



# PART I - ELIGIBILITY CERTIFICATION

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12OH1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

12OH1

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)  
 (per district designation): 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
4 Total schools in district
2. District per-pupil expenditure: 12949

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	0	0	0		<b>8</b>	0	0	0
2	0	0	0		<b>9</b>	100	106	206
3	0	0	0		<b>10</b>	118	111	229
4	0	0	0		<b>11</b>	102	95	197
5	0	0	0		<b>12</b>	108	123	231
<b>Total in Applying School:</b>								<b>863</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
93 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	29
(4)	Total number of students in the school as of October 1, 2010	912
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 12

Number of non-English languages represented: 3

Specify non-English languages:

Albanian, Arabic, Chinese

9. Percent of students eligible for free/reduced-priced meals: 10%

Total number of students who qualify: 83

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 94

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>26</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>48</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>4</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>21</u>	<u>12</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>18</u>	<u>12</u>
Total number	<u>79</u>	<u>28</u>

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

17:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	96%	99%	99%	98%	99%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>231</u>
Enrolled in a 4-year college or university	<u>80%</u>
Enrolled in a community college	<u>13%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>0%</u>
Military service	<u>2%</u>
Other	<u>4%</u>
<b>Total</b>	<b><u>100%</u></b>

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

No

Yes

If yes, what was the year of the award? Before 2007

Cleveland, a city of deep ethnic roots and a long history of Midwestern industrialism, is now experiencing an economic transition. A partner in Cleveland's "inner ring," Rocky River holds a leading role in our greater educational community. Students enjoy the benefits of both a culturally rich urban area and its surrounding nature with Lake Erie to the north and the "Emerald Necklace" (Cleveland's Metropark System) to the east. Rocky River High School (RRHS), a stalwart member of the civic and educational community, provides an intellectual landmark. With its student body of 900 and teaching faculty of sixty, RRHS is a comprehensive school that sends 90% of its graduates to college. Rocky River is home to 20,000 residents who show pride in their school system by providing consistent support at the ballot box.

RRHS enjoys recognition locally and beyond. The Ohio Department of Education has designated Rocky River City Schools as "Excellent with Distinction" for eleven consecutive years based on its comprehensive annual report card. Students' performances exceed the state and the national averages on Advanced Placement examinations (AP), Ohio Graduation Tests (OGT), and the ACT and SAT. Recently, 100% and 98% of students scored at the Proficient level or higher on the Reading Test and Mathematics Tests respectively. Cleveland Magazine rates Cleveland's suburbs and their schools each year, and for fifteen years has rated RRHS in the top ten in the region. US News and World Report awarded the school its silver medal for excellence in 2008 and 2009 based on the College Readiness Index.

Teachers distinguish themselves as well. Teachers have led over 500 biology students on the Rocky River Main Stem River Project in conjunction with the Martha Holden Jennings Foundation; received both state-wide and national recognition for teacher excellence receiving awards such as the SMART Exemplary Educator, a Presidential Award, and two Radioshack National Teacher Awards; been involved with organizations like the Center for Public History and Digital Humanities through the Cleveland State University and its Teaching American History Project; and earned the school honor as an Intel & Scholastic School of Distinction in Mathematics. Teachers excel at providing educational opportunities by earning grants to provide classroom sets of iPads to present oral history projects including one featuring survivors of US Japanese internment camps during World War II, forming a Shakespeare club, and orchestrating the esteemed National Constitution Center's Abraham Lincoln exhibit for display in our library. Professional staff members personify the academic rigor they seek to instill in their students. Polished, poised, and dedicated, the faculty is exemplary.

RRHS is proud of the opportunities it provides students. This year, nearly 100 seniors will participate in a senior project involving career preparation, research, or service. The school recently hosted a genetics conference involving hundreds of students from local schools, and students take classes in mathematics, biology, and English, taught by RRHS teachers for college credit through Cuyahoga Community College. For sixteen years, students have benefited from an in-house distance learning program of classes, virtual field trips, and career conferences through membership in the Northern Ohio Technology Association. Business courses have involved the Chamber of Commerce, earned national Junior Achievement recognition, and partnered with an urban high school. Students routinely have the opportunity for international educational travel experiences. Through innovations in computer science classes, students embarked into the world of robotics. The Freshman Mentoring Program (FMP), with its upper-class mentors, aids students in their transition to high school.

RRHS has nationally and state-recognized athletic teams, clubs, and activities such as swimming, forensics, drama, and chess. Noteworthy, however, are the Exceptional Student Unlimited (ESU) wherein "regular" education students work alongside "exceptional" students from the Developmentally Handicapped Unit; Students for other Students (SOS), which pairs high school student tutors with younger students; and the Family and Consumer Science Department that sponsors an annual playschool during school hours for toddlers. Student-led Relay for Life and Hoops for Hunger have provided significant cash contributions for

their respective causes. The majority of the faculty participates in the student summer reading program wherein teachers suggest books to students and meet together to discuss their reading.

RRHS has operated as a Professional Learning Community (PLC) for the past three years. Outside the confines of the academic schedule, teachers meet weekly by department and subject to collaborate on student learning and assessments [going beyond the limits of their own individual experiences.] Instructional time exceeds state minimum requirements by 35%, as teachers work with all students to facilitate their learning.

At RRHS, instruction is differentiated and knowledge is shared. Arts and sciences grow and prosper. New building additions dedicated to each will allow for state-of-the-art science labs and space for our continuously expanding music program. Students, teachers, parents, and community work together to enhance learning. Learning opportunities integrate academic rigor and technological innovations. The descriptors of our mission statement speak clearly: “Globally Competitive. Exceptional Opportunities. Caring Environment. Successful Students.”

## 1. Assessment Results:

The Ohio Department of Education (ODE) has designed assessments based upon the Ohio Academic Content Standards called the Ohio Graduation Tests (OGT) in order to: ensure proficient levels of high school achievement for high school diploma recipients; measure the level of skills that students should have acquired by the end of 10th grade in the academic subjects of reading, writing, mathematics, science and social studies; and meet federal requirement for high school testing.

Student scores are categorized into five performance levels ranked from lowest to highest: limited, basic, proficient, accelerated and advanced. In Ohio, a student must meet the proficient level in each subject area to meet state graduation requirements. Information about Ohio's assessment system and results can be found at <http://www.ode.state.oh.us>.

Ohio issues report cards for each building and district. State high schools must meet a 75% passage rate on each content area test of the OGT administered in the tenth grade, and 85% in eleventh grade in order to meet 10 of the 12 state performance indicators. The other two indicators require the student body of a high school to achieve at least a 90% graduation rate and a 93% attendance rate. Finally, high schools must also meet Adequate Yearly Progress (AYP) goals in reading and mathematics for identified subgroups of students. The state uses a performance index measure that assigns a point value for the five scoring levels of the test for these specific student groups. This performance index provides parents and taxpayers a new way to evaluate how local schools are performing while allowing educators to compare their performance with peers.

It is the goal of RRHS for 100% of our students to achieve a proficient level on each of the five tests while also striving to have as many students as possible score at the Accelerated or Advanced levels. Traditionally, our students have scored exceptionally high on all five OGTs. Instructional goals established through collaboration have reflected a focus on increasing the percentage of students that reach the accelerated and advanced levels. Over the past five years, the percentage of our students scoring at the Accelerated or Advanced level ranged from 72-78% with 36-43% of our students scoring at the highest level - Advanced. We saw a significant increase in these scores last year as 84% of our students achieved an Accelerated or Advanced level, and 48% of our students achieved an Advanced level. This success can be attributed to several things including: weekly professional development opportunities that our teachers take advantage of in order to collaborate within their subject specific departments, alignment of the curriculum to state standards and standardized testing expectations, and enhanced academic interventions and programming. Therefore, our students are better prepared to succeed on the OGT.

Regarding math and English, our students have experienced exceptional results as evidenced by their scores. On their first attempt of the 10th Grade Reading OGT, student scores ranged from 96-100% proficient or higher. Similarly, on the 10th Grade Math OGT, scores ranged from 95-99% proficient or higher. The few students who did not reach the proficient level on their first attempt for tests are provided additional instruction through their regularly scheduled classes and daily intervention during the twenty-four minute Seminar Period. The bottom line in RRHS's performance over the past five years:

- In 2011, 100 percent of RRHS's tenth graders passed the reading OGT and 99 percent passed the math OGT. These high percentages have never fallen below 95 percent over the past five years.
- Not only are all students passing the reading OGT, the percent of students performing at the advanced level has doubled over the past five years. Nearly half of all 10th graders in 2011 performed at the advanced level on the reading OGT. Nearly three-fourths of the school's 10th graders are performing at the advanced levels in mathematics.

With such high overall student performance in 2011, almost no gaps in achievement currently exist for the school's economically disadvantaged students and those with disabilities. These high marks reflect our school's commitment to excellent instruction, appropriate class placement, and successful academic support for our at-risk students within the framework of our school's schedule. Our school's performance index currently places us fourth of all Ohio high schools.

ACT data provided on state report cards indicates that in the most recent year of available data, 80% of our students took this test and had an ACT composite score average of 24. Also, the number and variety of AP tests taken by our students remains high. Last year, 140 students took 193 exams in 11 different AP courses. Of these students, 86% scored a "3" or higher, including 28% of students who earned a "5" on one or more tests. Although we do not require students enrolled in an AP class to take the AP exam, last year over 90% of our students elected to do so. Both the number of students electing to take the AP exam, in addition to the high percentage of students passing, reflects a strong commitment by staff and students to appropriately place students into courses and prepare them to achieve high performance levels on AP exams.

## **2. Using Assessment Results:**

Recently, we have seen an improvement in many of our assessment results due to the increased data-driven adjustments to our curriculum and instruction as well as increased collaboration between our faculty and administration. School administrators, curricular coordinators, teacher leaders and school counselors analyze data from the OGT, AP, SAT and ACT annually in Professional Learning Communities (PLC), department, and Building Leadership Team meetings in order to strengthen areas of weakness in each department while also working to enrich, enhance and support areas of strength. For example, our Learning Resource Center collaborated with our school administrators and counselors to staff certain classes with additional educational aides to support remediation while redirecting students into other classes in order to create smaller class sizes.

Each department annually reviews their course offerings as well as the content and instruction contained within each course to determine the appropriateness, effectiveness, and relationship between the school's curriculum and the OGT, ACT and SAT assessments. Similarly, teachers of AP courses analyze student results on the AP exams to re-evaluate and refine their course curriculum, assessments, and instruction. For example, teachers modify testing strategies and assessments to mirror the format of the AP test while also providing test preparation intervention both within the class itself and outside of class time on an individual and large group level.

Several of the OGT-specific academic departments administer practice tests in the winter to all students who will be taking the OGT the following spring. The practice tests are then graded by the faculty of each department, and an item analysis is completed in order to identify areas of weakness of the current students. As those areas are identified, the individual classroom teachers provide review and instruction of those curricular topics within the confines of the classroom. This process has improved the overall performance on the spring OGT. All of these processes utilize effective analysis and involve members of our school's leadership and faculty to determine the best course of action in providing additional academic remediation and instruction, while reflecting the commitment, communication, positive attitude and determination of our faculty, parents and students to achieve academic success.

Our commitment to excellent instruction includes using assessment results to proactively support students who have demonstrated a need for intervention assistance. The Learning Resource Services (LRS) coordinator and a team of Intervention Specialists continually collaborate with ELL and general education teachers to share successful evidence-based intervention strategies for use in the classroom. During weekly meetings, classroom performance data, historical data and data collected from teachers and other professionals is used to determine student interventions and accommodations that are needed beyond the classroom. Interventions include small group instruction, one-on-one tutoring, and test preparation in The Learning Resource Center (LRC). Other Interventions include The Wilson Reading Program, OGT preparation, and The After School Tutoring program.

A key component of Rocky River High School's environment is open and on-going communication with our students, parents and community at large. Teachers, counselors, and administrators all play important roles in achieving this goal. Building educators strive to instill in students an awareness of both the importance of working hard and doing their best in all evaluated items. Teachers clearly present academic expectations to students concerning their individual courses. Teachers, counselors and administrators discuss aspects of and the importance of all standardized tests with students and parents prior to their administration.

Student progress for every class is accessible daily through Progress Book which allows parents and students to view grades, homework assignments, teacher comments, and course averages. Additionally, interim and quarterly report cards are generated and mailed home on a regular basis to continue communication. Many additional conversations concerning student progress in courses, initiated by either student, parent, or teacher, occur throughout the year by email, phone or specially arranged meetings. Counselors and administrators also schedule meetings with students, parents, and teachers if there are problems or concerns that need to be resolved.

In addition to communication with parents and students as to their individual progress and test results, we utilize Alert Now e-mail communications, quarterly River Reports, website announcements, daily classroom announcements, and addresses over the public announcement system in order to enhance and ensure communication.

### **3. Sharing Lessons Learned:**

The faculty and administration of RRHS, on a continuous quest for innovative and successful practices, is driven toward sharing knowledge, experiences, and strategies within our building, across our district/community, and beyond.

#### Within Our Building

Within our subject area departments teachers share lessons, projects, and classroom activities. Continual interaction and collaboration occurs weekly in the allocated Professional Learning Communities that prioritize learning goals, develop curriculum, and create/analyze assessments. Between departments, we exchange knowledge and experiences at faculty meetings, professional development sessions, and on special projects. New teaching strategies, introduced this year by an outside consultant, have yielded more dynamic classrooms and lessons geared toward improving literacy. Teachers are mastering and utilizing these techniques by sharing lessons and participating in peer observations.

#### Within our District and Community

Technology systems support communication between our school buildings and administrative offices. Google Docs provides for electronic collaboration and communication of instructional and administrative information. The school website and intranet, as well as DASL (a student records database and document management system) keeps all stakeholders updated. Periodic curriculum development meetings across K-12 grade levels (with department chairmen and subject coordinators) promote vertical curriculum alignment and planning. A result of this collaboration is a successful tutoring program deploying high school students to assist younger students within the district. The following are examples of sharing within our community:

- The Cleveland Clinic in its expressions Program recognizes our students annually for analyzing clinic research and interpreting it artistically and mathematically. Winning student projects are prominently displayed at the Cleveland Clinic.
- Social Studies students interview community WWII internment camp survivors, as well as Vietnam war veterans and share historic concepts learned in the classroom.

- Business students operate a small business at the Chamber of Commerce regional, annual business exposition.
- A local bank hosts a student art exhibit that is adjudicated by the bank's patrons. Additionally, various local businesses submit requests for student artwork and publications.
- Service learning students contribute thousands of hours annually to a wide variety of social agencies throughout the greater community.
- The Curriculum Advisory Committee brings teachers, administrators, parents and community members together to scrutinize and improve curriculum.

### Beyond Our Community

There are several examples of the high school faculty's involvement outside of the community:

- Teachers participate as graders for AP Chemistry and National Board Certification.
- Teachers collaborate with college professors to prepare and teach community college courses within our school to provide the opportunity for students to earn college credit.
- Teachers participate in professional organizations and share their best practices, methods, techniques and strategies at regional and national conferences.
- Teachers participate in professional discussion groups (on-line AP forums, 21st Century Skills Consortium, Calculus Circle).
- The Shaw High School Partnership provides students and faculty an opportunity to learn and collaborate with an urban school.
- District and building administration seeks examples of best practices demonstrated by other schools; for example, Professional Learning Communities and Freshmen Mentoring Program.

### **4. Engaging Families and Communities:**

RRHS establishes and maintains a partnership with parents, community stakeholders, other districts and organizations through consistent, respected, innovative communication and collaboration. These trusting relationships serve to enhance our mission: Globally Competitive; Exceptional Opportunities; Caring Environment; Successful Students.

Parents and community stakeholders share in and foster student success by actively engaging in joint initiatives. The Curriculum Advisory Committee comprised of teachers, administrators, parents and community members carefully researches and analyzes current curricular models and makes informed recommendations for enhancement. The Rocky River Education Foundation serves as a supplementary financial resource for additional equipment, special programs and creative endeavors.

Serving the greater community is a standing altruistic goal at RRHS. The "Hoops for Hunger" initiative has been a great success since its inception four years ago. A high school student coordinates the district-wide event, where corporate sponsors, students, parents and community members donate to the Cleveland Food Bank's Annual Harvest for Hunger Campaign. The culminating event is a basketball game, with a neighboring rival school who is our partner in this initiative. This fall, over \$30,000 was raised and over 10,000 cans of food were collected. This past spring, our student "Hoops" leader received the prestigious

2011 National Prudential Spirit of Community Bronze Medal and the Cleveland Clinic Community Service Award for his outstanding efforts. Additionally, this student leader was just notified that he has been awarded the 2012 National Prudential Spirit of Community Silver Medal with the opportunity to earn a gold medal in early May (1 out of 102 honorees).

Service Learning Class members at RRHS explore local and global issues, and learn about personal, community and social responsibility through a myriad of volunteer projects. Students organize and coordinate meal distribution at local churches and the Ronald McDonald House, work with our special needs population at weekend activities, including hayrides, bowling, and dances; and host an annual Senior Citizen Prom. The most celebrated event is the students' implementation of the first "All-Youth Relay for Life" event on our campus eleven years ago. Since that time, over \$500,000 has been raised for the American Cancer Society through this annual event that brings surrounding communities together.

Community Challenge and the Community Coalition organizations comprised of students, parents, school personnel, community members, political officials and police officers are devoted to helping students make positive choices regarding drugs and alcohol, and afford them access to services for social, emotional and/or legal issues. Asset-building policies, focusing on long-term development of individuals, families, and communities are incorporated into all programming.

## 1. Curriculum:

RRHS students benefit from a challenging curriculum that extends beyond state standards. A school-wide Professional Learning Community provides for consistent, focused collaboration and data-driven decisions, ensuring that students are amply prepared to meet the challenges of our global society.

Qualified RRHS students may enroll in college partnership courses offered in conjunction with Cuyahoga Community College. These courses, taught by RRHS faculty members who serve as adjunct professors, enable students to earn both high school and college credit.

English courses, while incorporating literature from a variety of authors and cultural traditions, concentrate on the communication skills: reading, writing, listening, and speaking. Courses are designed to reinforce skills and progressively introduce new ones to help students reach their highest potential of performance. While students must complete four units of English, they may, and often do, elect more than one credit per school year. The English program includes AP English Literature and Composition, a College Partnership with Cuyahoga Community College, and several other English-related electives including Drama, Journalism, and Broadcasting.

Many careers require mathematics-related skills and analysis and the mathematics curriculum fosters the mastery of these skills for the future. Students select courses which will optimize their potential and performance. Challenging and rigorous, the mathematics curriculum offers two levels of AP Calculus, a College Partnership with Cuyahoga Community College, and a wide range of courses to ensure the subject is accessible to students of all skill levels and abilities. Rocky River High School is honored as an Intel & Scholastic School of Distinction in Mathematics.

Scientific truth changes students' knowledge of reality. In science courses, students engage in the study of truths and processes, and learn the value of scientific attitudes. Students select courses that will help them realize their full potential as scientific thinkers, and are encouraged to take full advantage of the science department offerings often taking two courses simultaneously. The science curriculum includes AP courses in biology, chemistry, and physics; a Biology College Partnership; and several courses open to students of all skill levels and abilities.

Social Studies courses study cultures and societies both current and historic and students acquire knowledge, skills, values, and responsibilities to enable them to become productive, motivated, and effective members of the global society. A dynamic and interactive curriculum leads students through a comprehensive study of human history, American culture, and contemporary issues, with course offerings including AP US History, AP US Government, Global Affairs, Government, and Economics.

The world language curriculum cultivates respect for different cultures while allowing students to gain perspective on their own. Language study implies progressive acquisition of linguistic skills, and the skills developed in learning a world language may be applied to other areas of study. RRHS is the site for three chapters of national honorary societies for French, German, and Spanish. Course offerings are five levels of French and Spanish, including AP, and four levels of German.

Health and Fitness education promotes the knowledge and development of good health practices and how to achieve a healthy lifestyle in a modern society. Fitness Education promotes the development of physical skills and knowledge of life-long activities. A learn-to-swim unit must be completed within the fitness education course. Courses offered include Health Education, Fit Conditioning, Exercise Science and Physical Fitness, as well as Adapted Physical Fitness allowing all students to participate regardless of developmental skill and ability.

Visual and performing arts education develops a keen awareness of one's artistic environment. Many students elect to take full advantage of our artistic programs regardless of whether they will pursue the arts in the future. RRHS offers a wide variety of instrumental and vocal music classes and many in the visual arts.

For sixteen years RRHS has participated in a distance learning consortium that includes high school courses, virtual field trips, career forums, conferences, and stand-alone content programs.

## **2. Reading/English:**

Rocky River English courses are fundamental to the education of every student, are deeply rooted in both classic and contemporary literary canonS, and focus on communication skills: reading, writing, listening, and speaking. Students take a minimum of four, full-year courses, and many students choose to take more beyond those required. The department has adopted a uniform composition rubric, helping students and teachers to identify strengths and weaknesses, and allowing for consistent and focused growth from freshman to senior year.

Ninety-one percent of RRHS students scored in the accelerated or advanced categories for writing (the highest scores in Cuyahoga County) and 86% scored in the accelerated or advanced categories for reading (the second highest scores in Cuyahoga County). All RRHS students who were continuously enrolled from freshmen to sophomore year passed the 2011 Reading and Writing OGT sections. To achieve those goals, the department administered practice tests and used both these results and prior test scores to target at-risk students and provide six weeks of test preparation.

RRHS pre-AP classes (9, 10 and 11 Honors English) enroll 30% of the student body, requiring them to rigorously analyze classic and contemporary texts and then respond through Socratic seminars and frequent literary-analysis essays. The Advanced Placement (AP) English course is designed around works typically explored in the sophomore year of college. Our AP program has achieved outstanding success: in both the 2010 and 2011 tests, 93% of RRHS students earned a 3 or higher on the AP English Literature Exam. About 15% of 2010 AP test takers were economically disadvantaged group; in 2011 about 6%.

The Post Secondary Education Option (PSEO), affiliated with Cuyahoga Community College, provides a college-level composition course for qualified seniors, enabling them to earn six college credits. Beginning in the 2007-08 school year, PSEO has burgeoned from nineteen students to fifty-three, a 185% increase in four years. In 2010, three PSEO students won the top three positions in a state-wide Plastic Engineering writing contest. Along with AP English students, 43% of the 2012 graduating class will graduate with English college credit.

The English Department has revitalized the summer reading experience; students now choose from a menu of forty books and engage in Socratic seminars with teachers from all departments. In the summer of 2012, students will read an interdisciplinary non-fiction title, *First They Killed my Father*, a memoir of the Khmer Rouge years by local author Luong Ung, who will also speak at a student assembly.

The Journalism program has produced a number of accomplished writers whose collective success can be found in the number of awards won by our newspaper, [The Pirate Press](#).

## **3. Mathematics:**

RRHS has shown continued commitment to offering the highest quality mathematics program. We believe achieving success in an increasingly competitive technological society requires that students have a strong foundation in mathematics and critical thinking. To that end, we aim to meet the needs of every student through our Professional Learning Community (PLC), implementing new technologies, and creating programs to support students at all levels.

Within our Math PLC, we initially created Power Standards, which included multiple short cycle assessments, for each course offering. Students not mastering the Power Standards are required to attend intervention labs until mastery is demonstrated, and teachers analyze assessment results to allow for more effective instruction. PLC collaboration and the development of SMART goals have greatly benefited its students and the department.

RRHS is committed to the use of technology. SMART Boards in each classroom allow students to view geometric transformations, the creation of tangent lines from secant lines and colored coded algebraic manipulations. The Boards allow viewing of video clips, websites, and 3-foot TI-84 calculators, all of which offer multi-modal sensory instruction. The SMART Response system allows instant student feedback and is a great tool for formative assessment. Additionally, all math lab computers are equipped with Geometer's Sketchpad software and teachers utilize Moodle, exposing students to an online class format.

In 2001, the department implemented an invaluable program, the Students for Other Students Peer Tutoring Group. More than 60 junior and senior students annually volunteer two hours a week (often giving up lunch or study hall) to work with younger students (across buildings) to build stronger math skills.

Curriculum and instructional priorities are based on student need, and thus reflected in course offerings. Subsequently, an Introduction to Calculus class was added for students wanting to begin their college studies, but not yet prepared for AP Calculus courses. Further, courses have been re-written to meet the needs of special education students enrolled in inclusion classes. Students are encouraged to participate in contests, such as the Cleveland Clinic eXpressions competition where groups of our students earned a first place and an honorable mention finish.

Some success of the mathematics program is evidenced by our assessment results. Last year, 99% of RRHS students passed the 2011 Mathematics OGT section, all 18 students passed the AP Calculus AB exam and all 13 students passed the AP Calculus BC exam. These students, respectively, achieved mean scores of 4.28 and 4.54 on these exams.

#### **4. Additional Curriculum Area:**

The Science Department exemplifies the Rocky River City School's Mission: **Globally Competitive, Exceptional Opportunities, Caring Environment, and Successful Students.**

All science faculty incorporate 21st Century Skills into their classrooms using inquiry lab activities, critical thinking, problem-based learning, data analysis, student collaboration/communication, technology, and science literacy in order to develop **Globally Competitive** and scientifically literate students.

From entry-level to AP courses (Biology, Chemistry, and Physics B&C) and a college-partnership course, department members extend **Exceptional Opportunities** to students by:

- participation in regional, state, and national-level science competitions.
- annual trips/projects (Lake Erie island excursions and the Rocky River Main Stem River Study).
- involvement in Computer-Assisted Learning Method (CALM).
- writing and obtaining grants (lab equipment, technology, and field trip transportation).
- providing extracurricular science opportunities: Environmental Club and Science Olympiad.

Walking through the science hallway, it is difficult to miss the **Caring Environment** of the department. To help students achieve success, science teachers are readily available before and after school, and during

planning and lunch periods. Remediation is provided via OGT intervention sessions during the school day, while enrichment and review is provided via AP teacher-led sessions during non-school hours. In addition, teachers model a caring attitude working together to prepare labs, develop lesson plans, and share best practices regarding instruction and classroom management.

Students are the heart of the purpose in the science department, and the focus is continually on helping them be **Successful Students**. Each student's performance is evaluated using formative assessments and computer-assisted learning tools, with teachers also analyzing state and national assessment data to implement classroom improvements. Over the past five years, 83% of RR students scored a 3 or higher the AP Science Exams as opposed to 56% nationally. In the same time frame, 94% of our students passed the Science OGT as opposed to 74% of students statewide. In addition, over the last 3 years, 69% of RR students graduated with 4 or more science credits (the state mandates 3).

The RRHS science faculty has been recognized for their achievements through National Board Certification, the Plain Dealer Crystal Apple Award, the Ohio Outstanding Biology Teacher Award, and the Presidential Award for Excellence in Mathematics and Science Teaching. By participating in professional learning communities, attending and presenting at regional, state, and national conferences, and collaborating in classroom development, the science department is committed to professional growth and the district's mission.

## **5. Instructional Methods:**

RRHS utilizes a variety of instructional methods to meet the diverse needs of its students. The school day is structured to maximize the time for student learning of all student subgroups. In addition to a 54-minute class period, a 24-minute seminar period enables students to receive OGT intervention, additional preparation for AP tests, or individual supportive instruction. In addition to the regular school day, an after-school assistance program offers continued academic support.

The English Language Learners Program (ELL) teaches English to students whose native language is not English. RRHS distinguishes itself in the services that we provide to learners in need of academic support through the Learning Resource Center (LRC). Those students may take advantage of individual and small group tutoring, tiered interventions, and the provision of special accommodations when needed.

Diverse learners are supported through a variety of opportunities. Twelve AP classes are available for students who demonstrate talent and interest and three classes offer "dual enrollment" providing students with both high school and college credit. Students who want to explore college further can take advantage of the Post-Secondary Enrollment Options program. Flexible credit and Senior Project provide the opportunity for students and their chosen advisors to develop courses and independent experiences in an area of the student's interest.

Teachers regularly take part in district sponsored professional development to increase their "toolbox" of instructional strategies. This year, teachers participated in the MAX Teaching Program to increase student literacy in content areas. Several also participated in College Board in-services which train teachers to analyze testing data to determine strengths and weaknesses specific to each student.

Technology has opened the door to many new instructional methods that enhance student learning including SMART Board and Response technology, Google Apps for Educators and Students, Study Island, Moodle, iPods and iPads, computer labs and specialized software.

In addition student learning continues through supplemental activities including academic competitions, career shadowing, distance learning, business and school partnerships, service learning opportunities, Model U.N., Science Olympiad, and career tech programs.

## **6. Professional Development:**

RRHS, like all of the schools in our district, benefits from numerous high quality professional development (PD) opportunities. Weekly professional collaboration during PLC time, faculty and subject team meetings, along with staff participation in local, state and national seminars, workshops and conferences are all routine PD opportunities that RRHS teachers use to further their professional growth and student learning.

The Rocky River Local Professional Development Committee (LPDC) designs, contracts with presenters, and hosts the majority of PD offerings right here in the district, while making graduate credit available for many of these opportunities. Making participation convenient maximizes the participation of district staff members. The PD topics are influenced by many factors: our strategic plan, assessment data, ODE requirements, climate surveys, staff evaluations and requests, but are most significantly driven by student needs. Our school's commitment to PD is reflected in the fact that every Rocky River High School staff member has participated in at least one of the following district-offered PD opportunities: Align-Assess-Achieve Formative Assessment Series (instructional alignment as it relates to formative assessment), MAX Teaching (incorporates reading into instructional strategies across the curriculum), Educating Gifted Students Series (differentiated instruction), and various applications of educational technology (Tech I and Tech II Certification, SMART Board Integration I, II and III, Moodle training, Google Apps for Educators training, and official SMART Certification).

While the PD activities listed above support the continued growth and development of Rocky River High School's instructional staff, teachers are also encouraged to seek National Board and Master Teacher Certifications requiring extensive self-reflection and assessment on their teaching and learning. Professional development at Rocky River High School provides instructional strategies and subject area content elaboration that, when applied, contribute to our mission of globally competitive and successful students. The technology offerings, gifted and special education workshops, and formative assessment offerings fill teachers' toolboxes with instructional strategies for meeting each student at his or her current level and facilitating their progress toward reaching his or her fullest potential.

Staff organization plays a crucial role for those staff members who cannot attend each professional development opportunity. Each core subject has a coordinator and teacher teams for specific courses. Teacher growth and development is significantly influenced by the abundance of time provided weekly for professional collaboration. These meetings are focused on achieving building and departmental goals; sharing effective pedagogy, reflection and design of curricular documents, and the alignment of learning standards and assessment instruments. To a large degree we attribute the increase in student performance to the significant time and resources afforded by PD opportunities.

## **7. School Leadership:**

Collaborative, distributive and synergistic are adjectives describing the leadership team at Rocky River High School. The principal works closely with a leadership team of skilled, dedicated and professional educators who meet weekly to refine support of student learning as well as to effectively implement the strategic plan. Specifically, the building leadership includes the principal, an associate principal, assistant principal, athletic director, three school counselors, special education coordinator, gifted coordinator, and a curricular coordinator for each subject area.

The leadership team seeks to build capacity toward sustaining improvement by utilizing shared decision making (instructional, administrative, and operational). Working closely with dedicated teachers, the leadership team strives to establish goals focused on enhancing student achievement and improving the overall learning environment. We pride ourselves on communication with one another and with our stakeholders: students, parents, community members, superintendent and board of education.

Strong teacher leadership is essential to the on-going success experienced by individual students and the school at large. Faculty leaders are introspective individuals who provide effective and detailed feedback to

students via formative and summative assessments. They analyze assessments to make data-driven decisions, altering and enhancing lessons toward captivating and engaging students.

Student leadership, an integral part of our success, is largely provided by the Principal's Advisory and Board of Education Liaison Committees. The Principal's Advisory Committee comprises four students from each grade level who serve in an advisory capacity to the building leadership team. The superintendent and a board of education member lead the BOE Liaison Committee, which consists of students from each class, who engage and interact with the Board of Education. We also take great pride in our Student Council whose overall effectiveness promotes a positive civic, academic, and spirited environment at Rocky River High School.

Another important role of the principal is to collaborate with the Rocky River business community. The synergy of this collaboration has resulted in partnerships with many businesses through the Rocky River Chamber of Commerce, producing authentic learning experiences for our students. The Chamber supports our students through scholarships and summer educational opportunities, broadening their perspectives and further preparing them for the future, e.g. developing entrepreneurial skills through hands on regional, annual business exposition).

In summary, the leadership of Rocky River High School (administration, teachers and students) maintains vision, direction and focus for student learning, dedicates and supports excellent instructional practices, and fosters an atmosphere that encourages teachers to take instructional risks to meet the needs of our students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: Grade 10 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient, Accelerated and Advanced	99	95	98	95	96
Accelerated and Advanced	90	84	88	82	80
Number of students tested	193	232	235	215	238
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	5	2	4
Percent of students alternatively assessed	1	1	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient, Accelerated and Advanced	96	82	100	88	90
Accelerated and Advanced	82	68	68	69	65
Number of students tested	28	22	22	16	20
<b>2. African American Students</b>					
Proficient, Accelerated and Advanced					
Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Accelerated and Advanced					
Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient, Accelerated and Advanced	95	78	87	65	78
Accelerated and Advanced	58	37	70	38	48
Number of students tested	19	27	23	26	23
<b>5. English Language Learner Students</b>					
Proficient, Accelerated and Advanced					
Accelerated and Advanced					
Number of students tested					
<b>6.</b>					
Proficient, Accelerated and Advanced					
Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b>					
Ohio's alternate assessment is designed for students with the most significant cognitive disabilities. The alternate assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.					

12OH1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Ohio Graduation Test (OGT)

Edition/Publication Year: Grade 10 Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient, Accelerated and Advanced	100	96	97	97	98
Accelerated and Advanced	87	67	74	68	68
Number of students tested	193	232	235	211	237
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	4	2	4
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient, Accelerated and Advanced	100	82	95	94	95
Accelerated and Advanced	82	32	73	31	68
Number of students tested	28	22	22	16	19
<b>2. African American Students</b>					
Proficient, Accelerated and Advanced					
Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Accelerated and Advanced					
Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient, Accelerated and Advanced	100	78	83	77	91
Accelerated and Advanced	63	26	48	27	35
Number of students tested	19	27	23	26	23
<b>5. English Language Learner Students</b>					
Proficient, Accelerated and Advanced					
Accelerated and Advanced					
Number of students tested					
<b>6.</b>					
Proficient, Accelerated and Advanced					
Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b>					
Ohio's alternate assessment is designed for students with the most significant cognitive disabilities. The alternate assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient, Accelerated and Advanced	99	95	98	95	96
Accelerated and Advanced	90	84	88	82	80
Number of students tested	193	232	235	215	238
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	5	2	4
Percent of students alternatively assessed	1	1	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient, Accelerated and Advanced	96	82	100	88	90
Accelerated and Advanced	82	68	68	69	65
Number of students tested	28	22	22	16	20
<b>2. African American Students</b>					
Proficient, Accelerated and Advanced	0	0	0	0	0
Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient, Accelerated and Advanced	0	0	0	0	0
Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient, Accelerated and Advanced	95	78	87	65	78
Accelerated and Advanced	58	37	70	38	48
Number of students tested	19	27	23	26	23
<b>5. English Language Learner Students</b>					
Proficient, Accelerated and Advanced	0	0	0	0	0
Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient, Accelerated and Advanced	0	0	0	0	0
Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12OH1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient, Accelerated and Advanced	100	96	97	97	98
Accelerated and Advanced	87	67	74	68	68
Number of students tested	193	232	235	211	237
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<b>2. African American Students</b>					
Proficient, Accelerated and Advanced	0	0	0	0	0
Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient, Accelerated and Advanced	0	0	0	0	0
Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient, Accelerated and Advanced	100	78	83	77	91
Accelerated and Advanced	63	26	48	27	35
Number of students tested	19	27	23	26	23
<b>5. English Language Learner Students</b>					
Proficient, Accelerated and Advanced	0	0	0	0	0
Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient, Accelerated and Advanced	0	0	0	0	0
Accelerated and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

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