

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Ms. Katharine Hurst  
(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 43606-2399  
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\_kah@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. C. Gary Wilson  
(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**

**[Include this page in the school's application as page 2.]**

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

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

1. Number of schools in the district:       1   Elementary schools  
    Middle schools  
    Junior high schools  
   1   High schools (NOTE: includes grades 7 – 12)  
    Other (Briefly explain)  
  
    TOTAL
2. District Per Pupil Expenditure:        \$9796   
  
     Average State Per Pupil Expenditure:  \$8441

**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.   <1   Number of years the principal has been in her/his position at this school. (NOTE: Current interim principal was assistant principal at applicant school for 11 years.)  
  6   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 (NOTE: figures are for 2003 – 2004 school year.)

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>				<b>7</b>	53	41	94
<b>1</b>				<b>8</b>	50	27	77
<b>2</b>				<b>9</b>	38	35	73
<b>3</b>				<b>10</b>	33	38	71
<b>4</b>				<b>11</b>	41	36	77
<b>5</b>				<b>12</b>	40	38	78
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>470</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>91.1</u>       | % White                          |
| <u>0.2</u>        | % Black or African American      |
| <u>0.6</u>        | % Hispanic or Latino             |
| <u>6.6</u>        | % Asian/Pacific Islander         |
| <u>0.2</u>        | % American Indian/Alaskan Native |
| <u>1.3</u>        | % Multi-Racial                   |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 2.18 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	10
<b>(4)</b>	Total number of students in the school as of October 1	458
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.0218
<b>(6)</b>	Amount in row (5) multiplied by 100	2.18

8. Limited English Proficient students in the school: 0.65 %  
3 Total Number Limited English Proficient  
 Number of languages represented: 2  
 Specify languages:

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

If this method does not produce 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: 9.1 %  
43 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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>32</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
	<u>1</u> Severe Emotional Disturbance

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>3</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>2</u>
Support staff	<u>6</u>	<u>3</u>
Total number	<u>52</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 1:13

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.7	95.8	95.0	96.2	96.1
Daily teacher attendance	96.0	95.9	96.2	96.2	96.6
Teacher turnover rate	0	3.0	9.0	6.0	3.0
Student dropout rate	5.1	5.1	3.2	1.5	4.3
Student drop-off rate	1.3	1.5	1.58	0.68	0.69

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>74</u>
Enrolled in a 4-year college or university	<u>91.89</u> %
Enrolled in a community college	<u>2.7</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>4.1</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>1.3</u> %
Unknown	<u>0</u> %
<b>Total</b>	<u>100</u> %

## PART III - SUMMARY

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Ottawa Hills Junior-Senior High School is located in the Village of Ottawa Hills, Ohio, near Toledo. The school enrolls 470 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 and responsibility to the local and world community."

Our students come from families with high expectations and are heterogeneous in their interests, talents and experiences. They encompass unusual religious diversity, with substantial Jewish, Hindu, Muslim and Christian populations. The challenges posed by this mixture of faiths are addressed, in part, through specific daylong programs (Challenge Day, Diversity Day, Wellness Day) designed to promote respect, tolerance and conflict resolution.

Because over 90% of Ottawa Hills graduates go 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. To accomplish this goal, the school has developed a multiple pathway approach to ensure all students' success.

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 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. Seventy-five percent hold master's degrees or above. One hundred percent of the teachers are certified in the content area they teach. Our small size makes it easy for teachers to develop new approaches and courses that meet the needs of students at all ability levels. This process involves far fewer administrative steps than at larger schools. The school's administrative structure is free from the hierarchy and red tape that can stymie innovation and thwart excellence.

We offer many extracurricular opportunities, 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. More than 80% of our students participate in at least one extracurricular activity; most students are involved in more. 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.

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

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

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### **1. The Meaning of Assessment Results**

The State of Ohio has established proficiency tests which, among other things, evaluate students' mathematics and reading proficiency in the ninth grade. Although the state permits certain students to be exempted from the requirement of taking this test, Ottawa Hills rarely excludes special needs students from this assessment. For example, in five years of administering the proficiency tests, only one student was ever exempted from taking the reading proficiency test and only two were ever exempted from the mathematics portion.

All tests are scored on a proficiency basis; there are no "advanced" or "basic" results categories.

The Ottawa Hills student population (including students of all ability levels and ethnic groups) has consistently been at or near 100% proficiency. In four of the last five years, 100% of all students have been deemed proficient in reading; in the 1999-2000 year, the figure was 97%. In the last five years, our students' mathematics proficiency rates have varied from a low of 96% in the 1998-1999 school year to a high of 98.8% in the 2001-2002 school year.

These data lead to two conclusions. First, Ottawa Hills' test scores have been consistently excellent over a significant five-year period. High proficiency rates over a period of time suggest that our procedures, curriculum and staff are aligned in such a way as to foster excellent learning outcomes. Second, we have attained the high proficiency rate not by excluding lower-ability students from the tests, but by ensuring that all students are well-prepared for both the proficiency tests and for the challenges that await them after graduation.

## 2. Assessment Data Use

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 pathway in a particular subject would best suit a student's needs. In partnership with an adjoining district, we offer not only a college preparatory curriculum but a career and technical program as well.

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 Advanced Placement 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. Communication of Student Performance

The State of Ohio publishes an annual school and district report card 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 Parent-Teacher Organization 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 is mailed to every household with a student in the school, reports test results and 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 annual open meeting at which the school administration reports all of the year's assessment data. This report is then posted to the district's website.

We also advise parents about student performance through transition meetings scheduled between sixth and seventh grades and eighth and ninth grades and through well-attended open houses and parent/teacher conferences. Our special education director meets with parents to discuss performance and transition issues unique to our special needs students.

## 4. Sharing Success

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 respond to surveys and document requests, field inquiries from other schools, meet with other school officials and host site visits. The school also intends to publish this application on its website.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum**

Every student is required to take four 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 taking and successfully performing 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 three in high school, including Algebra I, Geometry and Algebra II. Most students exceed the requirements and take six years of mathematics from grade 7 through 12. The National Council of Teachers of Mathematics Standards' themes of problem solving, reasoning, communication and connections underlie the curriculum. AP Calculus is a part of our curriculum and AP Statistics is offered on an independent study basis.

Every student is required to take two years of science in junior high and three in high school. Science courses feature extensive laboratory experiences, collection and analysis of data, and integration of technology. An applications-based General Physical Science course is available for lower-ability and special needs students who might not otherwise continue into a senior year of science. Other science courses include botany, zoology, physiology and anatomy, biology, chemistry and two levels of physics. This year, we offer a special honors Chemistry II course which is taught by one of our teachers on an independent study basis.

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 more engaged 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 both art and music. Fundamentals of Design/Drawing is required of all students before other art classes are taken. Numerous enrichment 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. Students must fulfill a graduation requirement of one year of high school fine arts.

Three years of one foreign language or two years of two foreign languages at the high school level are strongly recommended for college bound students. Students may begin language study in junior high, enabling them to take more advanced courses in high school. Our classes are small in order to emphasize the importance of oral communication. Seventy-two percent of last year's seniors graduated with at least 3 years of foreign language. We offer five years of French and Spanish, including advanced placement courses in both.

Other offerings include computer applications, computer-aided design, health and physical education, video production, photography, speech, theater, family and consumer science, industrial technology, economics, humanities, personal finance, marketing and accounting.

Ottawa Hills partners with an adjoining district to offer students career and technical education.

## 2. Reading/English Language Arts Curriculum

Our seventh and eighth grade English courses emphasize grammar, usage skills, and certain concepts of literature. Seventh graders are also required to take Reading & Applied Study Skills for one semester. 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 into the classroom to discuss and demonstrate their technique. In the sophomore and junior years, we offer a creative writing course and study British, American and world authors. In the senior year, the Advanced Placement class studies classical literature and aesthetics, while students in the other pathway take a humanities survey that integrates art, language and philosophy in a cultural context.

Our English curriculum customizes pedagogy and assessment to fit each student's strengths. We offer two pathways of English throughout high school, which include offerings of Advanced Placement English in both the junior and senior years. Our English classes are a collaborative effort between members of the English faculty and co-teachers with special education certification. These co-teachers come into the classroom every day. While the focus of their work is with students who have been identified with disabilities via ability and achievement tests and multi-factored evaluations, they do not limit themselves to these students. Rather, they assess every student and work with the English teachers to determine the best ways teach and assess each one.

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

### 3. Other Curriculum Area

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

There are three pathways in mathematics, which begin in seventh grade. Placement is determined by a combination of standardized test scores, classroom performance, and teacher evaluation and recommendation. 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 and may take independent study courses in AP Statistics and higher-level AP Calculus.

Ottawa Hills also has a math lab, a classroom staffed by a certified mathematics teacher who provides extra assistance before and after school and at lunch to students who request it.

## 4. Instructional Methods

The faculty applies 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, and computer-aided instruction. They attempt to tailor their teaching to each student's learning style and ability level. 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 English and World History courses are aligned in a unit that stresses comparative religious experience. Every student in this program may visit 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. In our honors Anatomy and Physiology class, students participate in the complete dissection of a human cadaver at the Medical College of Ohio.

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. Professional Development

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

Teachers meet regularly within their departments to review state proficiency tests 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. We also have a process whereby more experienced faculty members help junior faculty members create and refine their own professional development plans.

Staff members also meet at lunch hour, before, during and after school and 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 Drug Free Schools, SchoolNet Professional Development, and Teacher Quality are used to provide for 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.

# PART VII - ASSESSMENT RESULTS

## 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  2003  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 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

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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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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 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

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.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.& March				
<b>SCHOOL SCORES Reading</b>					
TOTAL	100%	100%	100%	97%	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	70	80	92	76	87
Percent of total students tested	100%	100%	100%	98.7%	100%
Number of students excluded	0	0	0	1	0
Percent of students excluded	0%	0%	0%	1.3%	0
<b>SUBGROUP SCORES</b>					
1. White	69	74	83	72	79
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	100%	100%	100%	96.8%	100%
At Advanced	NA	NA	NA	NA	NA
2. Asian	1	5	6	3	6
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	100%	100%	100%	100%	100%
At Advanced	NA	NA	NA	NA	NA
3. Hispanic	NA	1	NA	NA	1
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	100%	NA	NA	100%
At Advanced	NA	NA	NA	NA	NA
4. Native American	NA	NA	1	NA	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	100%	NA	NA
At Advanced	NA	NA	NA	NA	NA
5. Multi-racial	NA	NA	2	1	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	100%	100%	NA
At Advanced	NA	NA	NA	NA	NA
6. African-American	NA	NA	NA	NA	1
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	100%
At Advanced	NA	NA	NA	NA	NA
7. Economically Disadvantaged					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
<b>STATE SCORES Reading</b>					

TOTAL	86.9%	91.6%	90.5%	89.1%	88.7%
At or Above Basic	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
At or Above Proficient	86.9%	91.6%	90.5%	89.1%	88.7%
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 9<sup>th</sup> Grade)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.& March				
<b>SCHOOL SCORES Math</b>					
TOTAL	98.6%	98.8%	98.7%	98.5%	96%
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	98.6%	98.8%	98.7%	98.5%	96%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	70	80	92	75	87
Percent of total students tested	100%	100%	100%	97.4%	100%
Number of students excluded	0	0	0	2	0
Percent of students excluded	0%	0%	0%	2.6%	0%
<b>SUBGROUP SCORES</b>					
1. White	69	74	83	71	79
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	98.5%	100%	100%	100%	95.5%
At Advanced	NA	NA	NA	NA	NA
2. Asian	1	5	6	3	6
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	100%	100%	100%	100%	100%
At Advanced	NA	NA	NA	NA	NA
3. Hispanic	NA	1	NA	NA	1
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	0%	NA	NA	100%
At Advanced	NA	NA	NA	NA	NA
4. Native American	NA	NA	1	NA	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	100%	NA	NA
At Advanced	NA	NA	NA	NA	NA
5. Multi-racial	NA	NA	2	1	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	50%	0%	NA
At Advanced	NA	NA	NA	NA	NA
6. African-American	NA	NA	NA	NA	1
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	100%
At Advanced	NA	NA	NA	NA	NA
7. Economically Disadvantaged	NA	NA	NA	NA	NA
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
<b>TOTAL SCORES Math</b>					
TOTAL	71.2%	73.5%	72.5%	70.4%	68.8%

At or Above Basic	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
At or Above Proficient	71.2%	73.5%	72.5%	70.4%	68.8%
State Mean Score	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA