



**Memorial High School**  
**Campbell City Public Schools**  
**Campbell, Ohio**  
**Principal: Richard Gozur**  
<http://www.campbell.k12.oh.us>

Memorial High School is a high poverty, high-performance high school located in the City of Campbell in Mahoning County (in northeastern Ohio approximately five miles from the Pennsylvania border). The Ohio Department of Education (ODE) designated Memorial High School as one of the state's 1,136 "Effective" schools in 2004-2005 for meeting five out of seven indicators. In 2003-2004, Campbell Memorial reported a graduation rate of 97 percent compared to a state standard of 90 percent and the state's result of 86 percent (2004-2005 School Year Report Card).

ODE also recognized Campbell Memorial High School as a *School of Promise (SOP)* for the last three years on state assessments in reading (2002-2003, 2003-2004, and 2004-2005). To meet the criteria for *SOP*, the school had to enroll at least 40 percent or more of students from economically disadvantaged backgrounds and meet or exceed the state standard of 75 percent passage in reading and/or mathematics (overall and for each racial/ethnic student group).

<b>2004-2005 Memorial High School Profile</b>	
2004-2005 Building Rating	Effective
Student Enrollment	452
Grades	9-12
Economically Disadvantaged Students	51.3%
White Students	54.1%
African-American Students	26.6%
Hispanic Students	15.2%
Multi-racial Students	4.1%
Students with disabilities	12.8%
Attendance rate for all grades	93.0%
Student Graduation	96.7%
Source: Ohio Department of Education, 2004-2005 School Year Report Card for Memorial High School	

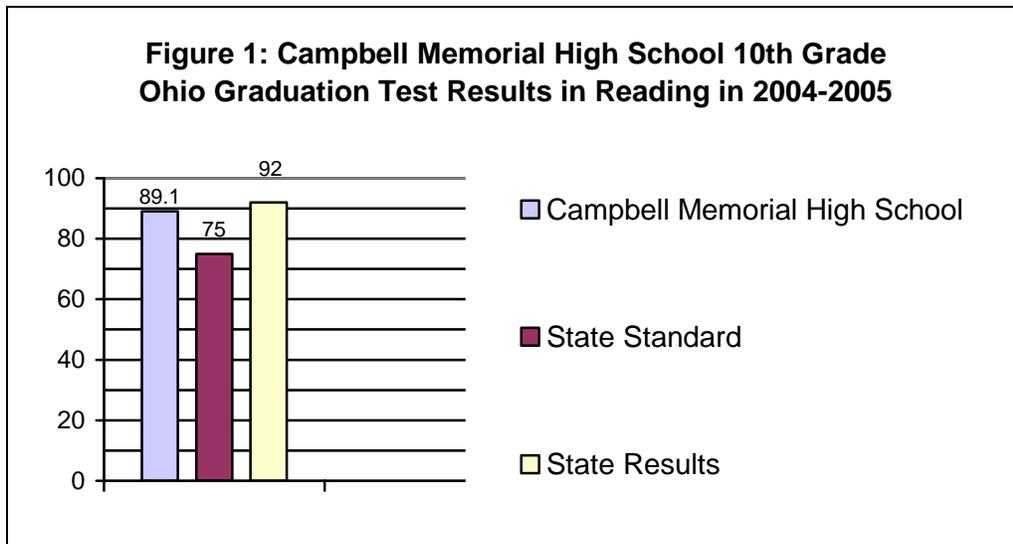
In 2002-2003, 90 percent of Campbell Memorial's students scored proficient or above on the ninth-grade proficiency test in reading compared to the state standard of 85 percent (representing results for tenth-grade students who test as ninth-grade and tenth-grade

students). In 2003-2004, 99 percent of Campbell Memorial's ninth-grade students scored proficient or above on the ninth-grade proficiency test in reading.

In 2004-2005, 89 percent of Memorial's students scored proficient or above on the Ohio Graduation Test (OGT) in reading (see next figure).

### Comparison of Memorial High School's Aggregated Student Performance to State Standard and Results for Reading in 2004-2005

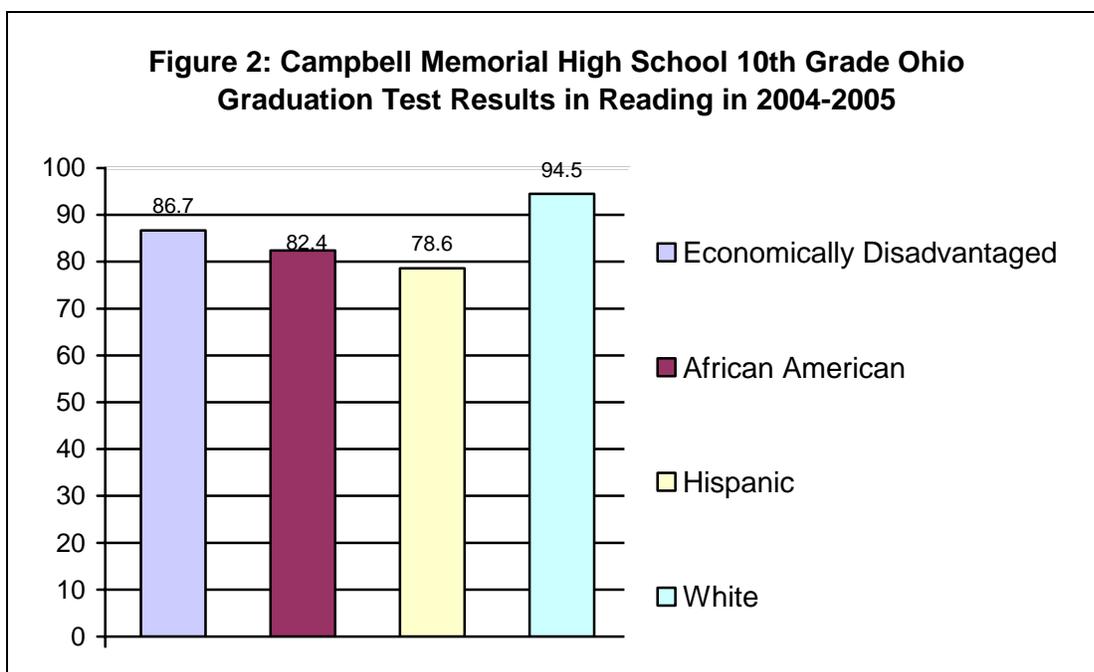
Figure 1 graphically displays the percentages of Campbell Memorial's students who scored proficient or above on the OGT in reading in 2004-2005 compared to the state standard of 75 percent. Eighty-nine percent of Memorial's students scored proficient or higher compared to the statewide results of 92 percent.



Sources: Ohio Department of Education, 2004-2005 School Year Report Card for Memorial High School; Ohio Department of Education, 2004-2005 Annual Report on Educational Progress in Ohio

## Memorial's Disaggregated Student Performance by Student Groups in 2004-2005

Figure 2 provides a breakdown of the performance of Memorial's students on the tenth-grade OGT in reading by student groups as required under the *No Child Left Behind Act*. The percentages of Memorial's students who scored proficient or above on the OGT in reading included: 87 percent of students identified as economically disadvantaged, 82 percent of African-American students, 79 percent of Hispanic students, and 95 percent of White students in 2004-2005.



Source: Ohio Department of Education, 2004-2005 School Year Report Card for Memorial High School

### Methodology

The purpose of the *Schools of Promise* Multiple Case Study is to highlight and document effective research-based strategies used by selected urban schools according to the research-based *SOP Framework of Practice* (a review of research and literature organized around five themes) and the *SOP Implementation Inventory*. The study focused on the schools piloting the

*SOP Implementation Inventory*, which is a tool designed to help a school examine and document its practices using the *SOP Framework of Practice*.

The Ohio Department of Education selected six urban schools for the study based on student performance on state assessments in either, or both, reading or mathematics. Once a school agreed to participate in the study, a researcher from RMC Research Corporation visited each site for a day and trained the principal in the use of the *SOP Framework of Practice* and the *SOP Implementation Inventory*.

Memorial's school principal completed portions of the *SOP Implementation Inventory* with brief responses and submitted the *SOP Inventory* to RMC Research. A limited amount of information was provided by the school for the case study despite numerous requests. Where possible, additional records were obtained from the school, the Ohio Department of Education's Web site, the district's Web site, and the school's Web site. The researchers reviewed and analyzed the completed inventory and documentation according to each theme and sub-theme of the *SOP Framework of Practice*. They identified additional questions to be asked during validation site visits. Two researchers conducted a two-day validation site visit in February 2006 that included: five classroom observations and one-hour individual interviews with the principal, assistant principal, guidance counselor, and six teachers. The researchers collected data on the classroom observations using a standard protocol. The interview questions were open-ended and specifically designed for Memorial based on information provided in the *SOP Implementation Inventory*. The researchers reviewed and qualitatively analyzed all collected data using the five themes of *Schools of Promise*.

## **Organization of Case Study**

The case study report is organized according to the five *Schools of Promise* themes. The first theme is that *SOPs* deliver rigorous instruction aligned to the state's academic content standards. Leadership that leads to continuous improvement is the second *SOP* theme. The

third SOP theme is *SOPs* design instruction to ensure every student succeeds. Engagement of parents and the community in supporting student success is the fourth *SOP* theme. The fifth *SOP* theme is that *SOPs* create cultures where each individual feels valued.

### **Rigorous Instruction Aligned to the State Standards**

The first of five *SOP* themes is: *Ohio Schools of Promise* deliver rigorous instruction aligned to the State's academic content standards. According to a recent faculty survey, the primary purpose of the school is to improve the academic performance of diverse students so they succeed in whatever future endeavors they pursue. The school has focused on preparing students for the Ohio Graduation Tests (OGT) so students are ready for technical or vocational training, post-secondary education, or employment.

The school's course of study requires 21 credits for graduation: including four credits in English and Social Studies; three credits in Science and Mathematics; one Fine Arts credit; one Health/physical Education; and five electives. The school offers French and Spanish. Advanced courses include: tenth-grade and eleventh-grade Honors English, and Advanced Placement (AP) Chemistry II and Spanish. The AP Program gives students the opportunity to take college-level courses and examinations while in high school.

Technical preparation courses include: keyboarding, computer literacy, program applications, desktop publishing, integrated software applications, and internet-web-authoring. Students enrolled in the internet-web-authoring courses maintain the web site of the school and the web site of the district.

In recent years, the district has partnered with Youngstown State University, Ashland University, public television, and community businesses to develop a comprehensive technology plan. A major focus of the plan was on increasing the quantity and quality of technological resources. As part of the plan, Memorial High School now has three computer labs as well as 19 computers in the reading room with a satellite lab. Each classroom has a TV monitor, VCR,

and DVD connected to the teacher's computer. The student/computer ratio is 2:1. A local cable access station is housed at the school. The district's system administrator and technology coordinator teach multimedia classes to students which prepares them for working in the studio. Students in the web authoring and multimedia classes use the website and TV station as learning laboratories.

The multimedia students host and produce the morning announcements, which are broadcast live every morning to the entire school body. The students film all major sporting, academic, and extracurricular activities, including football and basketball games, prom, and the induction ceremony for the National Honor Society.

In addition to the technology courses, the school has integrated technological applications into classroom instruction. For example, a recently observed chemistry class was studying empirical molecular formulas. To apply the topic practically, students worked in pairs to research, write a report, and develop a PowerPoint presentation on holistic/natural home remedies. Students used various World Wide Web resources as part of their research. Once students chose a remedy, they researched its history as to origin and application, and determined the molecular formula of the remedy. Students then had to hypothesize which remedy might be more effective and why.

Instructionally, the school calendar and school day follows a traditional high school schedule. The school year is divided into two semesters, with four nine-week grading periods. Teachers give students progress reports in the fifth week of every grading period. Report cards are sent every nine or ten weeks. The school day is organized into eight periods, each lasting approximately 50 minutes. Teachers have one planning period a day. Unfortunately, the scheduling does not allow for teachers to formally engage in collaborative planning. Instead, collaborative planning occurs by teachers initiating interdisciplinary projects.

## **Providing Leadership that Leads to Continuous Improvement**

The second *SOP* theme is: *Schools of Promise* have leadership that leads to the continuous improvement of the school. The school's administrators include a principal and assistant principal. Mr. Rick Gozur, Memorial's Principal, grew up in Campbell and attended Campbell Memorial High School as a student. Interviewed staff described the principal as supportive of teachers and one who makes the school a pleasant place to work for teachers.

Mr. Tom Kempe, the Assistant Principal, is in his first year at the school. He is responsible for the enforcement of student discipline policies. Interviewed teachers reported increased discipline infractions and the assistant principal verified he handles 10-15 detentions a day. The assistant principal has taken a pro-active approach by consistently enforcing the school's discipline procedures.

To promote continuous learning, the district provides three to four teacher in-service days during the school year. The district has collaborative professional development partnerships with the Mahoning County Education Service Center (ESC), the Far East ESC, and the Special Education Regional Resource Center (SERRC). Mahoning County Service Center provides the greatest amount of professional development to the high school and the district. The Far East Educational Service Center conducts seminars for writing the Comprehensive Continuous Improvement Plan (CCIP). The professional development has addressed topics, such as state standards, technology, curriculum alignment, hands-on instructional activities, and reading. A liaison from the Far East ESC calls once a week to see what the school needs. There are frequent meetings to discuss educational issues. The Mahoning County ESC has facilitated curriculum alignment, training in designing rubrics, and assessments for Campbell Memorial High School. The librarian has identified and placed on the school's web site a variety of professional development resources for individual faculty members to access. As a result of the above activities, interviewed faculty reported that the professional development has met their needs.

## **Designing Instruction to Ensure Every Student's Success**

Theme two of *SOP* is: *Schools of Promise* design instruction to ensure every student's success. The diversity of Campbell's student population is changing. Mr. Tom Kempe, Assistant Principal, indicated roughly 30 to 40 percent of the current Campbell students were not living in the district five years ago. Campbell is enrolling increasing numbers of students representing diverse cultural and linguistic backgrounds. For 2005-2006, minority students represented 45 percent of the student body. These changes are presenting new challenges in curriculum and instruction to Memorial's teaching staff. During the 2005-2006 school year, the school had a part-time tutor that provided English-as-a-Second-Language (ESL) students extra time and assistance with homework during non-core academic subjects and study halls.

Approximately 13 percent of Campbell Memorial's student body is identified with disabilities. There are four special education teachers and one director. Students with disabilities attend both general and special education classes. Each special education teacher is assigned 10 to 14 students. During an observed special education class, students worked independently on different assignments as the teacher rotated and conferenced with other students. Some of the special education teachers have focused on providing assistance to students in mathematics and preparing students for the OGTs. In addition, the special education teachers collaborate with other general education teachers around OGT preparation.

Campbell Memorial expects all tenth-graders to pass all sections of the Ohio Graduation Tests, and graduate. During the school year, teachers repeatedly explain, define and use the terms (e.g., hyperbole, analyze, contrast) from the OGT so that students are familiar with the tests. OGT practice tests are administered as well. During the second semester, the school focuses on OGT preparation by giving students numerous practice opportunities.

According to the principal, teachers are encouraged to take active roles in students' academic progress or failures. The principal and guidance counselor reported that some teachers meet to assess and discuss data results from student report cards and the results of

the OGTs. Some teachers use the analyses of individual scores to determine what instructional approaches to take with students.

The principal stated the school has not developed any specific intervention classes or approaches scheduled during the school day. However, several teachers use the *Kurzweil* computer program to assist students. The program scans written pages into a computer. Then the computer reads the pages aloud to students, highlighting each word. The program also includes a dictionary and thesaurus which allows students to develop their vocabularies. In addition, the program has a note-taking function which lets students study while they read. Students can also use a word processor within the program and the computer will say the words to students as they type.

The next section describes how the school promotes family and community involvement.

## **Promoting Family and Community Involvement**

The fourth *SOP* theme is: *Schools of Promise* engage parents and the community to support student success. Campbell Memorial provides a variety of activities to encourage parent involvement, including an orientation, open house, and two parent teacher conference days per year. In addition, the school sponsors financial aid seminars for students considering post-secondary education.

Campbell Memorial High School has no structured capacity for a parent organization, that is, there is no Parent Teacher Organization. However, there is the Campbell Academic Association that includes parents, teachers, and the community. Throughout the school year, the Association conducts fund raisers (e.g. hayrides, activities at a local park, cash donations). The Association participates in community projects, sponsors the National Honor Society and the Academic Challenge, and supports the attendance of student officers to state conferences. At the annual award assembly, the Campbell Academic Association provides award certificates

and medals for student performance in academics. The Association provides \$1000 scholarships to five students per year for post-secondary education.

In addition to promoting parent involvement in school activities, Campbell Memorial has promoted a positive culture for staff and students. The next section describes some of the school's activities.

### **Creating a Culture Where Individuals are Valued**

The fifth *SOP* theme is: the school creates a culture where each individual feels valued. One of Campbell Memorial's strengths is that staff and administration work closely together, according to a recent faculty survey. Interviewed staff also reported: "The school is a family oriented place" where faculty and staff are respectful of each other and close knit. Many of the teachers originally attended Memorial High School as students.

To promote positive teacher-student relationships over time, Campbell Memorial assigns students to one homeroom teacher for four consecutive years. In addition, the principal and guidance counselor meet individually with each student to discuss the student's schedule for the next year.

A student handbook is provided to all students. The handbook identifies the school's policies and procedures. The staff is working to reinforce the rules laid out in the student handbook. A challenge for Campbell Memorial is how to address changes in student behaviors and motivation. For example, according to a 2004-2005 faculty survey, staff was concerned about the lack of student motivation and increasing student behavioral problems. The faculty identified a need for consistency among staff on reinforcement of discipline procedures and enforcement of dress code violations.

To address the repeated behavioral issues of students, the school develops behavioral contracts which students have to sign. If a student does not comply with the contract, the student is given a penalty and a letter is sent to the student's parents. The school's

administrators meet frequently with teachers, students, and parents to address repeated behavioral issues.

According to the student handbook and the school's web site, Campbell Memorial provides a variety of organizations for student participation, interactions, and relationships. In addition to athletics (football, basketball, track, and volleyball), the school's clubs include: Art, Business, Chemistry, French, Library, Mathematics, Drama, and Spanish. The school's web site, developed by students, has pictures, projects, and examples of activities for many of the organizations.

To recognize students who meet Campbell's academic expectations, Campbell Memorial identifies students who maintain at least a 3.0 grade point average in all subjects for each grading period for Honor Roll. There is also a High Honor Roll for students who maintain a 4.0 grade point average in all subjects for each grading period. Campbell has a National Honor Society in which students must apply for and meet the criteria of a grade point average of 3.25. On the school's web site, Memorial identified 20 students of the 2006 senior class as members of the National Honor Society, representing 20 percent of the senior class. Each year, the school has an award assembly in which students are recognized and receive certificates and medals for meeting academic expectations.

## **Summary**

Campbell Memorial High School is a high poverty, diverse high school located in a small town, Campbell City, in northeastern Ohio. In 2004-2005, the Ohio Department of Education rated Campbell Memorial High School as "Effective" for meeting five of the seven state's indicators. That same year, ODE also recognized the school as a *School of Promise* because of aggregated and disaggregated student performance on the Ohio Graduation Test (OGT) in reading. Previously, the Ohio Department of Education recognized Campbell Memorial as a

*School of Promise* in 2002-2003 and 2003-2004 school years for high levels of student performance on the OGT in reading.

Interviewed staff attributed the above level of performance in reading to the fact that Campbell Memorial students were good readers who liked to read and that faculty extensively had students practice for the OGT during the school years. Campbell Memorial realizes the importance of preparing students for the OGT so students are ready for post-secondary technical or vocational programs, employment, or higher education. Campbell Memorial reported a graduation rate of 97 percent for 2003-2004.

A major focus at Campbell Memorial is the use of technology and students learning to use technological applications. Students enrolled in the web authoring and multi-media classes maintain the web site of the school and work in the local cable access station. The multi-media students host and produce daily live broadcasts to the school. They also film major school events.

Since the principal and many school staff grew up in the town and previously attended Campbell Memorial High School as students, interviewed staff describe the school culture as close and like family. Teachers describe the school as a pleasant place to work.

In the last few years, Campbell Memorial's student population has become more linguistically and culturally diverse. By 2004-2005, approximately 45 percent of Campbell Memorial's students represent minority groups. Changes in students' demographics, motivation, and lack of discipline are presenting new curriculum and instructional challenges to faculty. The faculty is realizing that the school needs to provide additional interventions to assist all students in meeting high academic and behavioral expectations. They will be exploring specific strategies in the coming school year.