

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 Dr. Michael P. Short

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

Official School Name Perrysburg High School

(As it should appear in the official records)

School Mailing Address 13385 Roachton Road

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

City Perrysburg State OH Zip Code+4 (9 digits total) 43551-1363

County Wood State School Code Number* 029744

Telephone 419-874-3181 Fax 419-872-8813

Web site/URL http://www.perrysburgschools.net E-mail mshort@perrysburgschools.net

Twitter Handle <u>twitter.com/PburgSchools</u>	Facebook Page <u>facebook.com/Perrysburg Schools</u>	Google+ <u>plus.google.com/115192477832255093456</u>
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YouTube/URL <u>youtube.com/channel/UCEr96UIvnUDDfH DqIU5Pflw</u>	Blog <u>perrysburgschools.net/lat est-news</u>	Other Social Media Link <u>pinterest.com/pburgschools</u>
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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. Thomas Hosler E-mail: thosler@perrysburgschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Perrysburg Exempted Village School District Tel. 419-874-9131

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 Mrs. Gretchen Downs
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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	189	190	379
10	188	177	365
11	171	176	347
12	164	172	336
Total Students	712	715	1427

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 2 % 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: 3%

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	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1	1382
(5) Total transferred students in row (3) divided by total students in row (4)	0.035
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 1 %
9 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Arabic, Korean, Mandarin, Russian, Spanish and Telugu
8. Students eligible for free/reduced-priced meals: 11 %
 Total number students who qualify: 153

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: 9 %
132 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>19</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>21</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>67</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>8</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>8</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	4
Classroom teachers	47
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	28
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 19:1

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	97%	97%	97%	96%	97%
High school graduation rate	97%	97%	97%	97%	97%

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	322
Enrolled in a 4-year college or university	84%
Enrolled in a community college	7%
Enrolled in career/technical training program	0%
Found employment	4%
Joined the military or other public service	2%
Other	3%

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

An excellent place to live and work, Perrysburg is located in northwestern Ohio. It is a charming community with a small city atmosphere, nestled on the shore of the Maumee River. Perrysburg was featured as one of Ohio Magazine's Best Hometowns and Family Circle Magazine's Best Towns for Families.

Our mission is Ensuring Students Achieve Their Greatest Potential. Our district's annual Public Opinion Survey, mailed to a random sample of active voters, shows that a strong majority of residents rank our school system with an "A" grade, and only 17% of respondents were parents in our district. 41% of respondents have lived here over 20 years. 38% hold a bachelor's degree and 30% hold a master's or doctorate. When ranking the district's strengths, the top responses were: "Academic Program/Curriculum," followed by "Safe Environment," "Performing Arts" and "Supportive Community."

Perrysburg residents are proud of their community and their schools, which were ranked Excellent by the state Department of Education for 12 consecutive years, and given all A's and B's under its new system this year. Our leaders meet monthly with the city administration, where we brainstorm together about sharing services and coordinating our efforts. Most recently, we upgraded the wireless network bridge between the city and school district to provide Perrysburg's safety personnel access to our internal security cameras and to provide emergency Internet services to the city if an outage occurs.

A Moody's Aa2 Bond Rating report underscored our funding challenges and accomplishments: "In order to stabilize finances, the district has made significant expenditure reductions for fiscal year 2011. Management has been assertive in identifying cuts while trying to maintain the district's high educational standards. Expenditure reductions for fiscal 2011 total \$3.1 million, and are a combination of staffing, services, purchases and programmatic cuts... a health care consultant... has worked with the district to alter its health care plan, for an estimated annual savings of \$300,000 in administrative costs."

A Development Director was hired this year in partnership with Perrysburg Schools Foundation to keep the district competitive with private and charter schools that have cultivated donors. A Perrysburg High School art teacher recently coordinated loaning student artwork to a local emergency care center and in return, the health center donated \$5,000 to our visual arts program.

The Ohio Department of Education is phasing in online testing by 2015-16. This is a driving force behind our pilot of a "one-to-one" technology program. This year, all freshmen at Perrysburg High School were issued MacBook Air laptops, which they will use throughout the school day and take them home every evening through graduation. The rollout will continue with next year's freshmen.

U.S. News & World Report ranked Perrysburg High School #55 in Ohio and #1,197 in the nation, which resulted in a Silver Medal Award. Perrysburg Schools is ranked 22 of 548 districts by the Ohio Department of Education regarding our opportunities for, and performance of, students identified as gifted. Over 20 percent of Perrysburg High School students are enrolled in at least one Advanced Placement course. Last year, our mean score on our Advanced Placement Tests, 3.31, was higher than the state (3.11) and national (2.87) means.

Our curriculum consists of college prep, pre-vocational and technical preparatory. Perrysburg High School is on the College Board's AP District Honor Roll for increasing access to Advanced Placement coursework while increasing the percentage of students earning scores of three or higher on Advanced Placement exams. We offer 14 Advanced Placement courses and seven honors courses. Two courses are offered as Dual Enrollment with Bowling Green State University. Our affiliate, Penta Career Center, offers thirty-one vocational programs. Online classes are available through the Perrysburg High School virtual campus. This school year, we added a dedicated, full-time college advisor.

More than \$11 million in scholarships and awards were offered to our 2013 graduating class. We have an alumni network of 13,000 across 50 states.

Perrysburg High School Theatre's plays and musicals are widely regarded as the finest in the region. Perrysburg Schools has placed among the NAMM Foundation's (National Association of Music Merchants) "Best Communities for Music Education" for seven years in a row, offering Band (Marching, Pep & Jazz), Choir, Multiple Show Choirs and Orchestra. Thirty percent of students participate in vocal or instrumental music. The 2013 Ohio Governor's Youth Art Exhibition included 20 pieces from 15 of our students.

Perrysburg High School is a premier high school in Northwest Ohio in athletics. Our 2012 Girls Soccer Team won the state championship and we have been Northern Lakes League champions in wrestling for four consecutive years. Perrysburg High School is a member of the eight-team Northern Lakes League and the Ohio High School Athletic Association. Fourteen 2013 graduates were awarded athletic scholarships. All fall girls' athletic teams won league championships.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. For the past 13 years, Perrysburg High School has been designated with the highest rating possible by the Ohio Department of Education. For many years, the Ohio Department of Education designated schools as excellent with distinction, excellent, effective, continuous improvement, academic watch or academic emergency. The 2013-14 school year is the first year of the state's new Report Card, which shifts the previous designation system to a letter grade system. The state's performance levels are limited, basic, proficient, accelerated and advanced. Students scoring in the limited or basic level must retake the test following appropriate interventions.

In both systems, these measurements are based primarily upon student performance and growth measures, attendance rate and graduation rate. Aside from overall performance, the state disaggregates scores into demographic subgroups of 30 or more. Schools are measured based on the performance and progress of these subgroups. Student growth measures focus upon reading and mathematics. At the high school level, student performance is measured in mathematics, reading, science, social studies and writing. These subjects are measured through the Ohio Graduation Test, which is administered at the end of 10th grade. To receive a diploma, Perrysburg High School students must perform at a proficient level in all five areas, as well as meet district level requirements for graduation.

The Ohio Department of Education's rating system allows schools to report objective measures to parents, students, teachers, taxpayers and other stakeholders. Perrysburg High School uses this data to compare performance and progress with peers in the state, enabling us to set ambitious goals.

B. Perrysburg High School's data show that we are consistently high achieving, with overall proficiency for our 10th grade Ohio Graduation Test (OGT) coming in at a 95% passage rate for both reading and math. This is significant when comparing these results to state average passage rates, which are about 5-10% lower.

Within the area of reading, we have increased the number of students scoring accelerated over the past five years from 68% to 77% by focusing on academic rigor, increased enrichment opportunities, formative instructional practices and strategic scheduling to allow for more teacher collaboration time and brainstorming data-driven decisions. Other levels remained steady or had a slight increase over the last five years.

We have noted a slight decline in the number of students scoring accelerated and advanced in math. However, these numbers are still impressive in that 78-85% of our students typically score above the accelerated range. While a slight dip may be common with a particular cohort of students, we are nevertheless examining this irregularity in terms of student demographics, test difficulty and variability in instructional methods. We are likewise delving into item analyses of our instructional practices and making comparisons of any standards not being met. By acting quickly, if this is not a minor fluctuation, we will stay ahead of this dip and ensure we steer ourselves back on course.

In terms of our subgroup performance, there are variable proficiency rates noted. Over the past five years, students with disabilities were trending between 60%-70% proficiency in reading and math on the OGT. Using an intense focus on researched-based interventions and strategic scheduling, these students scored 88% proficient or above in reading and 81% proficient or above in math in the 2012-2013 school year. Of the percent proficient, 43% were accelerated or advanced in reading and 33% were accelerated or advanced in math. This subgroup continues to be a focus within our district improvement plan, with strategic plans to refine our multi-tiered system of support and delivery of services for our students with the most significant needs. Every year we examine this group to determine the most appropriate interventions based on each student's history and achievement levels.

Our Hispanic population tends to be disproportionate relative to our other subgroups' proficiency rates in the

area of reading. This subgroup consistently demonstrates lower passage rates, with significantly lower numbers of students scoring advanced and accelerated. This is not the case for math, where all subgroups fell in the 80-85% proficiency rates in 2012-2013. We use a multitude of screeners and data to identify struggling Hispanic students and provide targeted interventions throughout the course of the school day.

In addition, we have begun a partnership with the Perrysburg Heights Community Center for after school and summer programming, because of the large Hispanic population it serves. We are supporting and helping the grassroots efforts already under way through this organization. Though we cannot share student-specific data with an outside nonprofit agency, we can help place tutors at their facility, which is close enough for many children to be able to walk there after school for help with homework and mentoring. We also share aggregated data so PHCC can track overall progress.

2. Using Assessment Results:

Before entering Perrysburg High School, eighth graders are given an ACT EXPLORE test to look at academic achievement and desired career path. An individual parent meeting is held to discuss next best steps based on these results. Ninth graders are then given the ACT PLAN assessment, which is an ACT predictor and, using that data and classroom performance, we intervene with any students identified as at-risk for the five subject areas in the Ohio Graduation Test.

Before the school year begins, we look at where students are academically, based upon state assessments and ACT testing, to help us determine how well the student is performing so we may help them make the best choices for their class schedules. Perrysburg High School is proud that our schedules are customized for each student, whether the student is primarily at-risk or in a college preparatory program. For example, a number of students have taken mathematics courses up to three grade levels beyond their current grade, but they are with their peers or perhaps at-risk for other subject areas.

At the beginning of each year, student placements are verified by looking at initial performance on teacher formative and summative assessments. Problem areas are addressed in a three-tier fashion: within the classroom where teaching strategies are modified, intervention outside of the classroom in subject area labs or by moving the student to another setting, such as a different course or classroom structure (team teaching, individualized setting) for the same content standards.

If a student in science class does not read very well, for example, the teacher may have him or her read only vocabulary words instead of the textbook. Meanwhile, reading intervention classes work to bring the student up to speed. This approach keeps the student with the same peers as much as possible.

Teachers receive daily feedback through formative assessments and then make instruction adjustments on an ongoing basis. “Formative” and “summative” have even become the language of students in our classrooms.

Our CAP team (Counselor, Administrator and School Psychologist) analyzes data every three weeks and systematically provides support for at-risk students. The team gathers to review multiple points of data on current grades, AIMSweb, STAR (percentile rank) and OGT/OAA scores. As needed, multi-tiered interventions are set in place for student success, which involves students, teachers and families.

We have designed an incentive that — during the first year of implementation — resulted in an increase in our performance index score to the highest it has ever been. All tenth graders who score as accelerated or advanced in a subject area on the OGT are exempt from taking an exam in that subject area. We are continuing to see excellent results.

At our annual strategic plan update to the Board and community, we connect our state-testing data with our spending reports and public opinion survey to show how all of the pieces come together: from residents paying taxes, to our budget priorities, to our curricular decisions and ultimately, to our strong student performance.

3. Sharing Lessons Learned:

In our monthly Administrative Team Meetings and twice-yearly retreats, we share best practices and concentrate on ensuring vertical alignment of curriculum and standards. In implementing the Ohio Improvement Process, representatives from our Teacher Based Teams meet with the Building Leadership Team, who then meet with District Leadership Team. The focus in recent years has been on a 12-K and not K-12 model (Covey), where we stress what our graduates should look like upon graduation, even at the elementary grades.

As members of the eight-school Northern Lakes League as well as the consortium of 16 high schools feeding Penta Career Center, school leaders in our area meet at least quarterly to share strategies for Ohio Graduation Test intervention and test taking. Several other school districts and the career center have adopted at least one practice we use for the Ohio Graduation Test.

Two of our teachers are on state teams that write state assessments based on the adopted state Common Core Standards for science and social studies. Our assistant principal is on the State Steering Committee for the state Office of Assessment.

In planning a pilot one-to-one technology rollout, where each student in 9th grade has been issued a laptop, we sent teachers and administrators on nearly a dozen visits to other districts in Ohio and as far away as Nebraska. We collected information, applied it to our program design and since have collaborated with four other school districts in northwest Ohio to help them through the process. For example, we shared our practice of the use of GoogleDocs to facilitate real-time student collaboration, which resulted in a classroom visit by our State Superintendent to see the practice in action.

Our Ohio Graduation Test incentive — where students scoring in the upper tiers are exempt from some school-based exams — has been shared with other schools in the area, and at least five have since adopted a similar program.

Students struggling with reading silently are paired with a teacher, and the students must read the text in their assessments aloud but without teacher interference. We have shared this practice with Penta and about six other schools and they have since implemented it as well.

Perrysburg High School's principal is a part of Lourdes University's Principal Education Program. Seven college student interns have collected our data to help increase data-driven decision-making, with a particular focus on ACT results.

4. Engaging Families and Community:

Mercy Emergency and Diagnostic Center recently opened its doors in Perrysburg. Before even breaking ground, Mercy and our art teachers worked together to make an arrangement where students would loan their artwork to decorate the new facility. The teachers were excited about this opportunity for students to show their work to the community, and ultimately 25 pieces were loaned, which Mercy is rotating on display. To thank the district for this partnership, Mercy donated \$5,000 to the arts programs in the district.

This year, the Perrysburg Court Law & Government Explorer Post sent four teams to the annual district mock trial competition. S. Dwight Osterud, Explorer Post 2306 Advisor, is a retired Judge from Perrysburg Municipal Court. The Explorer Post programs include awarding scholarships to seniors, an annual banquet and potentially a trip to the state competition. All of the Explorer Post officers are students of Perrysburg High School.

Leadership Toledo is a nonprofit organization, established in 1980 that fosters leadership and involvement in the Greater Toledo area. Leadership Toledo allows participants to realize, to their fullest potential, what their leadership role and responsibility is and how to maximize their impact in their workplaces, schools and community. Two students serve on the Board of Trustees for Leadership Toledo. Two additional students

serve as representatives for Youth Leadership Toledo. In addition, this school year, five students have been honored with the Leadership Toledo's Youth Jefferson Award for their leadership and volunteerism.

We hosted an hour-long free public event that focuses on stopping teenage drinking this winter. The district invited surrounding school districts and over 100 community leaders as well as our parents and students. The presenters were parents from a nearby school district who lost their son at age 18 in an alcohol-related car accident last year.

Last winter, we presented—along with our County Prosecutor—an anti-bullying summit that featured a panel discussion on key bullying-related issues that parents face. A local television anchor moderated the panel, which included the County Prosecutor, Police Department Youth Detective, Attorney, University Professor, Superintendent and Principal.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

When faced with the challenge of new standards in almost every high school course, Perrysburg teachers tackled the challenge head-on. After professional development from Dr. Tim Westerberg, author and national school improvement consultant, addressed the six strategies of great schools, teachers began studying and unpacking standards. Teachers identified power standards that focus our instruction on the content knowledge and skills that last beyond one grade level or course, apply to multiple content areas and prepare students for the next step in learning and for the Next Generation Assessments.

In subjects where multiple instructors teach the same course, ACT end-of-course exams are administered and faculty members use the data to improve rigor and readiness for college. A focus on teaching has shifted to a focus on learning. Since implementing our new Enrichment Schedule, teachers now have blocks of time to collaborate with each other on curriculum alignment with a minimal impact on instructional time.

School improvement team members attended the national ASCD conference and returned to lead departments in an analysis of best practices in their content areas. Visual and performing arts, physical education/health/nutrition and foreign language teachers attend state conferences regularly and share best practices with colleagues. In particular, as physical education assessment requirements have increased, Invasion Games and Weight Training were added as elective courses to encourage a student focus on fitness.

Our English Language Arts courses challenge students in an extensive study of literature and informational text. Students study all genres, including short stories, novels, drama and poetry. Our courses emphasize reading, writing, visual, oral and listening skills. We require active student participation in class discussions as well as student presentations. Students develop their writing skills through a variety of writing experiences, including formal research. Our goal is to create independent, creative and critical thinkers.

The mathematics curriculum follows a traditional approach, including Algebra 1, Geometry and Algebra 2. In place of Algebra 2, students may choose to take Concepts of Algebra 2, which teaches the same material, but at a less challenging pace. Students who complete these core classes have the opportunity to take Math Analysis, Trigonometry/Pre-Calculus and/or Calculus. Students may also be placed in the honors program, which follows the same core courses, taught at a more rigorous level, and culminates in Advanced Placement Calculus or Advanced Placement Statistics. Each course follows the state Common Core Standards.

Our science curriculum allows diverse opportunities for the range of students our district serves. The majority of students begin with Physical Science and then move to Biology. During their junior and senior years, students may choose to take the traditional Chemistry and Physics path, or they may decide on electives such as Science & Sustainability, Ecology, Microbiology or Anatomy. Advanced students often take Honors Biology and follow with Honors Chemistry in their sophomore year. This opens the possibility for students to enroll in Advanced Placement Biology, Advanced Placement Chemistry or Advanced Placement Physics, along with courses like Microbiology and Anatomy in their junior and senior years. All of our classes are based on the Ohio Model Curriculum with special consideration given to the Next Generation Science Standards and the engineering practices it encourages. Furthermore, our Advanced Placement classes follow the curriculum outlined by the College Board.

In addition to college preparatory classes in Government, Global Studies, Geography, European History, Sociology, Psychology, American History and World History, we currently offer Advanced Placement U.S. History, Advanced Placement European History and Advanced Placement American Government.

In 2014-15, Perrysburg High School will offer Advanced Placement Psychology as another choice for students. This school year, students were given the opportunity to take a World Civilizations class through Bowling Green State University for college credit. These courses are open to any students who wish to push themselves academically.

Though it improves our instruction at multiple levels, the one-to-one technology pilot among freshmen this year, where each student is issued a laptop, is a strong step towards college and career readiness. Along with the devices, we have implemented a learning management system that allows students access to class materials from anywhere with a wireless connection, and also gives teachers the ability to either supplement or in some cases, entirely replace their textbooks.

2. Reading/English:

Courses in our English Language Arts area challenge students with both fiction and nonfiction and are designed to emphasize reading, writing, visual, oral and listening skills. Active participation and presentations are required, as well as formal research, to bolster both writing and verbal skills. Our goal is to create independent, creative and critical thinkers.

For writing, skills have been divided up so that each grade level focuses on a subset that builds over time. Teachers further organized the curriculum by scaffolding the instruction of grammar and research papers as a progression throughout four years, so unintentional re-teaching of previously taught standards does not occur at higher grade levels. This uniformity of content-focus at each grade level ensures all standards regarding grammar and research papers are not only taught by the end of four years, but are also taught in a manner that allows for learning and growth.

We have recently redesigned our curriculum to include more non-fiction literature/informational text as a way to balance it, attend to the state's Core informational text standards, prepare students for careers in which nonfiction predominates their reading work and prepare students for state tests.

We use a range of formal and informal daily, weekly and unit formative and summative assessments to guide student success and rate of instruction. A variety of classroom settings and techniques are used: small and large group, peer, individual, direct, indirect and interactive instruction, scaffolding and differentiation. A co-taught reading course has been designed to improve the reading skills of students who perform below grade level on the STAR reading test. This course is provided in addition to their core reading instruction to improve reading proficiency through the use of individualized instruction and progress monitoring.

Perrysburg High School offers advanced level course work at every grade level as well as Advanced Placement English Literature for senior students. Advanced courses delve more deeply into literature and nonfiction as well as develop greater levels of sophistication in writing. Several students began a creative writing club under the supervision of one of our English teachers. Alumni returning from college regularly comment about their level of writing surpassing that of their peers.

3. Mathematics:

The Perrysburg High School mathematics curriculum follows a traditional approach, including Algebra 1, Geometry and Algebra 2. In place of Algebra 2, students may choose Concepts of Algebra 2, which teaches the same material but at a more deliberate pace. Students who complete these core classes have the opportunity to take Math Analysis, Trigonometry/Pre-Calculus and/or Calculus. Students may also be placed in the honors program, which follows the same core courses, taught at a higher level, and culminates in Advanced Placement Calculus or Advanced Placement Statistics.

Each course follows the Common Core Standards set by the Ohio Department of Education. Teachers within the department meet to decide the important concepts of each course, the degree to which they should be taught and an appropriate pacing guide. Rigorous problems and real-world applications continue to be incorporated at every level. Teachers utilize direct instruction, group work, differentiation, technology and formative assessment in their daily lessons.

Students who are not performing at grade level when they are freshmen are placed in an intervention course simultaneously with Algebra 1. The double dose of math covers Algebra I topics and prerequisite skills

needed to succeed in high school mathematics courses. These students receive individual instruction based on their mathematical challenges. In addition, students who struggle with math may be placed in a team-taught class for Algebra 1, Geometry or Algebra 2, where two teachers are present and can provide additional support. Students may also choose to take a slower paced Algebra 2 course during their junior year. Finally, the school offers a math lab, staffed by a math teacher, where any student can go to get additional support for any course offered at the high school.

Students performing at a high level have the option to take honors courses. Many of these students take Algebra 1 during their seventh or eighth grade year. These students take on a more rigorous course load with Honors Geometry, Algebra 2 and Trigonometry/Pre-Calculus, followed by Advanced Placement Calculus or Advanced Placement Statistics.

4. Additional Curriculum Area:

Science: In the Physical Sciences (physical science, chemistry and physics), students develop a deep understanding of content by focusing first on natural phenomenon and then constructing models to explain them. Once the model is developed, students deploy it in real world situations to solve problems. They meet face-to-face with misconceptions, and they use the model to make sense of the situation.

Our Life Science classes offer a range of opportunities for students. Honors Biology or Biology teaches students to investigate the composition, diversity, complexity and interconnectedness of life on Earth. Upon successful completion, students may take Anatomy and Physiology, where students learn how different systems of the body work in conjunction with one another.

In Microbiology, students culture bacteria to study their morphology, behavior and mode of nutrition. Students learn how to identify an unknown bacteria species in a similar fashion as though there were a disease outbreak.

Ecology offers opportunities for students to visit local ecosystems, test soil samples, water samples and identify local flora and fauna. One of the projects in this course is to collect seeds from endangered tall grass species, stratify them for the winter and plant them the next spring.

In 2008, students, staff, Wood County Soil and Water Conservation District, the Wood County Park District and local company Bowers Asphalt & Paving developed a native wetlands ecosystem on an acre of school grounds. In 2009, one of our biology teachers was named the northwest Ohio Environmental Educator of the year for his work spearheading this project.

Performing Arts: At Perrysburg High School, we offer a range of performing arts opportunities. We have placed among the NAMM Foundation's (National Association of Music Merchants) "Best Communities for Music Education" for seven years in a row, offering Band (Marching, Pep & Jazz), Choir, Jazz Singers, Orchestra and Women's Select. Thirty percent of students participate in vocal or instrumental music.

Our choir program is a prime example of a cross-curricular learning environment. For example, sight-reading and lyric analysis improve students' literacy skills, understanding of music theory promotes comprehension in mathematics and the historical and social context of musical literature provide synthesis in social studies and history curricula. The skills students acquire in the choral setting can be transferred to their core subject areas, allowing them to access a higher level of thinking.

On an annual basis, the choral program collaborates with our band, drama and orchestra programs to offer our students a comprehensive fine arts experience. The performing arts focus on improving our students' performance skills and self-esteem in both the school setting as well as the world around us. All areas of performing arts also perform for our local community throughout the school year for various non-profit organizations, community centers, local businesses, special events and festivals.

The performing arts establish essential skills needed to thrive in a collaborative working environment where

interpersonal skills are a necessity. Our ensembles, large group performances and musicals, for example, help students to function in a team, trust one another and work toward a common, high-stakes goal.

Social Studies: All of the freshman social studies courses are currently using one-to-one technology, where each student has been issued a laptop that they take home each day. The students are developing not only the knowledge of government and an ever-changing society, but also how to access reliable information and communicate it. Student creativity is enriched and the instruction is differentiated to meet the learning needs of all students. We are excited to tap into the possibilities of e-books, student publications, online classes and “flipping” parts of traditional classes—where students receive lectures online and then work together during class time. This push in technology benefits not only college-bound students—where online courses and the use of online resources are increasing—but truly all students who will enter a workforce where technology usage has permeated each sector.

All of our courses are college preparatory and emphasize skills that will enable students to have success beyond high school, including reading (including primary sources) and then analyzing and synthesizing these sources. Everything that we teach is designed to show relevance and impact in today’s world. We emphasize higher level thinking skills, including critical thinking, problem solving, collaboration, creativity, research and public speaking. The focus in Social Studies is developing and then honing the above skills for success in today’s educational and business climate.

5. Instructional Methods:

At Perrysburg High School, faculty members utilize differentiated instruction on various levels to ensure learning is accessible and challenging for all students. Upon analyzing multiple points of data gathered from various assessments—including state summative tests, common assessments, formative checks for understanding, interest surveys and learning style inventories—teachers are able to guide instructional practices. Teachers create lessons based on student strengths and potential growth areas, and identify areas for remediation and enrichment. Students can then take in the instruction in a format that is accessible for their learning needs.

In our classes across multiple content areas, teachers set up multiple labs to differentiate for degrees of difficulty, utilize specific directions for activities, provide guided notes and modify the classwork, homework and assessments to meet the needs of the student. Teachers also create groupings based on not only academic data, but also by interests and learning styles.

By differentiating instruction, we are able to keep students of multiple academic levels in the same course. For example, we have one sophomore currently placed in a senior-level Advanced Placement Calculus course. Teachers utilize various modifications in the curriculum to allow him success. They are able to parallel the lessons at his level with the use of his laptop along with other accommodations.

This past school year we implemented a one-to-one technology pilot where all ninth graders were issued MacBook Airs that can be taken home every night. This allows for easier student collaboration on assignments and projects. With this pilot, some teachers have “flipped” their classrooms to best utilize classroom time for more differentiated instruction while moving recorded lectures outside of the school day. With access to laptops, teachers can push individualized assignments and assessments to students or groups of students via our learning management system. Teachers are also able to use the features of the laptop to customize the learning environment for students, such as text-to-speech, which enables students to select text and have it read aloud by the computer.

As students learn differently, teachers provide choices to students in how they may reach mastery. Some students may choose one method to demonstrate they have understanding, while another student may choose something vastly different. Our mission is to ensure all students achieve their greatest potential. This may mean getting creative, collaborating with parents or other teachers and allowing them the freedom to illustrate their knowledge in a different manner.

6. Professional Development:

A conversation began in the 2006-07 school year about a need identified by our staff: finding more collaboration time. We had brought the Geometry teachers together to work on vertically aligning our curriculum. We discovered teachers were using different terms for the same concept. Teachers were unintentionally confusing students and, as a result, the next level mathematics teachers were often having to reteach geometry concepts.

A committee was formed and the first presentation to the staff was met with skepticism and then ultimately voted down. As we progressed through the many state and national initiatives under way, many of the skeptics then saw that we needed to better utilize our internal resources.

In 2011, a coalition from the high school presented to the Board of Education what we call our Enrichment Schedule. This schedule is a hybrid traditional 50-minute, seven-period day and a 90-minute block on given weeks of the school year. By creating this innovative schedule, teachers have 90 minutes of collaboration time while only sacrificing 10 minutes of instructional time during those weeks.

To obtain staff buy-in for this endeavor, we put parameters and expectations in place. Dr. Tim Westerberg, author and national school improvement consultant, was brought in to address six strategies and one attitude that help to create a more focused improvement process for schools. Dr. Westerberg challenged our staff to look beyond our zip code and past practices as measurements for success. Department chairs studied his book and then moved on to a book study of Rick Wormeli's *Fair Isn't Always Equal*.

As a result of this professional development, we now have a very strong sense of what grades should and do represent. Our conversations during the Enrichment collaboration time use the same vocabulary and focuses on student success. This results in our faculty being able to talk about a uniform, coherent approach to student learning.

Now when our Geometry teachers sit down to work together, it is with a common vocabulary and goal in mind. Teachers share data from their classes and examine successful approaches to student learning. The semester failure rate in Geometry has gone from 10% in 2011 to less than 5% today.

7. School Leadership

Perrysburg High School demonstrates a vision of shared leadership as modeled through the Ohio Improvement Process. As a shared decision making process, the principal and other school leaders are able to reach goals through a collaborative process. Using data as the driving force, decisions are brought to the Building Leadership Team, and then to Teacher-Based Teams. Through this systematic process, data-driven decisions guide and lead change. All decisions come back to the question: "What is best for the students?"

Through the shared leadership approach, the principal has created an environment of collaboration, transparency, support and community. As the school year began in 2013, the Building Leadership Team came to consensus on a few, select goals on which we continue to focus for the remaining school year. The information was shared with all teachers through department meetings, and successes are studied throughout the year to replicate them whenever possible. For example, the building leadership team reviewed GoogleDrive implementation strategies with teachers, and through professional development, successes were replicated. There are also formative checks done throughout the year to ensure students are making progress on standards. Interventions such as small group and individualized instruction are provided to students not meeting expected growth.

First and foremost, the principal is an instructional leader for the school. He serves as a resource for best practices and the latest research-based strategies. The staff relies on him as a disseminator of information and strategies that will unify school curriculum and increase student achievement.

Through a team-structured approach, the principal, assistant principal, school psychologist and counselor work to review student data every three weeks. The team analyzes multiple points of data to best prescribe a differentiated plan for student success. Teachers, families and students are active participants in the process before an intervention plan is put into place to increase student achievement.

One of many success stories involves a student who was repeatedly appearing on our list with multiple warning data points. Through use of the approach described above throughout the year, the student was able to increase achievement and gain self-confidence, and is now on track with his classes.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
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 and Above	95	93	93	96	96
% Accelerated and Above	78	83	82	82	85
Number of students tested	340	334	343	337	347
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Above	83	88	85	84	78
% Accelerated and Above	48	68	61	61	48
Number of students tested	29	41	33	38	27
2. Students receiving Special Education					
% Proficient and Above	81	61	55	65	70
% Accelerated and Above	33	36	26	42	33
Number of students tested	42	28	31	26	30
3. English Language Learner Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient and Above	85	80			80
% Accelerated and Above	35	60			60
Number of students tested	20	15			10
5. African- American Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
6. Asian Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
9. White Students					
% Proficient and Above	96	94	94	96	97
% Accelerated and Above	83	85	83	83	86
Number of students tested	292	293	314	301	312
10. Two or More Races identified Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Above					
% Accelerated and 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 and Above	97	96	97	96	94
% Accelerated and Above	77	79	80	68	69
Number of students tested	340	334	344	337	347
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient and Above	90	95	94	84	67
% Accelerated and Above	41	59	62	34	37
Number of students tested	29	41	34	38	27
2. Students receiving Special Education					
% Proficient and Above	88	68	71	77	67
% Accelerated and Above	43	39	32	42	20
Number of students tested	42	28	31	26	30
3. English Language Learner Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient and Above	75	93			90
% Accelerated and Above	35	60			20
Number of students tested	20	15			10
5. African- American Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
6. Asian Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient and Above					
% Accelerated and Above					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
9. White Students					
% Proficient and Above	98	98	97	96	95
% Accelerated and Above	81	81	81	68	70
Number of students tested	292	292	314	301	312
10. Two or More Races identified Students					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
11. Other 1: Other 1					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
12. Other 2: Other 2					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					
13. Other 3: Other 3					
% Proficient and Above					
% Accelerated and Above					
Number of students tested					

NOTES: