them to improve in future academic endeavors. Parents are also included in the dissemination of assessment results of their students. Family reports are sent to parents and along with presentations at parent meetings give families information about the collected data and how we are supporting students.

3. Sharing Lessons Learned:

Several departments and committees at Brookville High School have worked with other schools in the district. A group of teachers in the Science Department have organized a group entitled Teachers of Outdoor Education. This group has presented to various groups including neighboring schools and the Five Metro Parks Organization. Audiences included educators of various subjects and grades levels covering cross-curricular contents. The conversations focused on how to use the outdoor classroom in all areas of content and instruction. Strategies were demonstrated on how to align lessons with core content in an interactive setting.

Brookville High School has a six member Intervention Assistance Team (IAT). This teacher led group has participated in meetings and presentations to share and learn ideas with a focus on the response to

intervention concept. They have presented on how they operate at the high school level and their process for Response to Intervention (RTI) with the intermediate school. These interactive meetings allowed for teachers, counselors, and intervention specialist to exchange ideas on support strategies for students who are struggling with academics, behavior or both.

The Brookville Local Schools has a district wide teacher evaluation committee. Within each building, a subcommittee also exists to work on teacher evaluation framework. The building level committee has met with teachers and other building committees in the district to discuss teacher performance. The committee shares many aspects of the evaluation tool. This sharing is not only a presentation of the tool but also gives a forum of what excellent teaching looks like and how it can be put into practice to improve teacher methodology and increase student achievement.

The local educational service center has a multiple opportunities for professional development. Many of the teachers have attended different programs directed to improve content and curriculum knowledge along with student achievement. Schools from around the area all send teachers, counselors and administrators to attend the sessions. All participants take advantage of the opportunity to network with other professionals in this venue. Intervention, extension, and effective instructional strategies are highlighted. When teachers return to the district, opportunities are given to share any knowledge learning with colleagues, departments, and other buildings.

4. Engaging Families and Community:

Brookville High School has intentionally increased our working with the community. This was structured through our community service program and our career exploration program. In our community service program, students provide service time to the community. Freshmen are required to work five hours. Sophomore students need to complete ten hours. Juniors are expected to complete fifteen hours while the seniors are each required to give twenty hours of service. This program has created an environment of giving back with our students. In return, we have community groups and organizations strengthen their relationships with both the school and with students. In some situations, families have worked with their student and created a bonding experience beyond what was originally intended.

A hugely successful program that has involved parents at Brookville High School is entitled SWAP Day. This annual event started several years ago when a student would switch with a parent or guardian for a day. The parents would attend school and the students remained home. After reviewing feedback from participants, the program changed to the parent or guardian and student attending together. The school operates on a normal schedule with a few minor adjustments to accommodate for the increased number of individuals in the building. Recently, parents have shared with the superintendent and other school personnel that this day is the best day of the year. When the day is scheduled, parents take vacation days, even deduct days to be sure to attend SWAP Day. Parents and guardians connect with faculty and staff during this time together. From surveys taken at the end of each SWAP Day it is consistently reported that this day is a very well received by parents. It has become an annual showcase of our teachers and students and our facilities. Feedback is also requested and evaluated on how to improve our building and our school.

Every year, Brookville High School hosts parent/ teacher conference nights. These three and a half hour sessions allow for parents to come in and speak with teachers, principals, and counselors regarding the progress of their student. Historically, the parents that faculty and staff needed to talk to, would not attend on a regular basis. In recent years, phone calls from the high school secretaries went out to targeted students and their parents to set appointment times for parents. The attendance rate for conferences have increased significantly. Parents, students, faculty, and staff all agreed the process was successful because of the personal phone call. More specifically, the success was due to the secretary making the call instead of a teacher or principal.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Brookville High School has a strong commitment to developing students who are college and career ready. The curriculum director continues to work with teachers and departments to ensure the content standards are appropriate and provide the rigor needed to prepare our students. Annual checks are used to keep teachers up to date and the standards current. Weekly, teachers are required in all subject areas to submit lesson plans to the building principal. These lesson plans are required to have the content standards specifically denoted. The lesson plans also are to include the activities the teachers intend to use. An accountability system is in place to confirm the curriculum is followed in the classroom.

Standards and curriculum taught at Brookville High School are embedded with both 21st Century skills and career and college readiness standards. In the State of Ohio the common core standards are the main components of the model curriculum in both the Reading/English Language Arts in all areas of Mathematics. Couple these standards with Science and Social Studies model curriculum as a support to the college and career benchmarks. All content areas work together to set a rigorous expectation that led to success after the Brookville High School experience. Our teachers give attention to weaving state standards with career and college readiness standards which continue to drive our students and prepare and support them and realizing their potential.

The state has also provided a model curriculum for visual and performing arts, physical education and nutrition, along with technology. We have incorporated these standards in our course offered to students. Courses we offer to students include show choir, concert choir, Band, Art I, Art II, Art III, Art IV, Digital Imaging, Modeling and Simulation I, 21st Century Technology, Social Media and Networking, Physical Education and Health. All these courses align with the state standards. In our foreign language offerings including French I, French II, French III, French IV, Spanish I, Spanish, II, Spanish III, and Spanish IV, along with our applied arts classes all follow the national standards.

2. Reading/English:

Both freshman level and sophomore level English classes are homogenous; two teachers each cover both grade levels. Lessons are coordinated between each teacher at freshman and sophomore levels so that the same material is covered at the same time. Instructional methods vary among the teachers, but in general, a text book series is used which covers classic world literature, writing, and grammar. In addition, both freshmen and sophomores read several novels throughout the year and write several styles of papers. There are inclusion classes at both grade levels. For the inclusion classes, lessons and tests are modified and a special education teacher helps coordinate lessons with the teachers. At the other end of the spectrum, teachers give accelerated students supplemental materials and assignments on an individual or small group basis.

During the junior year our students have a choice to make whether or not they will continue to attend the Brookville High School or attend a local vocational school while still remaining on the Brookville High School role. It is customary that approximately one fourth to one third of the class chooses the career readiness path and become accredited in work force skills. Our remaining students choose a path of either advanced English or general English. Advanced coursework is in intensive college preparedness whereas our general English is for those students who will not be attending a four year university. Junior level literature is a survey of American literature both fiction and nonfiction. Writing and grammar skills taught in advanced English are more rigorous and emphasizes ACT testing preparedness and more scholarly writing styles. The pace and scope of curriculum is faster and more in depth.

In their senior year, students at Brookville High School, in addition to choosing between advanced and regular classes, are also offered AP (Advanced Placement) English. The senior literature book is a survey of British literature, both fiction and non-fiction. The structure of both the advanced and regular senior English classes is similar to the junior year in that the advanced class emphasizes a more sophisticated college prep

and the regular class is for the more remedial student. Again, supplemental novels and plays are assigned. AP English is a very demanding course designed to help the students master the AP English Literature and Composition Exam given in May. Students who are successful on the test can earn college credit. Completion of this class is similar to completing a college level sophomore literature course.

Finally, Brookville High School offers PSEO (Post Secondary Education Opportunities) opportunities as well as online coursework in English. PSEO allows a student to attend a local college or university and earn college credits that also count toward meeting the graduation requirements. Several students each year take advantage of these opportunities.

3. Mathematics:

The Mathematics program at Brookville High School begins by identifying students who are advanced and who are at risk. This process begins in the seventh grade and continues through the high school. Students at the advanced level are placed in an advanced track for their high school courses. They begin with Advanced Geometry followed by Advanced Algebra II, Pre-Calculus, and AP Calculus. This rigorous track has prepared the students for upper level and challenging courses after high school. As needed, students are adjusted to a different track based on their success or their areas of need. Course grades, standardized test scores and classroom performance are all considered for any adjustments.

Students who are identified as at risk go into a track to give them more support and intervention. This allows a student to achieve the state required Algebra II course while providing opportunities to be successful on high stakes standardized testing. Students are also ready and prepared to enter the work force, a military branch, or even community college. Special courses are designed to individualize instruction for students or groups of students. In each of these courses, students who have gaps in their skills are supported to close those gaps and increase their skills.

Our current Mathematics curriculum is based on the state model curriculum. The text book resource used is an online tool which allows students access to multiple resources outside the school day and outside the school walls. One of the benefits of this program is the alignment with the new assessment processes the state is moving toward. We have learned the new assessments for high school Math will be an online instrument including both performance based tasks and multiple choice questions. The online Math text book resource provides students with valuable practice with this expectation of the new assessment process. In addition, teachers have partnered with local universities and colleges to bring higher level rigor for advanced students as well as minimum standards for students to meet to enter without remediation.

4. Additional Curriculum Area:

Brookville High School Social Studies Department plays an important role in preparing students to realize their full potential. Different courses in this department focus on different skills that we feel are essential for the students to be successful as adults. These courses expose students to lifelong skills and citizenship and societal responsibility.

As seniors there is a focus financial literacy. This course is required for graduation and takes students through managing personal economics of the home and prepares individuals students to maneuver through financial issues the rest of their life. Basic skills of banking in savings and talk along with higher-level concepts such as investing in mortgage finance. Students are expected to maintain a mock household budget based on a fictitious career, family structure, and expenses. They learn the crucial skills and consequences for successful financial life. Another essential skill developed is a civic responsibility. This includes registering to vote, community service, and being aware of the governmental process. Students participate in simulations and activities to help them learn and understand the importance of these skills for the success as individuals, a family member and a citizen.

5. Instructional Methods:

Brookville High School, as described above, is a small school which sometimes can restrict the options offered to students at all levels. Regardless of size we service students with a vast range of abilities. The faculty and staff strive to meet the needs of all students regardless of level. Opportunities are provided for all students to support their needs and to extend their learning. Within the classrooms, teachers provide both intervention and extension as appropriate using differentiated instruction.

One teacher has teamed up with a local community college to administer a pre-assessment to her students. Based on the results, growth targets were set for individuals and small groups of students. Over the course of the school year, the teacher would provide instruction to either individuals or small groups to support their movement toward the growth target. As can be expected, some moved quicker and achieved the target sooner. The teacher and the students collaborate and create a new goal to strive toward. There, too are students who struggle to make positive gains toward the growth target. These students are given additional support and resources. This includes additional time with a teacher or support personnel, extended time on projects, or even breaking down content into smaller pieces to improve understanding.

In a separate classroom, a teacher has immersed his students in technology. In addition to using an online text book, the teacher has used iPads in the classroom as a daily tool. To assist in the various learning styles and needs of all, students are given the opportunity to control their learning. In agreement with the teacher, content, goals, and growth targets are set for each student. Instruction in the classroom is changing weekly, if not daily. Small groups, large group instruction, hands on projects, discovery are only a few of the strategies practiced.

On a regular basis, throughout the high school building, various instructional strategies can be observed. Interactive technology including SmartBoards for students, is used to demonstrate how to solve equations or to apply the scientific method; Elmos and document cameras are being used to explore how students create their unique work, and Skype is being used to communicate with students from a foreign country. These are a few examples of how teachers continue to stretch and support students in their individual learning.

6. Professional Development:

At the Brookville Local Schools we are very fortunate to have a district level curriculum supervisor who guides much of the professional development in each building. She supervises the district and building level professional development committees. Over the course of her term, the various activities focused on student achievement, content standards, teaching pedagogy, along with other vital supportive training. All of these activities have increased teacher resources to strengthen their teaching skills and improve student achievement.

Professional development involves teachers, administrators, and outside professionals. Once a need is identified, resources are located to provide faculty and staff with a positive professional development experience. Teachers have taken the lead and presented various topics including increasing the use of technology in the classroom and the use of data to help guide instruction. Administrators have focused on different areas of intervention and extension strategies along with differentiated instruction. The district level curriculum director has provided resources and support on academic content standards and outside professionals have increased knowledge and skills especially in the area of assessments.

Over the course of the current school year, an emphasis on the new teacher evaluation instrument has provided a focus for expectations along with greater attention to student growth. A variety of presentation strategies were used to increase the understanding of the new structure and guidelines. This intentional process caused an increase and a strengthening of professional dialogue between teachers and administration and dialogue between teachers across different content areas. More attention is given to pedagogy, assessments, and student growth targets all of which has benefited our students. Faculty and staff are more guided by the idea of what we can do to help our students grow and more importantly, how can we show the evidence of this growth.

7. School Leadership

At Brookville High School, one principal covers grades nine through twelve. An assistant principal covers grades nine and ten by title, but also contributes to grades eleven and twelve. In addition, two guidance counselors also share in the leadership structure. By title, one covers grade nine while the other covers grades ten through twelve. Various members of the teaching staff assume roles as leaders through work on committees both in the building and in the district.

The leadership philosophy is student centered. The guiding thought is what is best for students. As decisions are made, the focus is on how it benefits students. Programs are implemented to provide support and resources to the student body as a whole and to individual students. One example of this is the development of a freshmen transition program. This program, implemented six years ago, assists in connecting new students to the building and to the culture of Brookville High School. The principal, a teacher and a counselor participated in intense training to begin the program. This occurred with the generous support of a local grant. The program is designed to actively recruit juniors and seniors to serve as mentors to the younger students. These students go through a rigorous three day training facilitated by the teacher leader. These students then run a freshmen/new student orientation program prior to the beginning of the school year. Throughout the school year, the mentors work with their students to provide support in academics as well as social support.

Another program implemented sounds simple, but continues to grow and bear fruit. This is a ten minute homeroom period early in the day. This time period was instituted to allow teachers to create relationships with students. There are some administrative tasks which occur such as passing out report cards and interims. We have found this has been a avenue to create dialogue between teachers and students strengthening the relationships and communications. When the students advance to the next grade level, their homeroom teacher remains the same. At various times of the year, building wide brief mini-lessons including video clips and talking points guide the teacher and students into meaningful conversations. Almost daily, both teachers and students are discussing academic progress of individual students during this time period.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Ohio Graduation Test

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient & Above	97	91	96	88	88
% Accelerated & Above	88	78	80	77	70
Number of students tested	126	114	115	129	135
Percent of total students tested					
Number of students tested with alternative assessment	0	1	1	1	2
% of students tested with alternative assessment	0	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient & Above	95	94	85	79	71
% Accelerated & Above	81	74	55	62	50
Number of students tested	37	31	20	29	28
2. Students receiving Special Education					
% Proficient & Above	83	64	69	44	42
% Accelerated & Above	42	27	25	22	21
Number of students tested	12	1	16	23	24
3. English Language Learner Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
5. African- American Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
6. Asian Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
9. White Students					
% Proficient & Above	98	91	96	88	88
% Accelerated & Above	90	79	81	77	71
Number of students tested	119	110	13	127	132
10. Two or More Races identified Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
11. Other 1: Other 1					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
12. Other 2: Other 2					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
13. Other 3: Other 3					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher:

Test: Ohio Graduation Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient & Above	97	89	94	91	89
% Accelerated & Above	61	60	66	43	61
Number of students tested	126	114	115	129	135
Percent of total students tested					
Number of students tested with alternative assessment	0	1	1	1	2
% of students tested with alternative assessment	0	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient & Above	95	81	85	86	71
% Accelerated & Above	60	52	60	41	50
Number of students tested	37	31	20	29	28
2. Students receiving Special Education					
% Proficient & Above	75	27	75	61	42
% Accelerated & Above	0	18	13	17	13
Number of students tested	12	11	16	23	24
3. English Language Learner Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
5. African- American Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
6. Asian Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient & Above					
% Accelerated & Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
9. White Students					
% Proficient & Above	97	88	94	91	89
% Accelerated & Above	61	61	66	44	61
Number of students tested	119	110	113	127	132
10. Two or More Races identified Students					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
11. Other 1: Other 1					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
12. Other 2: Other 2					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					
13. Other 3: Other 3					
% Proficient & Above					
% Accelerated & Above					
Number of students tested					

NOTES: