

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mr. Robert T. Jennell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Columbus Grove High School
(As it should appear in the official records)

School Mailing Address 201 W. Cross Street
(If address is P.O. Box, also include street address)

Columbus Grove OH 45830-1237
City State Zip Code+4 (9 digits total)

County Putnam School Code Number* 007104

Telephone (419) 659-2156 Fax (419) 659-5134

Website/URL http://cg.noacsc.org/~cgschool/ E-mail cg_jennell@noacsc.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Gary L. Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Columbus Grove Local School District Tel. (419) 659-2639

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Ted A. Slusser
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2004-2005 school year.
3. If the school includes grades 7 or higher, it has 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the 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.

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

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$6,770.00
 Average State Per Pupil Expenditure: \$8,768.00

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 area
 Suburban
 Small city or town in a rural area
 Rural
4. 3 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
PreK				7			
K				8			
1				9	35	41	76
2				10	34	45	79
3				11	37	43	80
4				12	39	40	79
5				Other		*2	2
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							316

* Two special education students are exercising their legal right to continue their education to age 22.

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--------------------------------|
| 97 % | White |
| 0 % | Black or African American |
| 3 % | Hispanic or Latino |
| 0 % | Asian/Pacific Islander |
| 0 % | American Indian/Alaskan Native |
| 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: 7 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1, 2003	323
(5)	Subtotal in row (3) divided by total in row (4)	.071
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 1 %
5 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: **Spanish**

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 18

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: $\frac{10}{33}$ %
33 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>2</u> Speech or Language Impairment
<u>4</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>4</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Emotional Disturbance	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>15</u>	<u>*10</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	_____	_____
Support staff	<u>8</u>	_____
Total number	<u>26</u>	<u>11</u>

*These are full-time teachers who teach courses at both the high school and middle school level.

12. Average school student-“classroom teacher” ratio: 17:1
13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	94%	96%	96%
Daily teacher attendance	95%	96%	96%	96%	98%
Teacher turnover rate	0%	3%	15%	18%	3%
Student dropout rate (middle/high)	5%	4%	4%	6%	3%
Student drop-off rate (high school)	7%	11%	11%	3%	17%

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>82</u>
Enrolled in a 4-year college or university	<u>44</u> %
Enrolled in a community college	<u>22</u> %
Enrolled in vocational training	<u>2</u> %
Found employment	<u>27</u> %
Military service	<u>2</u> %
Other (travel, staying home, etc.)	<u>2</u> %
Unknown	<u>1</u> %
Total	100 %

PART III - SUMMARY

Columbus Grove High School is located in the village of Columbus Grove, Ohio. Columbus Grove is a rural, farming community of approximately 2,200 people located in west central Ohio. The school district encompasses 72 square miles, both in Putnam and Allen Counties. The residents are hard-working, family-oriented people. This is reflected in our schools and community. The community expects and supports quality education. The school system is the hub of the community. The community takes great pride in our school and its facilities.

It is the mission of the Columbus Grove Local School District, "To educate and encourage all students to become active and productive citizens of our global society." We seek to develop lifelong skills and positive self-images while emphasizing the idea that every person has intrinsic worth and dignity. The district utilizes a variety of teaching tools whenever possible including the use of technology. In alignment with the district's mission, it is the high school's vision and goal to integrate the curriculum through innovative teaching techniques and practices. It is through a joint effort of administration, teachers, parents, students, and community that our mission and vision meets the needs of all our students.

The school system, housed at one site, offers a preschool through twelfth grade curriculum aligned to the Ohio Academic Content Standards. Columbus Grove High School, with a 9-12 enrollment of 316 students, has a long history of academic, artistic, and athletic successes. We are very proud of the fact that we have met every item on the Ohio State Report Card for the past four years. The district stresses the importance of an academic climate. This educational atmosphere is reflected by sixty-eight percent of all students attending a technical school, college, or university after graduation. There are also a wide variety of extracurricular activities available to students. Our sports teams are members of the Northwest Conference and the Putnam County League. Our football team and track team were recently crowned state champions in their respective sports. Our band and choir has consistently been awarded "Superior" ratings in state competitions the past few years. Other activities include a newly formed Leo Club (service organization), quiz bowl team, musical groups, student government, a student produced yearbook, foreign language clubs, intramural basketball, and a Fellowship of Christian Athletes club. Approximately ninety percent of our students participate in at least one extracurricular activity. Our students also have the option of participating in the Post-Secondary Educational Options Program (PSEOP) at various colleges and universities in the area. A remote calculus class is also offered through The Ohio State University.

Columbus Grove High School is very proud of our employees. Ninety-six percent of our staff has met highly qualified teacher status. Many staff members have been recognized locally and statewide for their

outstanding contributions to their profession. Seventy-five percent (75%) of our staff members have raised and educated their families in the community. Whether chaperoning field trips to New York, Chicago, Myrtle Beach, France or Spain, attending prom or homecoming activities, coaching a sport or attending the spring musical, our teachers enthusiastically interact with our students in and out of the classroom.

Our consistent successes and accomplishments are due to the strong bond and relationship our school and community have in helping students become successful citizens in today’s global society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Meaning of Assessment Results

High school students faced a unique year of testing requirements. Those students who were 10th graders in the 2003-2004 school year were the last cohort of students required to pass all five 9th grade proficiency tests in order to graduate. If a 2003-04 10th grader had not passed all exams in the ninth grade, they took the appropriate exams again and will continue to take the remaining exams in the upcoming years until they pass. All 2003-04 10th graders, including those who had passed all subject areas of the 9th grade proficiency test, were required to take the new Ohio Graduation Tests (OGTs) in reading and mathematics in March 2004, though these tests are not required for graduation for them. Students entering 10th grade after June 2004 are now required to pass the full five-subject array of OGTs in order to graduate.

On the ninth-grade Ohio Proficiency Test, Columbus Grove (100%) scored higher than the state average in reading (96%). This figure includes all sub-groups. In the mathematics portion, Columbus Grove (99%) again scored higher than the state average in math (85%). All tests are scored on a proficiency basis; there are no “advanced” or “basic” results categories.

In alignment with Ohio’s newly adopted Graduation Test (OGT) in reading, Columbus Grove tenth graders had 100% at the proficient or higher level. Beginning with the 2003-2004 school year, reading and mathematics scores for the tenth-grade Ohio Graduation Tests are reported as advanced, accelerated, proficient, basic or limited. The average state passage score in English for at or above was 79%. This includes the student subgroups of economically disadvantaged and students with disabilities. In the mathematics portion of the OGT test, 93% of our students were at or above the proficient level. The average state passage score for at or above was 68%. Eighty (80) percent of our economically disadvantaged and students with disabilities were at or above the proficient level.

Ninth-Grade Proficiency Test Scores @Tenth Grade, 2003-2004				
Reading			Mathematics	
Category	*State Average	Columbus Grove	*State Average	Columbus Grove
Proficient	96%	100%	85%	99%
Below Proficient	4%	0	15%	1%

Tenth-Grade Ohio Graduation Test (OGT) Scores, 2003-2004				
Reading			Mathematics	
Category	*State Average	Columbus Grove	*State Average	Columbus Grove
Advanced	27%	56%	18%	22%
Accelerated	26%	25%	20%	31%
Proficient	24%	19%	30%	40%
Basic	10%	0%	15%	7%
Limited	11%	0%	17%	0%

*Scores are rounded to the nearest whole number.

As determined by the State Board of Education of Ohio students scoring at either accelerated or advanced level consistently demonstrate a deeper understanding of knowledge, concepts and skills across the curriculum. Students scoring at the proficient level demonstrate a basic understanding of the content standards. Accelerated, advanced and proficient level students have met or exceeded the established passage requirements. Students scoring at either limited or basic level demonstrate some understanding of the subject area but have not met the minimum passage requirements as determined by the State Board of Education.

Additional information on Ohio's assessment system may be found at: <http://www.ode.state.oh.us/proficiency/OGT/default.asp> and [OGT Interpretive Guide, Spring 2004](#) (for 10th grade graduation tests)

2. Using Assessment Results

The Ohio Ninth-Grade Proficiency Test has been instrumental in guiding the understanding and improvement of both our teacher and student performance. In 1997, our district was given a “wake-up call” when spring results in the area of math dropped to a record low of 24% passage. Immediately, resources were pooled, a more formal one-on-one intervention program was put into place, remedial materials such as workbooks and flashcards were purchased and thoroughly utilized, and teachers focused even more on the proficiency needs of those students who did not pass within their own classroom periods. Within one year, improvement was evident when math scores soared to 68% as a first time passage rate. It is noted that the “crisis” in the math department that year spawned a re-alignment of priorities within all subjects covered within the proficiency test program. Today, our off-year spring testing in junior high has provided teachers with the names of students who may need additional support and are being offered school-provided intervention assistance on a weekly basis by certified personnel, hired specifically for that task. Just last year, our ninth-grade students were administered the Stanford Achievement Test, along with the Otis-Lennon School Ability Test, in both reading comprehension and mathematics. Although only between 4 to 7% of the students scored in the low range, as per the company's standardized achievement/ability comparison, it is exactly that group of students who are now given individual attention this year in improving upon their weaknesses, and embellishing their strengths, as we head toward the first installment of the Ohio Graduation Test this March. Students are gaining more confidence in their test-taking skills, and that can only transfer over to greater success in this newest assessment endeavor for the school district.

Not only do we learn from our mistakes of the past, but we also learn from what our current students are telling us about their own needs through assessments they are taking outside the school setting. The ACT profile report not only gives an appraisal of student achievement in English, math, reading and science, but also polls students regarding their overall satisfaction with their high school experience. Though our classroom instruction, guidance services and library resources consistently rank high with our students, we are always searching for ways to meet our students' requests in other areas, such as in the variety of courses offered, school laboratory facilities provided and career education activities planned. Both the school's curriculum committee and board of education are kept abreast of these findings on an annual basis, in an effort to better formulate an ongoing 5-year plan for the district.

3. Communicating Student Performance

Grade cards are provided for students and their parents once every nine weeks, with interim reports given after the first four weeks of each grading period. Teachers are strongly encouraged by the administration to phone parents with both good and bad news regarding their child's classroom performance. Families are asked to provide a working e-mail address at the beginning of each school year for the faculty's use. An

increasing number of teachers are providing internet access to their classroom assignments, tests and grade book entries. The guidance counselor is often used as a liaison between parents and teachers to readily facilitate a conference, phone call or written report regarding a student's progress. When necessary, the school psychologist, provided by funding through our Educational Service Center, is also called upon to help interpret achievement scores and the results of multi-factored evaluations to the parents of those students either placed on an Individualized Education Plan or who are seeking the possibility of such qualification.

Through the years, various methods have been utilized to keep parents informed of their child's opportunities for success. Each proficiency session has been followed-up with a personal letter outlining student scores and future remediation plans, if needed. A personal letter is also provided at the close of each school year to all parents of children who have failed one or more courses for the year, offering both summer school remedies and/or an alternate schedule for the start of fall classes. Parents are additionally given ample notice by certified mail when a senior student is in danger of failing a required course for graduation, allowing time to rectify the situation without penalty. Freshmen parent teas and guidance nights provide valuable information regarding scheduling practices and college requirements, while our annual financial aid night provides families with important considerations for college funding. Outlining the pros and cons of participation in PSEOP, Columbus Grove High School annually hosts a meeting for both parents and students. Our local vocational school sponsors an open house for parents of potential students looking for a technical education outside the Columbus Grove High School setting. Student/parent copies of assessment results for tests such as the PLAN, PSAT, ASVAB, EMPT, ACT and SAT are both explained in detail to every student during school hours, and then sent home for parent perusal.

4. Sharing Success

Columbus Grove High School will share its success if selected as a Blue Ribbon School with other schools through its web page, county wide educational meetings, workshops, league administrative meetings, and the local media.

Columbus Grove High School collaborates with other educators on issues of instruction, student achievement and school improvement. Our superintendent, building principal and guidance counselor attend monthly academic meetings in our county to discuss updates on current initiatives within our school and to seek input from other local districts facing similar challenges.

Columbus Grove communicates student performance by several methods. The State of Ohio publishes an annual school and district report card and makes school assessment data available on its website. Our students are kept informed by way of their guidance counselor or instructors, while parents are informed by individual conferences with their student. General school data and overall school performance is shared through school-parent organization meetings, newsletters, and the local newspapers. In addition, the school publishes a district newsletter three times a year which is mailed to every home in the district and to the homes of our students who are non-residents but attend school in our district. Other student academic information is accessed through grade cards, interim reports, phone calls or e-mails. Residents may also access the school's website of information.

We are very fortunate to have a local cable TV provider in Columbus Grove. They are very supportive of our school and broadcast not only sporting events but also cultural and educational programs. Q1, our local provider, consistently promotes our school. In addition, the local newspaper publishes the meetings of our school board and frequently publicizes the successes of our school.

Additionally, we have and will continue to have an "Open Door Policy" at Columbus Grove. Parents, teachers and administrators from other districts are welcome to visit our school.

PART V – CURRICULUM AND INSTRUCTION

1. Columbus Grove High School Curriculum

Columbus Grove High School offers three curriculum fields of study: College Preparatory, College Tech Prep, and Technical Skill (the latter two being in collaboration with Apollo Career Center). These are intended to develop the values, understandings, and skills needed by all students for effective democratic citizenship, as well as for success in the world of work. The courses in these fields are centered on the basic needs, common interests and current problems of high school people today. Students are instructed to utilize the parameters of state endorsed Career Pathways in Business/Management, Human Resources, Industry/Engineering, Health Services, Arts/Communication and Agriculture/Environmental industries when developing their “four-year plan” for high school. This document is housed in each student’s Individual Career Plan folder, for future reference throughout everyone’s high school tenure. All of our student body are initially encouraged during their eighth-grade year to follow the minimum core of required college prep coursework: 4 units of English, 3 units of Math (Algebra I, Algebra II, & Geometry), 3 units of Science, 3 units of Social Studies, 2 units in one Foreign Language, and 1 unit of Fine Arts. Some students are further motivated to meet the additional curriculum requirements for Ohio’s Honors Diploma, including 1-2 more years of a foreign language, and 2-3 more units of courses within the college prep core. Columbus Grove High School requires 21 units for graduation.

However, approximately seventeen percent of eligible students choose to follow an alternate route to our vocational school, embarking upon Tech Prep programs in computer applications programming, network support, internet design, computer assisted drafting, manufacturing engineering technology, health careers and landscaping/turf management. Seventeen other 2-year technical skill programs are also available, each representative of a cluster from Ohio’s Career Pathways. Students looking to challenge themselves with college coursework while still in high school are given the opportunity to participate through Ohio’s Post-Secondary Educational Options Program. PSEOP is a program that allows students to simultaneously earn Carnegie units and collegiate credits. James A. Rhodes State College has provided early morning classes on-site at Columbus Grove High School in Engineering, Psychology and Sociology, with instruction either through our available Interactive Video Distance Learning (IVDL) system or with an in-house professor. Senior math students have been participating for seven years in The Ohio State University’s Remote Calculus course, in which students in the Columbus Grove High School classroom setting receive lessons from OSU’s Math department via the internet. Virtual learning coursework is also made available through our partnership with The University of Northwestern Ohio. Many students have likewise chosen to traverse by car during or after school hours onto several of the college campuses that surround us here in Northwest Ohio. Our “at-risk” students have been guided into Career-Based Intervention or Work-Study programs, which allow them to combine their basic high school diploma requirements with the additional workplace experience, which grants credit toward graduation. Our county’s Alternative Opportunity Center gives students with extenuating circumstances a place to complete their coursework, with one-on-one instruction, either on a long-term or short-term basis. Occasionally, we are also called upon to cooperate with a regional juvenile residential center, to ensure that even students who find themselves temporarily incarcerated are given the chance to seamlessly complete a Columbus Grove High School diploma.

Columbus Grove High School is proud to offer entry-level and advanced courses within each curricular department. Highlights include:

Algebra I offered for high school credit in 8th grade (allowing student eligibility for Calculus in 12th grade)

AP Probability & Statistics, Pre-Calculus, Accelerated Algebra II & Geometry, Computer

Programming

Math I, II, & III sequence for students electing NOT to take the college prep track for this subject
Keyboarding, Advanced Computer Applications, Business/Personal Finance, Business Law,
Accounting I/II

Four units of French & Spanish, Advanced Junior & Senior English, Contemporary Literature,
Speech

Yearbook

Advanced Physical Education

Three units of Industrial Arts

Drawing, Painting, Ceramics, Computer Art, Music Appreciation, Music Theory, Band, Chorus
Physical Science, Anatomy/Physiology, Action Science- all integrate hands-on, team learning
experiences

Biology, Chemistry, Physics- all are extended-time, lab-based courses

World History, American History, Government, Geography, Sociology, Economics

Creative Foods, Family Living, Child Development & Parenting and Life Planning

2b. English Language Curriculum

Both seventh and eighth grade students are provided with a Language Arts course and a separate reading course within their junior high experience. It is believed that this strong emphasis on reading during these formative years is helpful to the student as he/she embarks upon their high school career. Once at the secondary level, students are placed into heterogeneous groups during their freshmen and sophomore years. Literature during the ninth and tenth grade years consists of reading short stories, poetry, non-fiction, drama and novels. Students entering their junior year are asked to select from English 11 or Advanced Junior English. In both classes, emphasis is on American literature. English 11 is designed for the student who perhaps is not planning to attend a four-year college institution. For this class, students read several assigned novels and are also required to read outside books and write responses to them in the form of journal entries. Students are introduced to literature circles and the importance/enjoyment of independent reading. The advanced course includes the reading of poetry, short stories and several novels. Creative writing, essays and one major research paper based on reading selections are incorporated. It might be noted that it is during the junior year that The Career Passport, a portfolio required for graduation, is also implemented.

When students reach senior status, they are given four courses from which to choose. They include Advanced Senior English, English 12, Contemporary Literature and a Speech/Communication class. Students are given assignments in the advanced course that focus on British Literature, including a study of drama and the classic novel. Various essay types including narrative, persuasive, expository and critical analysis take root from mandatory readings. Although the focus of the semester long English 12 is on practical writing skills, students are also required to read outside books and write responses on them. Resumes, The Career Passport and corresponding graduation portfolio is completed during this class. The aim of Contemporary Literature is to read several types of American Literature followed by discussion and written analysis of these books (i.e. essays, critiques, character sketches, etc.) Approximately four to six books are read during the semester. Outside reading is assigned along with written responses. Literature circles and independent reading techniques are also used. The class is intended for a senior *not* taking Advanced Senior English, however the course has proven popular with students at all levels of English competency. The same is true of our Speech/Communication course, in which oral interpretation of readings, choral reading performance, debate and pantomime is introduced during its semester duration.

Students are engaged in the classroom through the teachers' use of the following instructional tools:

1) Classroom computer lab usage, which has opened the door to professional student participation in online English discussion boards and classrooms without borders, in conjunction with other schools throughout the state, 2) Enrollment in newspapers in education, which stresses the impact of media on learning and 3) Emphasis of research papers incorporate career investigation and/or character education. It is noted that the Columbus Grove curriculum provides self-contained Practical English courses for our special needs students in grades 9-12. High school students are conversely called upon to provide aid to our special needs students in the elementary school's reading classroom, with the help of a grant written for the specific purpose of improving the reading skills of all our students. We additionally have hired personnel for the past two years to provide on-site tutoring services for our "at-risk" students who are struggling in such subject areas as English, Social Studies, Science, etc., which involve an extensive amount of reading.

3. Other Curriculum Area - Mathematics

The math curriculum at Columbus Grove High School has been reorganized and expanded within the past ten years to meet the changing needs of all students. The basic mission of our school system states that we are here to educate and encourage all students to become active and productive citizens of our global society. It has become apparent over the years that high level math skills are definitely a necessity for our students, due to the increasingly technological environment we live in today. The state of Ohio currently requires three units of mathematics for high school graduation. Our students can obtain these credits through a combination of several different "mappings." A Math I, II, and III sequence is available as a basic track for the student who does not hold higher math aspirations. However, all students are encouraged to attempt as many of the college prep track courses as their aptitude and schedule will allow (i.e., Algebra I, Algebra II and Geometry). A student may mix or match the above two tracks, as their ability level permits. A semester long computer programming class is available to those students who have successfully passed both Algebra II and Geometry. For the student who begins with Algebra I in the ninth-grade and completes the college-prep sequence, a Pre-Calculus course is available to them as a 4th math credit during their senior year. For students who successfully passed Algebra I with a "C" or better during their eighth-grade year, a PSEOP Calculus course offered through The Ohio State University is available as yet a 5th math course for the 12th grade student. This past year saw the addition of an Advanced Placement (AP) Probability and Statistics course, which serves as either a 5th or 6th course for the high achieving math student, as some students have chosen to take Calculus and Statistics concurrently.

The Early Mathematics Placement Test is incorporated into the school testing schedule for all junior students each year and used as a scheduling tool each spring. The corresponding Calculus Readiness Test serves as one component used to determine a student's eligibility for the PSEOP Calculus course. Columbus Grove High School is also a yearly participant in the national American Mathematics Contest and has won state accolades for outstanding performance in both Algebra and Geometry, as per student results from The Ohio Tests of Scholastic Achievement. Teaching techniques stressed in the mathematics department include: 1) the use of overhead graphing calculators 2) "students teaching students", in which class members themselves present lesson plans, encompassing a variety of learning style methods and 3) formation of a mentorship with college-age students, as utilized in our calculus class.

4. Instructional Methods

The Columbus Grove faculty understands that each student possesses a unique learning style, therefore they employ a variety of instructional methods to improve student learning and to make certain of individual student progress. The goal is to make sure no child is left behind in efforts to meet and exceed federal and state curriculum standards.

Recognizing the relationship between evidence-based classroom practices and student learning, our teachers provide a structured environment with expectations and outcomes clearly identified. Teachers work to guarantee student engagement and participation in all activities and lessons. Teachers are very active in their use of technology in their classrooms. Both students and teachers create computer-based presentations to enhance lectures, notes, projects, and classroom discussions. Interactive Video Distance Learning (IVDL) is used before the morning school bell as well as during the school day for sign language courses and for additional PSEOP courses, psychology and sociology, that can be offered for high school or college credit. Online computer instruction, such as remote calculus, is also available to our students through The Ohio State University for both high school and college credit. In addition, our regular and special education classroom teachers provide a range of activities that complement the wide variety of student learning styles. Activities include lecture, question/answer, student presentation/demonstration, lab activities, project work, peer tutoring, cooperative learning groups, modeling and role-playing. Additionally teachers provide lessons that make use of activities and questioning techniques that align to Bloom's Taxonomy of Learning from basic recall to high level evaluation thinking skills including critical and creative thinking, problem solving, and decision-making.

5. Professional Development

Columbus Grove High School has a strong Local Professional Development Committee that meets monthly to review, discuss, and update each teacher's professional development plan. All teachers have a current Individual Professional Development Plan on file. All staff goals are aligned to the school's mission and vision.

Columbus Grove Local Schools are committed to offering our staff a variety of professional development activities throughout each year. At the beginning of each school year, one professional day is scheduled to establish individual, teacher, school and district goals. Throughout the year monthly professional staff development meetings are held to analyze, evaluate and update our progress. Two years ago, our priority goal was for all staff to be introduced to the new Ohio academic content standards, benchmarks and grade level indicators in the core subject areas of Language Arts, math, science, and social studies. This was 100 percent met. Last year, departmental meetings were held to establish a curriculum map for the year, indicating where each concept and grade level indicator was being taught. This too was 100 percent met. Teachers are currently designing short-cycle and long-term assessments that align to the Ohio content standards, benchmarks and grade level indicators.

A second goal has been to have all staff meet highly-qualified teacher status as required by the No Child Left Behind law. A special professional development in-service was held with all staff. This was conducted by the Putnam County Educational Service Center. They informed the staff about requirements and opportunities available to meet the standards required to be designated a highly-qualified teacher.

Throughout the year, staff members attend county curriculum committee meetings, providing us the opportunity to continually update our local curriculum materials. Professional leave for professional development is strongly encouraged. Each year staff members attend local, state and national conferences.

At the end of the school year, one day is scheduled to evaluate and assess the data from the past year and to start making plans for the next school year.

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **9** Test **Ohio Proficiency Test**
Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March*	March*	March*	March*	March*
SCHOOL SCORES					
% At or Above Proficient	100	99	99	100	98
Number of students tested	70	71	81	84	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/C	N/C	N/C	N/C	N/C
Percent of students alternatively assessed	N/C	N/C	N/C	N/C	N/C
SUBGROUP SCORES					
1. Economic Disadvantage					
% At or Above Proficient	100	100	100	N/R	N/R
Number of students tested	<10	<10	<10	N/R	N/R
2. Students with Disabilities					
% At or Above Proficient	100	83	67	N/R	N/R
Number of students tested	<10	<10	<10	N/R	N/R
3. White					
% At or Above Proficient	100	99	99	100	98
Number of students tested	70	70	81	84	83
STATE SCORES					
% At or Above Proficient	96	94	95	94	94

* Grade 9 Reading Proficiency Test taken at the 10th grade

Subgroups, namely economically disadvantaged and students with disabilities, do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

N/C: Not calculated. Does not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

N/R: Data was not a reporting requirement by state during this year.

The table above reflects Ohio's assessment categories and terminology. It does not include information on exempt students.

An alternate assessment demonstrates that a student has met Individual Education Plan (IEP) goals, using evidence-based materials. A collection of student-produced work is compiled by the local school district, and then scored by state-mandated examiners.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **9** Test **Ohio Proficiency Test**
 Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March*	March*	March*	March*	March*
SCHOOL SCORES					
% At or Above Proficient	99	96	96	96	89
Number of students tested	70	79	81	84	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	N/C	N/C	N/C	N/C	N/C
Percent of students alternatively assessed	N/C	N/C	N/C	N/C	N/C
SUBGROUP SCORES					
1. Economic Disadvantage					
% At or Above Proficient	100	83	100	N/R	N/R
Number of students tested	<10	<10	<10	N/R	N/R
2. Students with Disabilities					
% At or Above Proficient	100	83	17	N/R	N/R
Number of students tested	<10	<10	<10	N/R	N/R
3. White					
% At or Above Proficient	99	95	96	96	89
Number of students tested	70	70	81	82	83
STATE SCORES					
% At or Above Proficient	85	82	83	81	80

* Grade 9 Mathematics Proficiency Test taken at the 10th grade

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The table above reflects Ohio’s assessment categories and terminology. It does not include information on exempt students.

An alternate assessment demonstrates that a student has met Individual Education Plan (IEP) goals, using evidence-based materials. A collection of student-produced work is compiled by the local school district, and then scored by state-mandated examiners.

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **10** Test **Ohio Graduation Test**
 Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Tenth-Grade Reading Graduation Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	81	
% At Advanced	56	
Number of students tested	74	
Percent of total students tested	100	
Number of students alternatively assessed	N/C	
Percent of students alternatively assessed	N/C	
SUBGROUP SCORES		
1. Economic Disadvantage		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	80	
% At Advanced	40	
Number of students tested	<10	
2. Students with Disabilities		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	60	
% At Advanced	40	
Number of students tested	<10	
3. White		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	81	
% At Advanced	56	
Number of students tested	74	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	89	
% At or Above Proficient	79	
% At or Above Accelerated	53	
% At Advanced	27	

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N/C: Not calculated. Does not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

The table above reflects Ohio's assessment categories and terminology. It does not include information on exempt students.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **10** Test **Ohio Graduation Test**
 Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Tenth-Grade Mathematics Graduation Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	93	
% At or Above Accelerated	53	
% At Advanced	22	
Number of students tested	72	
Percent of total students tested	100	
Number of students alternatively assessed	N/C	
Percent of students alternatively assessed	N/C	
SUBGROUP SCORES		
1. Economic Disadvantage		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	80	
% At or Above Accelerated	20	
% At Advanced	0	
Number of students tested	<10	
2. Students with Disabilities		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	80	
% At or Above Accelerated	40	
% At Advanced	20	
Number of students tested	<10	
3. White		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	93	
% At or Above Accelerated	53	
% At Advanced	22	
Number of students tested	72	
STATE SCORES		
% At or Above Limited	100	

% At or Above Basic	83	
% At or Above Proficient	68	
% At or Above Accelerated	38	
% At Advanced	18	

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