

***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. Brian Martin

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

Official School Name Ross High School

(As it should appear in the official records)

School Mailing Address 3601 Hamilton Cleves Road

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

City Hamilton                      State OH                      Zip Code+4 (9 digits total) 45013-9505

County Butler County                      State School Code Number\* 032755

Telephone 513-863-1252                      Fax 513-863-8340

Web site/URL http://rhs.rossrams.com                      E-mail brian.martin@rossrams.com

Twitter Handle

@RossRams1                      Facebook Page \_\_\_\_\_                      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.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Mr. Greg Young                      E-mail: greg.young@rossrams.com

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

District Name Ross Local School District                      Tel. 513-863-1253

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.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Steven Stitsinger

(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.

\_\_\_\_\_  
Date

(School Board President's/Chairperson's Signature)

*\*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. 4 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	118	228
10	114	111	225
11	115	108	223
12	132	95	227
<b>Total Students</b>	471	432	903

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 0 % Asian
  - 0 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 97 % 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: 5%

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	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	39
(3) Total of all transferred students [sum of rows (1) and (2)]	50
(4) Total number of students in the school as of October 1	912
(5) Total transferred students in row (3) divided by total students in row (4)	0.055
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages: NA
8. Students eligible for free/reduced-priced meals: 21 %  
 Total number students who qualify: 176

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

The state has reported that 22 % 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: 12 %  
98 Total number of students served

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

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>24</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>58</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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	38
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	8
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	96%	95%	96%	95%	96%
High school graduation rate	99%	97%	98%	97%	92%

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	238
Enrolled in a 4-year college or university	73%
Enrolled in a community college	16%
Enrolled in career/technical training program	3%
Found employment	3%
Joined the military or other public service	5%
Other	0%

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: At Ross each and every child who enters its doors is valued and every staff member demonstrates a relentless passion for helping students succeed.

## **PART III – SUMMARY**

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Ross High School, a part of the Ross Local School district, is located in the southwest corner of Butler County, Ohio 7 miles southwest of Hamilton, Ohio and 25 miles northwest of Cincinnati. This rural / suburban district encompasses 70 square miles and includes four small villages.

Ross High School serves 903 students, grades 9-12. Its unique 4 X 4 block schedule allows both staff and students additional time, daily, to engage in learning activities. Within this type of schedule, courses that are one quarter in length are equivalent to a typical high school's semester offering. Likewise, semester courses are actually equivalent to a year long course in a typical high school. We believe this has been of great benefit for meeting the needs of all our students. Ross High School is truly a place where each and every child who enters its doors is valued and where every staff member demonstrates a relentless passion for helping students and each other succeed. This is evident through our curricular offerings, approach to instruction, assessment data, school climate, and collaborative leadership.

Ross High School has consistently achieved excellent ratings on the State of Ohio District Report Card. The tenth grade reading (97%) and math (97%) scores were the best among the nine Butler County school districts. The math score was also the best among state similar districts. Our Performance Index rating is the highest among all Butler County school districts. Our graduation rate of 99% marks four consecutive years above 97%. Named to U.S. News and World Report's 2014 Best High Schools List, we are one of only three schools in Butler County to achieve this honor. We were ranked in the top 4%, nationwide. We were also recently one of twelve high schools in Southwest Ohio to be named to Newsweek's Best High School's list and recognized for consistently turning out college-ready graduates.

The 2014-2015 school year brings expanded opportunity for the building to provide an outstanding learning experience for its students through the award of a Straight A Fund Grant from the Ohio Department of Education. This grant enables Ross High School to provide every student with a Chromebook laptop computer. Learning is being transformed and elevated through both teacher and student utilization of digital resources to provide a more personalized learning experience.

The staff has worked diligently to prepare for the Common Core and Ohio's New Learning Standards and assessments put in place this school year. The new assessments will be more rigorous for students than the past state tests. The district's 1:1 personalized learning initiative coupled with the newly written courses of study for each subject area, reflecting the new standards, has provided a solid foundation and opportunity for continued success. There is little doubt our educational team will do everything in its power to have students prepared to do their very best on the assessments and maintain our excellent performance and rating.

One special aspect of what we do at Ross High School is our RAMBell program. This is an advisory program in which students are mentored by the same adult staff member throughout all four years of their high school career. Students are assigned to this advisor on the first day of their freshman year. It ends with the student receiving a hug from this trusted mentor at our commencement ceremony. The program's purpose is to ensure that as a student progresses through high school, they have at least one trusted advocate that can support them emotionally, socially, and educationally. RAMBell advisors frequently meet with students to review grades, assist in creating their schedules, and assist in navigating the tricky waters that can be high school.

Another unique aspect of our school is our mission to ensure that all students are truly college and career ready following the completion of their educational career. Many schools pay lip service to this notion, but at Ross it is intricately woven into our DNA. As accomplished as we are in sending our students onto successful careers at postsecondary institutions, we feel it is of greater importance to ensure they are employable following the end of their educational career. This preparation begins for students as they attend our Incoming Freshmen Career & Scheduling Workshop with their parents during their eighth grade year. At this meeting, students have the opportunity to meet with speakers from sixteen different career pathways as well as receive information from the high school counselors and administration regarding course choices

that will support their career interest. All students also receive a Career Planning Guide that helps support these efforts. In addition, every student takes a course during their freshman year titled Career Pathways. This required freshman course provides another opportunity for students to engage in career exploration and be exposed to speakers from various career fields.

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

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

Ross High School's core curriculum is aligned to both Ohio's New Learning Standards (Social Studies and Science) and the Common Core State Standards (ELA and Math). Curriculum documents are structured into units that include essential questions, related standards, resources, and pacing. This rigorous and balanced curriculum prepares our students for either post secondary education or entrance into the work career of their choice.

The Reading / English Language Arts Department offers English in grades 9-12 as core courses. In addition to these core offerings advanced courses are available at every grade level, including Advanced Placement and Dual Credit courses, to challenge high achieving students. The Dual Credit courses, offered through a local technical college, are composition based and emphasize both college and career readiness. Drama and Journalism are also available. This department is currently working to incorporate more electives into the schedule for students including AP Language, Speech and Cultural Literacy. All English courses address the Common Core Curriculum for English Language Arts in the following skill areas: reading literature, reading informational texts, writing, speaking and listening, and language. Students study many text types of varying complexity, write for many purposes and audiences, both informally and formally with an emphasis on combining English Language Arts with 21st Century skills (informational, argumentative, research, and narrative), speak and listen in various situations, and gain further understanding of the English language and its conventions. One additional, unique program offered by the English Language Arts Department is the Mock Interview program. Students experience both college and career readiness skills as they prepare a portfolio that bridges their academic experience with their work experience, then participate in a mock interview with local business owners and community leaders.

The Math Department offers the following core courses: Algebra I, Algebra II, Geometry, Pre-Calculus, Dual-Credit Statistics and both AP Calculus AB and BC. We also offer advanced courses in Algebra, Geometry, Calculus, and Statistics. Our Algebra I and II curriculums offer two levels. Our lower level provides students with a year-long 90 minute block which offers more opportunities for supporting our struggling learners. Due to previous success with this course sequencing, we are adding year-long 90 minute blocks for lower-level geometry next school year. In addition, strong collaboration in the development of our advanced math courses offers our accelerated learners a more challenging classroom experience with the opportunity to earn college credit by taking AP and dual credit options.

Our Science Department offers the following core courses: Physical Science, Biology, Earth Science, Chemistry, Physics, and Anatomy and Physiology. In addition, advanced courses are offered in Physical Science, and Advanced Placement courses are offered in Biology, Chemistry and Physics. The science department offers a variety of college preparatory courses that are par with the rigor demanded of colleges. The science teachers are all highly qualified in their respective fields and continually advance their knowledge through independent research and or courses. Our students build strong foundations in science and technology and learn to apply them to real-world experiences. A Ross High School diploma means more than just the ability to graduate. Many of the Ross graduates choose a major in the science field and are accepted to the leading engineering colleges in the country. We are proud that our students are able to compete for the best jobs not only in Ohio, but throughout the world.

Core courses offered by the Social Studies Department include: Modern U.S. History, World Studies and Connections, U.S. Government, Psychology, Sociology, The Law and You, Global Issues, and Principles of Economics and Personal Finance. Advanced courses are available in Modern U.S. History and World Studies. Advanced Placement courses are offered in U.S. History and U.S. Government and Politics. All social studies courses incorporate critical analysis of a variety of media, including both primary and secondary sources. Students are expected to use this information to craft historical arguments, provide support for their political views and even provide a critical analysis of economic data. Through both the

required and elective courses, students are encouraged to make connections to issues currently facing their community, their country and their world.

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

Our Health and Physical Education Department offers both Physical Education and Health as part of the required coursework to students in Grade 9. Physical education is taken daily for one semester. Health is taken daily for one quarter and is an online course. Elective courses include Strength Training I and Strength Training II (Grades 10-12).

Ross is able to offer many electives to meet the interests and needs of its students. Our Agriculture Department had approximately 100 course enrollments this year. It offers Agricultural Food and Natural Resources as a semester long course for students in Grades 9 and 10. Animal Science and Technology is offered in Grades 10,11, 12; and Business Management for Agriculture is available for students in Grades 11,12. With the exception of the Capstone course, all courses have articulation agreements with Southern States Community College and Wilmington College. The Animal Science and Technology course also has an articulation with Clark State. Students enrolled in these courses must be a member of the Future Farmers of America organization.

The Art Department offers the following 1 quarter length courses: Art and Media Fundamentals (Grades 9-12), Advanced Drawing, Advanced Painting, and Advanced Crafts (Grades 10-12). It also offers the following 1 semester courses: Graphic Design, Advanced Sculpture (Grades 11-12), Advanced Studio and AP 2-D Design (Grade 12). This department had 262 enroll in courses that support the interests of students pursuing careers in marketing, graphic design, fine arts, and engineering.

Our Business and Information Technology Department offers the following 1 quarter length courses: Career Pathways (Grade 9), Introduction to Business (Grades 9-12), Personal Finance (Grades 11,12), Accounting I and Accounting II (Grades 10-12), and Entrepreneurship (Grades 9-12). It also offers the following 1 semester length courses: Multimedia Production and Desktop Publishing (Grades 9-12), Video Production and Yearbook (Grades 10-12), and Intro to CIT (Grades 9,10). Two semester courses are available in Computer Information Technology I (Grade 11) and Computer Information Technology II (Grade 12). These courses, enrolled in by 262 students, provide skills necessary for students pursuing careers in business, finance, publishing, and information technology.

The Foreign Language Department had 486 course enrollments and offers Spanish I and Spanish II (Grades 10-12), Spanish III and Spanish IV (Grades 11-12), Mandarin Chinese I and Mandarin Chinese II (Grades 10-12), Mandarin Chinese III and Mandarin Chinese IV (Grades 11-12); all of which are 1 semester courses. Students must take at least two years of instruction in the same foreign language to meet the recommended college preparatory core curriculum.

The Business Department offers the following quarter long course to students in Grades 10-12: Principles of Business and Business Economics. It offers the following quarter long course to students in Grades 11-12: Principles of Marketing, Principles of Finance, and Principles of Management. Business Strategies is available to students in Grade 12. We have articulation agreements with Bowling Green State University and Sinclair Community College. This program is designed much like a college business administration program with courses in various business functions and requires implementation of the principles addressed throughout the program. The goal is to encourage students to become involved with business problems and concepts. Approximately 100 course offering enrollments were granted for this department.

The Industrial Technology Department offers the following 1 quarter long courses to students in Grades 9-12: Introduction to Drafting, Introduction to Engineering and Manufacturing, and Construction Technology. It offers a 1 quarter long course in Manufacturing and Electronics to students in Grades 10-12. Semester long courses in Engineering Tech I and Tech II are available to students in Grades 11 and 12, respectively. These courses provide skills necessary for students pursuing careers in the world of engineering, manufacturing, construction, and other trades and were enrolled in by 152 students.

We have partnership programs and course offerings with our local career technical school, Butler Tech. These programs prepare students for the technical occupations of the future. It combines secondary education and higher education leading to an associate degree or beyond. Programs integrate academic, occupational and employability competencies at all educational levels and saw approximately 740 course enrollments. The competencies are sequenced to allow a seamless transition from high school to college.

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

Ross High School utilizes multiple instructional methods to support the learning of all. We implemented one-to-one Chromebooks this year and are utilizing technology to differentiate instruction and offer personalized blended learning at levels not previously possible. The addition of this to our block schedule and practices already in place is exciting.

Schoology, a learning management system, provides a cohesive way to create and deliver digital content, individualize resources for specific student needs, monitor student participation, and assess student performance both formatively and summatively. Teachers assign, grade, comment on and return work to students all within this cloud-based system. For students, Schoology provides one streamlined place where course materials, assignments, communications and collaborations can be accessed and submitted. Students can establish online learning communities with teachers and peers through blogging, responding to prompts, commenting on peers' responses, sharing their thinking and clarifying their understanding of content. Collaboration and interaction with mentors and experts outside of the school is also possible. Students are engaged in higher order thinking as they apply, analyze and synthesize content.

Staff are also able to meet the needs of all learners through a variety of courses, scheduling options and instructional strategies. High achieving students are able to enroll in Dual Credit, Advanced Placement, and the newly developed College Credit Plus program to both challenge and accelerate their learning. Offering a 4 by 4 Block schedule, students in need of additional academic support can enroll in year long courses as opposed to the typical semester-long course. This provides a solid foundation and allows time for additional exposure and engagement. Inclusion classes are offered in core academic areas through a team teaching approach to instruction and allow students to engage in curricular content, yet be supported if need be. Additionally, all students at Ross High School are assigned to RAMBell. This time is used for advisory purposes as well as a school-wide intervention period. Use of Formative Instructional Practices (FIP) paired with blended and project based learning allow for instruction to be individualized. Staff also utilize cooperative learning strategies to provide students with experience in collaboration and working with others. Mastery Learning is in place for students, allowing work and assessments to be resubmitted. Through this students are committed to doing their best.

Combined, we are confident our new use of technology with the variety of courses, scheduling, and strategies will enable our students to succeed at high levels.

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

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

Our data reflects Ohio's required high school assessment, the Ohio Graduation Test. Students must earn a scaled score of 400 on each of five core content tests to meet minimum proficiency and graduate. Testing occurs sophomore year. Those scoring below proficiency retake the test(s) during subsequent testing windows. Scores fall into five levels: Basic, Limited, Proficient, Accelerated, and Advanced.

Data analysis shows consistent high achievement and overall growth in reading and math proficiency levels. With an overall high level of performance that meets required state Annual Measurable Objectives for students with disabilities, there is an achievement gap of greater than 10% each year, for these students, in both reading and math. Data, however, does show overall consistent reduction in this gap attributed to changes in district and building level processes. The following practices address and support this trend: differentiated instruction, aligned model curriculums, and onsite mental health services. Our Economically Disadvantaged students consistently score within 10% of all students tested, in both reading and math. The gap exceeded 10% one time but has since been reduced to within 4%. White students consistently score within 2% of the overall score in both content areas. Our high performance in overall and subgroup scores is attributed to a rigorous, aligned curriculum; differentiated instruction; and data driven decision making.

Math data shows growth over time for all students and subgroups at both proficient and advanced levels. Growth was greatest for our students with disabilities. Students in economically disadvantaged and white subgroups also showed growth. This is closely linked with increased rigor and differentiated instruction.

Reading data mirrors our math data. The percentage of all students and subgroups scoring both proficient and advanced has increased over time. Access to our new digital resources and personalized learning approach will address this unusual trend in data.

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

RHS uses a variety of assessment data to make instructional and placement decisions that allow all students to succeed. Prior to high school, student results from eighth grade state assessments and classroom performance are reviewed by teachers of all students and high school intervention specialists for exceptional learners. Once students enter high school, a wide variety of data is used for numerous purposes. District, state and national level assessments are used in addition to department and classroom level assessments. This information does not simply flow from administration down, but is just as likely to originate with any staff member and be shared within or across departments. Administration and members of the Building Leadership Team systematically review data at monthly meetings and disseminate it appropriately. Important data resources are centrally housed in Google Docs and accessible to all staff. All crucial instructional decisions, whether placement of a student in a particular class or if a particular course is offered, is based upon the careful parsing of data.

One example of this is that each guidance counselor meets with students individually to review their PSAT results and discuss their impact on future course selections and college and career opportunities. Group assessment data is openly shared with parents and community members at evening meetings held throughout the school year.

Teachers use formative assessment for immediate feedback and to determine students' level of understanding. Using exit tickets, automatic response devices, apps, and questioning techniques teachers are able to thoughtfully teach, reteach, or expand upon content. Students take online assessments the teacher can then use to personalize resources and learning activities and plan whole group, small group or individual instruction. Based on these types of assessment teachers determine remediation needs and apply rigorous challenges for those ready to go beyond minimum standards.

## **Part VI School Support**

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

The culture of Ross High School can be described as one where high achievement across all areas is expected and occurs in a supportive, nurturing environment. We often talk about the “Ross Way” with our students; those two words represent an expectation that we hold ourselves to a standard independent of what other schools or institutions might accept or expect. This terminology is not borne out of arrogance, but rather a genuine and sincere pride of how we represent our school, our family, and our community. This creed manifests itself in numerous ways. One example would be that our state athletic association has awarded RHS with their sportsmanship award for 13 consecutive years.

An example of how our staff promotes a positive school climate is how they interact with each other and the behavior they model for students on a daily basis. This is exemplified by our Staff Social Contract, which is posted in all common staff areas. It reminds us to treat each other in a supportive and professional manner; to trust, communicate with, listen to and respect one another even though we may disagree; and to function as a team addressing concerns directly yet respectfully.

Part of the culture of support at RHS is that our staff cares about the success and well-being of each student. Teachers survey their students at the end of each course to solicit their feedback, thus improving instruction. We also conduct an annual Senior Exit Survey. This survey solicits feedback from Seniors on their academic experiences and interactions with teachers, sense of safety and social emotional support, participation in extra-curricular activities during their time at Ross High School, and sense of preparedness for their transition beyond high school. Follow up surveys with students also occur post graduation. RAMBell advisors contact parents multiple times per year to check on their students. The principal ends each student meeting by telling the students that he loves them.

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

As the hub of the community, our staff understands that Ross High School has a responsibility to engage our families and stakeholders on a consistent basis. There are a variety of ways in which this happens. We have several nights throughout the course of the school year in which we invite our families and the community onto our campus to discuss educational opportunities. Aside from the traditional Open House and Parent/Teacher Conference Nights, we also hold an annual College Financial Aid Night, an Incoming Freshman Career & Scheduling Workshop, and an AP Information Night. These nights are specifically designed to provide information regarding educational opportunities for our students.

In addition, we also foster a strong sense of philanthropy among our staff and students. This also engages our families and helps support our local community. For example, our staff participates in an annual fundraiser for the United Way. Our student body and various student groups organize a dozen or more drives per year to support various charities and organizations. For instance, our senior class officers just completed a campaign during which they collected over 1,000 pairs of jeans for homeless teens. We believe that philanthropy helps facilitate a sense of global awareness, which impacts student achievement by spurring interest in the humanities as well as other content areas.

One of the more unique and impactful ways in which we engage the community is through our Senior Mock Interview activity. Twice a year we invite business owners and leaders from our community to our building and ask them to put each of our seniors through a formal interview process. Students are judged by the interviewer utilizing a rubric that encompasses everything from appearance to preparation. It is a fantastic opportunity for our kids to sit across the table from experts in their respective fields and feel what it’s like to go through a professional interview. It is inextricably linked to student achievement in that students spend the weeks leading up to the interviews working in their English class to prepare portfolios and resumes for the occasion.

Another example of a productive community partnership is our teaming with Cincinnati State College to offer Dual Credit courses to our students. This affords our students the opportunity to earn high school and college credit at no cost to them or their families as well as giving students a “head start” on their college careers.

### **3. Professional Development**

Staff has been involved with professional development centered on our district's new 1:1 policy, personalized learning, online resources, the utilization of a learning management system (LMS), and the use of instructional practices to support our curriculum. Combined, these serve as a cohesive framework for instruction. Professional development training has been thoughtfully planned and led by local educational service centers, digital resource experts, as well as in-district experts.

Information has been shared in stages so that teachers could learn how to integrate the new resources with their existing curriculum maps and instructional strategies to support the differentiated needs of our student population. Staff members have attended these trainings with their content area peers. This design has allowed the professional development to be tailored to the unique needs of each team while focusing on effective and efficient use of these new resources.

During these differentiated learning sessions individual teams were able to collaborate in order to explore and align the resources available, and create assessments to enhance their existing pacing guides and curriculum. This embedded professional development enabled our teachers to develop common and individualized lessons, resources, and assessments to meet the varied needs of students within their classes.

Additional learning opportunities have been available during the district's delayed start in-service sessions. Ross High School staff were given a choice as to which session they would attend, based upon their knowledge and use of our new digital resources. This approach to professional development has had a great impact on staff capacity as it allows for our teachers to continue to learn and grow not only at their own rate, but from each other. We feel that the groundwork laid this year has prepared our staff with the knowledge and tools to take student personalized learning to an even higher level.

Finally, we are currently in a multi-year, building-wide initiative on literacy across the curriculum. This initiative has been led by a member of the social studies department and a member of the English department and focuses on integrating English Language Arts standards across other content areas. Our Formative Instructional Practices (FIP) facilitator is a member of the social studies department and has led multiple professional development sessions related to this initiative.

### **4. School Leadership**

If there is a term that defines the leadership philosophy of Ross High School, it would be “collaborative”. Our school leadership is best defined by the expectation that all stakeholders have a voice in the way that Ross High School functions. This expectation is not limited to administrators or even the Department Chairs who comprise our Building Leadership Team. EVERYONE, from the secretary and custodian to the Principal and student body, are involved in making critical building decisions. This is our standard operating procedure. For example, we have a multi-year, building-wide initiative on literacy across the curriculum that has been led by a member of the social studies department and a member of the English department. Another member of our social studies department serves as our FIP (Formative Instructional Practices) facilitator and has led multiple professional development sessions related to this initiative. Additionally, numerous members of our faculty have shared their expertise as it relates to incorporating technology into the curriculum in a variety of forums. This is particularly important, as we have implemented a 1:1 Personalized Learning Initiative this school year. As part of this implementation, members of our staff served alongside parents, students, and community members as part of a Tech Task Force. Obviously all of these initiatives have a direct impact on student learning.

Another example of how leadership is a shared responsibility at Ross High School is our School Climate Committee. These teachers have volunteered their time to assist administration in creating and/or modifying school policies and practices to make the building more conducive to learning. Input from students is also important in this process. Students also have a voice in the hiring process. Part of the process we utilize when we hire a new teacher is to have each candidate teach an actual lesson to our students. The students are then asked to provide feedback, which is taken into account before a final decision is made.

Feedback is also crucial to the leadership of Ross High School. Many leaders claim to have an “open door policy”, but it is truly reflected in the day-to-day practice of administrators at Ross High School. For example, multiple times per school year, the administration surveys teachers and staff asking for feedback regarding their performance, current practices and policies, and suggestions for improvement. Students and parents are surveyed as well.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Ohio Graduation Test</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>2014</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	97	96	93	96	93
accelerated and advanced	88	82	80	81	78
Number of students tested	215	220	255	228	224
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	93	88	84	92	86
accelerated and advanced	82	63	53	71	61
Number of students tested	57	43	51	49	36
<b>2. Students receiving Special Education</b>					
Proficient and above	86	72	64	74	54
accelerated and advanced	62	40	12	56	31
Number of students tested	21	25	33	23	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	97	95	93	96	93
accelerated and advanced	89	82	81	82	78
Number of students tested	207	212	245	222	221
<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:** Data is only recorded for White Students, Students receiving Special Education, and Free-Reduced Meals / Socio-Economic Disadvantaged Students. The district has fewer than 10 students in any other listed sub-group.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Ohio Graduation Test</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>2014</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	97	95	93	94	94
accelerated and advanced	64	70	66	67	58
Number of students tested	215	220	255	228	224
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	96	86	82	90	89
accelerated and advanced	51	51	45	43	39
Number of students tested	57	43	51	49	36
<b>2. Students receiving Special Education</b>					
Proficient and above	86	80	58	74	65
accelerated and advanced	33	28	15	35	19
Number of students tested	21	25	33	23	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					
<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	98	94	93	96	94
accelerated and advanced	64	68	67	68	58
Number of students tested	207	212	245	222	221
<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:** Data is only recorded for White Students, Students receiving Special Education, and Free-Reduced Meals / Socio-Economic Disadvantaged Students. The district has fewer than 10 students in any other listed sub-group.