



# Ontario High School School Improvement Plan 2007-2008

## Site Council Members

Nancie Clason - Community member  
Chad Hartley - Chair/Teacher  
Wanda King – Teacher

David Hopper – Counselor  
Alexis Jagelski – Student  
Renaë Corn – Parent

Tommy Gibbons- Student  
Kristy Capson – Teacher  
Bret Uptmor – Principal  
Joe Garner - Teacher

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## Glossary of Acronyms

ASB	Associated Student Body
AYP	Annual Yearly Progress
OAKS	Certificate of Initial Mastery
ELA	English Language Arts
ELL	English Language Learner
ELLIS	English Language Learning System
ESL	English as a Second Language
LEP	Language English Proficient
OAKS	Oregon Assessment of Knowledge and Skills
RIT	Rasch Unit
SIG	School Improvement Grant
SIOF	Sheltered Instruction Observation Protocol
SPED	Special Ed
TAG	Talented and Gifted
PBS	Positive Behavior Supports

## School Profile Data

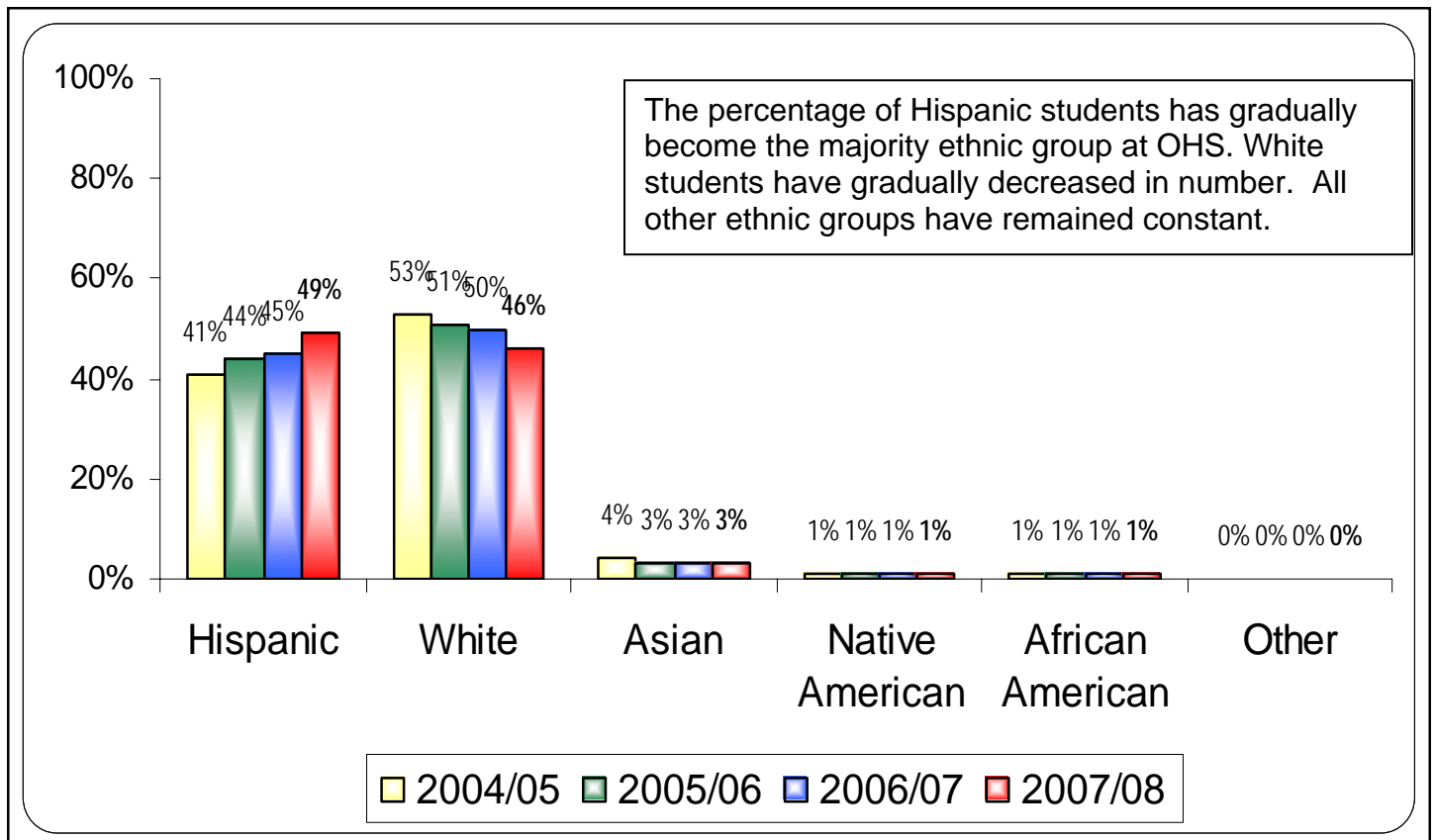
Administration	Years with Ontario	Years in Education	Position
Eric Norton	2	6	Assistant Principal
Jan Tschida	29	29	Assistant Principal
Trever Wilson	5	14	Athletic Director
Bret Uptmor	15	17	Principal

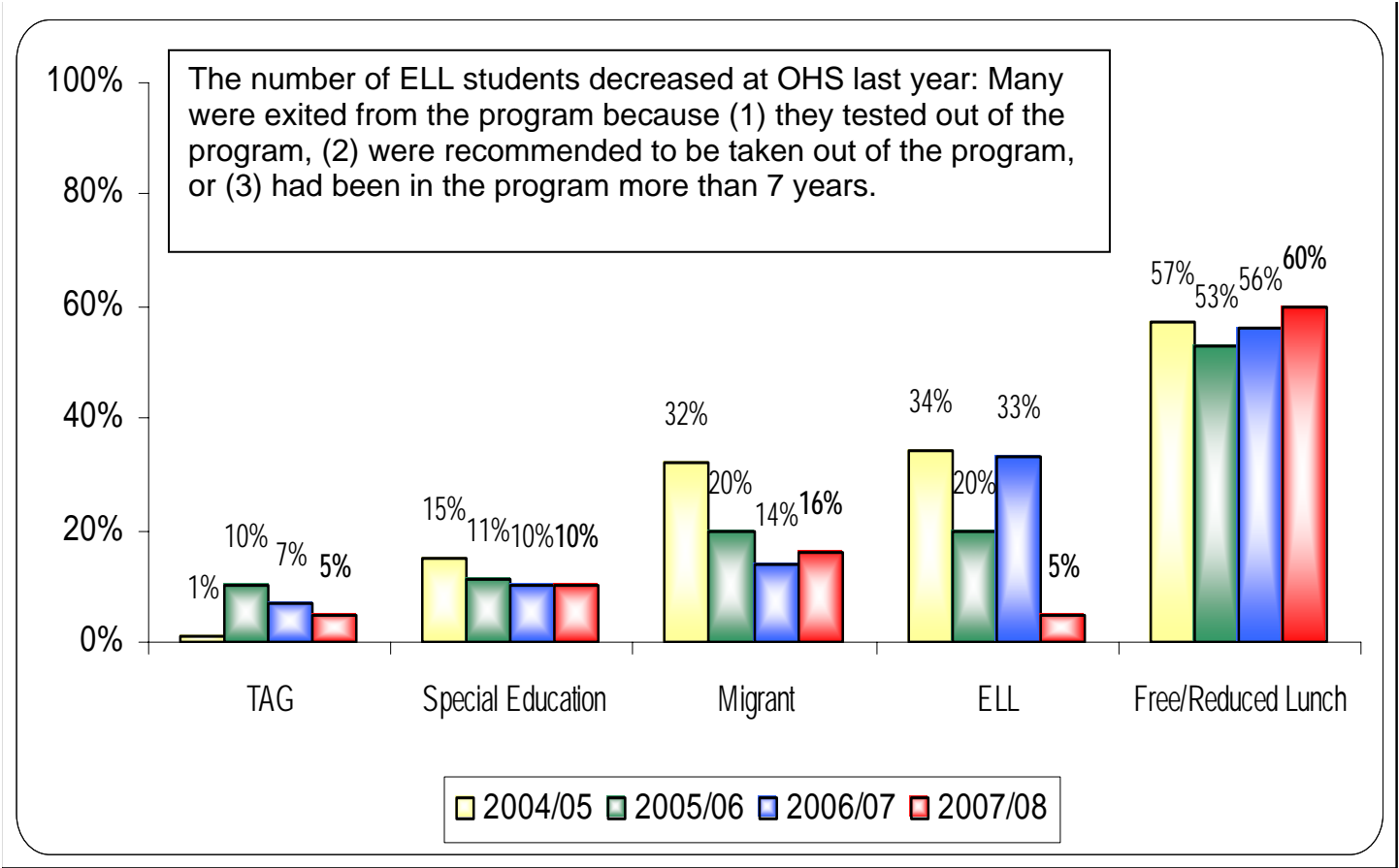
Teacher	Years with Ontario	Years in Education	Subject Area
Nicole Adamson	1	1	Health / PE
Charlie Anthony	24	32	Math
Skip Bicknese	14	38	Band
Sue Bolen	15	32	Special Ed
Jon Buck	20	27	Math
Kristy Capson	2	2	English
Elaine Cavanaugh	2	8	Home Economics
Terry Chandler	2	16	Alt Ed
Martha Chappel	7	18	ESL
Ginger Church	2	10	Business
Jeff Church	3	13	Alt Ed
Stephen Cook	1	1	English
Patrick Corn	1	1	ESL
Tara Dominick	1	3	Social Studies
Shelly Down	2	3	Business
Liz Eldredge	22	27	Social Studies
Terry Erlebach	23	28	Woodworking
Dan Fuller	6	16	Special Ed
Joe Garner	9	19	Social Studies
John Gaskill	33	33	Social Studies
Barb Harlan	24	28	English

Chad Hartley	8	8	Social Studies
Pam Helfrich	17	17	Art
Scott Helmick	10	12	PE
Brian Hobbs	2	4	Art
Cinda Holderman	7	33	Library/Media
David Hopper	6	9	Counselor
Les Horn	10	12	Spanish
Jennifer Johnston	15	15	Science
Shamra Jones	17	22	Business
Wanda King	2	17	Home Economics
Les Linegar	27	27	Ag Ed
Tina Martinez	4	4	English
Dalila Mong	20	28	Spanish
Mickey Newton	1	31	Reading
Dave Parsons	16	17	Health/PE
Julie Payzant	7	7	Science
Carolyn Sanner	1	20	Reading
Jeff Schauer	22	30	Math
Dean Solterbeck	26	29	Math
Aaron Stewart	2	2	Japanese
Mark Stringer	21	26	English
Jennifer Susuki	13	13	Counselor
Larry Susuki	22	25	Math
Janet Symionow	2	8	English
Gary Thompson	20	31	Science
Larry Van Auken	28	28	Leadership
RanDel Waite	5	14	PE
Roger Watkins	13	13	Ag Ed
Tracy Watts	8	11	Science
Rod Williams	4	13	Science
Sheryl Yano	20	20	Special Ed
AVERAGE	11.35	17.35	
SIOP Trained	New to OHS	Highly Qualified in Oregon	

**Ontario Total Enrollment as of 11/1/07 = 821**

Instructional Assistants	Years of Experience	Support Personnel	Position	Years of Experience
		Cindy Dolton	Secretary	20
Rosemary Quintero	16	Trudy Hawk	Attendance Clerk	3
Celeste Kaechele	18	Josie Rios	Receptionist	17
Glenda Lee	21	Mary Duran	Custodian	21
Loris Quintero	19	Kelly Shaw	Custodian	4
Ann McConkey	16	Karen Fish	Custodian	2
Ellen Geddes	15	Gabriala Gonzolas	Custodian	2
Carolyn Ables	13	Denise Quaid	Food Server	24
Karen Gitzen	15	Linda Dolton	Food Server	13
Vicky Solterbeck	2	Kathy Hevner	ESD Nurse	2
Leanne Johnston	15	<b>Average Years in Education</b>		<b>10.8</b>
Ida Alfaro	9			
<b>Average Years in Education</b>	<b>13.25</b>			





**Safety**

Based on the data from our 2006 state report card, we were designated an “unsafe school” due to the number of expulsions for weapons or violent behavior. However, we were removed from the “unsafe school” list this year based on data from the 2007 report card. The ASB officers, student body, teachers, and administration have devoted considerable effort to creating a positive school climate. The continuation of Positive Behavior Supports for attendance and monthly meetings with ASB officers keeps the pulse of the school at the forefront of our attention. Gang awareness training for teachers and close communication with police and probation officers have helped curb potential outbursts. We continue to strive for the best educational setting and feel we are on track with the current components in place.

**Reflection on 2007 Goals**

In the spring of 2007, the Oregon State Board of Education changed the performance standard for English Language Arts (ELA) and Math from a 239 RIT score to a 236. For the sake of consistency, the site council decided to include data from both the old and new standards so that gains due to the standard change could be noted.

**ELA Reflection for 2007**

Our goal for 2007 was for 45% of our students to meet or exceed the ELA 10<sup>th</sup> grade benchmark. The OHS percentage of students meeting or exceeding the ELA standard for the 2007 school year was 46% / 59%. We reached our goal using either set of standards. Although there were no specific reading interventions for these students, focusing on the major concepts during the 9<sup>th</sup> and 10<sup>th</sup> grade may have made the difference. Some first year

teachers who brought their excitement and cutting edge teaching strategies to OHS may have also contributed to this success. Mr. Hopper and the English department also spent a great deal of time preparing students for testing including the sample ELA tests. However, the OAKS test ended up being a paper/pencil test with fewer questions than previous years. This could have made a significant difference, although it would be difficult to substantiate since it was a unique situation. It should also be addressed here that students who have actually been through the 9<sup>th</sup> grade reading intervention will not be tested until 2009.

<b>IMPROVEMENT GOAL: READING/LANGUAGE ARTS</b>							
ELA scores on OAKS will increase by 6% a year from 39% meeting or exceeding in 2006, to 45% in 2007, 51% in 2008, 57% in 2009, 63% 2010, 70% in 2011.							
Strategy/Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date	Estimated Costs	Fund Source
<b>INSTRUCTIONAL PROGRAM</b>							
Align ELA curriculum maps and course statements to State OAKS standards	Maps and statements submitted to building administrator	Increase in ELA scores on OAKS	Bret Uptmor Mark Stringer	August 2006	September 2006	\$900 (subs)	General Fund-School Improvement
Reflection: The English department met at the beginning of the school year to divide the standards and decide what year would cover which standards. We used this discussion to form our curriculum maps. It was a good time to do this as many of the English department staff were new to OHS. We made sure everything in the standards was covered and tried to focus on the major concepts in the lower grades, with the more detailed and specific content standards being taught in the Junior and Senior years.							
Adopt and implement Language Arts Curriculum	Materials are in each classroom Lesson plans & observations demonstrate implementation	Increase in ELA scores on OAKS	Building Admin. LA Department	November 2006	November 2007	\$70,000	General Fund-Instructional Materials
Reflection: This process was mostly led by Mark Stringer and Janet Kamerzell. We received many samples from the approved textbook companies and each teacher in the English department went through the texts and other resources used by the grade taught by each. As a department, we voted on what we thought was best for our particular students and we decided to go with the McDougal Littell materials. A representative from the company came at the beginning of the 2007-2008 year to train the English department on how to use the new resources.							
Screen all grade 9 students for Oral Reading Fluency	Excel tables will be used to list students and scores and to divide the students into 3 tiers	3-tiered model accurately reflects student needs in Reading	Building Admin. SIG Team District Assessment Team	December 2006	January 2007	\$500	General Fund-Assessment
Reflection: All the 9 <sup>th</sup> grade students were given a test of Oral Reading Fluency (ORF) by a district team during English classes.							
Use a systems approach to develop 3-tiered model for reading instruction	Graphic representation of the model	Students receive appropriate instruction at appropriate level	Building Admin. SIG Team	November 2006	June 2007		
Reflection: The SIG team was trained on the systems approach by the Bethel school district. The fall start up of SIG required buy in. In the fall after our first meeting, the SIG team met with all staff members during prep hour meetings to inform them of the literacy movement opportunity at the secondary level and what that would mean for content teachers. At this point, we did not have details, simply concept ideas. This group met with English, ESL, and Special Education staff in February to determine the direction of literacy instruction at the high school. Roadblocks, organization, and paradigm shifts were discussed. An administrative team concluded from input from that meeting that there was a need to move forward with a reading class in addition to Language Arts classes. Additional intervention materials would also be needed for Special Education in order for this plan to succeed for all students. Further SIG team meetings developed a more concrete approach to starting the 2007 school year with a Reading class. Difficulties finding the right personnel lead to recruiting retired elementary teachers who were well versed in implementation of reading programs and the 3-tiered model to take the position for a year.							

**IMPROVEMENT GOAL: READING/LANGUAGE ARTS**

ELA scores on OAKS will increase by 6% a year from 39% meeting or exceeding in 2006, to 45% in 2007, 51% in 2008, 57% in 2009, 63% 2010, 70% in 2011.

Strategy/Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date	Estimated Costs	Fund Source
INSTRUCTIONAL PROGRAM							
Adopt appropriate intervention programs based on 3-tiered model	Materials are in each classroom Lesson plans & observations demonstrate implementation	Reduced number of students in tier 1	Building Admin. SIG Team	September 2007	June 2009		

Reflection: At the completion of the School Improvement Grant, we concluded that the adoption of a core reading program could come at the beginning of the 2007 school year. We would use the Oral Reading Fluency (ORF) test to determine student reading placements. From the ORF scores, we determined that we needed to separate students into four categories: intensive, low fluency, emerging, and established. After scheduling the students, we determined the established group would be served in the Language Arts class with the new textbooks adopted by the English department. The remainder of the students would need to be served with a Reading class and a Language Arts class. The ORF score norm is researched to the 8<sup>th</sup> grade level; therefore, we felt the ninth grade would be the highest level with which we could confidently use the ORF. Students were placed in Reading and Language Arts classes at the beginning of the year based on the 8<sup>th</sup> grade ORF scores. We ORF tested students in the fall. The core reading program has in-program assessment information indicating students are doing well. The winter ORF test will help us in determining progress. Currently we are using Corrective Reading as a core program, 6-minute solution, Scholastic Reader, and Bridges as our interventions. Special Education decided that students with reading IEP's would be best served by using a literacy program called Language! and those students were not placed in a Reading class. We are continuing to research and evaluate other research-based programs to add to our intervention materials.

Sophomore tutorial classes participate in a OAKS orientation.	Class attended by all tutorial students prior to taking computer tests.	Better student understanding of the test as evidenced by student surveys.	Counseling staff	January 2006-2011	April 2006-2011		
Allow all students to take sample tests during tutorial prior to mandatory testing window in the spring.	Tutorial classes taken to the career center and introduced to the tests.	Increased familiarity with the tests (student survey responses). Increased OAKST scores.	Counseling staff, Sophomore tutorial teachers.	November 2006-2011	January 2006-2011		

Reflection: In January of 2007, David Hopper and Jennifer Susuki met with all Sophomore tutorial classes in the Career Center. Mr. Hopper and Mrs. Susuki provided a presentation that oriented the students on how to be prepared to take the OAKS tests. Also during this time, students were allowed to take sample tests that helped them become familiar with how to take the tests.

Continue Incentive system to motivate student achievement on the OAKS tests.	Prizes drawn for student achievement and improvement.	More students returning to retake tests and replace low scores.	Site council	January 2006	May 2011	\$1,000	General fund
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Reflection: We will have our OAKS Incentive assembly in February. This event kicks off our OAKS testing season which will follow in the next few months.

**Mathematics Reflection for 2007**

Our goal for 2007 was to have 36% of our students meet or exceed the 10<sup>th</sup> grade benchmark in mathematics. The number of OHS students meeting or exceeding the benchmark in 2007 was 24% / 38%. Under the 239 RIT score standard we did not meet our goal, however under the 236 RIT score standard we met our goal. For the purposes of consistency, we actually went down from our 2006 data of 26% in 2006 to 24% in 2007. There were no interventions or curriculum changes for the 2007 year, but new textbooks and

curriculum alignments for the new standards should allow for students to reap the benefits of two full years of new textbooks and curriculum changes to take effect during the 2009 testing year.

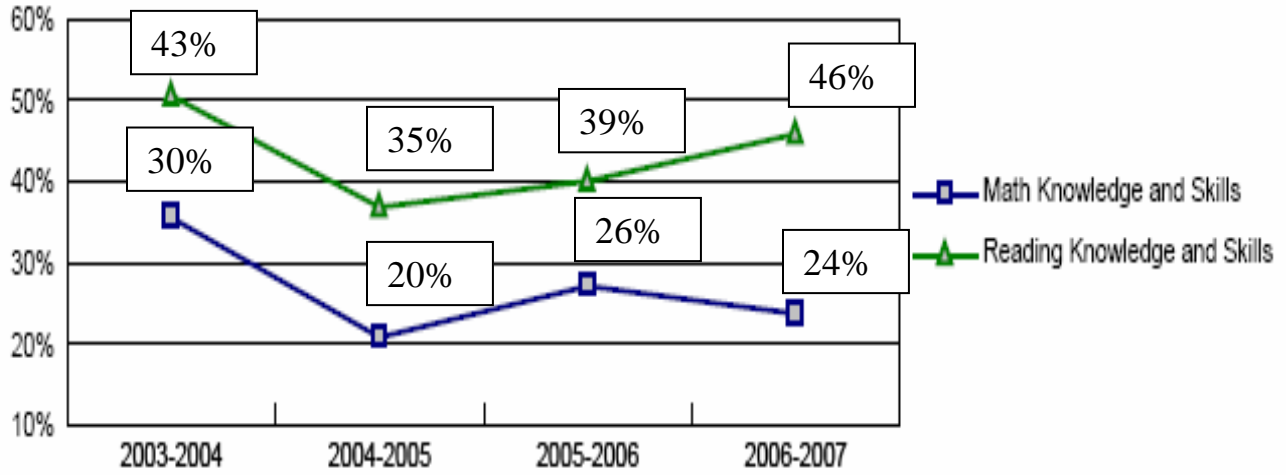
<b>IMPROVEMENT GOAL: Math</b>							
Math scores on OAKS will increase by 8.6% a year from 26% meeting or exceeding in 2006, to 36% in 2007, 42% in 2008, 53% in 2009, 61% 2010, 70% in 2011.							
<b>Strategy/Activity</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Costs</b>	<b>Fund Source</b>
INSTRUCTIONAL PROGRAM							
Align Math curriculum maps and course statements to State standards	Maps and statements submitted to building administrator	Increase in Math scores on OAKS	Bret Uptmor Jeff Schauer	August 2006	September 2006	\$900 (subs)	General Fund-School Improvement
Reflection: Larry Susuki is on the NCTM committee for standards. Although time was allotted to align curriculum to current standards, the department felt this was counterproductive as changes in textbook adoptions and changes in state standards are still pending. Math standards are reviewed annually and curriculum maps are adjusted to match the standards. We did not spend money on subs for this strategy.							
Begin exploration of a new math curriculum.	Recommend to the superintendent to move forward on adoption  Lesson plans & observations demonstrate implementation	Increase in Math scores on OAKS	Building Admin. Math Department	November 2006	November 2007	TBD	General Fund-Instructional Materials
Reflection: With review and input from the math department we started a three year adoption cycle. In conjunction with district, school administration, and the OHS Math Department Head began the process of adopting materials for algebra I, geometry, and algebra II. This year we adopted the textbooks for pre-algebra, and algebra I. In 2008-09 geometry will be adopted and in 2010-2011 the remainder of the math program will be adopted.							
Research appropriate intervention programs and apply the 3 tier model used in SIG	Intervention meetings held  Screening tool adopted  Lesson plans & observations demonstrate implementation	Reduced number of students in tier 1	Building Admin. Math department	September 2006	June 2009		
Reflection: The approach of using a three tiered model in math was dissolved during the school year and a district math task force was formed to investigate screening math tools and interventions available for implementation. Currently the team is still meeting and has not concluded any direction. This in conjunction to the math standards change expected next year and our adoption of new textbooks holding off on this strategy until variables stabilize was a determination of the administration.							
Math scores from 8 <sup>th</sup> and 10 <sup>th</sup> grade given to Math teachers to review effectiveness of current curriculum and adjust curriculum.	Math department meeting held to discuss scores.  Maps adjusted to adapt to student level	Improved test scores	Building Admin. Math department	September 2006	January 2007		
Reflection: This strategy was implemented. Math Teachers had individual scores for each of their students as well as the strand data from the middle school test. They were able to identify the deficient strand and spend more time in these areas.							



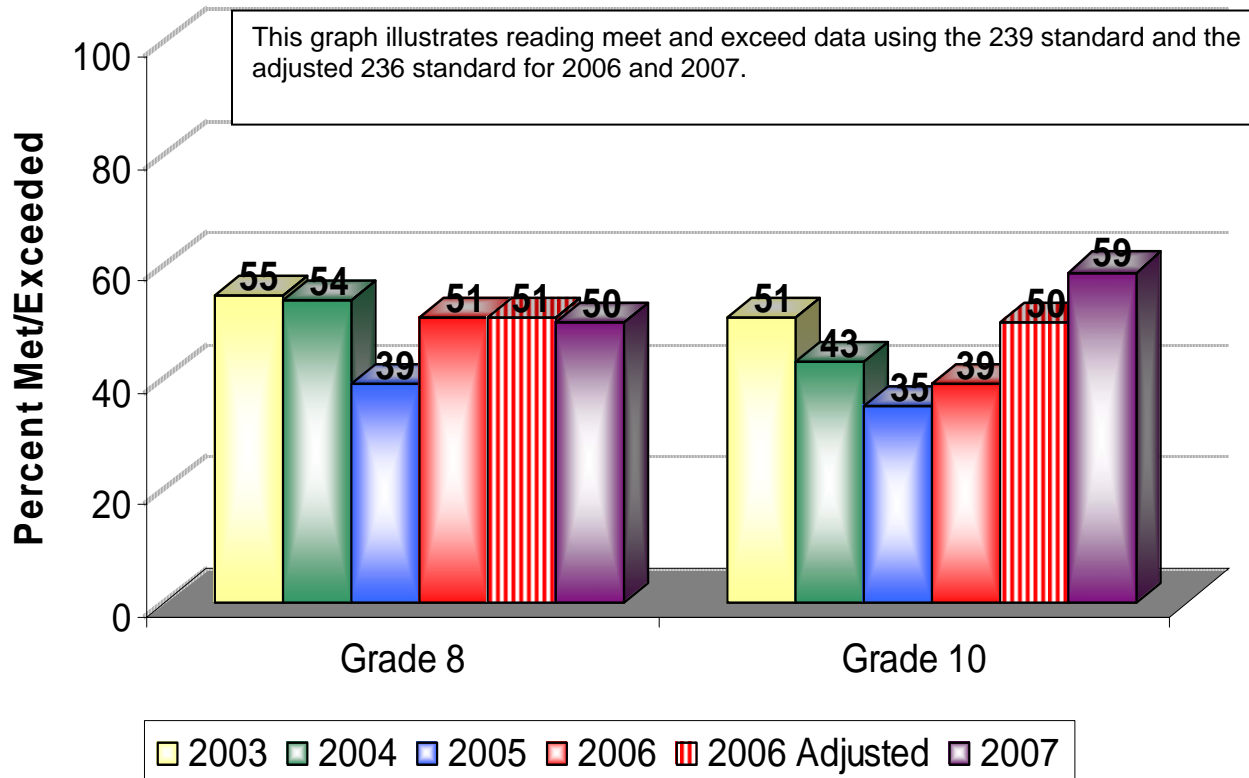
## Needs Assessment / Data Analysis

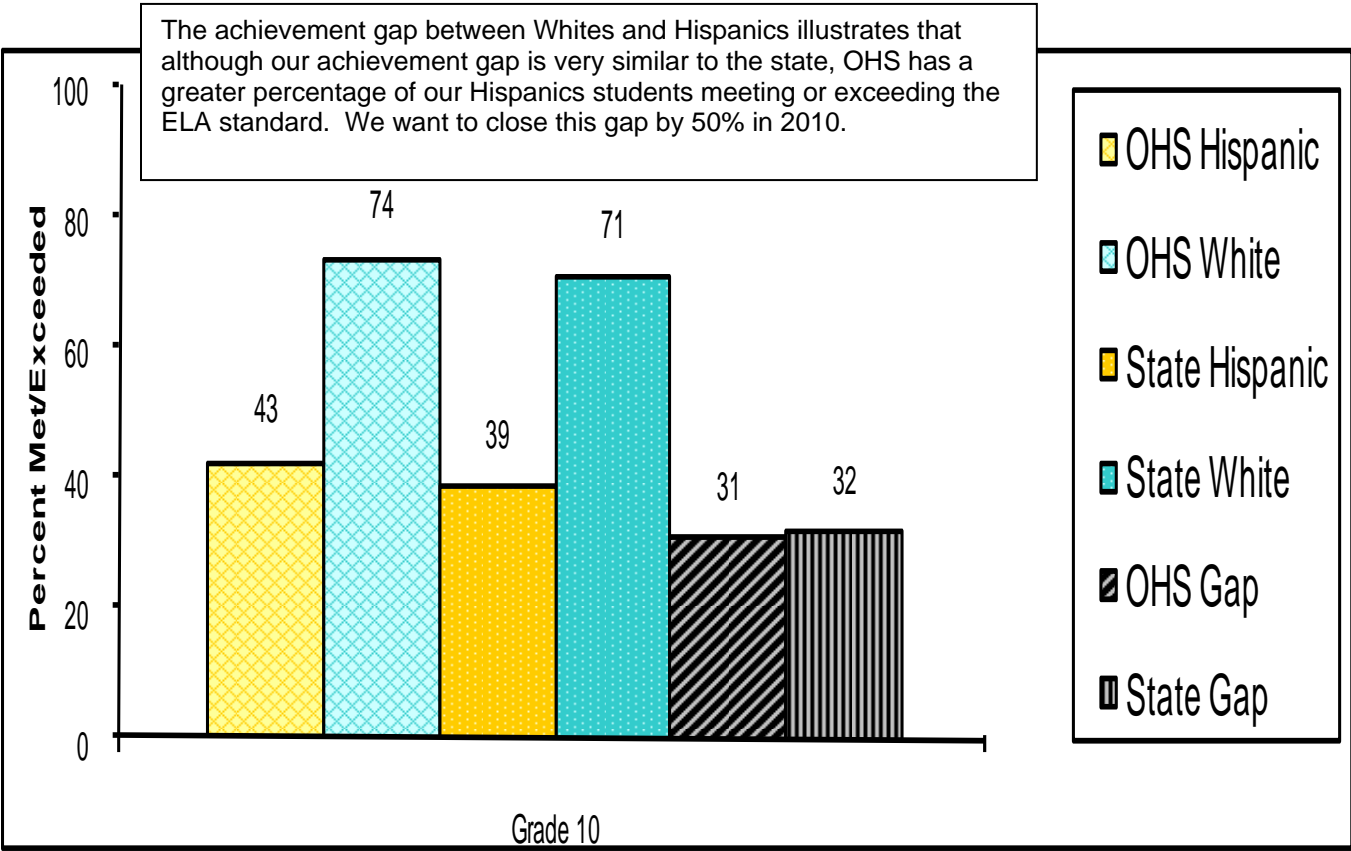
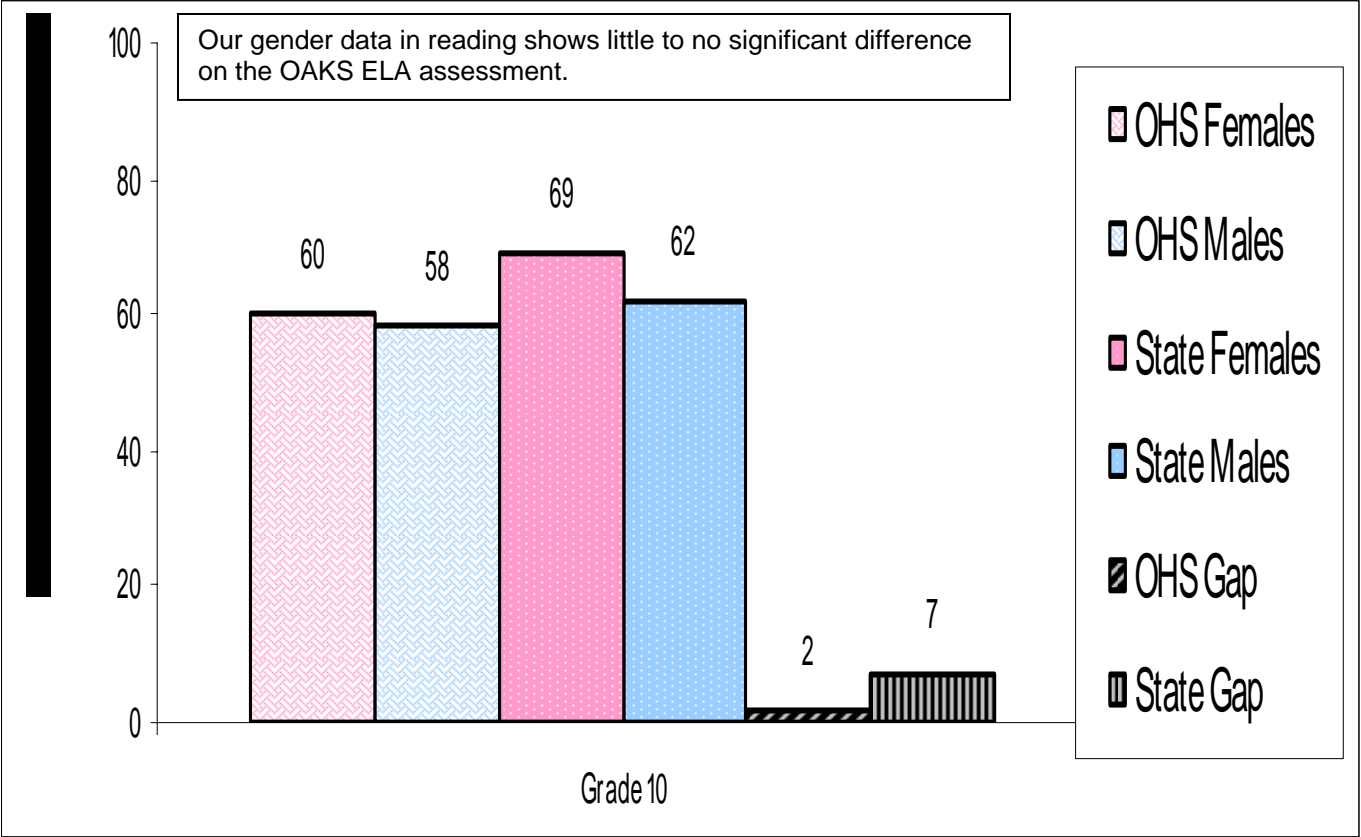
This graph was taken from the "Report Card Details" provided by the Oregon Department of Education. It illustrates ELA and Math met or exceeds data under the 239 RIT score standard. This is combined 2 year data.

### Student Performance Trends



### Reading Data

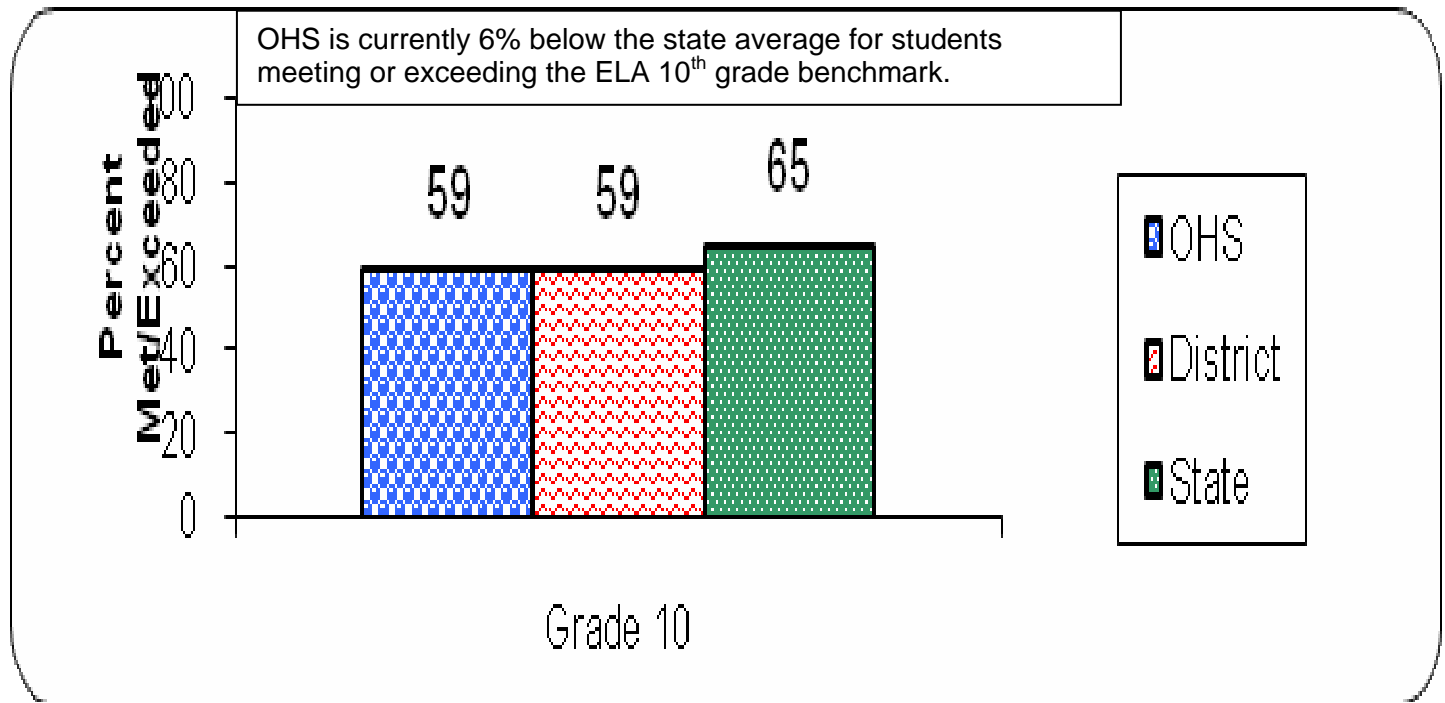




## 8<sup>th</sup> to 10<sup>th</sup> Grade Trends in Reading Performance

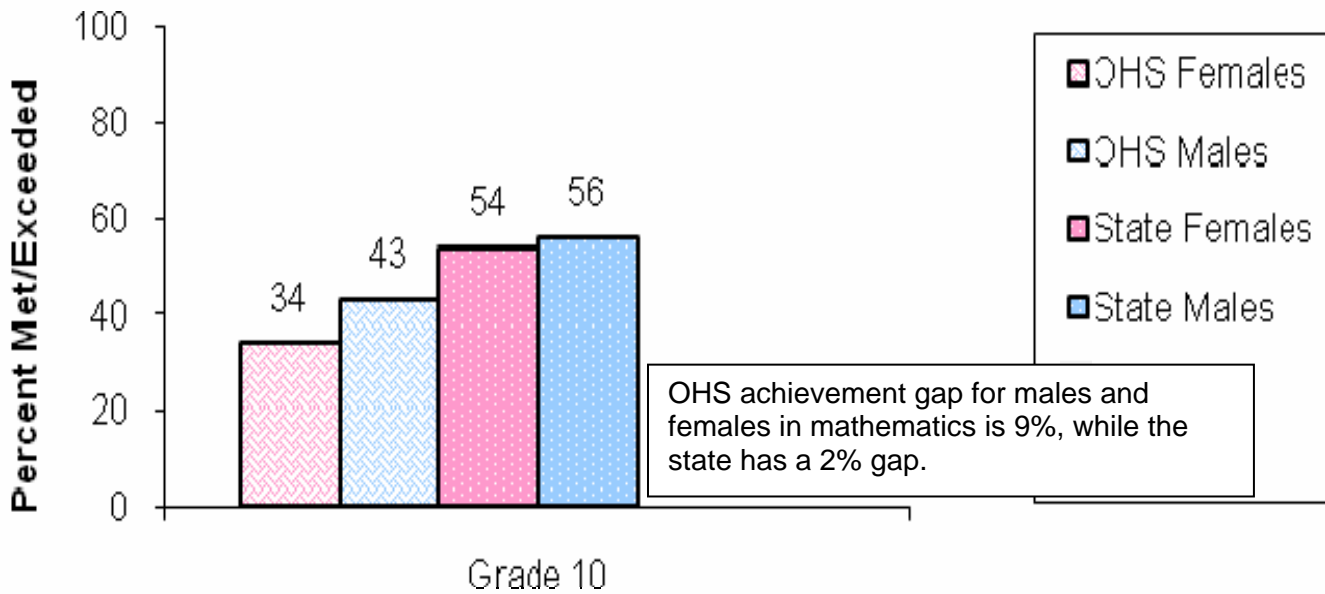
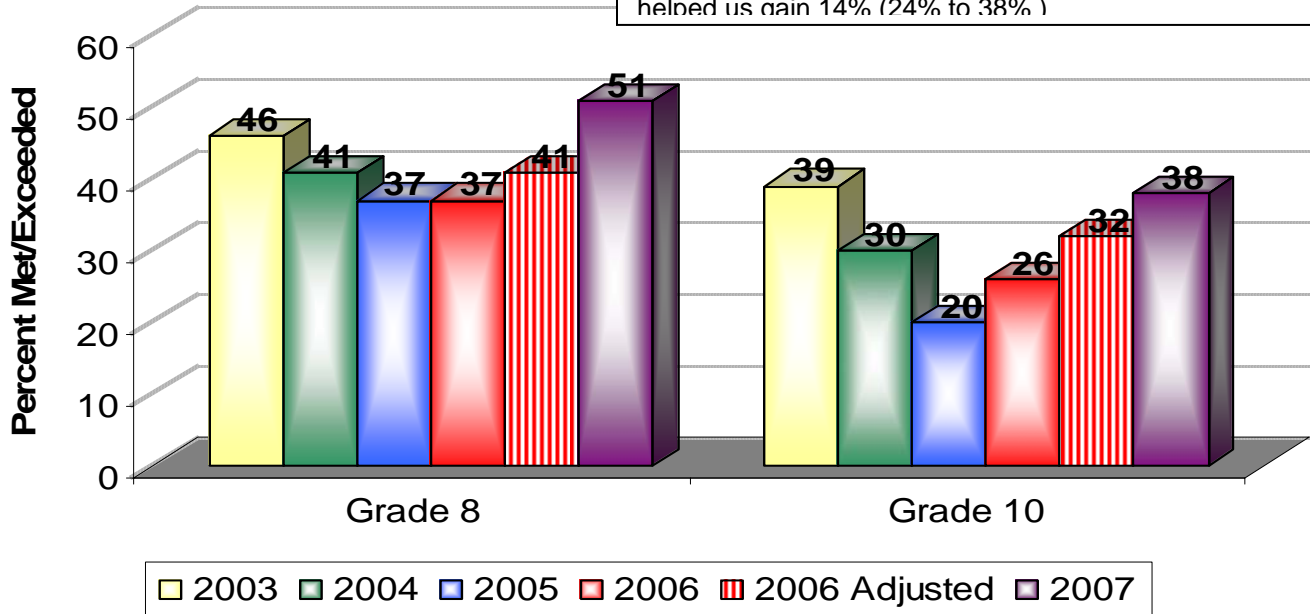
Grade 8	% M/E	Grade 10	% M/E	Difference
2000	64	2002	53	-11
2001	56	2003	51	-5
2002	61	2004	43	-18
2003	55	2005	35	-20
2004	54	2006	50	-15
2005	39	2007	59	20 (+9)
2006	51	2008		
2007	50			
2008				

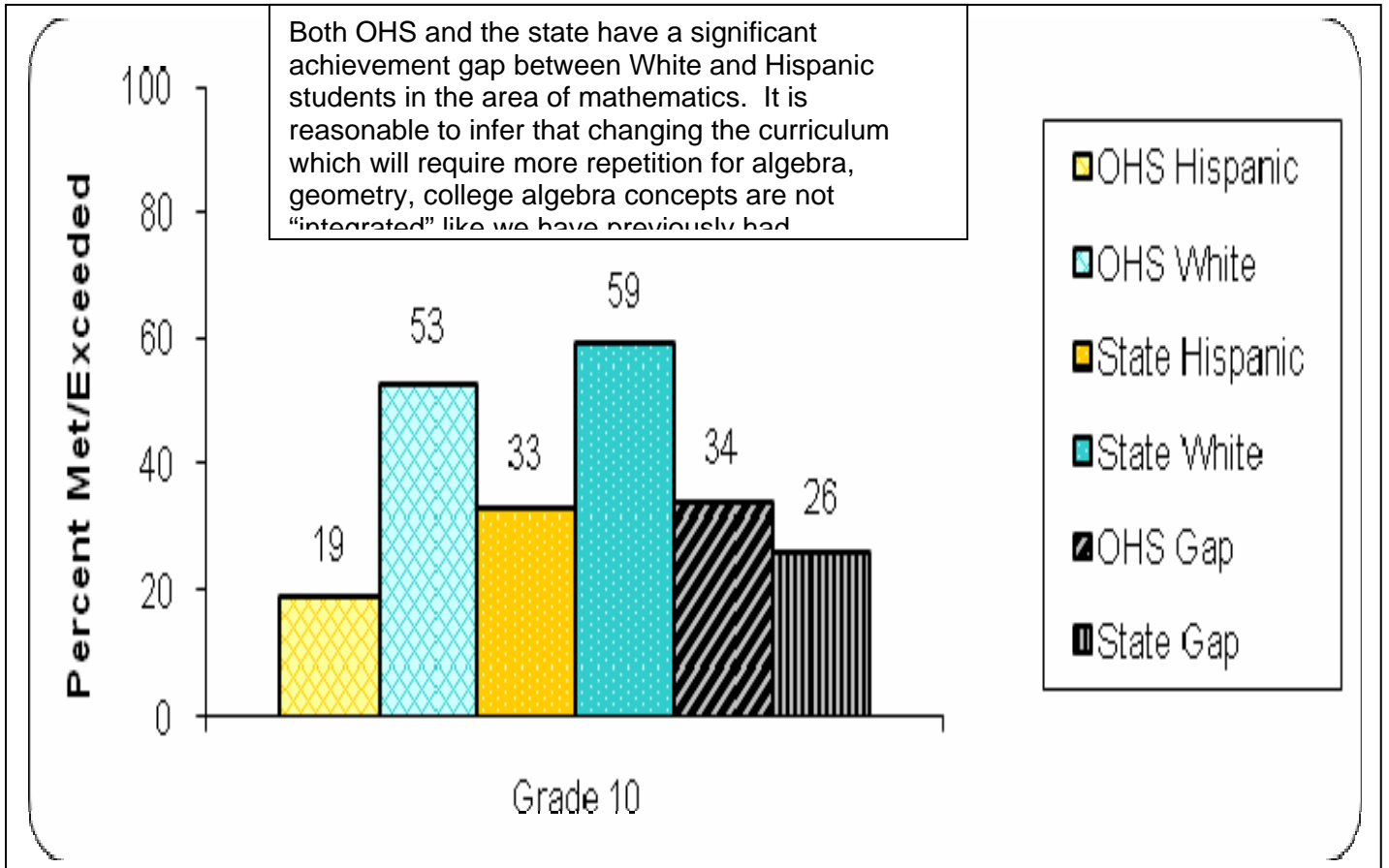
46% met or exceeded when the standard was at 239, while 59% met or exceeded when the standard was 236.



Math Data

This graph shows an upward trend based on the adjusted standard from a RIT score of 236 to 239. We obviously had more students scoring between 236 and 238 during the 2007 year. The standard change helped us gain 14% (24% to 38%)

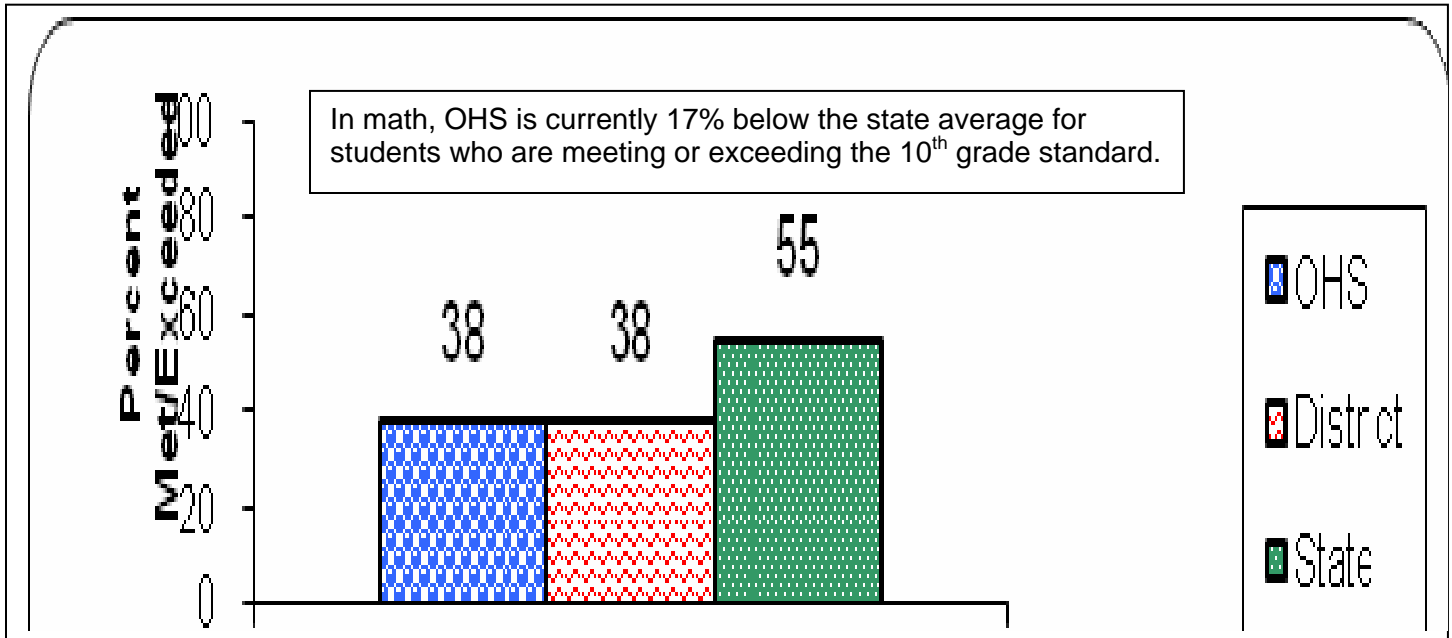




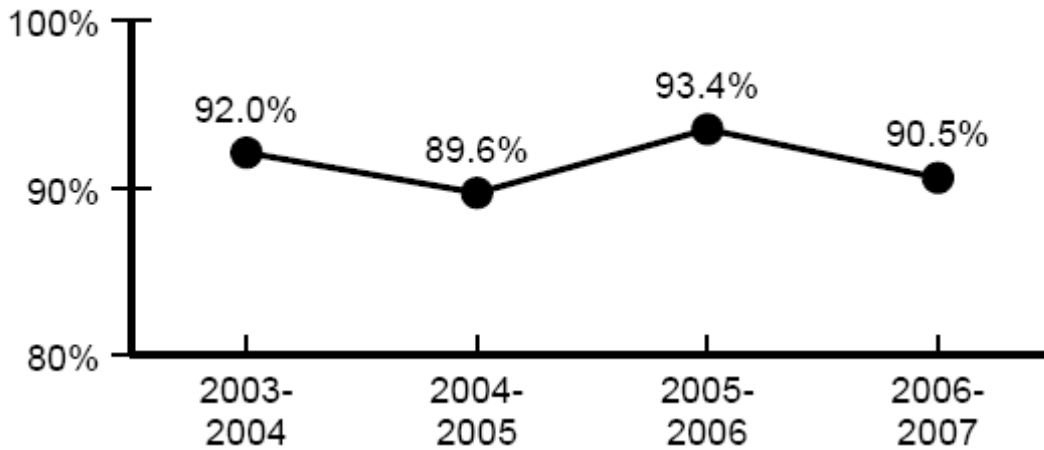
### 8<sup>th</sup> to 10<sup>th</sup> Grade Trends in Mathematics Performance

Grade 8	% M/E	Grade 10	% M/E	Difference
2000	49	2002	37	-12
2001	48	2003	39	-9
2002	45	2004	30	-15
2003	46	2005	20	-26
2004	41	2006	32	-9
2005	37	2007	38	+1
2006	41	2008		
2007	51			
2008				

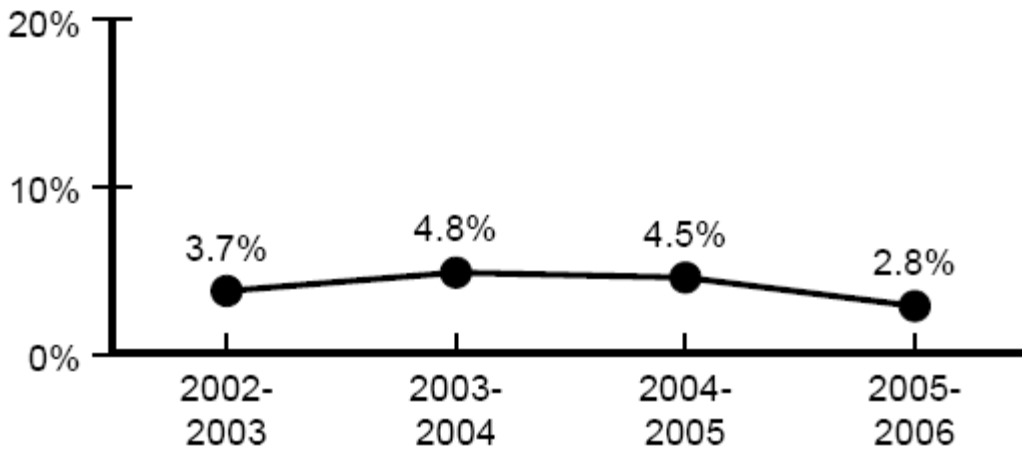
24% met or exceeded with the 239 standard, while 38% meet with the 236 standard. We had a significant number of students who scored between a 236 and 238 RIT score last year.



### Attendance



### Dropout Rate



## OHS 2008 Goals and Action Plans

### IMPROVEMENT GOAL: READING/LANGUAGE ARTS

ELA scores on OAKS will increase by 4% from a 59% in 2007, 63% in 2008, 67% in 2009, 71% 2010, 75% in 2011.  
Close the achievement gap between White and Hispanic students by at least 50% by 2010.

Strategy/Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date	Estimated Costs	Fund Source
INSTRUCTIONAL PROGRAM							
Adopt and implement Language Arts Curriculum	Materials are in each classroom  Lesson plans & observations demonstrate implementation	Increase in ELA scores on OAKS	Building Admin. LA Department	Nov. 2006	Nov. 2007	\$70,000	General Fund-Instruction Materials
Use a systems approach to develop 3-tiered model for reading instruction	Graphic representation of the model	Students receive appropriate instruction at appropriate level	Building Admin. SIG Team	Nov. 2006	June 2007		
Adopt appropriate intervention programs based on 4-tiered model	Materials are in each classroom  Lesson plans & observations demonstrate implementation	Reduced number of students in tier 1	Building Admin. SIG Team	Sept. 2007	June 2009		
Sophomore English classes participate in an OAKS orientation.	All sophomore students are placed in a 10 <sup>th</sup> Grade English Class.	Better student understanding of the test as evidenced by student surveys.	Counseling staff Sophomore English Teachers	January (2005-2011)	April (2005-2011)		
Continue Incentive system to motivate student achievement on the OAKS tests.	Prizes drawn for students who improved their test scores.	More students returning to retake tests and replace low scores.	Site council, Student Senate, Parent Advisory Group	January 2005	May 2011	\$1,000	General fund
All faculty members will integrate an ACCESS vocabulary strategy as one of their personal/school wide goals.	Access materials are in each classroom  Lesson plans & observations demonstrate implementation	Increased familiarity with the ACCESS strategies and more students meeting the OAKS standards.	Building Admin. Faculty Members	November 2007	May 2011		
Update Malheur Academy and Ontario Alternative School curriculum to current state standards.	New Curriculum	Increase in Reading scores on OAKS	English Department and Building Admin.	January 2007	May 2008		

### IMPROVEMENT GOAL: Math

Math scores on the OAKS will increase by 8 percentage points from 38% in 2007, to 46% in 2008, 54% in 2009, 62% 2010, 70% in 2011.

Strategy/Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date	Estimated Costs	Fund Source
INSTRUCTIONAL PROGRAM Align Math curriculum maps and course statements to State benchmark standards	Maps and statements submitted to building administrator	Increase in Math scores on OAKS	Bret Uptmor Jeff Schauer	August 2008	September 2011	\$900 (subs)	General Fund-School Improvement
Begin exploration of a new math curriculum.	Recommendation to the superintendent to move forward on adoption  Lesson plans & observations demonstrate implementation	Increase in Math scores on OAKS	Building Admin. Math Department	November 2006	November 2009	TBD	General Fund-Instructional Materials
Math scores from 8 <sup>th</sup> and 10 <sup>th</sup> grade given to Math teachers to review effectiveness of current curriculum and adjust curriculum.	Math department meeting held to discuss scores.  Maps adjusted to adapted to student level	Improved test scores	Building Admin. Math department	September 2006	January 2011		
Self analyze the day to day Procedures for opportunities to encourage student mathematical competence	Classroom procedures show reflect student use of common mathematical processes		Building Admin. Math department	November 2007	June 2011		
Utilize mental math approaches when implementing basic math computations	Professional development on mental math strategies.	Formative Assessments	Building Admin. Math department	September 2007	June 2010		
Minimize calculator computations for students, encouraging less dependence.	Implementing mental math strategies to give opportunity for student to not use a calculator	Formative Assessments	Building Admin. Math department	September 2007	June 2010		
One math teacher will pilot scheduling students attendance at night school for incomplete homework			Building Admin. Dean Solterbeck Night School Team	January 2008	May 2008		
Update Malheur Academy and Ontario Alternative School curriculum to updated state standards.	New Curriculum	Increase in Math scores on OAKS	Mathematics Department and Building Admin.	January 2008	May 2011		



# 2006-2007 School Report Card



Dear Parents and Community Members,

October 5, 2007

The Oregon Department of Education is proud to issue the eighth annual school report card. As Oregon schools and districts continue to face many challenges, educators remain committed to providing the highest quality education for Oregon students. This year you will find two ratings displayed on this report card: an Oregon rating and a federal rating required by the No Child Left Behind Act. The report card is not meant to tell you everything about your school, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for Oregon's children.

Susan Castillo, State Superintendent of Public Instruction

**Federal Adequate Yearly Progress Rating: NOT MET**

DID NOT MEET       MET  
See rating details on back page

**Oregon Report Card Overall Rating: SATISFACTORY**



## SCHOOL AT A GLANCE



### Testing Participation

School Characteristics Rating: **EXCEPTIONAL**

	School	State
Participation in 2006-2007 Statewide Assessment	99.1%	98.3%

### School Size

	School
Number of Students	790

### English Language Learners

	School
Percentage of Students in ESL Programs	15.7%

### Students Graduating 2005-2006

	School	State
With a Diploma	146	33,083
With a Diploma and a CIM	56	10,345

### SAT Scores

	School	State	Nation
Critical Reading	495	522	502
Math	491	526	515
Writing	465	502	494
Percentage Tested	27%	54%	---
Number Tested	44	18,607	---

### Expulsions

	School	State
Number of Expulsions Due to Weapons	2	391

### Staffing

	School
Administrators (FTE)	3.0
Teachers (FTE)	51.5
• Average Years of Experience	15.1
• With a Master's Degree or Higher	72.8%
• Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	94.2%
Educational Assistants (FTE)	11.0
Other Staff (FTE)	15.5

### Department of Education Notes

## ACCOUNTABILITY INFORMATION REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT

The information below is used to determine the Adequate Yearly Progress designation for your school. A school is designated as *Not Meeting AYP* if any indicator is determined to be *Not Met*. The Student Achievement and Student Participation ratings are based on 2005-2006 and 2006-2007 Oregon Statewide Assessments for the students in your school identified as enrolled for a full academic year. The statewide goal for the minimum percentage of students expected to meet or exceed standards is 50% in English/Language Arts and 49% in Mathematics. Student Participation is expected to be 95% or greater. The statewide goal for the minimum graduation rate is 68.1%. The statewide goal for the minimum attendance rate is 92.0%. For more information, please view documents at [www.ode.state.or.us/data/reportcard/reports.aspx](http://www.ode.state.or.us/data/reportcard/reports.aspx)

STUDENT GROUP	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION		
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	GRADUATION
Race/Ethnicity					
White	MET	MET	MET	MET	MET
African American/Black	NA	NA	NA	NA	NA
Hispanic	MET	NOT MET	MET	MET	MET
Asian/Pacific Islander	NA	NA	NA	NA	NA
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	MET
<b>Limited English Proficient</b>	NOT MET	NOT MET	MET	MET	MET
<b>Economically Disadvantaged</b>	NOT MET	NOT MET	MET	MET	MET
<b>All Students</b>	MET	NOT MET	MET	MET	MET

NA Too few test scores or students to determine a rating.

### Department of Education Notes

## LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

# SCHOOL RATINGS AND SUPPORTING DATA

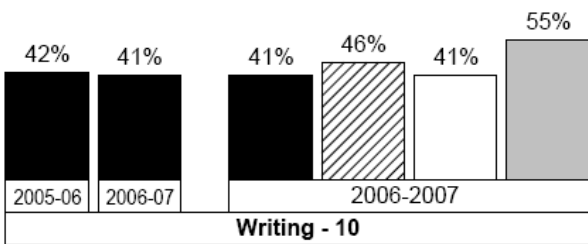
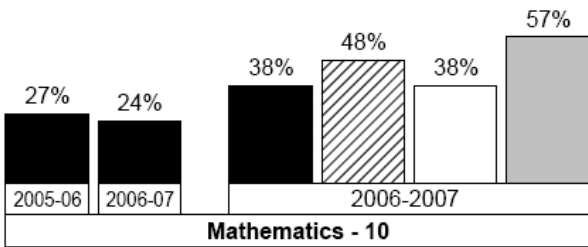
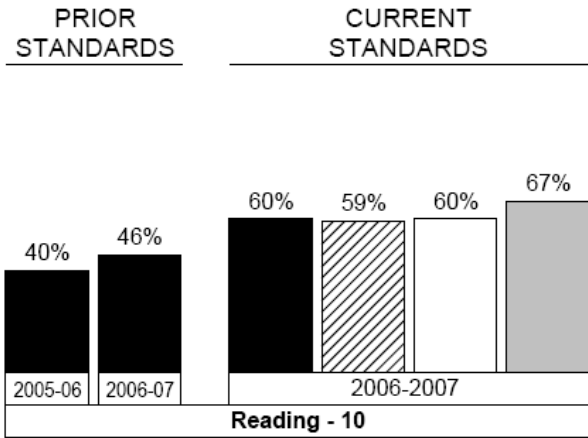
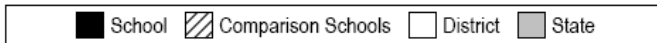


## Academic Achievement

Student Performance Rating: **SATISFACTORY**

### Percentage of Students Meeting Standards

The graphs below show the percentage of students in your school at the indicated grades that met or exceeded the state standards on Oregon Statewide Assessments during the last two school years. District, state, and comparison school averages are displayed. Comparison schools are Oregon schools with similar demographics.



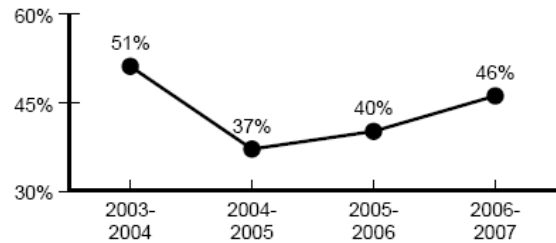
## Improvement Assessments, Attendance, Dropout

Improvement Rating: **STAYED ABOUT THE SAME**

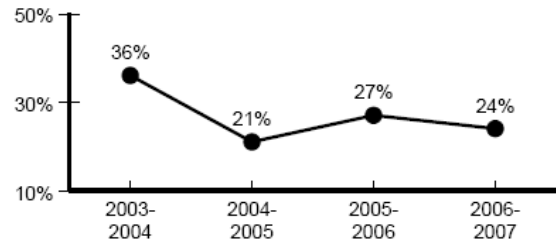
### Four-Year Improvement

The graphs below show change during the past four years in the percentage of students meeting standards in effect during the 2005-06 school year on Reading and Math Knowledge and Skills Statewide Assessments and in attendance and dropout rates. Improvement ratings are described by one of the following: Improved, Stayed About the Same, or Declined.

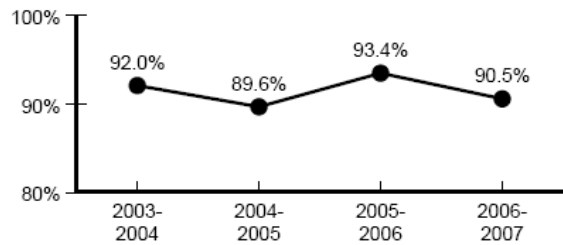
#### Reading



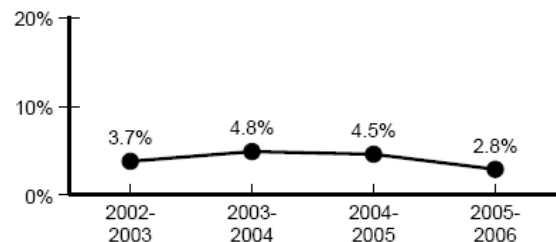
#### Mathematics



#### Attendance



#### Dropout Rate



## SCHOOL RATINGS AND SUPPORTING DATA



### Attendance/Dropout Rates

Student Behavior Rating: **STRONG**

Attendance	School	District	State	Dropout	Number in School	School	District	State
2005-2006	93.4%	95.8%	91.2%	2004-2005	34	4.5%	4.6%	4.2%
2006-2007	90.5%	92.8%	91.0%	2005-2006	22	2.8%	2.8%	4.1%

## STATEWIDE ASSESSMENT RESULTS

The table below shows the percentage of students in your school in grades 3-8 and 10 that exceeded, met, or did not meet state standards and participated in 2006-2007 Oregon Statewide Assessments. For more information, see [www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx](http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx)

STUDENT GROUP Race/Ethnicity	STUDENT ACHIEVEMENT						STUDENT PARTICIPATION	
	ENGLISH/ LANGUAGE ARTS			MATHEMATICS			ENGLISH/ LANGUAGE ARTS	MATHEMATICS
	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	%	%
White	24.7	49.4	25.8	9.2	43.7	47.1	98.9	97.8
African American/Black	*	*	*	*	*	*	100.0	100.0
Hispanic	3.7	39.5	56.8	0.0	19.0	81.0	101.2	98.8
Asian/Pacific Islander	*	*	*	*	*	*	100.0	100.0
American Indian/Alaskan Native	*	*	*	*	*	*	100.0	100.0
Multi-Racial/Multi-Ethnic	7.7	53.8	38.5	15.4	38.5	46.2	100.0	100.0
<b>Male</b>	12.1	46.2	41.8	6.7	36.7	56.7	100.0	100.0
<b>Female</b>	16.3	43.9	39.8	5.3	28.4	66.3	100.0	96.9
<b>Talented and Gifted</b>	---	---	---	---	---	---	---	---
<b>Students with Disabilities</b>	< 5.0	< 5.0	> 95.0	0.0	11.1	88.9	100.0	100.0
<b>Migrant</b>	0.0	24.0	76.0	< 5.0	< 5.0	> 95.0	100.0	100.0
<b>Limited English Proficient</b>	0.0	11.5	88.5	< 5.0	< 5.0	> 95.0	103.8	100.0
<b>Economically Disadvantaged</b>	5.2	38.1	56.7	1.1	22.3	76.6	99.0	97.9
<b>All Students</b>	14.3	45.0	40.7	5.9	32.4	61.6	100.0	98.4

\* Not displayed to protect student confidentiality.

--- No data available

### Department of Education Notes

## Positive Behavior Supports Matrix

How do we show we are **respectful**, **safe**, and **responsible** at Ontario High School?

AREA	RESPECTFUL To be polite and cooperative with others	SAFE Free from harm of any kind	RESPONSIBLE To be dependable and trustworthy at all time
<b>General</b> – everywhere, all the time	<ul style="list-style-type: none"> <li>All electronic devices need to be <b>silent and not visible</b> during class time (cell phones, mp3, etc.)</li> <li>Use <b>quiet voices</b></li> <li>Treat others as <b>you would like to be treated</b></li> <li><b>G-rated</b> language</li> <li>Follow school policies regarding <b>dress code</b></li> <li><b>Appropriate affection</b>—handholding and friendship hugs</li> <li>Use <b>kind words and actions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Report</b> all concerns that lead to unsafe situations to staff</li> <li>Keep <b>hands and feet</b> to one's self</li> <li><b>Walk</b> at all times</li> </ul>	<ul style="list-style-type: none"> <li>Follow <b>school policies</b> regarding dress code, tobacco, alcohol, drugs, and weapons</li> <li>Take <b>proper care</b> of all personal belongings and school equipment</li> <li>Come <b>prepared</b> for all classes</li> <li>Be <b>on time</b></li> <li><b>Remind others</b> to follow the rules</li> <li>Use <b>wastebaskets</b> for trash</li> </ul>
<b>Hallway, Commons, &amp; Cafeteria</b>	<ul style="list-style-type: none"> <li><b>Talk quietly</b> when classes are in session</li> </ul>	<ul style="list-style-type: none"> <li><b>Report</b> spills to staff</li> <li><b>Keep traffic flowing</b>—stay to the right</li> </ul>	<ul style="list-style-type: none"> <li><b>Clean up</b> after yourself and others</li> <li>Use <b>hall passes</b> during class time</li> <li><b>Go directly</b> to the assigned destination</li> <li><b>Do not disturb</b> other classes</li> </ul>
<b>Parking Lot &amp; Outside Areas</b>	<ul style="list-style-type: none"> <li><b>Respect property</b> of others and the school district</li> </ul>	<ul style="list-style-type: none"> <li>Follow <b>state and school laws</b></li> </ul>	<ul style="list-style-type: none"> <li>Park in <b>designated areas</b></li> </ul>
<b>Lockers</b>	<ul style="list-style-type: none"> <li>Use only your <b>own locker</b></li> <li>Open and close <b>quietly</b></li> <li>Use <b>school appropriate and temporary decorations</b> only</li> </ul>	<ul style="list-style-type: none"> <li>Keep locker combinations <b>confidential</b></li> <li>Keep lockers <b>locked</b></li> </ul>	<ul style="list-style-type: none"> <li>Keep all lockers <b>clean inside and outside</b></li> </ul>
<b>Assemblies &amp; Special Events</b>	<ul style="list-style-type: none"> <li>Show <b>appreciation</b> appropriately</li> <li><b>Focus</b> on the presentation</li> <li>Keep <b>hands and feet</b> to one's self</li> <li>Show consideration for the <b>flag and national anthem</b></li> </ul>	<ul style="list-style-type: none"> <li>Arrive and depart in an <b>orderly fashion</b></li> <li>Wait for <b>dismissal instruction</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Sit</b> with your class year</li> <li><b>Listen</b> for and <b>follow</b> directions</li> </ul>
<b>Sporting Events</b>	<ul style="list-style-type: none"> <li>Demonstrate <b>sportsmanship</b></li> <li><b>Focus</b> on the activity in progress</li> <li>Show consideration for the <b>flag and national anthem</b></li> </ul>	<ul style="list-style-type: none"> <li>Remain in the <b>spectator area</b></li> <li>Arrive and depart in an <b>orderly and timely fashion</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Follow instructions</b> of the supervising staff</li> <li>Bring your <b>own ASB</b> card</li> <li><b>Clean up</b> after yourself and others</li> </ul>
<b>Library or Computer Lab</b>	<ul style="list-style-type: none"> <li><b>Value, protect, and care for</b> the equipment and materials</li> <li><b>Maintain</b> the learning environment</li> <li>Use <b>quiet voices</b></li> <li><b>Be patient</b> when help is needed</li> </ul>	<ul style="list-style-type: none"> <li>Use chairs and tables <b>appropriately</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Return books</b> on time and in quality condition</li> <li>Follow <b>computer user agreement</b></li> <li>Print only what is <b>needed</b> for school work</li> <li><b>Food, gum, and drink</b> are prohibited</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>Respect other's <b>property</b></li> <li>Give people <b>privacy</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Wash your hands</b>; dispose of garbage</li> <li><b>Flush</b> the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Respect <b>property</b></li> <li>Give people <b>privacy</b></li> </ul>
<b>Office Areas</b>	<ul style="list-style-type: none"> <li>Be <b>polite</b>, patient, and <b>wait your</b></li> </ul>	<ul style="list-style-type: none"> <li>Use the designated entry and</li> </ul>	<ul style="list-style-type: none"> <li>Follow established procedures quickly</li> </ul>

	<ul style="list-style-type: none"> <li>turn</li> <li>Be <b>confidential</b></li> </ul>	exit	and efficiently
Lunch Line	<ul style="list-style-type: none"> <li>Be <b>aware</b> of others around you in line</li> </ul>	<ul style="list-style-type: none"> <li>Stand in a <b>single-file line and take turns</b></li> <li>Keep <b>hands and feet</b> to one's self</li> </ul>	<ul style="list-style-type: none"> <li>Only take as much food as you <b>need</b></li> <li>Keep <b>adequate funds</b> in your account</li> </ul>

## 9<sup>th</sup> Grade Reading Literacy Plan Outline

Improvement Goal: Students will read with more fluency, comprehension skills and appreciation for reading.

Emerging Reading Level					
Increase <b>Emerging</b> ORF scores to 200 wpm					
Instruction/Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date
<b>ORF - oral reading fluency testing</b>  <b>Increase ORF scores using: Six-Minute Solution</b>  Varied group and independent reading  In class library books  Structured curriculum materials	<b>Student booklets</b>  <b>Fluency recording sheets</b> in students' folders for six minute solution. Leveled passages;  logs/graphs  lesson Plans  Class libraries  Reading logs and journals	<b>Hasbrook Tindal ORF assessments show adequate progress</b>  <b>Fluency Records</b> show: <i>adequate progress on January testing</i>  <i>proper placement for leveled partner passage readings</i>  <i>increased fluency level in Six Minute solutions reading</i>  <i>January ORF scores increased for Semester One students and May ORF scores for Second Semester students</i>	District Testing Team  Mickey Newton  Carolyn Sanner  Students	September & 2007 & January 2008    January 2008	January 2008    May 2008
Emerging Continued  <b>Increase Comprehension abilities using Class Books</b>  <b>Skill Practice Sheets</b>  <b>Bridges - III McDougal</b> (Supplemental reading program)	Students' journals reflect growth in: <i>vocabulary work, character analysis, imagery, character comparison</i>  Lesson Plans	Journal and reading summary writings show growth in: <i>vocabulary usage, sentence structure, comparisons</i>  Scores on Bridges III selection, midyear and year end test	Mickey Newton  Carolyn Sanner  Students	September 2007   October November	January 2008   May 2008
<b>Increase students Appreciation for literature: Provide books</b> for students to enjoy  <b>Provide Class time</b> for pleasure reading	Reading Log's kept in student folders  Class Library  Lesson Plans	Written daily reading summaries are: informative, concise & progressive  Students' attitude during free choice reading time	Mickey Newton  Carolyn Sanner  Students	October  November 2007	January 2008

**Improvement Goal:**

**High Strategic/ Low Fluency Readers** will read with more fluency, comprehension skills and appreciation for reading.

<b>High Strategic-Low Frequency</b>
Increase <b>Oral Reading Fluency</b> to 180-200 wpm

Instruction/ Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date
<p><b>ORF Testing</b></p> <p><b>Increase ORF</b> (oral reading fluency) scores using:</p> <p><i>Six-Minute Solution</i></p> <p>Placement testing</p> <p>Corrective Reading Level B-2 Readers and workbooks</p>	<p><b>Test Booklets</b></p> <p><b>Fluency Logs</b> in students' folders. (Sanner's with partners signatures)</p> <p>Reading /Progress Logs in student folders</p> <p>Individual ORF scores using, Corrective Reading timed passages, as well as the books recorded on students' charts</p> <p>Lesson Plans</p>	<p><b>Hasbrook Tindal ORF assessments show adequate progress</b></p> <p><b>Fluency Records</b> show: <i>adequate progress increases in passage difficulty level, Increase in individual scores</i></p>	<p>District Testing Team</p> <p>Mickey Newton &amp; Carolyn Sanner Students</p>	<p>September January May</p> <p>September 2007</p> <p>October</p> <p>September</p>	<p>September, January &amp; May 2008</p> <p>----- -----</p> <p>May 2008</p>
<p>High Strategic-Low Fluency continued</p> <p>Increase <b>Comprehension</b> abilities using:</p> <p><b>Class Reading Books</b></p> <p><b>Class Library Books</b></p> <p><b>Corrective Reading</b> - Level B-2</p> <p><b>Skill Practice Sheets</b></p> <p><b>Bridges- III</b> McDougal (Supplemental reading program)</p>	<p>Student's journals reflect growth in: <i>vocabulary, character analysis, imagery, character comparison</i></p> <p>Student's Reading Logs</p> <p>Corrective Reading Workbook and Corrective Reading Books</p> <p>Bridges Readers, Workbook and skill pages</p> <p>Teachers recorded scores</p>	<p>Journal and reading summary writings show growth in: <i>vocabulary usage, sentence structure, comparisons</i></p> <p>Logged entries in student folders showing pages read and summaries</p> <p>Workbook</p> <p>Scores at a minimum of 85%</p>	<p>Mickey Newton &amp; Carolyn Sanner</p> <p>Students</p>	<p>September 2007</p> <p>October</p> <p>November</p>	<p>-----</p> <p>May 2008</p>
<p>Increase students': <b>Appreciation for</b></p>	<p>Reading Response/ Summary Logs (kept in</p>	<p>Daily reading summaries are informative, concise</p>			

<b>literature:</b>  <b>Provide</b> books for student enjoyment  <b>Provide class time</b> for pleasure reading	student folders)  Lesson plans Class library	progressives  Student attitude during independent or whole group shared reading	Mickey Newton  Carolyn Sanner  Students	October  November  2007	May 2008
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**Improvement Goal: Low Strategic/Low Fluency Readers** will read with more fluency, comprehension skills and appreciation for reading.

Low Strategic/ Low Fluency Level B-2 in Corrective Reading

Increase Low Strategic - Low Fluency **Oral Reading Fluency Rate** to 150 - 180

Instruction/Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date
<b>ORF testing</b>  <b>Increase ORF</b> (oral reading fluency) scores using: Placement testing  <i>Six-Minute Solution</i>  Corrective Reading, Level B-2 Reader and workbooks	Fluency charts in student folders  <b>Partners signatures</b>  Corrective Reading workbooks and readers	<b>Hasbrook Tindal ORF assessments show adequate progress</b>  <b>Fluency Records</b> show: <i>adequate progress</i>  <i>proper placement</i>  <i>increased difficulty level</i>	District Testing Team  Mickey Newton & Carolyn Sanner  Students	September 2007  September  October	January 2008  -----  May 2008
Increase <b>Comprehension</b> abilities using  <b>Class Books</b>  <b>Corrective Reading</b>  <b>Skill Sheets</b>  <b>Bridges</b> (Supplemental reading programs)	Student's journals reflect growth in: <i>vocabulary, character analysis, imagery, character comparison</i>  Lesson Plans  Teacher recorded scores  Corrective Reading workbook & readers	Journal writings will show growth in: <i>vocabulary usage, sentence structure, comparisons'</i>	Mickey Newton  Carolyn Sanner  Provide: placement testing,  Leveled Partners, passages,  Materials	September 2007  October  November	May 2008

Increase students': <b>Appreciation for literature:</b> <b>Provide books</b> for students to enjoy  <b>Provide time</b> for pleasure reading	Reading Log's containing daily summaries and pages read, in their folders	Daily reading summaries are: Informative, concise progressive  Student attitude during independent or a whole group shared reading	Mickey Newton  Provide: placement testing,  Leveled Partners, passages,  Materials	October  November 2007	May 2008
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## Improvement Goal:

Reading Level will read with more fluency, comprehension skills and appreciation for reading

<b>Intensive Reading Level</b>					
Increase Intensive Oral Reading Fluency Scores to 100-150 wpm					
Instruction/ Activity	Evidence of Implementation	Evidence of Impact	Person Responsible	Start Date	End Date
<b>ORF Testing</b>  <b>Corrective Reading</b> Level B-1	<b>Corrective Reading</b> workbooks and books Reading Check Out Log sheets with Partners' signature  Lesson Plans	Within curriculum's increased difficulty range  Checkout Logs show continuous progress	District Testing Team  Carolyn Sanner  Students	September  2007	May 2008
Increase <b>Comprehension</b> abilities using:  <b>Corrective Reading</b> Level B-1 Readers and workbooks Provide library	Corrective Reading Workbooks & readers  Class Library  Lesson Plans	<b>Hasbrook Tindal ORF</b> <b>assessments show adequate</b> <b>progress</b>  Journals show continuous progress  Workbook scores 85%	Carolyn Sanner	September  October	May 2008
Increase Student's <b>Appreciation for</b> <b>literature:</b>  <b>Provide books</b> for students to enjoy  <b>Provide class time</b> for whole group shared reading and independent pleasure reading	Reading Log kept in student folders  Lesson plans  Class library	Daily reading summaries are informative, concise and progressive  Student attitude during free reading period	Carolyn Sanner	December 2007	May 2008

## OHS Student Survey November 2007

Under Classmen = 179 (Grade 9 = 121; Grade 10 = 58)  
Upper Classmen = 162 (Grade 11 = 92; Grade 12 = 70)  
Advanced Leadership Class = 51  
Total Respondents = 392

### Question 1 - Mission

What type of school facility would provide the best educational services to OHS students over the next 10-20 years? Please rate each of the following as:

Very Important = 1    Moderately Important = 2    Unimportant = 3

\_\_\_\_\_ A high school that stresses vocational programs, such as agriculture, auto mechanics, health trades, culinary arts, etc.

\_\_\_\_\_ A high school that stresses academics and technology.

\_\_\_\_\_ A comprehensive high school in which academic and vocational programs receive equal emphasis.

\_\_\_\_\_ A high school that provides alternative programs designed to fit the needs of "at risk" or disadvantaged students.

**Table 1  
Mean Ratings**

School Type	Grades 9-10	Grades 11-12	Adv. Leaders.	All Students
Vocational	1.14*	1.77	1.71	1.47*
Academic	1.57	1.52*	1.33*	1.52
Comprehensive	1.63	1.72	1.55	1.66
Alternative	1.55	1.65	1.67	1.61

Data Summary:

In each column, an asterisk has been placed by the option that was rated as most important.

- Under classmen rated vocational services as *most* important (by far); upper classmen rated vocational services as *least* important!
- Upper classmen and advanced leadership students rated academic services as most important; under classmen rated academic services as 3<sup>rd</sup> most important.
- Both under and upper classmen rated *alternative* programs for at risk students as 2<sup>nd</sup> most important.

Possible Conclusions:

- Students gain more appreciation for academic programs as they advance through the grades.
- Students are required to take more academic classes in order to prepare for their state assessment tests. Therefore, they lack many opportunities for vocational and other elective classes.
- Those with vocational interests drop out disproportionately as they advance through the grades.
- Significant numbers of students recognize that they are at risk and need alternative programs to succeed.
- To properly serve all of Ontario's citizens, the high school needs to include a variety of *both* high quality vocational and academic programs.

### Question 2 - Facility Improvement

Please rank the following five options for improving OHS facilities from Most Important (1) to Least Important (5)

- \_\_\_\_\_ Do nothing with the facilities
- \_\_\_\_\_ Modestly remodel the current facilities
- \_\_\_\_\_ Extensively remodel and possibly add onto the current facilities
- \_\_\_\_\_ Rebuild facilities on the current location
- \_\_\_\_\_ Build entirely new facilities on a new location

**Table 2**  
**How Option Ranked (all respondents)**

Option		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Do Nothing	28	15	17	46	285*	
Modestly Remodel	47	77	76	173*	7	
Extensively Remodel/Add	105	102	150*	23	8	
Rebuild on Current Site		79	136*	81	76	8
Build on New Site	127*	57	52	70	76	

**Data Summary**

For each row (facilities option), an asterisk has been placed by the rank with the greatest number.

- “Build on a new site” had the greatest number of 1<sup>st</sup> place ranks (127).
- It is important to note that “Extensively remodel/add on” was a close 2<sup>nd</sup> (105).
- Of even greater interest is the fact that “Build on a new site” had a significant number respondents (146) ranking it in 4<sup>th</sup> or 5<sup>th</sup> place!
- Although “Build new facilities on a new site” received the greatest number of 1<sup>st</sup> place votes (33%), more students ranked “Modestly remodel,” “Extensively remodel/add on,” or “Rebuild on current site” as their 1<sup>st</sup> choice (60%).

**Possible Conclusions**

- A majority of students would like to see the high school remodeled, added onto, or rebuilt in its present location.

**Table 3**

**← Mean Rank for Each Option →**

Option		9	10	11	12	Lead.	Total
Do Nothing	4.33	4.23	4.31	4.55	4.68	4.39	
Modestly Remodel	2.92	3.34	3.03	3.06	2.98	3.04	
Extensively Remodel/Add	2.43*	2.55	2.26*	2.19*	1.92*	2.30*	
Rebuild on Current Site		2.61	2.21	2.52	2.25	2.63	2.47
Build on New Site	2.53	1.89*	2.88	3.00	2.76	2.77	

**Data Summary**

The average rank was computed for each option for grades 9, 10, 11, and 12, as well as for the advanced leadership class, and total respondents.\*\* For each column, an asterisk has been placed by the highest rated average rank (remember - the lower the number, the higher the average rank for that option).

- For all groups except grade 10, “Extensively Remodel/Add On” received the highest average rank.
- “Rebuild on Current Site” received the 2<sup>nd</sup> highest average rank.
- “Build on New Site” received *only* the 3<sup>rd</sup> highest average rank, primarily because (as shown in Table 2) a significant number of students ranked this option 4<sup>th</sup> or 5<sup>th</sup>.

**Possible Conclusions**

- As determined by mean ranking, the most favorable option for these high school students is to extensively remodel/add onto the high school at its present location.

\*\*Those who have had a course in statistics may (legitimately) question the validity of averaging over ranks; however, it does provide a way of comparing the extent of interest in each option.