

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

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

Name of Principal Mr. Tim VanCamp

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

Official School Name Buckeye Trail High School

(As it should appear in the official records)

School Mailing Address 65555 Wintergreen Road

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

Lore City

City

Ohio

State

43755-9715

Zip Code+4(9 digits total)

County Guernsey

State School Code Number\* 042564 BIRN (reported)

Telephone (740) 489-5005

Fax (740) 489-9839

Web site/URL http://www.eguernsey.k12.oh.us

E-mail tim.vancamp@omeresanet.net

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

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Dr. Richard Hall

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

District Name East Guernsey Local School District

Tel. (740) 489-5271

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

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Tim McKim

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

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

Date \_\_\_\_\_

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

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

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

# PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district: \_\_\_\_\_ 1 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 0 Other  
 \_\_\_\_\_ 3 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 7584  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 9586

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 6 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	55	50	105
2			0	10	46	53	99
3			0	11	41	64	105
4			0	12	46	46	92
5			0	Other	4	1	5
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>406</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 0  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 0  | % Hispanic or Latino               |
| 99 | % White                            |

**100 % TOTAL**

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

7. Student turnover, or mobility rate, during the past year 11 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	21
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	22
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	43
<b>( 4 )</b>	Total number of students in the school as of October 1	398
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.11
<b>( 6 )</b>	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 0 %
- |   |   |
|---|---|
| 0 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 44 %

Total number students who qualify: 157

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %  
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>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>12</u>	Specific Learning Disability
<u>7</u>	Emotional Disturbance	<u>0</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>24</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>1</u>	Multiple Disabilities		

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

	<b>Number of Staff</b>	
	<b>Full-time</b>	<b>Part-time</b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support Staff	<u>1</u>	<u>0</u>
Total number	<u>23</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 20 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	93 %	94 %	93 %	93 %	93 %
Daily teacher attendance	95 %	95 %	97 %	95 %	94 %
Teacher turnover rate	4 %	4 %	0 %	5 %	7 %
Student drop out rate (middle/high)	3 %	4 %	0 %	0 %	14 %
Student drop-off rate (high school)	6 %	17 %	4 %	30 %	30 %

Please provide all explanations below

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

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

Graduating class size	82	
Enrolled in a 4-year college or university	32	%
Enrolled in a community college	15	%
Enrolled in vocational training	4	%
Found employment	29	%
Military service	5	%
Other (travel, staying home, etc.)	11	%
Unknown	4	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Buckeye Trail High School is part of the East Guernsey Local School District. The district is located in the Appalachian region of southeast Ohio and is approximately 350 square miles making it the second largest school district geographically in Ohio. The district is located in a rural area with no industry support base. Some students ride the bus to school up to one hour and twenty minutes one way.

The district, and therefore the high school, is a result of consolidation of smaller schools into larger districts beginning in the early 1970s. The most recent consolidation resulted in the merger of two districts into the current East Guernsey district. Old rivalries between former high schools and districts died slowly, but, today, there is a great sense of pride in being a part of Buckeye Trail High School. The high school has been rated 'Excellent' four of the last five years, based on Ohio standards, and the district has maintained an 'Effective' rating the last five years. In the fall of 2007, the high school, middle school, and elementary were all named Schools of Promise by the Ohio Department of Education. This is an award recognizing high poverty schools that are closing achievement gaps for students most at-risk of failure. These accomplishments are reasons the students, faculty, administration, and community take great pride in their school and the success our students achieve.

Residents in the district make a living through farming, working in light industry or services, and small business operation. The median income for district residents is \$24,559. Recent surveys regarding the school district indicated a high expectation of success and great concern for financing the overall operation.

Student success over the past five years can be traced to commitment by the Board of Education, administration, and staff in refusing to allow students to be anything but successful in the classroom. The district has a Beyond the School Day policy that requires students meet academic goals (much higher than state guidelines) in order to maintain any extracurricular privileges. Students are required to attend after school 'study tables,' Saturday learning sessions, or Summer School if they do not meet district standards tied to preparation for high stakes, state-mandated Ohio Graduation Tests. Students who have met district standards but want or need additional assistance for classroom success or help preparing for the ACT also take advantage of this time outside the school day aimed at strengthening academic skills.

During the school day, students not performing up to the level of expectation of the classroom instructor can be assigned to ACE (Academic Content Enhancement) during their study halls. They work with a tutor on content material with which they are experiencing difficulty as well as study and organizational skills until they are successful in that area and can be released from the ACE commitment.

The expectation for students to be successful is supported by a discipline policy that provides consequences for students who do not do their work, are disruptive in class, or whose attendance is affecting their academic success negatively. The discipline policy and consequences are included in the student handbook and are made available to students and parents. The policy outlines the expectations for success and establishes the learning climate of the building.

Many programs are in place at our school to see that students achieve success. A course recovery program is used to allow students who have failed a class to obtain credit and get back on track for graduation. Students enrolled in recovery programs work in the computer lab during the school year or at summer school to regain failed credits. Students deemed 'at-risk' of not reaching the Proficient level are assigned to supplemental programs such as ACE during study halls and Beyond the School Day.

Our efforts to ensure students are successful are founded in our district mission statement developed as part of our Comprehensive Continuous Improvement Plan (CCIP) in June 2000. 'Our school community is to provide students with the necessary skills to become life-

long learners and responsible contributing members of society.'

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Prior to the development of Ohio's Academic Content Standards, Proficiency Testing measured the progress of Ohio students. Proficiency Testing culminated with the Ninth Grade Test and was a requirement for high school graduation unless waived by an Individual Education Plan (IEP). Beginning in the 2003-2004 school year, Ohio's Academic Content Standards were implemented which resulted in an aligned system of instruction that includes Standards, Instruction, and Assessment. Ohio Achievement Tests are first administered in the third grade. They culminate with the tenth grade assessment the Ohio Graduation Test (OGT). The OGT assesses writing, reading, math, science, and social studies and has replaced the less rigorous Proficiency Test.

There are five performance levels identified in the Ohio Achievement Tests: Limited, Basic, Proficient, Accelerated, and Advanced. In order to pass, students must score at the Proficient level unless requirements are waived by an IEP. The Proficient level demonstrates a basic understanding of the material. Those who score above the Proficient level are identified as Accelerated and demonstrate an understanding of the content and the ability to make judgments. Advanced, the highest level of achievement, demonstrates thorough understanding of the material. Scores below the Proficient level are identified as Basic or Limited, with Limited being the lowest category. Information regarding the Ohio Academic Content Standards may be found at [www.ohioacademicstandards.com](http://www.ohioacademicstandards.com).

Our testing results the past four years are based on OGT (tenth grade) data. The previous year's data (2002-2003) is based on ninth grade Proficiency scores. Student performance appears to decline when comparing 2003 & 2004 data. Please see charts in State Criterion Referenced Tests Section. However, the OGT is a more rigorous assessment. In 2003, eighty-eight percent of our students were Proficient in reading. Due to the changes in assessments, in 2004 only seventy percent of our students were Proficient in reading. This score has increased each year. In the past three years, ninety-three, ninety-three and ninety-four percent of our students attained proficiency in reading. Almost half our students consistently score at the Accelerated or above level. The gap between disadvantaged and non-disadvantaged students has decreased drastically. In 2003-2004, fifty-five percent of economically disadvantaged students were proficient in reading. By 2006-2007, this sub group's proficiency performance reached ninety-three percent.

When compared to our reading scores, a similar pattern is evident in math performance. Our math scores are similar to our reading scores. In 2003, seventy-five of our students were Proficient in math. This number again decreased with the implementation of the OGT. The 2004 math proficient level was sixty-two percent. It has increased annually reaching ninety-four percent in 2007.

We do not have enough Students With Disabilities (SWD) to have a subgroup each year. This has precluded an annual comparison and accurate analysis of this subgroup. Ohio Achievement Testing allowed severely disabled students unable to progress through the content standards to be assessed at their performance level on functional tasks. No more than 1.5% of the student population may be given alternate assessments. To date, one BTHS student has received and passed an alternative assessment.

### **2. Using Assessment Results**

Since Ohio's Standards are aligned with its Achievement Tests, we have emphasized assessment development and using data analysis as a focus to modify classroom instruction. Our test results are regularly reviewed by administrators and staff who use the data to determine weaknesses and strengths in our curriculum and instruction. This information is used to make curriculum decisions such as textbook selection and course offerings. Numerous staff members have attended workshops provided by the Ohio Department of Education on interpreting and using assessment results. Also, our staff has participated in specific programs for interpreting and using data such as Value Added for tracking academic growth and D3A2 (Data Driven Decision Making for Academic Achievement).

The most dramatic impact on student achievement at Buckeye Trail High School has been the creation and implementation of our Intervention program. The basis of this program is continuous data analysis of student testing data in order to address individual student needs. This data is used to determine individualized intervention services for students. Intervention services include Academic Content Enhancement (ACE), an in-school intervention program, and Beyond the School Day (BTSD) our after-school, Saturday, and summer school programs.

An important component of our intervention program is using assessment results from state and local tests to determine which students are required to participate in additional instruction. Our Board of Education mandates that students who do not achieve at the proficient level on achievement tests are required to participate in twenty hours of additional instruction in their areas of specific need. This instruction occurs either after school, on Saturday, or during Summer School. Since students now see a direct consequence tied to their testing performance, their efforts have improved. Students who do not participate in mandatory intervention lose their privileges to participate in extracurricular activities at school. Students are deemed ineligible to participate in activities including sports, clubs, dances, and even parking on school grounds. There has been very little resistance to this additional academic requirement. Parents have been appreciative of the extra help and are supportive of the process, and students are reaching higher levels of achievement.

### **3. Communicating Assessment Results**

Our staff at Buckeye Trail High School has worked diligently to prepare our students for higher education and the world of work. They have been very successful at preparing our students and are proud to communicate student assessment results to the public. When OGT results are received, students immediately meet with the Guidance Counselor or Intervention Coordinator to receive their results. Our Intervention Coordinator spends a great deal of time reviewing scores and scheduling Intervention based on individual student scores. Students are shown the Standards areas in which they are weak and receive assistance in these areas. Those who do not reach proficiency are automatically scheduled for Beyond the School Day Intervention. Individual test scores are sent home to parents in mailings. School group results are released to the media by the Ohio Department of Education for publication in the local newspaper. Each district receives a Local Report Card that identifies its progress on student mastery of the Ohio Academic Content Standards. Results are also published in school newsletters, explained to staff and school groups, and distributed at Board meetings.

Another communication tool that is popular with students and parents is Progress Book. This is a web-based grade book program that allows students and parents to access current classroom grades and view ongoing academic progress. In addition, interim Progress Reports and nine-week Report Cards are sent home. The building newsletter is sent home at the end of each grading period, and it identifies students named to the Principal's List and the Honor Roll. The Honor Roll and Principal's List are also published in our local newspapers. In addition, student achievements are recognized through academic banquets, academic awards, and academic letters. Monthly, students who display leadership characteristics in both academic and extracurricular activities are recognized with our student of the month awards. Pictures are displayed in our lobby and printed in the paper. Annual inductions are made into our local National Honor Society chapter. Local businesses and individuals have been generous in providing scholarships for academic achievement at our school.

### **4. Sharing Success:**

Ohio school districts and school buildings receive a Local Report Card each year. The Report Card identifies student academic performance and includes demographic data. Buckeye Trail High School has earned an Excellent rating on its Local Report Card four of the past five years, the highest designation awarded by the Ohio Department of Education. This achievement has earned our districts and buildings a reputation for academic excellence. One of our most successful initiatives has been our Intervention program. Due to its success, a similar model is being used at the middle school and elementary levels in our district.

Other schools interested in replicating our success, especially our Intervention program, have contacted us. Educators from other districts have come to observe and talk to our staff, and neighboring districts have sent students to Buckeye Trail High School for Intervention services prior to OGT testing. Our Principal, Intervention Coordinator, and Curriculum Director have all presented the program to colleagues. Staff members have presented it at conferences and

workshops.

Our district collaborates with seven other districts served by our Educational Service Center (ESC) through staff development programs. Since achievement test scores at Buckeye Trail High School are among the highest of the districts in our area, ESC facilitators have shared our success stories with other districts. In addition to Intervention, assessments developed by our teachers have been shared with the other districts served by our ESC. Our staff members were instrumental in compiling information for a CD of test bank items which is accessible by other districts. Questions in the test bank are aligned to Ohio Academic Content Standards and focus on 'clusters' of those indicators to make the most impact on student success.

Our administrators network with other educators through associations such as the Ohio Association of Secondary School Principals and the Ohio Association of State and Federally Funded School Programs. Our teachers routinely participate in trainings and workshops across the state bringing back information to share with their colleagues. Staff members have been trained as facilitators in state initiatives and have shared our success with educators across the state as they conduct trainings and workshops.

We do not hesitate to inform community members of our students' accomplishments and use whatever opportunities are available to speak to community groups such as Kiwanis, Lions, and Rotary Clubs about our success. Our local news media has been supportive and student successes are often published in our local newspaper and announced on the radio.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Buckeye Trail High School is a comprehensive public high school that offers a variety of educational programs including Advanced Placement, College Preparatory, Vocational, and regular track courses. Each student must earn a minimum of 22.5 credits for graduation which exceeds the state minimum by 2.5 credits. Core courses are offered in Math, Language Arts, Science, and Social Studies and are aligned with the Ohio Academic Content Standards. Both regular track and College Preparatory courses are offered. Regular track courses are geared toward success on the Ohio Graduation Test and ensure students have the skills needed to enter the world of work. College Preparatory courses are geared toward preparation for four-year public and private colleges. A comprehensive Special Education program provides accommodations and additional support to Students With Disabilities in the regular track courses through our Inclusion program. Our Virtual Learning Academy has filled a void by providing opportunities that would not otherwise be available to an educational institute our size. These programs, along with Post Secondary Options and an Acceleration program that allows students to graduate early, meet a wide variety of student needs.

Extensive intervention programs such as ACE (Academic Content Enhancement), intervention periods where students are assigned to a teacher for assistance during the school day, and BTSD (Beyond the School Day), mandatory after school programs held after the normal school day, emphasize to our students that, 'Failure is not an option.' Another safety net provided for our students is our Pathways Instruction Management Training Agenda (PLATO) Courseware lab. Students may recover credit for courses they have failed by completing a teacher-designed class in the computer lab. Sixty hours of instruction, formative assessments throughout the instruction, and a final course exam is required in order to earn credit for a previously failed course.

Four credits of Language Arts are required for all students for graduation. Language Arts courses include the general track courses that are aligned to the Ohio Academic Content Standards and Advanced classes that cover and exceed the standards content. Advanced Placement (AP) English Literature and Composition are offered and elective courses such as Communications I and II and Yearbook are also available. All Language Arts courses emphasize extensive reading and writing and basic grammar skills. Sentence structure and its application in technical writing of compositions are emphasized as well as the writing process. Appreciation of Literature is promoted through an exposure to short stories, poetry, drama, and myths.

Three credits of high school math are required for graduation. While students may take Pre-algebra and Algebra-I at the middle school level, they are still required to complete three credits of math at Buckeye Trail High School. Math courses are aligned to the Ohio Standards and facilitate the knowledge of fundamental mathematical concepts and enhance problem solving skills in real life applications. Course offerings are Integrated Math, Algebra, Transition to College Math, ACT Preparation, Pre-Calculus and Calculus. Math is a primary focus of our Beyond the School Day intervention programs, and students have many opportunities to receive assistance in improving their math skills.

Three credits of both science and social studies are required for graduation. Our science and social studies courses, as well as all other core curriculum, have been mapped and aligned to the state standards by our teachers. Social Studies courses provide knowledge and skills necessary for active citizenship in today's ever-changing world. Students are required to take United States History, World History, and Government and may take Geography, Sociology, Economics, Integrated Social Studies, and Psychology courses as electives.

Science classes emphasize laboratory work, journals and oral presentations, and projects. Required Science classes are Physical, Life, and Earth Sciences. Electives include Agricultural Science, Integrated Science, Chemistry, Physics, and Advanced Placement Biology. Our Integrated Science class provides additional science instruction for students who have not been successful on the Ohio Graduation Science Test and are not ready to

progress to the advanced science classes.

Four years of Spanish are offered at Buckeye Trail High School and are taught by a full-time, Spanish certified teacher. Due to the small numbers at our high school (approximately 350 students), we have not been able to offer additional languages. However, we have been able to expand our foreign language offerings by adding French to our curriculum through our Virtual Learning program. Students in the college preparatory track are required to take two years of a foreign language and are encouraged to take additional courses.

One credit of Fine Arts is required for graduation. Students may fulfill this requirement through Visual Arts, Vocal Arts, Band or courses such as Industrial Arts and Communications. Other important course offerings are Health, Physical Education, Accounting, and computer courses. All students are required to take one year of computer classes to become familiar with tools and learn necessary productivity skills for the work place after they graduate. Due to our rural location, our fine arts and extracurricular programs are important activities in our student lives. Our FFA, Visual Arts, and Vocal Music programs have received state and national awards. A strong athletic program provides opportunity for leadership development and establishing a healthy lifestyle.

Vocational programs at our career centers provide ten percent of our student population employability skills upon graduation from high school. Career center programs such as Pathways to Engineering and Pathways to Teaching guide students into higher education. Combined with post-secondary programs, acceleration, and advanced placement classes, a wide variety of opportunities are available to our students.

**2b. (Secondary Schools) English:**

Buckeye Trail High School requires the completion of four years of English for graduation. Courses are offered through regular track, College Preparatory, or Advanced Placement instruction. Approximately forty percent of our students are in College Preparatory or Advanced Placement English classes. All of our English courses emphasize the areas identified in our Ohio Language Arts Content Standards: reading comprehension and application, vocabulary acquisition, the writing process, applications and conventions, research, and oral and visual communication skills. Book reports, oral speaking experiences, autobiographies, and research papers are required. Our regular track courses reinforce basic grammar skills and sentence structure and their use in practical writing and an appreciation of literature through exposure to short stories, poetry, drama, and myths. College preparatory and Advanced Placement courses prepare students for college through extensive writing and reading assignments with an emphasis on essays, reading short stories, poetry, drama, myths, and world literature. Writing mastery is reinforced through analysis, narrative, information, persuasive, and creative forms. Elective courses include: Applied Communications I and II, PLATO computer based instruction, online classes through our Virtual Learning Academy, Post Secondary Options, and Advanced Placement English Literature and Composition. Using these approaches, Buckeye Trail High School students have performed at very high levels on the Ohio Graduation Test. For students whose skills are below grade level, additional individual instruction and assistance is usually provided through the regular classroom structure. Supplemental instruction is provided through programs such as our in-school intervention program (ACE), after school program (BTSD), and adaptive materials such as audio books are available. For students with identified specific learning needs including Individualized Education and 504 Plans, teachers collaborate with resource room teachers or intervention providers to deliver the support students need to be successful.

**3. Additional Curriculum Area:**

A minimum of three math credits are required for graduation at Buckeye Trail, and students are strongly encouraged to take four credits. Even though students may take high school math courses at the middle school level, they must still complete three math credits during their high school tenure. Approximately forty percent of our student body is enrolled in college preparatory math courses. All math courses are aligned to the Ohio Academic

Content Standards which include: number and number sense and operations; measurement; geometry and spatial sense; data analysis and probability; patterns, functions and algebra; and mathematical processes. Also, our teachers emphasize problem solving and decision making skills in order to facilitate the effective communication of mathematical ideas and concepts. A variety of math courses are offered to meet the wide range of student needs. Fundamental courses are offered to provide skills necessary to perform not only in the classroom but also on standardized tests such as the Ohio Graduation Test and college entrance exams. The sequence of these courses also promotes long-term retention of material. Our fundamental course offerings include Integrated Math I and II, Fundamental Algebra and Fundamental Geometry. Students who require more in-depth instruction receive help from our Intervention Coordinator during and after the school day. Our Intervention Coordinator has a background in math, and math has been given a significant emphasis in our intervention efforts at the high school. Our college preparatory curriculum enriches and extends grade level standards to challenge students with a wide variety of abilities. A minimum grade of B- is required for the college preparatory sequence which establishes the standard of excellence for successfully progressing along the continuum of the math curriculum. The sequence of these courses prepares students for college and standardized tests such as the ACT and SAT. Our college preparatory courses include: Pre-Algebra, Algebra I and II, Advanced Geometry, Pre Calculus and Calculus. Pre-Algebra and Algebra I are often completed at the middle school level. For students who need a stronger foundation in algebra and geometry in order to be successful at a college level, a Transition to College Math course has been added to our curriculum. Under the direction of the math department, an ACT prep course has been added to improve our students' academic performance.

#### 4. **Instructional Methods:**

The Buckeye Trail teaching staff uses a wide variety of teaching strategies to meet the needs of our students. Making connections to real-life experiences is emphasized, and individual needs and experiences of students are taken into account when planning instruction. We believe it is important for students to make the connection between real life experiences and classroom activities to ensure they understand the importance and usefulness of what they are being taught.

Our teachers utilize differentiated instruction to best serve the different student learning styles.

Teaching strategies include: direct instruction, use of manipulatives, writing across the curriculum, cooperative learning, multi-media presentations, cross-curriculum lessons, discovery learning, laboratory experiences, small group, and computer based instruction. These strategies assure that presentations, discussions, activities and multi-sensory methods and materials are clearly focused and well organized so that students clearly understand the purpose and goal of each lesson. Outside speakers, field trips and other interactive activities are used to supplement lessons and enhance the learning experiences of students.

Over the past several years, the district has utilized waiver days and early dismissals for teachers to share instructional training and tools for student learning. Professional development has strengthened teachers' skills in the areas of technology, inclusion, assessment, and differentiated instruction. Teachers have developed a greater understanding of the Ohio Academic Content Standards and align their lessons to the State Standards. A helpful resource has been Ohio Department of Education sponsored websites such as the Ohio Resource Center (ORC) and Information Management System (IMS). These sources provide standards-based lessons based on scientifically based research practices. This has allowed us to provide aligned instruction while addressing the varying needs of our students.

Our technology professional development has allowed us to incorporate the use of technology into instruction through tools such as Smart Boards, Pod Casting, Powermedia Plus, and Information Literacy. Powermedia Plus incorporates instructional videos, online testing, and video streaming into lessons. Information Literacy ties our library and internet lab to individual classrooms for research projects and information gathering, allowing students to access and incorporate information. The expanded use of Progress Book, a web-based grade book package, has allowed parents and students to check daily assignments and grades and has dramatically increased student and parent involvement in

the overall learning process.

One of our most successful tools for helping students become successful learners is our ACE (Academic Content Enhancement) program. Classes with smaller numbers were combined to free up staff members during the school day. Students who struggle academically or who need extra help are assigned by our Intervention Coordinator to teachers during their study halls for extra help. Students remain in ACE until their grades have improved. Some students even ask to be placed in ACE, and our mainstreamed Special Education students are assigned to ACE to receive additional support in regular track classes. In addition to ACE, students designated at-risk of not being successful on state assessments are assigned to Beyond the School Day programs such as After School, Summer School, and Saturday programs. Ample opportunities for support and help are available, and the parents of our students are appreciative of the assistance available to their students.

## 5. **Professional Development:**

During the 2001-2002 school year, we began to focus our Professional Development efforts on the Ohio Academic Content Standards. We applied to the Ohio Department of Education (ODE) and were approved for three waiver days which are days students do not attend while staff participates in professional development. Waiver days and early dismissals were originally used to delve into the State Standards and map our curriculum. This ensured that we were teaching content that aligned with the Ohio Academic Content Standards. In following years, we continued to use waiver days and early dismissals to provide Professional Development based on identified needs. We have worked on topics such as inclusion and differentiated instruction, technology, short-cycle assessments, and data driven decision-making.

A Principal's Advisory Team consisting of Buckeye Trail High School staff meets regularly to review student assessment results and develop recommendations for improving student performance. From their recommendations came our Beyond the School Day intervention program, BTSD, our Academic Content Enhancement program, ACE, a within the school day intervention program, and our new ACT prep course.

Much of our in-house staff development is led by our own Principal, Intervention Coordinator, and other staff members. Staff members attend trainings held outside the district and bring back information to share with the remainder of the staff. An administrative focus at Buckeye Trail High School has been to align ongoing assessments with the Ohio Standards and to use the same type of questions in the classroom that are used on achievement tests. With the help of our local Educational Service Center, we developed short-cycle assessments, and incorporated them into instruction through a program called Power Educator Project (PEP). These assessments are aligned to 'power' indicators or 'clusters' in the Ohio Academic Standards. An outgrowth of this project has been the development of a corresponding test question bank.

Staff members voluntarily became involved, as both participants and facilitators, in robust state initiatives such as Ohio Mathematics Academy Program (OMAP), State Institute of Reading Instruction (SIRI), Ohio Science Institute (OSCI), and Social Studies Institute of Ohio (SSIO). These academies provided educators scientifically based research strategies for incorporation into classroom instruction.

Another important initiative that has positively impacted education in our school is our Entry-year Mentoring Program. This program was created collaboratively with neighboring districts and is aligned to Ohio requirements for mentoring programs. This program has been beneficial to entry-year teachers. In addition, as veteran teachers are trained in Pathwise, the nineteen criteria identified as effective instructional strategies by the Educational Testing Service, they have examined and modified their teaching practices. Mentor training is provided yearly and ongoing support is provided to mentors through an entry-year network of local districts. As a result, we have become a favored site for local colleges to send pre-service teachers to observe, mentor students, and complete student teaching.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 10 Test Ohio Graduation Test

Edition/Publication Year 2004-2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	OPT Given
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards or above Proficient plus % Accelerated and Advanced	94	93	93	70	
% "Exceeding" State Standards % at or above Accelerated/Advanced	47	48	67	39	
Number of students tested	94	106	88	90	
Percent of total students tested	99	98	99	98	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard or above Proficient plus % Accelerated and Advanced	93	88	77	55	
% "Exceeding" State Standards % at or above Accelerated/Advanced	56	63	50	25	
Number of students tested	45	40	30	20	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard or above Proficient plus % Accelerated and Advanced		36		18	
% "Exceeding" State Standards % at or above Accelerated/Advanced		9		9	
Number of students tested		11		11	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	OPT Given
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards or above Proficient plus % Accelerated and Advanced	94	90	89	62	
% "Exceeding" State Standards % at or above Accelerated/Advanced	66	72	58	30	
Number of students tested	94	106	88	89	
Percent of total students tested	99	98	99	97	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard or above Proficient plus % Accelerated and Advanced	93	88	77	55	
% "Exceeding" State Standards % at or above Accelerated/Advanced	56	63	50	25	
Number of students tested	45	40	30	20	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard or above Proficient plus % Accelerated and Advanced		27		10	
% "Exceeding" State Standards % at or above Accelerated/Advanced		0		10	
Number of students tested		11		10	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	OGT Given	OGT Given	OGT Given	OGT Given	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % at or above Proficient					88
% "Exceeding" State Standards					
Number of students tested					92
Percent of total students tested					98
Number of students alternatively assessed					0
Percent of students alternatively assessed					0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % at or above Proficient					71
% "Exceeding" State Standards					
Number of students tested					17
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % at or above Proficient					31
% "Exceeding" State Standards					
Number of students tested					13
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	OGT Given	OGT Given	OGT Given	OGT Given	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % at or above Proficient					75
% "Exceeding" State Standards					
Number of students tested					92
Percent of total students tested					98
Number of students alternatively assessed					0
Percent of students alternatively assessed					0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % at or above Proficient					59
% "Exceeding" State Standards					
Number of students tested					17
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % at or above Proficient					23
% "Exceeding" State Standards					
Number of students tested					13
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					