

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Carl Nicholas Inabnitt

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Goshen High School

(As it should appear in the official records)

School Mailing Address 6707 Goshen Road

(If address is P.O. Box, also include street address.)

City Goshen State OH Zip Code+4 (9 digits total) 45122-9200

County Clermont County State School Code Number\* 013920

Telephone 513-722-2227 Fax 513-722-2247

Web site/URL http://ghs.goshenlocalschools.org E-mail inabnittn@goshenlocalschools.org

Facebook Page  
facebook.com/pages/Goshen-  
Twitter Handle Local-Schools/365134906914893 Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*Mr. Darrell Edwards E-mail:  
edwardsd@goshenlocalschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Goshen Local Schools Tel. 513-722-2222

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. George Rise  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

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

\*Non-public Schools: If the information requested is not applicable, write N/A in the space.

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	110	84	194
10	92	98	190
11	87	96	183
12	96	86	182
<b>Total Students</b>	385	364	749

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 95 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 10%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	29
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	43
(3) Total of all transferred students [sum of rows (1) and (2)]	72
(4) Total number of students in the school as of October 1	749
(5) Total transferred students in row (3) divided by total students in row (4)	0.096
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 1 %  
2 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish, Russian
8. Students eligible for free/reduced-priced meals: 50 %  
 Total number students who qualify: 337

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 50 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 17 %  
129 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>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>23</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>65</u> Specific Learning Disability
<u>14</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>8</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	95%	94%
High school graduation rate	98%	97%	95%	91%	93%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	207
Enrolled in a 4-year college or university	32%
Enrolled in a community college	22%
Enrolled in career/technical training program	3%
Found employment	27%
Joined the military or other public service	5%
Other	11%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The building mission “Ensure that students perform at continuously higher levels” is supported through guaranteeing that all students are college and career ready.

## **PART III – SUMMARY**

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Goshen High School is located thirty minutes north east of Cincinnati, Ohio, and is located in Goshen Township, home to approximately 12,000 people and encompassing Clermont and Warren Counties. Goshen is a suburban/rural area with agricultural roots. Predominant occupations are agricultural and industrial. Goshen Local Schools have been in existence since 1908 and has an average daily attendance of 2,788. Goshen High School has 749 students including approximately 100-130 students being serviced off campus at Great Oaks Vocational Schools. There is an Open Enrollment Policy in place allowing 205 students from other local districts to attend Goshen schools. The Goshen High School building faculty consists of thirty teachers and two guidance counselors and a part time college and career counselor. All teachers are Highly Qualified with a high percentage holding a Masters Degree. The student body is comprised of 93.3 % Caucasian, .8% African American, 3.1% Multiracial, 2.6% Hispanic students and .2 Other.

The mission and purpose of Goshen High School is supported through the curricular changes and focus of the building. The building mission “ensure that all students perform at continuously higher levels” is supported by the focus of guaranteeing that all students are college and career ready. Goshen High School provides a traditional, comprehensive curriculum that includes the four core areas of Mathematics, English, Science, and Social Studies. There are courses at both the Honors and the College Prep levels. Courses are available in foreign languages as well as art, vocal and instrumental music, business, and technology. Additional elective choices are available through a building flex-credit program. At risk students are served through the Career Based Intervention, Warrior Path Behavioral Learning, and Spearpoint Blended Learning programs. A small number of students are served at UC Clermont College through the College Credit Plus program. A number of on campus dual enrollment courses have been added to allow students to earn college credit while in high school. Students also have the opportunity to take Biology, US History, Psychology, Calculus, Government, English Literature, and English Language through the College Board AP Program. We offer a year worth of college credit opportunities on campus for our students as well as career opportunities through the vocational track and Work-Study programs. Goshen High School offers a number of diverse programs, which enable all students to be prepared for the future. We are proud of the opportunities that our AP and Dual Credit programs provide. At risk students can choose between a number of work and career programs in addition to the AP/Dual Credit options.

Goshen High School offers a wide variety of extra curricular activities that help our students connect with the school and community. We expect all students to successfully earn their diploma and be prepared for their endeavors after high school. The district vision of “be a high quality performing school and being recognized as such” is supported through evidence of the building awards and state recognition. In 2013-14 and 2014-15, Goshen High School received the School of Honor award based upon sustained high achievement and progress while serving a significant number of economically disadvantaged students. Also in 2013-14 and 2014-15, Goshen High School was named a School of Promise, which highlights and recognizes schools that are making substantial progress in ensuring high achievement for all students. Goshen High School has consistently been rated Excellent since 2008 and was chosen as one of Cincinnati Magazine’s “Best Schools” in 2014. In 2013-14 The College Board recognized Goshen High School as a school worthy of The AP Honor Roll distinction. This is a group of 477 districts across the US and Canada that have been honored in increasing access to AP course work while maintaining or increasing the percentage of students earning scores of 3 or higher on AP exams.

Goshen High School excels not only in the academic area, but students have reached many milestones. Goshen students have consistently performed well at Science Fair and Science Challenge competitions. Students have been honored as top 10 finalists at the Clermont County Science Challenge with six students receiving Excellent ratings at the Regional Science Fair and one student receiving honors at the State Science Fair. In 2013-14 Goshen High School Marching Band was invited to perform in and lead the Disney World Parade. The Band has also participated in the Cincinnati Reds Opening Day Ceremony for a number of years and has received a number of first place awards in the Class IIA and IIIA divisions. GHS also has a National Merit Scholar finalist this year.

Goshen High School acts as the hub of the community where numerous events are held each year. Events such as the the Alumni Banquet, the Senior Citizen Dinner, the National Night Out, and Earth Day celebration bring together a large part of the community. The school is also the largest voting center for the community and serves as a polling place at all elections. Staff, students, parents, grandparents, and alumni attend extra curricular activities. The resulting environment of Goshen High School is one of community where everyone feels welcome and a part of not only a school building, but of a family making GHS worthy of National Blue Ribbon distinction.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Goshen High School's curriculum is designed to prepare all students for college or a career. We are proud to have developed numerous programs tailored for individual student needs. The core of the curriculum is the state mandated standards in the areas of English, Math, Science, and Social Studies. Programs in the areas of Fine Arts, Industrial Arts, Business, Health and P.E., and Foreign Language work collaboratively with the core to help develop creative and higher level thinking skills. This combination of core classes and electives of student choice provides a strong foundation and develops well-rounded young adults.

The English language arts program at GHS is a comprehensive curriculum in the reading and writing realms. Students of all grade levels are taught literature across the spectrum of complexity and origins. Ninth grade curriculum is a general survey of genres in literature and writing including, but not limited to, analysis, synthesis and research writing. Tenth grade curriculum focuses on world literature and developing deeper research and analysis skills. Eleventh grade students experiment with American literature emphasized by college preparatory writing such as argumentation. British literature completes the senior English curriculum, concentrating on analytic and persuasive writing. Instructional methods within the department include one-on-one instruction, group work, whole class lecture, and homework to reflect comprehension and application. Project based learning is also emphasized at each level. Writing to express opinion, argument, and experience is an integral part of the English curriculum at GHS. Below level readers are included in a class of similar readers who study high interest texts. Above grade level readers are challenged through honors and AP classes; GHS offers both AP English Language and Composition and AP English Literature and Composition courses. All students are guided to select reading level appropriate texts suggested by ASPIRE for freshmen, Scholastic Reading Inventory for sophomores, and teacher and librarian- compiled reading lists of college preparatory reading for juniors and seniors.

GHS's math department strives to make each course rigorous for all students through a tiered math course approach, giving students a holistic view of mathematical processes that has strengthened the student's algebraic and geometric understanding. Through the examination of many data points, strengths and weaknesses of the students are identified, enabling teachers to place students in challenging classes, such as AP Calculus, that will challenge them while concurrently strengthening skills. The tiered approach allows the most advanced mathematical thinkers to be placed in the Honors Dual Credit/Advanced Placement track starting their 8th grade year. The middle track continues to build a strong foundation of mathematical skills with remediation and enrichment throughout the year. The lower track receives a standards based scaffold curriculum with immense remediation and an emphasis on test taking skills. The mathematics department writes throughout the curriculum to further the understanding of conceptual mathematical processes.

The Social Studies curriculum at GHS builds critical thinking and problem solving skills to create engaged citizens. Students who successfully complete social studies courses possess the skills to be successful in their choice of a college or a career. Inquiry and research is a priority in lesson development. American democracy relies on schools to produce informed and active citizens. The GHS Social Studies department works diligently to encourage students to become model citizens. The introduction in the last five years of many new Advanced Placement and Dual Credit courses have allowed students to not only challenge themselves but gain confidence that they can compete with the global student. Currently AP American History, AP United States Government, and AP Psychology are offered. Two Dual Credit classes, Western Civilization and Sociology, are offered. AP scores have increased over those years, and participation in these courses has escalated. Students graduate prepared to meet the demands of the 21st century workplace.

The Science curriculum at Goshen High School incorporates the state mandated curriculum encompassing life and physical sciences in a hands-on and inquiry based manner. Students develop independent and critical thinking skills through both lecture and laboratory methods. Advanced courses such as AP Biology, Dual-Credit General Chemistry, Botany, Zoology, and Genetics provide opportunities for students to enhance skills in the various fields of science. The GHS science program fosters success and authenticity through local, regional, and state level Science Olympiad and Science Fair competitions.

The foundation of Goshen High School's curriculum is College and Career Readiness for all students. Students are served at all levels to maximize each student's potential. Advanced Placement and Dual-Credit courses are offered which provide the opportunity for students to earn college credit while in high school. Non-traditional and at risk students are served through the Career Based Intervention program which incorporates academics with on- the- job skills. Working with organizations such as Junior Achievement provides opportunities for Job Shadowing at companies such as ATT and KPMG and real life experiences in the work force.

## **2. Other Curriculum Areas:**

The GHS Visual Arts curriculum is designed around the ODE Visual Arts standards. The program guides students in their personal discovery of the visual arts. Students explore the many ways art contributes to culture and examines the power of art to raise social consciousness, improving skills of observation, critical and creative thinking processes, and appreciation of the role of art in society. For the past seven years, a group of senior art students spend each afternoon assisting first and second grade students with art at one of the district elementary schools. As a method to increase school pride and create a positive school environment, art students participated in a school wide mural project and host a Fine Arts Night each year to showcase their work in art and photography. Goshen art students have received numerous honors for their work from, among others, the Congressional Art Competition, Ohio Governor's Youth Art Exhibit, and the Art Academy of Cincinnati. Students in grades 9-12 may take levels of the Visual Arts curriculum. Classes are tiered, so students must complete Beginning Painting and Drawing before taking Ceramics or Independent Art Study, thus the program has a set structure.

Accounting I & II cover the numerous steps in service and merchandising businesses. Desktop Publishing and Yearbook develop skills in photography, writing and technology, culminating in the high school's annual yearbook. Introduction to Business/Marketing includes entry-level business basics such as finance management and entrepreneurship. Introduction to Business/Marketing students also operate the school spirit store, the Outpost, as part of the class. Information Technology class consists of keyboarding, spreadsheets, word processing, and presentation software. All grade levels are welcome in the Accounting and Business courses.

Technology classes, also open to all grade levels, give students a hands-on approach to integrate math, science, and technology into the lives of students. These programs, Wood Tech, Industrial Tech, and Web Design, give students in grades 9-12 the opportunity to use and practice real-life problem solving skills through project building, development of websites, and creation of other models of technology.

Goshen High School students also have the chance to participate in Goshen News Network, the student news program at the school, offered during school as a class. Students take on roles of director, producer, broadcaster, and video editor while composing a biweekly television news program. Segment topics include weather, sports, student interviews, teacher interviews, and word of the day focusing on the ACT or OGT.

GHS offers levels I, II, III and IV of both Spanish and French language programs which adhere to teaching content as determined by OFLA and ACTFL National Standards for World Languages. Students enrolled in foreign language programs acquire skills to communicate in another language via developing core knowledge and skill proficiency in reading, writing, speaking, and listening. The Foreign Language Department is heavily centered in project based learning to assess students' ability to apply their knowledge of the language. Most students begin their foreign language education in their freshmen year, but any grade level may begin that program at the introductory level.

The physical education and health department advocates physical activity as a lifestyle choice, showing students the mental, physical, and social benefits of exercise, essential nutrition, and proper hygiene. All students are required to take two physical education classes in the form of weight lifting or gym. Health class is also a requirement for all students, and content promotes knowledge of nutrition and body systems while encouraging wise lifestyle choices. The department also sponsors Hoops for the Heart to support the American Health Association and hosts guest speakers in a variety of areas to support overall student health.

The department also plans and implements a district wide family night out when families can attend a night of playing games and group exercise.

These programs support student's acquisition of skills to support lifelong learning and leisurely activities such as exercise and photography. By exposing students to a variety of subjects and interests, they have the ability to discover an aptitude they may not have realized they had, or their piqued interest may lead them to an activity to supplement their career choice. Students could possibly discover a talent that leads to a career choice due to the exposure. In essence, Goshen High School non-core curriculum offers a liberal arts education.

### **3. Instructional Methods and Interventions:**

Instructional methods and interventions at GHS are varied and multilayered. Students are taught in whole class lectures, group work, small group, and one-on-one settings. Teachers are very creative in their presentation of material, pulling in technology frequently in the form of ipads and Chromebooks to promote independent thinking and connections to material outside of GHS. Teachers have begun to post project instructions and lesson plans on the district webpages to allow both students and community members to visually access information. Project based learning, and writing across the curriculum, is heavily used and expected at all grade levels. All teachers differentiate within their classrooms to accommodate the wide variety of learning styles present, be that through projected notes in math class or recorded video experiments in science class. Class materials are available in a variety of formats. Data from the variety of testing given allows students to be placed appropriately for class scheduling, intervention, and enrichment.

All students are assigned to a Bonus Bell to be used for intervention and extra help in the form of tutoring, make up work, or enrichment through AP classes. Tiered instruction is used in the core subject areas to ensure proper placement of students in college preparatory, honors, or AP class levels. Targeted testing is given to special education students, and full time mental health support is given to at risk students on site. Work Study programs and Career Based Intervention programs allow students of low socioeconomic backgrounds to excel at GHS. The large population of free and reduced lunch students are not limited in their academic pursuits. Any student wishing to take advanced level or honors level classes is not denied admission. Students are given opportunities to move levels of classes depending on their progress. Struggling students also are offered credit recovery programs and additional interventions. GHS holds ACT Bootcamps for the weeks prior to each scheduled ACT to help students prepare for success. ACT Bootcamps, Dual Credit college books and tuition, and fees for AP tests are paid for by Goshen Local Schools, enabling students with financial need access to all opportunities.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

In 2013-14 Goshen High School 10th grade Ohio Graduation Test scores increased in the areas of Mathematics, Reading, and Social Studies. Writing scores decreased slightly by 1% from 92.9% to 91.9%. Science scores also decreased, as reflected in all county schools, moving from 91.2% to 84.4%. In 2012-2013 GHS had top scores in Clermont County in all areas. In 2011-12 scores on the Reading, Writing, Math and Social Studies OGTs were consistently in the 90th percentile. Science was the exception with a 2011-12 with a score of 84.9%. Science ranked third in county by only three percentage points. The 2009-10 to the 2012-13 10th grade scores reflect a steady increase in OGT percentages in most areas. The 2013-14 OGT scores remain consistently in the 90th percentile from 92%-96%. The exception to these high scores is Science. Students at GHS are succeeding regardless of income, race, culture, and disability. The 2012-13 State Report Card reports an A rating when examining AMO scores in Reading, Math, and Graduation Rate. The 2013-14 Report Card reflects GHS receiving the highest possible AMO Preliminary Score, which includes Reading, Math, and Graduation Rate scores.

Student assessment analysis plays an essential part in the success of GHS students. This analysis starts as instructors examine student Ohio Achievement Scores from eighth grade assessments. Specific areas of weakness are pinpointed from the administration of ASPIRE testing. Additional tutoring is available twice per week. Results of a practice OGT test are used to develop individual plans for student success. Targeted tutoring is incorporated to prepare students in all tested areas. Students with special needs are assessed frequently and targeted. Teachers develop classroom assessments in formats that reflect the OGT assessments, especially writing.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Goshen Local Schools makes decisions about student learning based on assessment results and Common Core standards. Data from a multitude of tests given, including but not limited to ASPIRE and ACT, is used for course selection, intervention, tutoring, college and career readiness guidance, and intervention for students with special needs.

Achievement data helps the school decide which practices and curricula best support student learning. The Data Map is a student database, developed by Goshen Local Schools, which organizes all data on individual students. This comprehensive information site provides a detailed look at each student's test scores, grades, and discipline, and provides college readiness information for each student.

The current class of 2018 have taken the EXPLORE test and the ASPIRE, both measures of college readiness. These students also participated in PARCC and AIR assessments that replace the OGTs. All 9th and 10th grade students participated in the ACT End of Course Exams in English 9 and MAP testing in Math, Reading, Language Usage, and Science. Tenth grade students participated in the AIR American History test, the OGTs, and the PLAN test which measures college readiness. Current 10th grade students participated ACT End of Course Exams in English 10, Biology, American History, and Algebra II. Eleventh grade students will participate in the redesigned SAT and AP Tests if applicable. Eleventh grade students participated in the Practice ACT in addition to ACT End of Course Exams in English 11 and Chemistry. Twelfth grade students will participate in the ACT if necessary and in AP exams where applicable.

Assessment results are shared via classroom discussions, class meetings, and reports. Teachers review data and develop interventions during weekly Professional Learning Communities. Results are disseminated to parents through parent teacher conferences, meetings, and our Guidance Office. The community is informed of students' academic achievements through the district webpage, student report cards, informational meetings, and social media.

## **Part VI School Support**

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### **1. School Climate/Culture**

Goshen High School is a place where students feel safe and nurtured. The institution, which is staffed by highly qualified teachers, promotes student learning and facilitates the social and emotional growth of young adults. Both students and parents report via 2014-15 surveys that the facilities, resources, and availability of programs provide positive educational opportunities for all students. Instructors truly care about the well-being of the students and see the potential in the young adults students become. In the same surveys, students reported that the feeling of caring about one another carries over into classrooms where teachers and students respect one another. The result of this environment is a comfortable feeling where students risk answering questions or jump into a conversation. A great amount of student collaboration and teaming can be observed in classrooms. This active engagement keeps interest level high while providing well-defined instruction within the state mandated curriculum. A wide variety of course offerings, clubs, athletics, and service organizations address the variety of interests within the student body. Courses such as Character and Careers focus on the direction and inspiration of a career path while concurrently promoting the development of a sense of self within the student.

Academically, Goshen High School students are challenged at all levels. Students possessing superior academic ability are served through the Advanced Placement Program and Dual Credit courses. Typical high school students are served through a wide variety of College Preparation courses with the ability to stretch and participate in the AP or Dual Credit courses upon request. Fine Arts, Business, and Technology courses are available to encompass the varying interests of the students within the institution. Students deemed at-risk and students with special needs are served within the general population with directed reinforcement and support through vocational instruction, targeted tutoring, mental health counselors, and intervention specialists.

Goshen High School operates on a form of Site Based Management. The department chairs serve as representative decision-making council at the school, which can share authority with the principal or be merely advisory. Weekly department meetings allow input from all staff members, which is filtered through the department chairs. State mandated assessment and curriculum changes are front-loaded through the District Leadership Team, which disseminates information to staff members and keeps them in the “instructional loop”. Building administration works to provide special occasions to acknowledge the hard work of the staff. Catered meals on in-service days and holidays are provided as a small thank-you for the excellent job done daily. Goshen High School administration also has an open door policy. Building staff and faculty are welcome to discuss ideas, issues, and concerns knowing that they will be listened to and supported.

### **2. Engaging Families and Community**

Goshen High School and the Goshen School District work closely with businesses and community organizations to foster student success and prepare students for college and careers. The district has developed a Business Advisory Committee that meets frequently to discuss the necessary preparation for student success in the workplace. Businesses support the school by providing job shadowing opportunities, speakers, and programs to help prepare students for the work force. Programs such as Junior Achievement and the county Chamber of Commerce support the schools with programming and presentations such as “Now That You Are 18” which focus on prevention and promotes student success. Area businesses volunteer to work with students on resumes and mock interviews, sharing with students what employers are looking for in employees. Goshen High School partners with Zane State College to provide dual credit classes within the high school. Local colleges are welcomed into the building frequently to meet with students and provide informational sessions. Goshen students serve the community through a number of volunteer activities and can be found visiting residents at nursing homes, sending packages to soldiers, and providing gloves to younger students in need.

The district and the high school strive for excellent communication with parents and the community.

Social media, email, the Alertify calling system, mailed newsletters, personal phone calls, and conferences keep parents notified of building activities and student growth. In addition to conferences, parent information nights are held covering such topics as state mandated assessment changes and student scheduling. GHS has a Parent Advisory Committee which meets monthly. This committee shares ideas and concerns with the administration thus providing parental input and support. Goshen School District sponsors a number of community activities designed to welcome township members and show community appreciation. Each fall, community veterans are invited to a picnic dinner with free admission to the evening's high school football game. Veterans are recognized for their service during half-time in a special ceremony. Community businesses are honored during basketball season with a reception and recognition of local business members before the game. During spring, the community is invited to the Earth Day Celebration. During this event, activities for community members and younger students are provided along with the recognition of local dignitaries and a building art show. The largest community event is the annual Senior Citizens Dinner. This special occasion honors over 300 senior township members and includes entertainment by the Goshen High School Chorus and Band.

The high school serves as a hub of community activity. The high school and school facilities are available for scout meetings, local select sports activities, and other community activities. Community parades, Log Cabin Days, car shows, and area cheerleading competitions all can be found at the high school facilities. The community and local businesses embrace the high school as their own and, in doing so there is a sense of ownership and belonging of individuals within the school district.

### **3. Professional Development**

The professional development at GHS is handled through the Board of Education office and shared leadership of Goshen High School. PD sessions are held on a district wide level intermittently throughout the school year. Essential information concerning policy changes, testing schedules and protocols are conveyed at these meetings. Informing staff of this necessary information allows teachers to do their jobs better, test scores to accurately reflect student learning, and all stakeholders to be fully entrenched in the process of educating students. No teacher is excluded from professional development; each teacher is accountable for the information disseminated and is expected to act upon that knowledge. GHS holds professional development meetings weekly in the form of Professional Learning Communities. PLCs range from department meetings to High Schools That Work committee meetings such as the Rigor, Transition, Environment, and Data teams. The teams are teacher-led and develop building wide change such as clarifications to the Bonus Bell system, physical improvements to the school, and group activities to build school morale for students and teachers.

Professional development in the school is aligned to support students because it revolves around student learning, the curriculum from the state, and the upcoming assessments. The central office curriculum director superbly informs staff about upcoming changes far in advance of those changes becoming effective. Affected staff knew about Common Core curriculum at its adoption. The English department at GHS integrated Common Core as a pilot curriculum three years ago. Students participated in pilot testing of PARCC, TIDE, and AIR in previous academic years as a result of these anticipated changes. Professional development workshops focusing on curriculum changes have forewarned staff. Allowing staff to be "in the loop" gives them a sense of confidence because they are better informed, thus teaching more strongly and allaying fears from students. Knowing about these policy, testing, and curriculum implementations have been beneficial to staff in a myriad of ways.

### **4. School Leadership**

Goshen High School is part of the High Schools Work network. The HSTW network provides a system of establishing a culture of "team ownership" and builds leaders. The principal acts as a mentor of the program and only initiates the process. The HSTW leaders are then to take the information to staff and develop solutions. In the early phases of the program, the principal chooses individual staff members who demonstrate leadership among the group. They are empowered to help make decisions with planning and by sending them off campus to visit successful HSTW schools. A debriefing is then held when staff return.

As a result of what staff members learned on their visits, four committees were formed: rigor, transition, environment, extra help. Teams formed and decided the strengths and weaknesses of the school. A plan of action for each weakness was implemented. After the first year of this process, a Technical Assistance Visit was held by the HSTW network to constructively praise and advise the school on how to improve. Many of the original ideas from seven years ago are still being enacted. Teams meet at the building level twice per month.

The principal uses the leadership team developed by HSTW to reassure the staff of the changes from that state which include SLOs and new testing forms. The principal relies on the four department chairs in the core areas to lead the staff through individual department meetings, relaying critical information. By empowering the staff and allowing them to have input in decision making, all stakeholders have an active role in the processes of the school thus creating a sense of ownership and pride. The assistant principal also plays an active role in delivering needed information to the department members and teachers of elective courses such as art, languages, business, and physical education.

One of the subgroups of the HSTW model is the Data Team. This team used the practice Ohio Graduation Test to develop tutoring groups in the five subject areas of the test to be implemented during Bonus Bell twice per week. Intensive small group daily session schedules were also developed to help struggling students in each subject area. The Special Education Department also developed weekly mock OGT testing for their students. Special Education students who showed growth weekly were given a pep talk and a gift card from the principal to encourage their continued success.

The administration believes in empowering the building leaders to provide ownership and a sense of pride based on the accomplishments of the entire building not just individual staff members.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	95	94	91	89	88
accelerated and advanced	75	77	67	67	62
Number of students tested	186	170	199	161	161
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	2	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	93	89	90	79	76
accelerated and advanced	70	70	60	55	57
Number of students tested	104	83	102	71	46
<b>2. Students receiving Special Education</b>					
Proficient and above	96	78	62	59	69
accelerated and advanced	50	52	24	35	46
Number of students tested	26	23	37	34	26
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	94	94	91	88	87
accelerated and advanced	74	77	67	66	62
Number of students tested	172	165	191	154	155
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	95	95	91	90	87
accelerated and advanced	46	59	52	49	31
Number of students tested	186	170	199	161	160
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	2	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	93	92	89	85	81
accelerated and advanced	40	51	43	41	30
Number of students tested	104	83	102	71	46
<b>2. Students receiving Special Education</b>					
Proficient and above	85	74	62	65	48
accelerated and advanced	15	9	22	24	4
Number of students tested	26	23	37	34	25
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	95	95	90	90	86
accelerated and advanced	44	59	51	48	31
Number of students tested	172	165	191	154	154
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:**