2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[ ] Elementary	[ ] MIddle	[X] High	[ ] K-12
[ ] Charter	[ ] Title I	[ ] Magnet	[ ] Choice

Name of Principal   Ms. Peggy M. Johnson
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</small>

Official School Name   Turpin High School
<small>(As it should appear in the official records)</small>

School Mailing Address   2650 Bartels Road
<small>(If address is P.O. Box, also include street address.)</small>

Cincinnati	Ohio	45244-4040
City	State	Zip Code+4(9 digits total)

County   Hamilton   State School Code Number*   068502

Telephone   (513) 232-7770   Fax   (513) 232-9047

Web site/URL   www.foresthills.edu/turpin   E-mail   peggy.johnson@foresthills.edu

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 _____
<small>Principal's Signature</small>

Name of Superintendent   Dr. John B. Patzwald
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</small>

District Name   Forest Hills School District   Tel. (513) 231-3600

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 _____
<small>(Superintendent's Signature)</small>

Name of School Board
President/Chairperson   Mr. Forest S. Heis
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</small>

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 _____
<small>(School Board President's/Chairperson's Signature)</small>

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district:

6	Elementary schools
1	Middle schools
	Junior High Schools
2	High schools
	Other
9	TOTAL

2. District Per Pupil Expenditure: _____9387_____

   Average State Per Pupil Expenditure: _____9587_____

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
   [X] 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	143	164	307
2			0		10	139	129	268
3			0		11	113	134	247
4			0		12	151	138	289
5			0		Other			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								1111

6. Racial/ethnic composition of the school:

1	%	American Indian or Alaska Native
1	%	Asian or Pacific Islander
1	%	Black or African American
1	%	Hispanic or Latino
96	%	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 ___5___ %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	4
(2)	Number of students who transferred from the school after October 1 until the end of the year	49
(3)	Total of all transferred students [sum of rows (1) and (2)]	53
(4)	Total number of students in the school as of October 1	1111
(5)	Total transferred students in row (3) divided by total students in row	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: ___1___ %

___8___ Total Number Limited English Proficient

Number of languages represented: ___6___

Specify languages: Bulgarian, Arabic, Vietnamese, German, Spanish, Cameroon (English/Meta)

9. Students eligible for free/reduced-priced meals: ___5___ %

Total number students who qualify: ___51___

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: ___11___ %

                                     ___121___ 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.

14	Autism	2	Orthopedic Impairment
1	Deafness	27	Other Health Impairment
0	Deaf-Blindness	42	Specific Learning Disability
11	Emotional Disturbance	5	Speech or Language Impairment
0	Hearing Impairment	2	Traumatic Brain Injury
12	Mental Retardation	0	Visual Impairment Including Blindness
5	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	4	1
Classroom teachers	68	4
Special resource teachers/specialists	1	0
Paraprofessionals	8	1
Support Staff	17	16
Total number	98	22

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   ___16___ **: 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	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	96 %	97 %	97 %	97 %	97 %
Teacher turnover rate	14 %	20 %	10 %	14 %	14 %
Student drop out rate (middle/high	1 %	1 %	1 %	1 %	1 %
Student drop-off rate (high school)	10 %	1 %	2 %	0 %	12 %

Please provide all explanations below

Over the last five years teacher turnover rate has been affected by an average of two teachers per year retiring. We pride ourselves on retaining excellent teachers and most of our retirees taught at Turpin High School for the majority of their career. In addition, through the evaluation process we have non-renewed or had teachers resign due to their

lack of commitment to the mission of Turpin High School.

The student drop-off rate of 2002/2003 and 2006/2007 is reflective of families moving out of our district and/or often out of state due to transfers within their companies.

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	243	
Enrolled in a 4-year college or university	79	%
Enrolled in a community college	13	%
Enrolled in vocational training	3	%
Found employment	2	%
Military service	1	%
Other (travel, staying home, etc.)	1	%
Unknown	1	%
Total	100	%

PART III - SUMMARY

Turpin High School is a four-year high school for grades nine through twelve enrolling 1111 students. It is one of two high schools in the Forest Hills School District which is located in southeastern Hamilton County approximately ten miles east of downtown Cincinnati. The Turpin High School community consists of Anderson Township and the Village of Newtown with a combined population of approximately 45,000 residents. The community is a middle-to-upper-middle class suburban area where the majority of residents hold business or professional positions in Greater Cincinnati; it strongly supports a long tradition of academic, athletic, and artistic achievement. Turpin High School is in its 32nd year. 289 seniors will graduate as our 31st class in May of 2008. There are 75 faculty and professional staff members of whom 75% have masters degrees or higher.

The mission of Turpin High School is to foster the growth of responsible citizens by encouraging and providing all students with opportunities to explore and develop their potential in a safe, positive and academically challenging environment which aligns with the Forest Hills School District's vision of 'Success for all Students.' Turpin High School is accredited by the North Central Association of Secondary Schools and the Ohio Department of Education. Since the inception of the State of Ohio's accountability system, Turpin has steadily risen and ranked among the highest performing high schools in Ohio.

Turpin High School works collaboratively with Great Oaks Career Campuses to ensure academic and career success for students who choose a vocational program. Nineteen students, which make up 2% of the population, attend joint vocational programs through the Great Oaks. This collaboration with Great Oaks insures that all students are provided with opportunities to explore and develop their potential. Vocational students attend all extracurricular functions of Turpin High School as well as school wide assemblies and programs.

Turpin High School, as part of the Forest Hills School District, embraces the district's six comprehensive goals:

 Provide rigorous academic challenges and intervention programs with appropriate activities that support and help meet each child's educational needs
 Work with school personnel, community and governmental agencies to provide a safer and healthier environment
 Expand initiatives to recruit, develop, and retain talented staff and administrators
 Manage district resources to ensure responsible financial stewardship\Build and expand relationships that emphasize integrity, honor, patriotism and respect for all individuals, our communities, and our nation
 Communicate need for and gain community support for a district facilities plan

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

   Turpin has consistently performed at a high level on standardized assessments of Reading and Mathematics. Turpin students participate in nationally recognized tests of college aptitude and readiness including the SAT, ACT, PSAT, and PLAN. In addition, Turpin students participate in specialized tests of mathematics including the Ohio Early Math Placement Test (EMPT) and the competitive Mathematics Association of America Test (MAA). To accommodate thorough college preparatory assessment of Turpin students, a comprehensive list of Advanced Placement courses are offered. Finally, like all other public high schools in Ohio, Turpin students participate in the Ohio Graduation Test (OGT), an assessment taken over a five-day period testing students' core knowledge in the subjects of Reading, Writing, Science, Social Studies, and Mathematics.

   Turpin students perform above the national and state averages for these varied tests. Out of 71 Southwestern Ohio high schools, Turpin students from the class of 2006 ranked 5th in average ACT scores, 3rd in average SAT scores, and 3rd in the percentage of students scoring at or above a three on Advanced Placement tests; three is the score which typically indicates a passing grade on the AP tests. On the PSAT, Turpin students score roughly 5 to 7 points above the national average for Critical Reading, Math, and Writing. Finally, Turpin placed 7th overall in the state of Ohio for its Performance Index, a school score based on results of the OGT. The PI for a high school in the state of Ohio is a measurement of the level of passage on the OGT of all of the 10th grade test takers in a given school during the March administration of the OGT. For example, if all of the test takers score a passing grade of 'Proficient', the school's Performance Index would be 100. A score higher than 100 is possible and will be explained in subsequent paragraphs. Turpin's PI for 2007 was 110.7.

   The OGT plays a pivotal role in Ohio's high school education reform ' its implementation crucial to establishing an aligned system of standards, assessments and accountability for Ohio schools. The testing requirements were established by the Ohio General Assembly in 2001 based on recommendations by the Governor's Commission for Student Success. Tests in reading, writing, mathematics, science and social studies make up the OGT. The purposes of the OGT are to (1) ensure that students who receive a high school diploma demonstrate 'high school' levels of achievement, (2) measure the level of reading, writing, mathematics, science and social studies skills expected of students at the end of the 10th grade, and (3) meet federal requirement for high school testing.

   For each discipline tested by the OGT, there are five performance levels which indicate if a student has met or exceeded the standards set by the state for passage of the OGT. These levels are Limited, Basic, Proficient, Accelerated, and Advanced. Limited and Basic do not indicate that a student has met the standard. A Proficient score meets the standard. Accelerated indicates that a student has scored better than mere passage of the OGT, and Advanced is the highest designation a student can achieve on these tests. It is that designation, Advanced, that the highest number of Turpin students received for the 2006-2007 school year. Scoring at the Advanced level helps a school receive a higher PI. To follow up on an earlier example, if all the students on the March administration of the OGT scored at the Advanced level, the school's PI would be 120. With Turpin's at 110.7, the 'average' Turpin student scored somewhat better than the designation of Accelerated.

   To ensure that all students are provided access to a meaningful and rigorous education, the state of Ohio disaggregated school data and created designated subgroups, which represent traditionally underrepresented and/or underperforming societal groups. Within Turpin, the subgroup designated as Students with Disabilities has consistently met state defined goals for Adequate Yearly Progress (AYP) as it pertains to the OGT scores of this subgroup. What this means is that Turpin has shown an ability to educate all of its students and prepare them for meaningful post-secondary options.

   Additional information regarding Ohio's testing and Accountability procedures can be found by visiting the Ohio Department of Education website at:
   http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelatior ID=9

2. **Using Assessment Results**

Turpin uses assessment results in many ways and with many different purposes. Results from the OGT are used to determine which students are in need of remediation specific to a given discipline. However, the OGT results also assist us in determining where individual academic departments are or are not meeting the needs of all of Turpin's students. Specifically, we ask ourselves, have the students' scores on the OGT reflected what we believe after almost two years of high school instruction these students are capable of achieving at the given moment of the March OGT administration? Department chairs and teachers then comb through the data provided by ODE looking specifically at Item Analyses to understand how our students perform on specific questions related to specific areas of our curriculum. Departments then meet to discuss these results and to look for ways to adjust curriculum to further assist Turpin students. For example, if our students perform poorly on a particular Reading OGT question that involves the literary term tone, our English teachers make note of this weakness and not only look for ways to deepen understanding of tone but also seek instructional strategies to further students' understanding of any and all the literary terms they might encounter on the OGT.

Advanced Placement teachers analyze student assessment results and grade distribution analyses to determine whether or not students received scores better than or equal to what the teachers would have predicted for them based on their performance throughout the course as a whole. Because these courses are often the most difficult and challenging courses offered in each department, there is departmental emphasis placed on the readiness of students to begin these courses. This process of determining readiness for AP coursework takes on a cyclical aspect as teachers constantly refine what and how they teach in the AP courses and provide feedback to the larger departments about how best to ensure student readiness and, importantly, to increase the number of students who can demonstrate that academic readiness.

Practice OGTs, Terra Novas, and the new ProOhio tests are all used to assist Turpin's teachers, counselors, and administrators in determining the best and most suitable academic placements for students throughout their high school careers. Practice OGTs help departments determine which students might need extra help before they even take the OGT as sophomores. The Terra Novas compare Turpin students to a nationally normed standard to help provide information to teachers and parents about individual strengths or weaknesses of our students. Finally, the ProOhio tests assist teachers of students who struggle academically to determine how much knowledge students have when they enter a course at the beginning of the year and then where they stand with an exit assessment at the end of the year.

3. **Communicating Assessment Results**

Turpin uses many different means to communicate our students' outstanding assessment results.

Because the results of the OGT do not arrive until the beginning of June (and thus the very end of the academic school year), we mail each individual student's family a personalized guide explaining the student's result on each part of the OGT. For students who did not pass one or more parts of the OGT, the Forest Hills School District conducts a summer session of test preparation and remediation to allow students to take one part of the OGT again. For those students who do not take this opportunity, remediation and test preparation are offered as full period classes during the school days leading up to the next test administration.

Advanced Placement results are sent to each student during the summer after exams have been taken and Turpin's teachers also receive individualized reports from the College Board detailing how Turpin's students performed and how they compare nationally. Faculty meetings and specialized AP teacher meetings are utilized to communicate our successes and to emphasize the dedication shown by our teachers of Advanced Placement courses. During the 2006-2007 school year, Turpin's AP teachers completed thorough Course Audits as part of the systematic review taking place within the College Board. All of Turpin's course audits were accepted well ahead of the deadline set by the College Board. Our principal also highlights the success of our students in Advanced Placement courses, the OGT, and the PSAT, the PLAN, the EMPT, and the MAA in the monthly newsletter sent home to all Turpin families.

Awards ceremonies are held many times throughout the school year to showcase student academic achievement. In the fall, the Spartan Club Awards are given to students who achieved

a 3.75 GPA or better during the entirety of the previous school year. In February, our National Honor Society inducts new members and in April our juniors are rewarded for their academic achievements. Two special events mark the spring in terms of academic awards. The first is the school wide Academic Pep Rally which combines academic, community service, and artistic performance awards. The other major awards ceremony of the Spring are the Senior Awards which offer a chance for our faculty to honor seniors with several major awards as well as local and national scholarships.

4. **Sharing Success:**

Working with other schools and school personnel is important to Turpin's teachers, counselors, and administrators. Turpin's teachers attend and present regularly at national conferences, including the recent Advanced Placement Conference in Atlanta. Advances in educational technology lead Turpin teachers to conduct workshops at other high schools addressing such topics as internet plagiarism, parent/teacher communication, and online grading systems. Turpin has hosted its own and participated in other School Improvement Reviews conducted by The North Central Association/Commission on Accreditation and School Improvement. Teachers within Turpin share their experience with younger colleagues through the Pathwise mentoring program, and almost all of our AP teachers attend conferences with surrounding schools regarding updates or changes made by the College Board which may impact student achievement. Three Turpin Science teachers received the Ohio Department of Education's Governor's Awards for Excellence in Youth Science Opportunities. Another of Turpin's Science teachers was nominated as a National Association for the Advancement of the Sciences Outstanding Teacher Award. Several veteran teachers have been named Forest Hills PTA and Anderson Area Chamber of Commerce Teachers of the Year.

Turpin's guidance counselors regularly attend advisory updates conducted by regional and national universities in an effort to keep abreast of the latest trends and demands inherent in the college admissions process. Turpin's administrators participate in the Hamilton County Educational Service Center's efforts to conduct a Principal Advisory Board to share and disseminate best practices throughout a network of southwestern Ohio schools. Throughout each school year numerous contacts between Turpin and similar schools in different districts take place as a professional and free flowing discussion of grading policies occurs. For example, last year Turpin lead and participated in a large examination of local and regional schools' efforts to award grades in ways that maximize student effort and the rewards gained for superior academic achievement. This will also be the first year that Turpin will be recognized by Newsweek as one of the top high schools in the nation.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   Turpin High School is a comprehensive college preparatory institution with more than 90% of its graduating class enrolled in two or four year secondary institutions. The faculty, guidance counselors, staff, and administration all share a responsibility to tailor education to the needs of the individual student learner. This necessitates constant and thorough communication within the school and with the community as a whole. In addition, Turpin faculty regularly reflect upon, discuss, and update both our core values as a school and the curriculum we choose to deliver to our students.

   Because Turpin views itself as a college preparatory high school, students are strongly encouraged to commit to rigorous and meaningful academic and elective coursework. As a sign of this commitment, honors diplomas are earned by far more than half of all graduating seniors each year. Many of those students graduate with more credits than those required to qualify for graduation because they have spent invaluable time with their teachers and guidance counselors mapping out four-year high school plans, often well before they even start high school.

   Turpin offers Foreign Language instruction in French, German, Latin, and Spanish. Many students take advantage of the opportunity to experience all four languages in seventh grade through an exploratory course. They then focus on one language and receive high school credit as eighth grade students at Nagel Middle School. This affords them the opportunity to take five full years of a foreign language and to participate in after school instruction for Advanced Placement test preparation.

   In Language Arts, students are required to take four full years of English classes. Students are grouped according to ability with three levels ' honors, college prep, and general. Students in the honors level have the chance to take AP English 12 as seniors, and beginning during the 2007-2008, school year all Turpin students have a built-in speech and expository writing component as part of the core curriculum of junior and senior English classes.

   In Social Studies, all Turpin students begin their freshmen year in Modern World History. After that introductory year, their options expand tremendously. Sophomores may choose from two core courses ' Modern U.S. History or AP U.S. History. Juniors choose from the core courses of Themes in American History, Ancient and Medieval World History, or AP European History. All seniors are required to complete a semester of Government, with many opting for the more challenging AP U.S. Government.

   The Turpin Science Department is also a strong academic unit with several honors and Advanced Placement courses, as well as smaller general level courses for students who struggle with scientific inquiry. Freshmen choose between Life Science, Physical Science, or Honors Biology. Sophomores choose among Physical Science, College Prep Biology and Honors Chemistry. Juniors may take Earth Science, Chemistry, Physics, Honors Physics, or even AP Biology or AP Chemistry. Seniors, of course, have the most from which to choose, with the addition of AP Physics and the elective science classes, Nutritional Biology or Anatomy and Physiology.

   Mathematics courses offer a variety of choice to suit the learning needs of each student and all Turpin educators are adamant in their belief that all Turpin students should take four full years of mathematics regardless of their future career or vocational plans. Integrated Math courses are offered for those students who struggle with math, with additional full semesters of Intervention classes for student in need of remediation. For those students who have some ability but are not necessarily academically strong in mathematics several standard options are offered including Algebra I and II, Geometry, Trigonometry, and the senior course, Algebra III. For students who thrive in mathematics courses, Honors Algebra I and II, Honors Geometry, and Honors Precalculus are all options. In addition, students may choose Honors Discrete Math and Statistics or AP Calculus, perhaps Turpin's most rigorous course, which between 20 to 30 percent of each graduating class select as their final math course at Turpin.

Visual and Performing Arts are also well regarded and meaningful facets of a well rounded Turpin education. Musically, students can participate in one of our many fine programs including novice and advanced choirs, bands, and the excellent orchestra, or there are several music electives for those who may not be able to commit to the extra study and practice required of these larger groups. In Visual Arts, Turpin students excel in digital design, three dimensional art, ceramics, drawing and painting, and photography. Again, all of these courses are offered at the novice and advanced levels.

For more information regarding Turpin's courses, scheduling, and graduation requirements, please consult the Course Description guide online at http://www.foresthills.edu/docs/THSCourseSelectionGuide08.pdf.

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

The English curriculum at Turpin High School recognizes that English and the language arts are a balance of content knowledge and skills that are essential to the students' future educational and career success. The literature content is organized to give students an ever broadening perspective of the world, incorporating all genres: poetry, prose, popular media, essays, short stories, novels, drama ' both fiction and non-fiction. The grade nine curriculum sets a foundation by exploring a variety of themes in a survey of literature from various time periods and various cultures. The literature studied in grade ten examines 'The American Experience' with a chronological survey of American literature coinciding with the students' examination of American history in social studies class. In eleventh and twelfth grades, the literature curriculum extends outward in one-semester core courses which take the students beyond America to explore British and contemporary world literature, respectively. During their remaining semester in both the eleventh and twelfth grades, students are provided the choice of eight different thematically organized literature classes such as an investigation of commonly banned books; an examination of the literature and art from the Vietnam era; humor and satire; and mystery and horror. Students seeking an additional challenge, or who are interested in earning college credit while in high school, may take the year-long AP English Literature and Composition course in twelfth grade.

Writing instruction occurs at all levels, beginning with a six-week introduction to expository writing as part of the ninth grade curriculum and expanding throughout the four years as students write about and in response to the literature they are studying. The tenth grade curriculum offers a concentrated unit on research skills and writing, culminating in a formal research project. The eleventh and twelfth grade curricula build upon these foundations with nine-week advanced composition and formal speech units, offered in alternating years as part of the student-selected thematic literature courses. Peer review and student-teacher conferences are a regular part of the writing process as drafts are revised before final teacher evaluation. Grammar instruction occurs throughout the grades, as does vocabulary instruction taken from the context of the literature.

In the ninth and tenth grades, students with identified reading deficits are scheduled into English sections utilizing Scholastic Inc.'s READ 180 reading program as a supplement to the regular English curriculum.   The certified reading teachers are assisted by Intervention Specialists in the classroom, implementing the computer-based guided reading program to improve fluency, comprehension, vocabulary and, most importantly, student confidence. The program begins each student at his/her reading level and automatically adjusts as skills improve. Students without identified reading deficits, yet who are still in need of reading or writing remediation prior to and/or after taking the Ohio Graduation Test (OGT), are scheduled into study halls and meet with an English teacher for tutoring, either individually or in a small group setting.

3. **Additional Curriculum Area:**

Part of Turpin's mission is to provide all students with opportunities to explore and develop their potentials. To that end the science department provides a varied curriculum of leveled classes so that every student can experience science at the most appropriate level. With

the vast majority of graduates pursuing postsecondary education, the science department offers biology, chemistry, and physics in a first-year honors course followed by second-year advance placement classes. While three science credits are required for graduation, the majority of students earn four or five credits in science through a wide range of other course offerings available for students to earn additional credit (Environmental Science, Anatomy & Physiology, Nutritional Biochemistry, Physics, and Chemistry). We also offer a full slate of courses designed for general students to be successful on the Ohio Graduation Test.

The science department faculty continually grows in their disciplines, giving them extensive knowledge of their disciplines and in many cases multiple degrees in their subject areas or advanced education degrees. In addition, some teachers have 'real world' experience, having worked in the private sector in such positions as chemists before deciding to pursue a career in education.

Because science is an investigational discipline, the science department focuses on hands-on learning opportunities through labs and other activities in every class. All labs and lab equipment are maintained at the highest safety standards and students are carefully supervised to ensure they follow safety instructions.

The science department encourages or requires students to take part in science activities outside the school day and the required curriculum (e.g. Science Fair, JETS). Many of these activities and all of our standard laboratory work also require teamwork to achieve an excellent result. The science department prepares students for advanced study in the sciences in college and beyond by introducing them to lab techniques currently used in many fields of science (gel electrophoresis, chromatography, electronic sensors used in biology, chemistry, and physics). Hands-on learning also takes place on field trips carefully integrated in the curriculum.

Our students win awards and prizes every year in outside competitions. In the past five years students have won prizes in the city-wide bridge building contest, blue ribbons in the regional and state science fairs along with the Governor's Award the past two years, and placing 1st in our division locally in four of the last five years and nationally the last two years (4th and 1st) in the Junior Engineering Technical Society (JETS) annual TEAMS competition.

4. **Instructional Methods:**

Turpin teachers employ a variety of instructional methods within their classroom to meet the needs of a changing population of learners. Such methods as inquiry based learning, differentiated instruction; the Socratic Method, the use of essential questions and the collaborative classroom are all evident on our campus. Our teachers strive to present content and ask questions that engage our students in critical thinking and cause them to deeply probe what they know or need to know, how they know it or can learn it, and how that information can be used as part of their intellectual, social and emotional development. Online discussion groups outside of the classroom through blogs, Wikis, and websites are often used as well; these are both teacher and student created or led. Students participate in independent and group research projects, labs, presentations to classmates, mock trials, and guest lectures on a daily basis. The collaborative classroom is taught by both a content expert and an Intervention Specialist across content areas.

Specialized OGT intervention instruction occurs in Math, Science and Social Studies where students receive elective credit for an additional semester long course.

Online course work with an instructor and required seat time is available for students who have failed courses. This opportunity is available to insure that these students will graduate on time with the rest of their class. Likewise, online Advanced Placement coursework is available for AP courses that are not offered in our curriculum. These courses are facilitated by an instructor on-site during the school day. For example, we have two students who are taking AP Statistics online because the class is not offered in the Turpin mathematics department. Turpin also has students participating in the Post Secondary Education Option Program offered by the State of Ohio; these students are enrolled in a non-sectarian college course for high school and/or college credit.

A Life Skills curriculum and 'Transition-to-the-Real-World' curriculum for students identified

with significant disabilities are presented in a school and community based forum. On the job training, transportation around the community and social skills are all part of their preparation before leaving Turpin High School.

As you would expect, technology integration within instructional methods is utilized in all of the above described programs. From student PowerPoint presentations to the English department's READ 180 program to teachers embracing the TABLET project (see below), the faculty of Turpin utilizes technology daily in their instruction. All teachers use the online gradebook, ProgressBook, and many teachers also have teacher web pages in order to make their lectures, notes, handouts, and worksheets accessible to their students at all times.

5. **Professional Development:**

Turpin teachers are involved in two professional development programs for the 2007 through 2010 school years: the Data Academy and the TABLET PC project. Data driven instruction and technology integration were topics identified by the entire teaching staff through the school improvement process. We have organized a Turpin High School Data Academy which is part of a larger district data team. This team of teachers and administrators analyze assessment data including Ohio Graduation Test data and prepare strategic reading lessons specific to each discipline to improve student success. Teachers are working in collaborative groups. Intervention Specialists as well as fine arts teachers are part of these groups.

In its second year, The TABLET (Tools to Access Better Learning Environments through Technology) PC project currently involves 28 Turpin teachers. As we began to explore the concept of a 1:1 laptop program, it became clear that our first step needed to be a professional development program that would provide our staff with the most current training in the use of educational technology. Each year a new cadre of teachers becomes their own learning community and throughout the course of the year merges with the cadre(s) from the previous year(s). This five-year project adds 12-15 teachers each year so that at the end of five years, all teachers will have been trained and involved in the seamless integration of technology into their classrooms. The goals of the project are as follows:
 To advance and sustain the ways in which technology can improve teaching.
 To advance and sustain the ways in which technology can meet the needs of 21st century learners.
 To guide and build collaborative and supportive community of teachers and learners.
 To learn how to design and implement technology rich lessons and assessments.
Cadre members agree to attend monthly meetings, participate in weekly readings/reflections through our online environment, and create a culminating project to demonstrate their growth in the use of educational technology. For their participation in this project members receive a tablet pc, wireless LCD projector, speakers and cart.

Our innovative project has been highly successful because it is on-going, provides just-in-time support through building coaches, is tied to our curricular goals and is supported at all levels. Teachers report more student engagement and are actively seeking ways to meet the needs of all students using a variety of technology applications. This project will continue for the next three years until all staff members are developed. Staff members are also pursuing and sharing professionally the use of blogs, Wikis, and pod casting.

Most teachers also participate in professional development outside of our district through university coursework, foreign travel, National Board Certification, AP College Board conferences, and specialized motivational and differentiated instruction workshops.

PART VII - ASSESSMENT RESULTS

Subject Math   Grade 9   Test 9th Grade Ohio Proficiency

Edition/Publication Year 2002-2003   Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	No Test	No Test	No Test	No Test	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % At and Above Proficient					89
% "Exceeding" State Standards					
Number of students tested					265
Percent of total students tested					100
Number of students alternatively assessed					0
Percent of students alternatively assessed					0
SUBGROUP SCORES					
1.　　　　Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % At and Above Proficient					42
% "Exceeding" State Standards					
Number of students tested					31
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					

Subject Math   Grade 10   Test 9th Grade Ohio Proficiency

Edition/Publication Year 2003-2004   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	No Test	No Test	No Test	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At and Above Proficient				97	96
% "Exceeding" State Standards					
Number of students tested				242	270
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% At and Above Proficient				68	69
% "Exceeding" State Standards					
Number of students tested				22	26
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					

Subject Reading (E)   Grade 10   Test 9th Grade Ohio Proficiency

Edition/Publication Year 2003-2004   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	No Test	No Test	No Test	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % At and Above Proficient				98	97
% "Exceeding" State Standards					
Number of students tested				243	270
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % At and Above Proficient				83	69
% "Exceeding" State Standards					
Number of students tested				23	26
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					

Subject   Math(other)   Grade   10   Test   Ohio Graduation Test

Edition/Publication Year   2006-2007   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	No Test
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% At or Above Proficient	97	97	94	91	
% "Exceeding" State Standards					
% At or Above Accelerated	88	84	74	73	
Number of students tested	261	296	263	244	
Percent of total students tested	99	99	100	100	
Number of students alternatively assessed	3	2	0	0	
Percent of students alternatively assessed	1	1	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient		85			
% "Exceeding" State Standards					
% At or Above Accelerated		45			
Number of students tested		20			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% At or Above Proficient	70	77	68	33	
% "Exceeding" State Standards					
% At or Above Accelerated	35	44	25	8	
Number of students tested	23	34	28	24	
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					

Subject   Reading (E)   Grade   9   Test   9th Grade Ohio Proficiency

Edition/Publication Year   2002-2003   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	No Test	No Test	No Test	No Test	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % At and Above Proficient					96
% "Exceeding" State Standards					
Number of students tested					265
Percent of total students tested					100
Number of students alternatively assessed					0
Percent of students alternatively assessed					0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % At and Above Proficient					68
% "Exceeding" State Standards					
Number of students tested					31
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					

Subject   Reading (ELA)   Grade   10   Test   Ohio Graduation Test

Edition/Publication Year   2006-2007   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	No Test
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % At or Above Proficient	99	98	99	93	
% "Exceeding" State Standards % At or Above Accelerated	78	82	84	83	
Number of students tested	261	296	263	243	
Percent of total students tested	99	99	100	100	
Number of students alternatively assessed	3	2	0	0	
Percent of students alternatively assessed	1	1	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % At or Above Proficient		85			
% "Exceeding" State Standards % At or Above Accelerated		40			
Number of students tested		20			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % At or Above Proficient	87	88	86	38	
% "Exceeding" State Standards % At or Above Accelerated	22	38	38	8	
Number of students tested	23	34	29	24	
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					