

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet:** Type of School: [ ] Elementary [ ] Middle [ x ] High [ ] K-12 [ ] Charter

Name of Principal: Mr. Steven M. Andersson {REVISED 3/30/07}  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other, as it should appear in the official records)

Official School Name: Grandview Heights High School  
(As it should appear in the official records)

School Mailing Address: 1587 West Third Avenue  
(If address is P.O. Box, also include street address.)

Columbus Ohio 43212-2825  
City State Zip Code+4 (9 digits total)

County: Franklin State School Code Number: 014100

Telephone ( 614 ) 481-3620 Fax ( 614 ) 485-1067

Web site/URL: www.grandviewschools.org E-mail: sandersson@grandviewschools.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. Ed O'Reilly  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Grandview Heights City Schools Telephone: ( 614 ) 481-3600

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

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.

\_\_\_\_\_  
(School Board President's Signature) Date \_\_\_\_\_

## **Part I - Eligibility Certification**

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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 2006-2007 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 2001 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

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All data are the most recent year available.

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

1. Number of schools in the district:      2 Elementary schools  
                                                                  1 Middle schools  
                                                                  0 Junior high schools  
                                                                  1 High schools  
                                                                  0 Other
- 4 TOTAL
2. District Per Pupil Expenditure:      \$11,737
- Average State Per Pupil Expenditure: \$9,356

**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. 5 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	62	46	108
2				10	48	54	102
3				11	53	51	104
4				12	58	42	100
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>414</b>

6. Racial/ethnic composition of the school: 94 % White  
1 % Black or African American  
2 % Hispanic or Latino  
1 % Asian/Pacific Islander  
2 % 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: 1 %

[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	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	414
(5)	Total transferred students in row (3) divided by total students in row (4)	.012
(6)	Amount in row (5) multiplied by 100	1.207

8. Limited English Proficient students in the school: 0.2 %  
1 Total Number Limited English Proficient  
Number of languages represented: 1  
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 8

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.



14. Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>100</u>
Enrolled in a 4-year college or university	<u>84%</u>
Enrolled in a community college	<u>2%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>9%</u>
Military service	<u>3%</u>
Other (travel, staying home, etc.)	<u>0%</u>
Unknown	<u>2%</u>
<b>Total</b>	<u>100 %</u>

## Part III – Summary

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Grandview Heights is a middle class suburban residential community located in northwest Columbus, Ohio, with a population of 8,000 and an area of 2.25 square miles. The majority of its residents are professional, business, and skilled workers. Included in the district is the Village of Marble Cliff. Grandview Heights High School is a four-year comprehensive high school with an enrollment of 414 students. The school is fully accredited by the State of Ohio Department of Education. The teacher/pupil ratio is 1:16. The average faculty level of experience is 13 years, with 67% holding advanced degrees. School is in session 185 days per year, with the school day running from 8:00 a.m. to 3:00 p.m. GHHS has been rated “Excellent” by the Ohio Department of Education and qualified as a School of Distinction in both 2004-2005 and in 2005-2006. The curriculum at GHHS is diverse and comprehensive, and includes college preparatory, vocational and occupational programs. Twenty-one credits are required for graduation and must include: 4 English, 3 Math, 3 Science, 1 American History, 1 Government and Economics, 1 World History, ½ Geography, and 1 Health/Physical Education. Honors courses are available in English, Biology, Earth Science, Advanced Chemistry, Geometry, Algebra 2, Pre-Calculus, French 5 and Spanish 5. Advanced Placement courses are offered in English Language and Composition, English Literature, Calculus, American History, and Art. Accelerated courses are available in Mathematics and Foreign Language. During the past twenty years, 55-60% of graduating seniors participate in the American College Testing program with an average composite score of 23/24 consistently. The class of 2006 participated in the new SAT with 64% testing. The average scores were 577 in reading, 584 in math, and 553 in writing. Historically, 1-3% of the graduating seniors have been National Merit scholars. Approximately 80% of Grandview graduates continue some type of formal education, with 65% attending a four-year university. In 2003 we held strategic planning sessions and established “To maximize and personalize each student’s education” as our mission statement. Since then we have focused our professional development and curriculum revisions around those tenets.

## Part IV – Indicators of Academic Success

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1. **Assessment Results:** Grandview Heights High School measures student achievement in reading and mathematics to a large extent by student performance on the Ohio Graduation Tests. These tests, begun in 2004, measure student achievement in all core disciplines near the end of the 10<sup>th</sup> grade year. In mathematics, the tests reveal student achievement in the areas of number sense, measurement, geometry, algebra, and data analysis. In reading, student achievement is revealed in the areas of vocabulary acquisition, the reading process, and in reading literary, informational, technical, and persuasive texts. Passing these tests is a requirement for graduation in the state of Ohio, and the complete results are posted at [www.ode.state.oh.us](http://www.ode.state.oh.us).

After reviewing the results from the 2004 and 2005 tests, we see that Grandview Heights High School ranked near the very top of Franklin County, Ohio, public high schools. Our passage rates have exceeded 95% on every test, and upon close inspection, most of our students pass in the highest two categories, out of a possible five categories (advanced, accelerated, proficient, basic, and limited). To draw an analogy, let us assume that our students need a C (proficient) to pass the Ohio Graduation Tests, on the traditional A through F scale. Most of our students are passing with an A (advanced) or a B (accelerated). That our students not only pass, but with very high marks, has given Grandview the highest school rating possible (“Excellent”) by the Ohio Department of Education for at least the past four years.

Other measures exist as well. For our older students, we look at results from such tests as the SAT, ACT, and the Advanced Placement. This gives us state and national benchmarks to compare, and each year, Grandview achievement far exceeds that of the state and national averages. Even on the new writing portion of the SAT our students have proven their continued excellence in new challenges, scoring above the state and national averages on this test as well. We offer two English and one calculus AP examinations, and each year over 70% of our students have scored well enough to receive college credit for their work in high school.

2. **Using Assessment Results:** The Ohio Graduation Tests are closely linked to the material covered in Ohio’s Academic Content Standards, a statewide curriculum guide. The specific feedback we receive about these tests identifies what academic standard, and more specifically, which benchmark the question addresses. The results show us how many students answered each question right or wrong, and what standards and benchmarks the questions address. Thus we can look for “weak spots” in our curriculum or in classroom teaching. When our teachers review the tests and answers, we look for low passing percentages on the questions, and then consider what academic standards and benchmarks they represent. We ask ourselves whether that material was covered extensively enough in class, or whether it may have been a case of the students not remembering what was covered. During our first year’s review of the Ohio Graduation Tests, it became apparent across the disciplines that more work was needed in extended written answers, and so we stressed in daily class work and in summative tests the need to have students write at length in order to practice expressing complex thoughts. We look at this data every year for trends in our teaching and curriculum, keeping in mind, though, that our cohort of testers changes all the time.

3. **Communicating Assessment Results:** Generally Grandview shares its achievement data with parents and the public in a number of ways. Some of the publicity is prepared for us by our state department of education. The state of Ohio publishes local “report cards” for each school

district in Ohio, including achievement test results, attendance, and graduation rates. Local newspapers then publish these results for all to read. The local report cards are available at [www.ode.state.oh.us](http://www.ode.state.oh.us). In greater Columbus there is the one large urban district surrounded by sixteen suburban districts, a setting that generates much discussion about the impact of community on school results. The school itself mails out the family reports, prepared by the Ohio Department of Education, for each child, with a cover letter explaining some general trends. We also report the general results in our monthly online newsletter ([www.grandviewschools.org/pdfs/harb](http://www.grandviewschools.org/pdfs/harb)), and verbally report on test results to the Board of Education. We are careful to note any trends we observe and take into consideration the possible reasons for results that are dissimilar to what we have seen before.

4. **Sharing Success:** As proud as we are of Grandview's results, we often wish for more time to network with colleagues in other schools about best practices. Two years ago I took a team of teachers to an Ohio Graduation Test conference in Columbus, where we did have a formal setting to discuss classroom best practices with other colleagues. At professional development opportunities requested by individual teachers, we are able to discuss what we do with our students and how that work leads to student success. Last year we received a second Schools of Distinction award from our state superintendent for excellent work with special education students. Our school was profiled and our practices displayed at [www.ohioleadership.org](http://www.ohioleadership.org). This exposure gives web users the chance to read about how we teach and reach students in Grandview. This year we are exploring ways to use emerging technology to teach students and discuss best practices. At one staff professional development session we invited staff from Instructional Technologies of Ohio to introduce educational uses of blogs in the classroom. Some of our teachers enjoy trying these new ways to reach students and distant colleagues, and we hope to see more professional discourse with this electronic format.

## Part V – Curriculum and Instruction

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**1. Curriculum:** Beginning in 2001 the Ohio Department of Education began to issue statewide Academic Content Standards that became for many disciplines the basic expectations for material students were to master. Grandview’s curriculum is largely based on these standards, which we consider minimum requirements for students. As the standards emerged, we conducted a curriculum mapping during which teachers read carefully through the standards, and noted where during their classes the standards were (or were not) covered. Following that, we aligned our school’s curriculum with the expectations of Ohio’s academic content standards in cooperation with the lower grades in our district, thus ensuring that our students were engaged with the curriculum that the state expects us to follow. What follows is a listing of Ohio’s academic standards in several core curricular areas.

Ohio’s Academic Content Standards in English language arts are made up of ten standards: Phonemic Awareness, Word Recognition and Fluency Standard, Acquisition of Vocabulary, Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies, Reading Applications: Informational, Technical and Persuasive Text, Reading Applications: Literary Text, Writing Process, Writing Applications, Writing Conventions, Research, Communication: Oral and Visual. Ohio’s academic content standards in mathematics are made up of six standards: Number, Number Sense and Operations, Measurement, Geometry and Spatial Sense, Patterns, Functions and Algebra, Data Analysis and Probability, Mathematical Process. Ohio’s Academic Content Standards in science are made up of six standards: Earth and Space Sciences, Life Sciences, Physical Sciences, Science and Technology, Scientific Inquiry, Scientific Ways of Knowing. Ohio’s Academic Content Standards in social studies are made up of seven standards: History, People in Societies, Geography, Economics, Government, Citizenship Rights and Responsibilities, Social Studies Skills and Methods.

Our curriculum is not limited to the core disciplines. At Grandview we offer a comprehensive and rigorous program of arts and foreign language. Ohio’s Academic Content Standards in fine arts are made up of five standards: Historical, Cultural, and Social Contexts, Creative Expression and Communication, Analyzing and Responding, Valuing Music/Aesthetic Reflection, and Connections, Relationships, and Applications. Ohio’s Academic Content Standards in foreign language are made up of five standards: Communicate in languages other than English, Gain knowledge and understanding of other cultures, Connect with other disciplines and acquire information, Develop insight into the nature of language and culture, Participate in multilingual communities and cultures at home and around the world.

**2b. (Secondary Schools) English:** At Grandview Heights High School the English language curriculum follows the general standards listed above. Within those standards, the state prescribes grade-level benchmarks and indicators to demonstrate that students have mastered minimum expectations during every year of high school. Students who are identified at-risk or in need of special education services are scheduled, upon their high school matriculation, in the most appropriate classroom for their skill level. Some students are given coursework in special education resource classrooms that have only five or six students with a teacher. Others are mainstreamed in regular education language arts classrooms and receive supplemental tutoring from the special education department. Students who do not qualify for special education

services find support in a special Grandview program which, during the junior and senior year, focuses on job-related skills and which gives academic credit for work done in after school jobs. In school, the students focus on basic skills, especially reading and language arts, in order to prepare them for their life beyond high school. Reading is a fundamental skill, upon which all other areas of academic achievement depend. At Grandview we regard a student's acquisition of adequate reading skills of vital importance, and so we differentiate our instruction to ensure that every level of learner receives the needed practice.

**3. Additional Curriculum Area:** At Grandview Heights High School we have made repeated efforts to have our students use computer technology as part of their daily learning. We changed one faculty position in 2003 from that of computer teacher to that of integration technologist, and with that change a shift in our expectations for classroom teachers. No longer is the computer lab a separate room to travel to learn basic computer work. Instead, mobile carts of laptops go into classrooms where students research information and produce electronic reports. Our shift in curricular focus is supported by Ohio's Academic Content Standards, which make computer technology an academic discipline unto its own, composed of seven standards: The Nature of Technology, Technology and Society Interaction, Technology for Productivity Applications, Technology and Communication Applications, Technology and Information Literacy, Design, and the Designed World. On a national level, technology literacy was required of all students by the end of eighth grade by The Elementary and Secondary Education Act, beginning in 2005. This means that basic or introductory technology concepts are addressed in grades K-8, with more advanced work done in high school. The Grandview Heights City Schools were two years ahead of this curve.

**4. Instructional Methods:** One best practice among educators for the past several years has been differentiating instruction to meet the needs of all student learning styles. We are fortunate in our small high school to know our students personally and individually, and to have the devotion to change our teaching styles to effect high student achievement and progress. Our teachers are familiar with and have utilized Howard Gardner's Multiple Intelligences and Benjamin Bloom's Taxonomy of levels of abstract thinking to help understand their students' needs and to present class material at developmentally appropriate levels. While students still receive some basics via lecture, we encourage our teachers to become facilitators as the students themselves conduct research, and then become the teacher to their fellow students, presenting material that would have been given by teachers in an earlier model of teaching. Active learners become better learners. Another initiative in our instructional methods came from our Ohio Graduation Tests. Those results revealed that we could improve student achievement by having our students write extensively across all academic disciplines. This conclusion has been reached in recent and compelling education research, such as Douglas Reeves' *The Learning Leader*. Accordingly we have encouraged our teachers to have the students do more writing in their daily work to improve their critical thinking skills. Even though this means more work for teachers in the areas of preparation and grading, we realize that our students benefit from rigorous work. This year we are studying Value-Added Analysis, a dimension of measuring student achievement and progress.

**5. Professional Development:** Grandview's Professional Development program was articulated in broad terms in its 2003 Strategic Plan, which called for a focus on improvement in

the teaching of reading and mathematics. These focal points came directly from the emphases advocated in the No Child Left Behind program. With those priorities in mind, we led teachers through a curriculum mapping of Ohio's Academic Content Standards. Based loosely on the model of Heidi Hayes Jacobs, our teachers read thoroughly through the Standards and "mapped" where during their class the Standards were covered. We made adjustments as needed to include material that was not being taught or was taught out of the recommended sequence. In order to implement those Standards in the best way, we undertook a year of planning standards-based unit plans and assessments. This year we are studying a version of William Sanders' Value-Added Analysis, a dimension of measuring student achievement and progress that will be included on next year's local report card. On the horizon, we envision implementing Understanding by Design (UbD), a framework for designing curriculum units, performance assessments, and instruction that will lead our students to a deeper understanding of the course content. As we explore and implement new initiatives in professional development, we carefully measure their impact on student achievement, and modify it to best meet the needs of Grandview's students. The efficacy of any professional development depends on sensitive knowledge of our students and their needs. That coupled with the willingness of teachers to stretch their teaching techniques ensures that professional development will lead to improving student achievement.

## Part VII – Assessment Results

<b>Subject: Reading</b>	<b>Grade: 9th</b>		<b>Test: Ninth-grade Ohio Proficiency Test</b>		
<b>Edition/Publication Year: 2002-2003</b>			<b>Publisher: Ohio Department of Education</b>		
	<b>School Year (March Testing)</b>				
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>% At or Above Below Proficient</b>	No Test	No Test	No Test	100%	100%
<b>% At Proficient</b>	No Test	No Test	No Test	97%	96%
# students tested				105	98
percent of total students tested				100%	100%
# students alternatively assessed					
percent of students alternatively assessed					
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Economically Disadvantaged					
<b>% At or Above Below Proficient</b>	No Test	No Test	No Test	100%	100%
<b>% At Proficient</b>	No Test	No Test	No Test	93%	80%
# students tested				14	10
Students with Disabilities					
<b>% At or Above Below Proficient</b>	No Test	No Test	No Test	100%	100%
<b>% At Proficient</b>	No Test	No Test	No Test	95%	86%
# students tested				21	21