

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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Nancy M. Striebich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Indian Hill High School
(As it should appear in the official records)

School Mailing Address 6865 Drake Road
(If address is P.O. Box, also include street address.)

Cincinnati Ohio 45243-2737
City State Zip Code+4 (9 digits total)

County Hamilton State School Code Number* 01730

Telephone (513) 272-4550 Fax (513) 272-4557

Web site/URL http://www.ih.k12.oh.us/hs/ E-mail: striebin@ih.k12.oh.us

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

District Name Indian Hill Exempted Village School District Tel. (513) 272-4500

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. Tim Sharp
(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/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application 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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 1 Other (Primary School)
- 4 TOTAL
2. District Per Pupil Expenditure: \$12,559
 Average State Per Pupil Expenditure: \$9,386

SCHOOL

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. 1 Number of years the principal has been in her/his position at this school.
 5 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	84	90	174
2				10	100	77	177
3				11	97	91	188
4				12	107	105	212
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							751

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|------------|----------------------------------|
| <u>85</u> | % White |
| <u>7</u> | % Black or African American |
| <u>NC</u> | % Hispanic or Latino |
| <u>8</u> | % Asian/Pacific Islander |
| <u>NC</u> | % 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: 9%

[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	47
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	66
(4)	Total number of students in the school as of October 1	759
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0869
(6)	Amount in row (5) multiplied by 100	8.69

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

Number of languages represented: 6
Specify languages: Serbian, Thai, German, Chinese, Wolof and French

9. Students eligible for free/reduced-priced meals: 2%
Total number students who qualify: 18

10. Students receiving special education services: 8 %
62 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>2</u> Orthopedic Impairment
<u>2</u> Deafness	<u>25</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>*</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

*Note that for State of Ohio purposes, Deafness and Hearing Impairment are listed together.

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>2</u>	<u>1</u>
Classroom teachers	<u>42</u>	<u>16</u>
Special resource teachers/specialists	<u>6</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>9</u>	<u>-</u>
Total number	<u>63</u>	<u>21</u>

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 14:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95 %	96 %	96 %	95 %	96 %
Daily teacher attendance	96 %	95 %	96 %	96 %	96 %
Teacher turnover rate	12 %	5 %	6 %	4 %	2 %
Student dropout rate (middle/high)	0.6 %	2 %	1 %	1 %	3 %
Student drop-off rate (high school)	0%	0%	0%	0 %	0 %

In each of the past five years the graduating class size has exceeded the size of that group that entered as 9th graders resulting in a “drop in” rate, even with drop out students taken into consideration.

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

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

Graduating class size	<u>182</u>
Enrolled in a 4-year college or university	<u>97</u> %
Enrolled in a community college	<u>0.5</u> %
Enrolled in vocational training	<u>0.5</u> %
Found employment	<u>1</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0.5</u> %
Unknown	<u>0</u> %
Total	100 %

PART III - SUMMARY

THE SCHOOL AND COMMUNITY

Indian Hill High School is a four-year high school enrolling 753 students. The senior Class of 2007 consists of 213 students. The school is located in suburban Cincinnati in a predominantly upper-middle to high-income residential community of approximately 14,000 people. The school community reflects a long tradition of support for academic and cultural achievement. Indian Hill High School is the recipient of the U.S. Department of Education Award of Excellence and is accredited by the North Central Association of Secondary Schools and the Ohio Department of Education. Recognized in *Newsweek* in 2006 as one of the nation's top high schools and ranked #68 nationally based upon *Newsweek's* & Jay Matthews' Academic Index for AP exams taken. The school was also ranked even higher (#29 in the nation) by Matthews for the number of graduating seniors who scored at a 3 or higher on at least one AP exam. Indian Hill had 39 AP Scholars last year. There are 66 faculty and professional staff members of whom 72 percent have masters degrees or higher.

Our Statement of Purpose begins with an all encompassing statement: The Indian Hill School District is a community of learners, dedicated to the intellectual development, personal growth and social responsibility of each student. Followed by our Statement of Beliefs delineated by the following statements:

We believe in a community of learners that supports the dignity and growth of all its members, including students, staff, and parents. In a community, members work together for the common good, display concern for others, and respect differences.

We believe in inquiry as the key educational enterprise, encompassing curiosity, love of learning, intellectual discipline, core knowledge and skills, and the search for meaning.

We believe in the individual as a changing person, capable of learning and growing throughout life.

We believe that responsible citizens apply what they know for the benefit of others through service, leadership, and active participation.

We believe we must prepare ourselves to live and work in a context of constant change: technology, global interdependence, and cultural diversity transform our present, providing crucial opportunities to shape the future.

These five beliefs guide our statement of purpose, our vision for the District, and our goals for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

In determining student success and eligibility for the Blue Ribbon consideration, our principal criteria are based on the Ohio Graduation Tests (OGT) instituted in 2001 and its predecessor, the Ohio Proficiency Tests. The Indian Hill Class of 2007 is the first class responsible for fulfilling the requirements for all five sections (Reading, Writing, Math, Science, and Social Studies) in order to graduate. A score of 400 is considered “Passing”. Levels from lowest to highest are: Limited, Basic, Passing, Accelerated, and Advanced. Some scores represent the Ohio Ninth Grade Proficiency Tests (OPT) which were a graduation requirement through the Class of 2006. The OPT was designated as simply a Pass or Fail system in five areas.

The purposes of the OGT are to:

- Ensure that students who receive a high school diploma demonstrate at least high school levels of achievement;
- Measure the level of reading, writing, mathematics, science and social studies skills expected of students at the end of the 10th grade;
- Meet federal requirement for high school testing.

Previous to the institution of the OGT, Ohio had a set of Proficiency Tests required for graduation. The Ohio Graduation Tests are a more rigorous measure of students’ high school achievement and have replaced the Ohio Ninth-Grade Proficiency Tests (OPT), effective with the graduating class of 2007. The OGT measures a student’s performance on Ohio’s academic content standards; whereas, the OPT simply measured learning outcomes expected of students. There were no academic content standards prior to the OGT.

For more information on Ohio’s and the State Report Card, see the Ohio Department of Education website (<http://www.ode.state.oh.us>)

The State of Ohio has a set of criteria to analyze each school under its jurisdiction. A variety of indicators are used to measure a school’s progress. These include the results of state wide tests such as the OGT and OPT as well as attendance and graduation rates. Indian Hill High School has earned the highest designation of “Excellent” since the inception of the State Report Card nine years ago, meeting or exceeding all 12 indicators.

Due to the hard work of our community (students, parents, and staff), our scores on both the OPT and OGT have remained high throughout the life of the test. While we do not have sufficient numbers to differentiate by most subgroups, our students with Learning Disabilities come out as a separate report. We are pleased to see that the difference between this subgroup and our population as a whole is not significant. Due to the dedication of the students and staff, success is met in numbers close to our school population as a whole:

		School	Students with Disabilities
% At or Above	Proficient	99%	93%
	Accelerated	85%	57%
	Advanced	52%	29%

Those students found to be Limited or Basic (the scores below graduation levels) retook the test the following fall, and the Proficient level for Students with Disabilities rose to 98 percent.

2. Using Assessment Results

Assessment results are shared on many levels. Our High School Instructional Leader Team (I-Team), made up of the heads of each subject department, receives a report from the Assistant Principal on performance levels on a variety of standardized tests. The Ohio Graduation Tests mentioned above (as well as the previous Ohio Proficiency Test earlier) as well as the Stanford Achievement Test, PLAN (Pre ACT exam for sophomores), PSAT (Pre SAT), SAT, and American College Test (ACT) are reviewed and analyzed by the I-Team. The I-Team uses this data to help establish school wide goals to address overall student concerns, as well as to improve performance on the OGT and student achievement across the entire curriculum. This analysis includes overall student body performance as well as by learning groups (OGT failures, Ethnic Groupings, Limited English Proficiency students, grade level performance etc). I-Team members share this data with their departments where it is used in conjunction with other data including that from professional organizations and district wide satisfaction surveys of important stakeholders; to align curricula; and to enhance learning for all learners; and to intervene with low performing groups. The OGT and other standardized testing results are used to insure that the school meets the Adequate Yearly Progress as mandated by the State of Ohio. This data is published in the State of Ohio Annual Report Card for all Ohio schools.

Curriculum decisions are made from the analysis of the data. Departments use group data to establish new courses to help at any stratum of students. Recently this has led to an incorporation of an OGT Math Concepts class for students identified with areas in need of strengthening. Data also has led to a school wide goal concerning Writing Across the Curriculum (taken from data on the PSAT Writing tests and WRAP scores). Other classes have been added to embrace the needs of those looking for greater challenges such as an AP Environmental Science class (added to three other AP Science classes), an AP Statistics class (in addition to AP Calculus AB & BC). Classes have also been added for student interest and edification such as Computer Programming and AP Music Theory.

Teachers use any or all data to guide students through their class in conjunction with school wide curriculum goals and recent school wide professional development efforts in "Differentiated Instruction" and "Meeting the Needs of the Reluctant Learner." Performance results are used by individual teachers and counselors to guide students into classes which best fit their needs and interests. Scores alone are never a sole determining factor of class choice. Career interest surveys are gathered through a sequential program in each grade. Teachers are willing recruits to help students prepare for all standardized tests and work individually with students who need remediation as well as encouraging those who may be reluctant to try an advanced course. We are currently working on developing a database to make all testing data available to teachers in a more ready fashion.

3. Communicating Assessment Results

Indian Hill High School uses a wide variety of methods to communicate the pride we have in the achievements of our students.

The State of Ohio has a set of criteria to analyze each school under its jurisdiction. A variety of indicators are used to measure a school's progress. These include the results of state wide tests such as the OGT and OPT as well as attendance and graduation rates. These scores are annually reported by the State of Ohio through district and school building report cards which are distributed to faculty, staff, and parents. The Indian Hill School District also produces an Annual Report which details the results of most standardized testing completed by the district as well as ongoing or new programs designed to improve the education of the students in Indian Hill Schools. This publication is also mailed to every household in the district at the beginning of each school year.

Statistics for the State Report Card as well as numerous others such as PLAN or PSAT results are celebrated at High School faculty meetings, and meetings of the Parent-Teacher Organization, after initial kudos are expressed at the local Board of Education meeting. Each spring the school holds an Under Class Awards Ceremony celebrating a wide variety of student accomplishments including certificates based on GPA designations through in-house subject related awards, to regional winners at clubs or art competitions and

noteworthy College Book awards. The Senior Celebration of Excellence is an evening program open to the public where we shine the light on the plethora of awards won by all of our seniors, 98 percent of which go on to a four year university. Individual accolades won through the year are pointed out while also acknowledging a variety of designations won through outside agencies. These include National Merit Qualifiers (10 percent of our graduates in 2007), the Ohio Diploma with Honors (consistently earned by over 50 percent of our graduates), Advanced Placement Scholars (39 last year in a class of 182), and nationally based President's Award for Educational Excellence and President's Award for Academic Achievement (over 40 percent of our graduates over each of the past five years).

PLAN, PSAT, and OGT results are shared with students by counselors and faculty through small group sessions to explain the scores and their meanings. Evening sessions are provided by the Counseling Department for an explanation of scores to parents. Parents are also strongly encouraged to contact counselors for one-on-one sessions concerning many aspects of student life including an explanation of grades and test data. In addition, individual students who may not have passed all five sections of the OGT are met with privately to develop a plan for remediation.

Parents receive a mailing of the OGT results both as an individual report for their child and for overall results for the district and school. Information on a variety of student successes, whether from group test data or individual accomplishments, is sent to local print and audio media to publish reports for the general community. The principal publishes a monthly newsletter, *Smoke Signals*, which highlights school awards and accomplishments. This newsletter is sent electronically to email subscribers and posted on our webpage: <http://www.ih.k12.oh.us/hs/>.

4. Sharing Success

Indian Hill is proud to share its model for success on many levels. Administrators, counselors, and teachers all belong to local consortiums designed to share ideas and strategies with neighboring districts. Several of our teachers are presenters at national AP Conferences, training new and experienced teachers in the fields of Science, English and History. Indian Hill has been happy to host educators from other districts to collaborate on an improved curriculum. Just recently, Granville High School called and will send five members of their Science department here to observe our Science teachers. West Clermont District is going to send their AP Physics teacher here to spend time with Pat Carroll, our Siemens Awards Nominee, for his work with AP Physics. One of our Latin teachers was nominated by Ohio Department of Education to serve on a Foreign Language Advisory Council.

Since our successes are published by others (*Newsweek* Magazine for our AP Challenge Index ranking us in the Top 100 High Schools in the US, or OGT scores published in local newspapers as provided by the State of Ohio), we field numerous calls from educators and researchers concerning our programs. In the past year alone, several local districts have called to enquire about various aspects of our curriculum including foreign language and art. *The Wall Street Journal* and *Time* magazine have called to get background information on the College Admission Process and our AP successes. Neighboring districts contact our various departments when establishing or revising their programs, citing us as benchmark school. Sycamore Schools in Cincinnati has used this method to analyze their Foreign Language and Social Studies offerings

Numerous teachers have been presenters at local, state wide, and national professional organizations including the National Council for the Teachers of English and the National Association of College Admissions Counselors.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Indian Hill High School's curriculum is based upon the high expectations set by faculty with input from our community and is designed to meet the needs of the variety of learners in our building. Over 99 percent of our graduates pursue higher education and the coursework is set to prepare them for that experience as well as meet the needs of every student. Preparation begins in the Middle School where students can be recommended for enrollment in high school math courses. Our foreign language sequence also begins in the Middle School with Spanish, Latin and French in grades 7 & 8, constituting the first year in a high school Foreign Language course. High School counselors work in tandem with Middle School Counselors to assure a proper transition. This contact begins early in the last semester of Grade 8. Counselors stay with their charges through high school to maintain a steady relationship with students and their families.

Most core subject areas have two levels for students to select from but all receive the same diploma. After Grade 10, students do have the option to pursue a Vocational Training Program through the Great Oaks Vocational Campuses. Credits are required in each of the fields described below for a total of 22 credits for graduation. Most of our students exceed the minimum requirements considerably. Our varied co and extra curricular activities show that learning is not limited to the classroom.

The use of electronic applications is growing rapidly throughout our school. The web based program known as Blackboard allows teachers to post homework assignments, power point presentations, and class notes. This service also allows students to submit work electronically or to 'blog' with classmates about an assignment. Teachers use projectors and screens to show lessons in class as well as multimedia approaches such as sound and film. Laptop technology allows teachers to project a written lesson and simultaneously save it to be posted to Blackboard later.

The **English** program requires 4.5 credits toward graduation. Classes are mandated in each of the four years of study, with a semester of Speech also required. Classes are offered on two levels, College Preparatory and Advanced. In the junior year, the advanced sequence becomes Advanced Placement English Language and Composition and continues into the senior year with Advanced Placement Literature and Composition. Electives include The Novel, Introduction to Film Analysis, and Creative Writing. Critical reading, writing, grammar and literary analysis are encompassed in all English classes. Each year, students must successfully complete research projects with acceptable completion of the senior year Literary Specialist Paper required for graduation. In 2006, 90 juniors and 81 seniors sat AP English exams. Skills are honed through real world applications in our literary magazine, newspaper, and yearbook. The Department runs a monthly book club for students, staff, and parents.

Students must complete the second level of a **Foreign Language**. Languages currently offered are French, Latin, and Spanish. All three are offered through the highest level of Advanced Placement exam in each field. In addition, each language is now offering differentiated classes to fulfill the needs of the struggling learner. Latin IA and IIA were designed in particular to give students with learning disabilities a firm language curriculum. Spanish and French programs have recently followed suit. The Foreign Language department infuses the exploration of writing, reading, and oral aspects of the language. After level two, only the target language is used in the classroom. AP exams were taken in all three languages by 45 students. Clubs exist for each language and students participate in the local and national Latin competitions.

Social Studies is also a four year commitment at IHHS. All freshmen take World History and all sophomores take American History. Juniors may pick from three offerings, AP US History, AP European History, and Non Western World History. Seniors take a semester of US Government and must have a second semester Social Studies chosen from Contemporary American Politics, State and Local Government, Psychology, Economics, and AP Government and Politics. Seniors may also fulfill this requirement through year long electives in AP Economics or one of the AP History courses not previously taken. Community service involvement is required for the completion of the Social Studies grade. Social Studies classes at IHHS are used

as a portal to understand the world as a whole and a citizens' place in it. Oral and written research projects are required at every level. In 2006, 188 AP exams were taken in Social Studies. Clubs exploring Social Studies include Junior Statesman Association, Model United Nations, Young Democrats, Young Republicans, and Mock Trial. Socially centered groups focusing on the service aspect include Key Club, SOTENI, and the Linus Project.

Mathematics, as a program, is highly differentiated at IHHS. Students are required to have 3 credits but are highly encouraged to take at least four if college bound. Some students begin taking High School math courses in the Middle School. Classes (in rising order of difficulty) include Integrated Math III, Algebra I, Geometry Concepts and Applications, Geometry, Algebra Concepts and Applications, Algebra II Advanced Algebra II, Precalculus, Advanced Precalculus, Calculus, Math Analysis, AP Statistics, AP Calculus AB, AP Calculus BC and Multivariable Calculus. Over 90 percent of our graduates complete Algebra II. In 2006, 47 AP students sat an AP exam in Mathematics. Math skills are further explored through the Math Club and the American Math Society Test Competition.

Our **Science** offerings include Biology for all students in Grade 9, and Chemistry at Grade 10 (Applied, Regular or Advanced). In the upper grades the variety of interests and study levels are met by Environmental Science, Anatomy and Physiology, Chemistry Seminar, Watershed Studies and Advanced Placement Courses in Biology, Chemistry, Environmental Science, and Physics. Three full credits are required and over 96 percent take 4 or more. Modern labs and equipment allow for specialized education (such as crime scene techniques) and numerous field trips (a recent one to view open heart surgery) enhance the experience. In 2006, 173 AP Science exams were taken. "Hands on" experience occurs through our Earth Club.

Fine and Practical Art credits total 2.5 and must include a semester of Applied Technology. Some of our courses include tactual art (Drawing and Painting), Photography, Ceramics, Vocal Music, Instrumental Music, Computers, Business and Marketing, and Work and Family Life classes. Numerous 'hands on' opportunities exist from our own student run Cable TV networks (IHTN), plus 43 students doing job internships in our Marketing program, to our award winning Braves Marching Band, and yearly musical (Pow Wow).

Two semesters of **Physical Education** and one semester of **Health** are mandated by Ohio law. Students have the chance to pursue their physical education interests through several upper class PE electives.

Entire course description booklet available at:

<http://www.ih.k12.oh.us/HS/Coursebook/CourseOfferingBook.pdf>

2. English

The English curriculum at Indian Hill High School is dedicated to an exploration of literature as a useful stepping stone to an exploration of life. Numerous genres are incorporated to develop an appreciation of all forms of reading. These include, but are not limited to, poetry, prose, short stories, fiction, non fiction, news print media, and humor. Across the four years, students are introduced to multiple eras and national literatures. Grades 9 & 10 are handled thematically by topics such as prejudice or overcoming adversity. Grades 11 & 12 examine American Literature and then the Literature of the World. Grammar and vocabulary instruction are provided and extended in each course. Writing assignments are varied and individualized to student needs. Literary anthologies are supplemented by novels and photocopied materials. Portfolios are used to showcase students' work. Assessments include teacher grading and peer input. Round robins are used in a seminar approach to critique and improve student writing. Standards are drawn from nationally known organizations such as the Collegeboard (AP & SAT), National Council of the Teachers of English (NCTE) and Educational Testing Services (The WRAP rubric based on Six Traits).

English instructors are extremely generous with their time before, during, and after school to aid any student who is struggling. Two of our English instructors are certified as Reading Specialists and, even though they already have a full teaching load, often use these skills to accommodate students with needs. Our Special

Education Department cooperates with the English Department for all students who may need individual help. One member of our Special Education Department is also a certified English teacher.

English teachers also monitor Intervention Periods throughout the day. These periods may simply involve monitoring students studying on their own but often involve one on one interaction with students to help with their coursework, especially English related tasks such as reading and writing no matter the subject area involved. The school allows for an eighth period intervention (after school) to be included as a teaching assignment of one English teacher. The sole purpose of this class is to provide assistance to students seeking help with English related activities.

In addition, the English Department offers a variety of extracurricular activities meant to enhance the practical aspect of the applications of English. Teachers spend hours well beyond those requested to produce a student newspaper, the annual yearbook, and a literary magazine as well as coordinate a community book club.

3. Additional Curriculum Area – Mathematics

The Math Department at Indian Hill High School goes out of its way to insure mathematical preparedness of each and every student. A variety of courses are offered from the most basic level Integrated Math (Prealgebra) through the highest level available (Advanced Placement Calculus BC). Advanced courses are begun in the Middle School and the schedule is arranged so that gifted, younger students can take advanced high school classes.

Students who need extra help are embraced through a variety of approaches. Math classes are leveled in most mathematical subjects. As the change from Ohio Proficiency Tests to Ohio Graduation Tests approached, the department analyzed all needs and incorporated an OGT Math class elective specifically for those students targeted as having needs. Every student who received the extra help passed the OGT Mathematics Test on their first attempt. This class was offered in the first year of the OGT exam (2004-05) and is still one of our elective choices.

Math teachers are also very generous with their time before, during, and after school. In the same vein as described above for the English Department, teachers are assigned Intervention Periods during most periods of the day, as well as one who has an eighth period assignment.

The Math department has been at the forefront of integrating technology into the classroom. All math teachers have tablet notebook computers which act as mini smart boards that can project teacher notes or student work, and save that same work as a Word or PDF file to be linked to Blackboard for viewing at later times or by absent students. Graphing calculators are key components for many upper level classes. While textbook exercises still account for much of the work presented, experiential education exists in all classes. One recent Geometry class practiced patterns to produce a tableau which was sold for charity on eBay. This year, 10 seniors are participating in a college course on our campus in Multivariable Calculus.

4. Instructional Methods

Indian Hill High School, by its philosophy, is dedicated to the intellectual growth of each individual student. Each year, professional development efforts are designed to build on concepts to enhance these capabilities. Over the past three years, in-depth faculty work has been dedicated district-wide to “Differentiated Instruction” in order to support the development of all students. This year’s professional development has focused on personal and instructional techniques designed for the unmotivated student.

Each department not only uses a variety of classes over different levels to involve all learners, but they also use methods designed to reach all learners. The previously mentioned “Differentiated Instruction” has expanded the use of many methods. Teachers use the traditional lecture and note taking interaction but also build on that with research projects which are individualized for each learner beginning in the 9th grade. The Freshman Project is

coordinated through the Freshman Team to be a true “hands on” research activity, as well as an interdisciplinary event. Not only must students produce a quality paper but they must also develop a presentation for an audience of their peers and instructors. This “real life” approach continues throughout the four years at Indian Hill High School. As students mature the chance for discovery grows with them. A live television studio is used for technology purposes; senior marketing students must maintain an internship in the working world; students pursue classes unavailable to them here through college courses under the Post Secondary Education Option Program offered by the State of Ohio or even develop their own learning objectives through our Independent Study Option. Seniors are given the chance to show their growth in the Senior Project, a self designed research and field project done in the second semester of their senior year.

5. Professional Development

Our professional development program is a product of a school-wide vision emanating from our mission statement and developed by the Instructional Team in alignment with yearly goals. Each year the I-Team develops up to three school improvement goals and the yearly organized professional development program is designed around those goals.

The district allows teacher work days at various times throughout the year for training in fields related to the goals, and for departments to identify and prioritize goals of their own. One full day is given prior to the start of the school year with one half day in each of the 1st and 3rd quarters.

In addition, department and faculty meetings are arranged at set times and announced at the beginning of the year. These meetings are used for enhancement exercises such as interdepartmental sharing of writing exercises, techniques to deal with project based instruction, or development of common exams for one subject area. This year’s goals deal with more effective writing for all students, better communication throughout the community, and the development of more effective assessment techniques.

The I-Team meets on days before and after the school year, beyond the teaching contract. Not only are these days used for goal development but also for professional exercises which can then be shared with their department and other colleagues during the school year. Exercises in the past have included trust and team building activities, speakers on character education, and personal strengths analysis through StrengthsQuest for how to understand and connect the different strengths and personalities on our teams, the I-Team, Department Teams, and the whole school as a team.

The district has a generous reimbursement program for faculty to take college classes to enrich their individual professional development. The district also has funds set aside for teachers to attend conferences in their different subject areas. In some cases, the district pays the dues to professional organizations such as the College Board which will help the school as a whole.

The district supports teachers willing to earn National Board Certification. A Leave of Absence and a Sabbatical program are in place for instructors who wish to develop skills which can add to the overall school program. Many of our teachers serve as professional developers for other educators by giving presentations at local and national conferences such as for AP European History and English and the College Board.

Our professional development program enhances the learning and achievement of all of our students not only by contributing to better teaching and assessment methods, but in a better understanding of learning as whole and how to reach out to learners as individuals. Professional development has lead to programs such as the Freshman Team, in and after school intervention programs, and changes in curriculum such as layered language classes and our OGT math class. Each of these, and many more ideas and innovations lead to ways to improve student achievement.

PART VII - ASSESSMENT RESULTS

Subject: Reading	Grade: 9th	Test:	Ninth-grade	Ohio	Proficiency
Edition/Publication Year: 2002-2003		Publisher:	Ohio	Department	of Education
Indian Hill High School					
	School	Year	(March	Testing)	
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At Proficient	No Test	No Test	No Test	99%	100%
# students tested				177	154
percent of total students tested				100%	100%
# students alternatively assessed				0	0
percent of students alternatively assessed				0%	0%
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Asian/Pacific Islander					
% At Proficient	No Test	No Test	No Test	100%	100%
# students tested				14	11
Subgroups	<10	students	tested		
Economically Disadvantaged					
Students with Disabilities					
African American/Black					
Hispanic					
American Indian/Native Alaskan					
Multiracial					
Limited English Proficient					

Subject: Mathematics	Grade: 9th	Test:	Ninth-grade	Ohio	Proficiency
Edition/Publication Year: 2002-2003		Publisher:	Ohio	Department	of Education
Indian Hill High School					
	School	Year	(March	Testing)	
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At Proficient	No Test	No Test	No Test	98%	94%
# students tested				177	154
percent of total students tested				100%	100%
# students alternatively assessed				0	0
percent of students alternatively assessed				0%	0%
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Asian/Pacific Islander					
% At Proficient	No Test	No Test	No Test	100%	100%
# students tested				14	11
Subgroups	<10	students	tested		
Students with Disabilities					
Economically Disadvantaged					
African American/Black					
Hispanic					
American Indian/Native Alaskan					
Multiracial					
Limited English Proficient					

Subject: Reading	Grade: 10	Test:	Ninth-grade	Ohio	Proficiency
Edition/Publication Year: 2003-2004		Publisher:	Ohio	Department	of Education
Indian Hill High School					
	School	Year	(March	Testing)	
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At Proficient	No Test	No Test	100%	100%	98%
# students tested			175	151	185
percent of total students tested			100%	100%	100%
# students alternatively assessed			0	0	0
percent of students alternatively assessed			0%	0%	0%
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Students with Disabilities					
% At Proficient	No Test	No Test	NC	100%	93%
# students tested			<10	11	14
Asian/Pacific Islander					
% At Proficient	No Test	No Test	100%	100%	92%
# students tested			13	17	12
Subgroups	<10	students	tested		
Economically Disadvantaged					
African American/Black					
Hispanic					
American Indian/Native Alaskan					
Multiracial					
Limited English Proficient					

Subject: Mathematics	Grade: 10	Test:	Ninth-grade	Ohio	Proficiency of Education
Edition/Publication Year: 2003-2004		Publisher:	Ohio	Department	
Indian Hill High School					
	School	Year	(March	Testing)	
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At Proficient	No Test	No Test	99%	99%	98%
# students tested			175	151	185
percent of total students tested			100%	100%	100%
# students alternatively assessed			0	0	0
percent of students alternatively assessed			0 %	0%	0%
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Students with Disabilities					
% At Proficient	No Test	No Test	NC	100%	86%
# students tested			<10	11	14
Asian/Pacific Islander					
% At Proficient	No Test	No Test	100%	100%	92%
# students tested			13	17	12
Subgroups	<10	students	tested		
Economically Disadvantaged					
African American/Black					
Hispanic					
American Indian/Native Alaskan					
Multiracial					
Limited English Proficient					

Subject: Reading	Grade: 10	Test:	Ohio	Graduation	Test
Edition/Publication Year: 2005-2006		Publisher:	Ohio	Department	of Education
	School	Year	(March	Testing)	
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	99%	99%	96%	No Test	No Test
% At or Above Accelerated	85%	92%	83%	No Test	No Test
% At Advanced	52%	61%	54%	No Test	No Test
# students tested	182	193	174		
percent of total students tested	100%	99%	100%		
# students alternatively assessed	2	3	0		
percent of students alternatively assessed	1%	1.5%	0%		
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Students with Disabilities					
% At or Above Proficient	93%	NC	NC	No Test	No Test
% At or Above Accelerated	57%	NC	NC	No Test	No Test
% At Advanced	29%	NC	NC	No Test	No Test
# students tested	14	<10	<10		
Asian/Pacific Islander					
% At or Above Limited	100%	100%	100%	No Test	No Test
% At or Above Basic	100%	100%	100%	No Test	No Test
% At or Above Proficient	100%	100%	100%	No Test	No Test
% At or Above Accelerated	92%	89%	85%	No Test	No Test
% At Advanced	77%	83%	69%	No Test	No Test
# students tested	13	18	13		
Subgroups not included	<10 students	tested			
Economically Disadvantaged					
African American/Black					
Hispanic					
American Indian/Native Alaskan					
Multiracial					
Limited English Proficient					

Subject: Mathematics	Grade: 10	Test:	Ohio	Graduation	Test
Edition/Publication Year: 2005-2006		Publisher:	Ohio	Department	of Education
Indian Hill High School					
	School	Year	(March	Testing)	
School Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
% At or Above Proficient	98%	96%	96%	No Test	No Test
% At or Above Accelerated	85%	87%	77%	No Test	No Test
% At Advanced	71%	64%	49%	No Test	No Test
# students tested	181	193	174		
percent of total students tested	100%	99%	100%		
# students alternatively assessed	2	3	0		
percent of students alternatively assessed	1%	1.5%	0%		
Subgroup Scores	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Students with Disabilities					
% At or Above Proficient	100%	NC	NC	No Test	No Test
% At or Above Accelerated	85%	NC	NC	No Test	No Test
% At Advanced	62%	NC	NC	No Test	No Test
# students tested	13	<10	<10		
Asian/Pacific Islander					
% At or Above Proficient	92%	100%	100%	No Test	No Test
% At or Above Accelerated	92%	94%	92%	No Test	No Test
% At Advanced	85%	78%	69%	No Test	No Test
# students tested	13	18	13		
Subgroups	<10	students	tested		
Economically Disadvantaged					
African American/Black					
Hispanic					
American Indian/Native Alaskan					
Multiracial					
Limited English Proficient					