

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. James Yockey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Ottawa Hills Junior-Senior High School
(As it should appear in the official records)

School Mailing Address 2532 Evergreen Road
(If address is P.O. Box, also include street address)

Toledo Ohio 43606
City State Zip Code+4 (9 digits total)

Tel. (419) 534-5376 Fax (419) 534-5384

Website/URL http://www.ohschools.k12.oh.us Email ohhs_jhy@nwoca.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Gail Mirrow
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ottawa Hills Local Schools Tel. (419) 536-6371

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Willis E. Day, IV
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. 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.
5. 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.
6. 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

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: __1__ Elementary schools
 __ __ Middle schools
 __1__ Junior high schools
 __1__ High schools
 __3__ TOTAL

*Note: the junior high and high schools listed above are housed in different wings of the same building and share a common administration and other facilities. The school (for which this application is made) is called Ottawa Hills Junior-Senior High School.

2. District Per Pupil Expenditure: 11,133.00
 Average State Per Pupil Expenditure: 8,073.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	55	28	83
1				8	42	32	74
2				9	32	36	68
3				10	41	37	78
4				11	42	39	81
5				12	43	29	72
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							456

6. Racial/ethnic composition of the students in the school:
- 91.4 % White
 - 1.3 % Black or African American
 - 0.4 % Hispanic or Latino
 - 6.7 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	456
(5)	Subtotal in row (3) divided by total in row (4)	.024
(6)	Amount in row (5) multiplied by 100	2.4%

8. Limited English Proficient students in the school: 0.43 %
2 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: We have two students whose first language is Arabic who receive ESL services.

9. Students eligible for free/reduced-priced meals: 0 %
0 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10.3 %
47 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>36</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>1</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
	<u>1</u> Severely Emotional Disturbed

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)	3 <u> </u>	<u> </u>
Classroom teachers	<u>35</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u> </u>
Paraprofessionals	<u>4</u>	<u>2</u>
Support staff	<u>6</u>	<u>3</u>
Total number	<u>45</u>	<u>7</u>

12. Student-“classroom teacher” ratio: 11.4 : 1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.8	95.0	96.2	96.1	96.7
Daily teacher attendance	95.9	96.2	96.2	96.6	95.5
Teacher turnover rate	3.0	9.0	6.0	3.0	15.0
Student dropout rate	5.1	3.2	1.5	4.3	1.7
Student drop-off rate	5.1	3.2	1.5	4.3	1.7

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>75</u>
Enrolled in a 4-year college or university	<u>98.6</u> %
Enrolled in a community college	<u> </u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u> </u> %
Military service	<u>1.4</u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Ottawa Hills Junior-Senior High School is located in the Village of Ottawa Hills, Ohio, near Toledo. The school enrolls 456 students in grades seven through twelve and consistently draws strength from its modest size.

The school's mission is "to challenge each student to develop his or her academic, social, creative, and physical abilities; to instill an appreciation for learning as a life-long process; and to increase awareness of the world community and responsibility to it."

Our students come from families of high achievement and expectations, many of whom moved to Ottawa Hills so that their sons and daughters could attend school here. The student body is remarkably heterogeneous in its interests, talents and experiences, and encompasses unusual religious diversity, with substantial Jewish, Hindu, Muslim and Christian populations.

Because nearly every Ottawa Hills graduate goes on to college, the school's curriculum is oriented toward college preparation. This curriculum is supported by a community consensus that students should receive the best education possible.

The school is characterized by a mixture of innovation and tradition, of modern technology and classical pedagogical tools and texts. For example, a senior English class may read classic works by Shakespeare, Whitman, Melville and Conrad, but prepare cutting-edge PowerPoint and video presentations on these authors.

The school is tightly tied into the community. We have one parent volunteer for every three students—volunteers who run the school office, operate the lunch program, coach athletics, and assist with school plays and musical productions.

Our faculty and staff are experienced and well-educated. 75% hold master's degrees or above. 100% of the teachers are certified for the content area they teach. Teachers are attracted to our school by the high level of material and moral support they receive. Our small size makes it easy for teachers to develop new approaches and courses—a process that involves numerous administrative steps at larger schools. The school's administrative structure is "flat" and free from the hierarchy and red tape that can stymie innovation and thwart excellence.

The school copes with the challenges posed by adolescence in ways that emphasize the connections between freedom and responsibility, and between home and school. Students who abuse drugs and alcohol are referred to a diversion program and are treated more as young people in need of support rather than as juvenile delinquents in need of punishment.

We offer many extra-curriculars, including volunteer activities, athletics, a quiz bowl team, musical groups, student government, a peer support group, a student-produced yearbook, literary magazine and school newspaper, a chapter of a foreign student exchange organization, and foreign language, chess, technology, and math clubs. 90% of our students participate in at least one extracurricular activity; most students are involved in more.

Our consistent attainment of educational excellence qualifies Ottawa Hills High School for recognition as a No Child Left Behind/Blue Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state's interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
 - b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
 - c. Attach all test data to the end of this application and continue to number the pages consecutively.

See attached tables.

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

At Ottawa Hills Junior-Senior High School, we place great emphasis on ensuring that our curriculum, our instruction, and our assessments are aligned. Student progress is monitored systematically through teacher assessments and through a sequential, district-wide standardized testing program. Both criterion-referenced tests and norm-referenced tests are regularly administered.

Assessment results are analyzed to identify students not achieving at their ability level, those not mastering specific objectives, those who may be gifted, and those in need of intervention. Test scores are also a significant criterion in determining which of two or three tracks in a particular course would best suit a student's needs.

We use assessment results to evaluate our curriculum, sequencing and programming. The curriculum director meets regularly with teachers in the English, mathematics, science, and social studies departments to review results of ability/achievement tests, State of Ohio proficiency tests, and AP tests. We adjust our curriculum when student results indicate that there is an area of weakness. Results are charted over time, and new courses are proposed and developed when it becomes clear that an area of weakness is pervasive within a range of grade levels on a consistent basis.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The State of Ohio mails an annual school report card to district residents and puts school assessment data on its website. The school publishes an annual report, which is mailed to every household in the school district; it contains detailed information about student performance on standardized tests and descriptions of the policies and procedures we have adopted to ensure continuing excellence. Our PTO publishes *The Bear Essentials*, a newsletter that is regularly distributed to every household in the district; this newsletter includes assessment data. In addition, the *Principal's Newsletter*, which goes home to every household with a student in the school, reports test scores other student performance data. The region's largest daily newspaper, *The Toledo Blade*, regularly publishes school-by-school, subject-by-subject tables of proficiency test scores, which enable readers to easily compare school performance within the region. Our monthly community newspaper, *The Village Voice*, regularly publishes the results of proficiency tests, college admissions, and school initiatives. The district's board of education holds an open meeting every December, at which the school administration reports all of the year's assessment data. This report is then posted to the district's website.

4. Describe in one-half page how the school will share its successes with other schools.

Ottawa Hills has always freely shared its procedures with other schools across the country in a variety of ways. The superintendent has a regular column in the community newspaper and frequently uses this forum to explain how the school keeps its commitment to excellence. The school's annual report contains detailed information about student performance on standardized tests and descriptions of the policies and procedures we have adopted to ensure continuing excellence. In addition, our faculty and administration regularly attend professional colloquia, where they discuss, among other things, how the school aligns its curriculum, its instruction and our assessment system. The University of Toledo hosts a regular meeting of all northwest Ohio school superintendents, and our superintendent will continue to use this forum to communicate, both formally and informally, with other school district leaders. Should we receive the No Child Left Behind/Blue Ribbon award, we would continue to do so by responding to surveys and document requests, fielding inquiries from other schools, and meeting with other school officials. The school also intends to publish this application on its website.

PART V – CURRICULUM AND INSTRUCTION

1. *Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.*

Every student is required to take two years of English in high school (grades 9 - 12) and two in junior high (grades 7 - 8). Our courses reflect objectives in reading, writing, speaking, listening, and viewing skills. Writing is taught as a process, and writing is taught across the curriculum. Advanced Placement English is a two-year program designed to culminate in the taking and successful performance on the AP tests in English Language and Composition and English Literature and Composition.

Every student is required to take two years of mathematics in junior high and five in high school, including Algebra I, Geometry and Algebra II. Most students exceed the requirements and take six years of mathematics. The National Council of Teachers of Mathematics Standards themes of problem solving, reasoning, communication and connections underlie the curriculum.

Every student is required to take two years of science in junior high and three in high school. Science courses feature extensive use of laboratory experiences, collection and analysis of data, and integration of technology. We recently added an applications-based General Physical Science course for lower ability seniors and special needs students who might not otherwise continue into a senior year of science. Science electives include botany, zoology, physiology and anatomy, chemistry and physics.

Every student is required to take two years of social studies in junior high and three in high school. Courses are designed to increase student awareness of world cultures with the goal of making the student a better world citizen. We offer a two-year advanced placement sequence in American History and Government.

Junior high students are required to take one semester of art. Fundamentals of Design/Drawing is required of all high school students before any other art class is taken. A variety of enrichment and accelerated electives are available for high school students. We offer music electives at every grade level, and have an outstanding vocal music program which attracts a large portion of the student body.

Although not required for high school graduation, three years of one language or two years of two languages at the high school level is strongly recommended for college bound students. Students may begin language study in junior high, enabling them to take more advanced courses in high school. We keep our classes small in order to emphasize the importance of oral communication. 79% of last year's seniors graduated with at least 3 years of foreign language. We offer four years of French and Spanish, including advanced placement courses in both.

Other courses in our curriculum include computer applications and computer-aided design, health and physical education, video production, photography, speech, theater, life skills, economics, humanities and personal finance.

Ottawa Hills partners with neighboring institutions in order to offer students vocational education.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

Our seventh and eighth grade English courses stress grammar and usage skills; in the eighth grade, certain concepts of literature are introduced. Our freshman course stresses the writing process in a number of genres. To support the material covered, our faculty invites poets, newspaper writers, novelists, technical writers and others in to the classroom to discuss and demonstrate their technique. In the sophomore and junior years, we offer a writing and study British, American and world authors. In the senior year, the AP class studies classical literature and aesthetics, while students in the other track take an English class that integrates a humanities survey.

Our English curriculum customizes pedagogy and assessment to fit each student's strengths. We offer two tracks of English throughout high school, which includes an unusual offering of AP English in junior and senior years. Our English classes are a collaborative effort between a member of the English faculty and a co-teacher with a special education background. This co-teacher comes into the classroom every day. While the focus of her work is with students who have been screened for deficiencies via IEPs, IQ tests, and reading comprehension tests, she does not limit herself to these students. Rather, she assesses every student and works with the English teacher to determine the best ways teach and assess each one.

Electives in drama, speech, creative writing and journalism are also offered.

3. *Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.*

Our mathematics curriculum is based on standards promulgated by the National Council of Teachers of Mathematics. It offers several routes to mathematical competency, and emphasizes the application of mathematical principles to real-world situations rather than recitation of factual data.

There are three tracks in math, which begin in seventh grade. Placement is determined by a combination of standardized test scores, classroom performance, and teacher evaluation and recommendation. A full three years of high school math are required. In order to give seniors who are not in Calculus or Pre-Calculus the opportunity to take a fourth year of math, we offer an innovative course in Data and Probability; this exemplifies our determination to offer challenging, content-appropriate courses for students at all ability levels. Other seniors may study Discrete Mathematics, a course which includes probability, social choice theory, circuits and symmetry. Our most advanced math students take AP Calculus.

Our math classes are designed with enough flexibility to allow teachers to go back and repeat or emphasize various applications and procedures, depending on student need. The pace of each class is calibrated by a variety of formal and informal assessments.

4. *Describe in one-half page the different instructional methods the school uses to improve student learning.*

The faculty recognizes the idea of multiple intelligences and the fact that students learn in many different ways—verbal instruction, written information, hands-on learning, student-driven learning, exploration and investigation, computer-aided instruction, and so on. They attempt to tailor their teaching to each student's learning style. Ultimately, this is what drives our teaching practices.

Current pedagogy stresses active engagement with educational experiences and materials, as well as interdisciplinary approaches to complex material. In accordance with this thinking, our sophomore English and World History courses are aligned in a unit that stresses comparative religious experience. Every tenth grade student visits a Catholic church, a Jewish temple, an Islamic mosque and a Hindu temple as part of this unit. Another form of participatory learning occurs in our Botany and Zoology classes, in which students gather specimens of plants and animals at a nearby wetlands.

Educational Options classes are available to create opportunities for specialized student needs not otherwise provided for in the curriculum. Educational Options may take the form of independent studies, mentor programs or tutorials. Credit may be earned in several curricular areas as agreed to by the school, student and parent. In this way, the curriculum can be customized to fit students' interests and abilities.

5. *Describe in one-half page the school's professional development program and its impact on improving student achievement.*

We believe that professional development programs are valuable primarily to the extent that they improve student performance and learning.

Teachers meet regularly within their department chairs to review proficiency and standardized test results, to discuss strengths and weaknesses of individual students, and to assess our academic program. The Professional Review Committee, consisting of teachers and administrators, addresses concerns that may inhibit an effective teaching/learning environment.

An Entry-Year Program matches successful teacher-mentors to teachers who are new to the profession or new to our school.

Staff members also meet during the summer months to work on curriculum projects such as coordination of foreign language curriculum, development of English literature lists, or planning intervention for special needs students.

The school also encourages and funds conference attendance, in-district professional meetings, professional released time, and site visits to promising programs. Federal and state grants such as Eisenhower, Drug Free Schools, SchoolNet Professional Development, and Local Professional Development Block Grant are used to provide fees and expenses for these activities as well as to support professional released days to work on curriculum and instruction projects. These curriculum projects include textbook adoption, course of study development, and curriculum/instruction/assessment alignment.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on pages following.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 9 Test Ohio Ninth Grade (Reading/Mathematics) Proficiency
Edition/publication year 2002 Publisher Ohio Department of Education

What groups were excluded from testing? Why, and how were they assessed?

Special education students may be exempted from the consequences of failing the tests required for graduation because of their disabilities. The student's Individual Education Plan (IEP) indicates that he or she will take the test with or without accommodation or will participate in an alternate assessment. The alternate assessment is based on the objectives of the proficiency test and the student's IEP goals.

Number excluded 0 Reading, 0 Math Percent excluded 0% Reading, 0% Math

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Ohio Ninth Grade Proficiency Test includes tests in five areas: writing, reading, mathematics, science and citizenship. The five tests are given on five consecutive days, and students may have up to two and a half hours to take each one. All of the proficiency tests are based upon learning outcomes/competencies adopted by the State Board of Education. These learning outcomes specify the knowledge and skills students are expected to have encountered in each content area and grade level. The Ohio proficiency tests are criterion-referenced testing instruments. Test performance by individual students is compared to the established criteria, rather than to how an established group of students does on the test.

The State Board of Education established the standard ("proficient") for the Ninth Grade Proficiency Test. **There is no established advanced or basic standard.** The "proficient" standard was established after a review of recommendations by a standard-setting committee, a fairness/sensitivity committee (which looked at equity issues), and a technical advisory committee (comprised of national testing experts and psychometricians). A scaled score of 200 is the designated "proficient" standard for both reading and mathematics.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on pages following.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 9 Test Ohio Ninth Grade (Reading/Mathematics) Proficiency

Edition/publication year 2001 Publisher Ohio Department of Education

What groups were excluded from testing? Why, and how were they assessed?

Special education students may be exempted from the consequences of failing the tests required for graduation because of their disabilities. The student's Individual Education Plan (IEP) indicates that he or she will take the test with or without accommodation or will participate in an alternate assessment. The alternate assessment is based on the objectives of the proficiency test and the student's IEP goals.

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Grade 9 Test Ohio Ninth Grade (Reading/Mathematics) Proficiency
Edition/publication year 2000 Publisher Ohio Department of Education

What groups were excluded from testing? Why, and how were they assessed?

Special education students may be exempted from the consequences of failing the tests required for graduation because of their disabilities. The student's Individual Education Plan (IEP) indicates that he or she will take the test with or without accommodation or will participate in an alternate assessment. The alternate assessment is based on the objectives of the proficiency test and the student's IEP goals.

Number excluded 1 Reading, 2 Math Percent excluded 1.3% Reading, 2.6% Math

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Edition/publication year 1999 Publisher Ohio Department of Education

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Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Ohio Ninth Grade Proficiency Test includes tests in five areas: writing, reading, mathematics, science and citizenship. The five tests are given on five consecutive days, and students may have up to two and a half hours to take each one. All of the proficiency tests are based upon learning outcomes/competencies adopted by the State Board of Education. These learning outcomes specify the knowledge and skills students are expected to have encountered in each content area and grade level. The Ohio proficiency tests are criterion-referenced testing instruments. Test performance by individual students is compared to the established criteria, rather than to how an established group of students does on the test.

The State Board of Education established the standard ("proficient") for the Ninth Grade Proficiency Test. **There is no established advanced or basic standard.** The "proficient" standard was established after a review of recommendations by a standard-setting committee, a fairness/sensitivity committee (which looked at equity issues), and a technical advisory committee (comprised of national testing experts and psychometricians). A scaled score of 200 is the designated "proficient" standard for both reading and mathematics.

Ottawa Hills State of Ohio Ninth Grade Proficiency Cumulative Scores: Reading
(Student population tested at completion of 9th Grade)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Oct. & March	Oct. & March	Oct. & March	Oct. & March	Oct. & March
SCHOOL SCORES Reading					
TOTAL	100%	100%	97%	100%	100%
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	100%	100%	97%	100%	100%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	80	92	76	87	80
Percent of total students tested	100%	100%	98.7%	100%	NA
Number of students excluded	0	0	1	0	NA
Percent of students excluded	0%	0%	1.3%	0%	NA
SUBGROUP SCORES					
1. White	74	83	72	79	76
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	100%	100%	96.8%	100%	NA
At Advanced	NA	NA	NA	NA	NA
2. Asian	5	6	3	6	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	100%	100%	100%	100%	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic	1			1	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	100%	NA	NA	100%	NA
At Advanced	NA	NA	NA	NA	NA
4. Native American	NA	1	NA	NA	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	100%	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
5. Multi-racial	NA	2	1	NA	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	100%	100%	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Black	NA	NA	NA	1	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	100%	NA
At Advanced	NA	NA	NA	NA	NA
STATE SCORES Reading					
TOTAL	91.6%	90.5%	89.1%	88.7%	86.5%
At or Above Basic	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
At or Above Proficient	91.6%	90.5%	89.1%	88.7%	86.5%
State Mean Score	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA

Ottawa Hills State of Ohio Ninth-Grade Proficiency Cumulative Scores: Math
(Student population tested at completion of 9th Grade)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Oct.& March	Oct.& March	Oct.& March	Oct.& March	Oct.& March
SCHOOL SCORES Math					
TOTAL	98.8%	98.7%	98.5%	96%	98.4%
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	98.8%	98.7%	98.5%	96%	98.4%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	80	92	75	87	80
Percent of total students tested	100%	100%	97.4%	100%	NA
Number of students excluded	0	0	2	0	NA
Percent of students excluded	0%	0%	2.6%	0%	NA
SUBGROUP SCORES					
1. White	74	83	71	79	76
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	100%	100%	100%	95.5%	NA
At Advanced	NA	NA	NA	NA	NA
2. Asian	5	6	3	6	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	100%	100%	100%	100%	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic	1	NA	NA	1	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	0%	NA	NA	100%	NA
At Advanced	NA	NA	NA	NA	NA
4. Native American	NA	1	NA	NA	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	100%	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
5. Multi-racial	NA	2	1	NA	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	50%	0%	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Black	NA	NA	NA	1	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	100%	NA
At Advanced	NA	NA	NA	NA	NA
TOTAL SCORES Math					
TOTAL	73.5%	72.5%	70.4%	68.8%	64.9%
At or Above Basic	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
At or Above Proficient	73.5%	72.5	70.4	68.8	64.9%
State Mean Score	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA