
THE TOP ACADEMIC OHIO HIGH SCHOOLS - 2010

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This document identifies the best schools in Ohio, based on each school's performance on the Ohio Graduation Test (OGT). This is the only report that examines Ohio's public, private, and charter schools together. It analyzes the March 2010 OGT and it is an update to the versions that were created for the March 2007, March 2008, and March 2009 tests.

What Was Included?

For those unfamiliar with the OGT tests, there are five parts -- Reading, Mathematics, Writing, Science, and Social Studies. There is also a summary page that shows the percentage of students who successfully passed all five parts with a "Proficient" rating. The data used in this report is from those five parts and from the summary.

There were 1,018 schools included in this analysis. The Ohio Department of Education (ODE) Local Report Card data download capability was used to acquire most of the data for the public schools. The ODE provided electronic media as the source for the private school data, the charter schools, and the "percentage of students who passed all five parts" of the test for all schools.

Methodology Used

To obtain the initial group of schools to evaluate, the top schools were identified by using the percentage of students who scored "Proficient" on all five tests. This approach emphasizes the importance of getting all students to successfully pass the test. Those schools which had 91% of their 10th grade students pass all five portions of the test moved to the next round of the analysis. This year, just 6.2% made the cut. This is a significant decrease from previous years. Just five schools passed all five portions of the test, which is the lowest number since this document series was created. Please refer to the table below for year-to-year comparisons.

YEAR	# ACHIEVING 91% THRESHOLD	% ACHIEVING 91% THRESHOLD	# OF SCHOOLS WITH 100% PASS RATE
2007	59	6.0%	7
2008	65	6.6%	12
2009	114	11.3%	13
2010	63	6.2%	5

After identifying the schools that met the 91% threshold, the next step was to calculate the "Performance Index Score (Adjusted)" (PIS) for each school. This field mimics the calculation that the Ohio Department of Education uses for its Performance Index Score, and it more accurately reflects the overall performance of a school. The difference between the ODE value and this document's is that this document calculates the number only for the 10th graders who take the tests. It also calculates the field for private schools, which the ODE does not provide. Creating this field permits an apples-to-apples comparison for all schools. Click [here](#) to go to the Appendix to view the calculation.

Identifying the Top Academic Schools

The criteria for selecting the championship schools should be relatively clear upon examination of the spreadsheet below. The shaded boxes indicate those schools which achieved the highest levels of performance in each subject area. The top ten schools in each category are **shaded**. The state academic champions not only had more "shaded boxes" but they also had high performance in at least three subject areas. Those schools which had the highest percentage of students in the "Advanced" column are double underlined.

Please refer to the figure below for an example. Note that 97% of this school's students received "Accelerated and Above" in Science and 81% of its students received "Advanced." Both numbers were in the "top ten" on the list so they are shaded. The 81% represents the highest "Advanced" percentage that any school received on the list, so it is double underlined.

SCIENCE	
ACCEL & ABOVE	ADV
97%	<u>81%</u>

Figure 1 Spreadsheet Example

Special congratulations go to the "double underlined" schools. They were just two this year. St. Charles received the highest advanced scores in Mathematics, Science, and Social Studies and Columbus School for Girls excelled in Reading and Writing.

Note that the spreadsheet is long -- it contains detailed data for all of the 63 schools that reached the 91% threshold. These schools are sorted according to their PIS (Adjusted) scores.

Please note that there are numerous hyperlinks in this spreadsheet which offer a substantial amount of additional information. To view the web site of each school, click on the school name. (Please be aware that there are numerous examples of great web sites.) Also note the "LEAGUE" identifier. This shows how a school performed in relation to the other schools in its league. Please note that some schools are not in any league, so many were included with other non-league schools. Also note that there are three years of trend chart information for each school (and trends are far more insightful when evaluating a school).

TOP PERFORMING SCHOOLS IN EACH OF THE FIVE SUBJECTS ARE SHADED

Reading this chart.

The shaded boxes indicate those schools which achieved the highest levels of performance in each subject area. The top ten schools in each category are shaded. The top schools not only had more "shaded boxes" but they also had high performance in at least three subject areas. Those schools which had the highest percentage of students in the "Advanced" column are double underlined. This list is sorted by the Performance Index Score (Adj).

HIGH SCHOOL (Click for Website)	SCHOOL DISTRICT	COUNTY	CLICK FOR LEAGUE STATUS	# STU. IN 10TH GRADE	PIS ADJUSTED	% STU. PASSED 5 OF 5	READING		MATHEMATICS		WRITING		SCIENCE		SOCIAL STUDIES		# OF TOP PERFORMING CATAGORIES
							ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	
ST CHARLES PREPARATORY	COLUMBUS DIOCESE	FRANKLIN	LEAGUE	159	116.2	100%	96%	<u>62%</u>	99%	<u>89%</u>	89%	1%	97%	<u>81%</u>	99%	<u>94%</u>	9
URSULINE ACADEMY	CINCINNATI ARCHDIOCESE	HAMILTON	LEAGUE	175	115.6	99%	97%	67%	97%	87%	96%	3%	95%	69%	97%	83%	9
SEVEN HILLS	SEVEN HILLS SCHOOL HIGH	HAMILTON	LEAGUE	61	115.1	98%	97%	61%	97%	79%	87%	3%	97%	79%	93%	72%	9
COLUMBUS SCHOOL FOR GIRLS	COLUMBUS SCHOOL FOR GIRLS HIGH	FRANKLIN	LEAGUE	49	115.1	98%	96%	<u>76%</u>	96%	61%	98%	<u>10%</u>	92%	51%	96%	88%	8
UNIVERSITY	UNIVERSITY HIGH	CUYAHOGA	LEAGUE	97	114.7	100%	92%	43%	95%	78%	85%	3%	96%	70%	96%	79%	7
HATHAWAY BROWN	HATHAWAY BROWN HIGH	CUYAHOGA	LEAGUE	78	114.5	100%	95%	49%	99%	84%	99%	4%	80%	54%	90%	70%	6
HAWKEN	HAWKEN SCHOOL HIGH	GEAUGA	LEAGUE	100	114.3	100%	92%	49%	99%	81%	92%	2%	92%	56%	90%	67%	6
MAUMEE VALLEY COUNTRY DAY	MAUMEE VALLEY COUNTRY DAY	LUCAS	LEAGUE	39	114.2	97%	91%	57%	93%	70%	95%	2%	91%	69%	91%	70%	5
WALNUT HILLS	CINCINNATI CITY	HAMILTON	LEAGUE	320	114.0	99%	90%	46%	97%	79%	74%	1%	89%	57%	95%	79%	7
COLUMBUS TORAH ACADEMY	COLUMBUS TORAH ACADEMY HIGH	FRANKLIN		22	113.7	100%	77%	50%	86%	64%	82%	9%	86%	64%	91%	77%	4
COLUMBUS ACADEMY	COLUMBUS ACADEMY HIGH	FRANKLIN	LEAGUE	81	113.7	98%	89%	40%	93%	69%	80%	0%	89%	64%	93%	75%	5
OUR LADY OF THE ELMS	CLEVELAND CATHOLIC DIOCESE	SUMMIT	LEAGUE	44	113.0	95%	89%	43%	95%	77%	77%	0%	84%	52%	89%	64%	3

HIGH SCHOOL (Click for Website)	SCHOOL DISTRICT	COUNTY	CLICK FOR LEAGUE STATUS	# STU. IN 10TH GRADE	PIS ADJUSTED	% STU. PASSED 5 OF 5	READING		MATHEMATICS		WRITING		SCIENCE		SOCIAL STUDIES		# OF TOP PERFORMING CATAGORIES
							ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	
LAUREL	LAUREL HIGH	CUYAHOGA	LEAGUE	68	113.0	97%	85%	44%	87%	63%	87%	1%	82%	51%	90%	76%	2
ST XAVIER	CINCINNATI ARCHDIOCESE	HAMILTON	LEAGUE	389	113.0	98%	86%	33%	94%	75%	70%	0%	87%	51%	93%	69%	2
SOLON	SOLON CITY	CUYAHOGA	LEAGUE	442	112.9	95%	82%	41%	91%	80%	82%	4%	84%	57%	90%	79%	3
OTTAWA HILLS	OTTAWA HILLS LOCAL	LUCAS	LEAGUE	64	112.7	91%	80%	32%	94%	77%	86%	5%	77%	59%	92%	71%	3
SUMMIT COUNTRY DAY	SUMMIT COUNTRY DAY HIGH	HAMILTON	LEAGUE	98	112.6	95%	84%	42%	88%	68%	87%	0%	84%	53%	87%	70%	1
OAKWOOD	OAKWOOD CITY	MONTGOMERY	LEAGUE	160	112.5	96%	79%	48%	89%	74%	79%	3%	82%	59%	90%	70%	3
DUBLIN JEROME	DUBLIN CITY	FRANKLIN	LEAGUE	289	112.3	96%	75%	33%	91%	77%	68%	2%	86%	55%	90%	73%	2
CINCINNATI COUNTRY DAY	CINCINNATI COUNTRY DAY HIGH	HAMILTON	LEAGUE	75	112.2	97%	79%	32%	91%	70%	78%	0%	84%	54%	83%	50%	
ST IGNATIUS	CLEVELAND CATHOLIC DIOCESE	CUYAHOGA	LEAGUE	382	112.1	97%	81%	31%	90%	67%	66%	1%	82%	51%	89%	65%	
ST URSULA ACADEMY	CINCINNATI ARCHDIOCESE	HAMILTON	LEAGUE	189	112.1	97%	83%	31%	93%	63%	88%	1%	84%	46%	84%	55%	1
INDIAN HILL	INDIAN HILL EXEMPTED VILLAGE	HAMILTON	LEAGUE	195	111.7	95%	81%	38%	84%	69%	70%	1%	80%	52%	89%	70%	
BISHOP WATTERSON	COLUMBUS DIOCESE	FRANKLIN	LEAGUE	238	111.6	97%	76%	30%	86%	64%	74%	0%	72%	40%	90%	68%	
LAKE RIDGE ACADEMY	LAKE RIDGE ACADEMY HIGH	LORAIN	LEAGUE	43	111.5	91%	84%	23%	93%	67%	77%	5%	86%	53%	79%	56%	1
WESTERN RESERVE ACADEMY	WESTERN RESERVE ACADEMY HIGH	SUMMIT		86	111.4	97%	79%	33%	91%	73%	74%	3%	78%	44%	74%	45%	1
INDEPENDENCE	INDEPENDENCE LOCAL	CUYAHOGA	LEAGUE	99	111.4	99%	70%	29%	87%	65%	71%	0%	73%	39%	90%	69%	

HIGH SCHOOL (Click for Website)	SCHOOL DISTRICT	COUNTY	CLICK FOR LEAGUE STATUS	# STU. IN 10TH GRADE	PIS ADJUSTED	% STU. PASSED 5 OF 5	READING		MATHEMATICS		WRITING		SCIENCE		SOCIAL STUDIES		# OF TOP PERFORMING CATEGORIES
							ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	
CINCINNATI HILLS CHRISTIAN	CINCINNATI HILLS CHRISTIAN ACA	HAMILTON	LEAGUE	102	111.2	94%	78%	35%	88%	58%	86%	3%	74%	25%	89%	63%	
MARIEMONT	MARIEMONT CITY	HAMILTON	LEAGUE	108	111.0	94%	73%	40%	85%	65%	83%	3%	83%	50%	87%	72%	
FORT JENNINGS	JENNINGS LOCAL	PUTNAM	LEAGUE	25	111.0	96%	57%	21%	97%	68%	36%	0%	82%	61%	86%	68%	2
OLENTANGY LIBERTY	OLENTANGY LOCAL	DELAWARE	LEAGUE	352	110.8	92%	72%	31%	86%	68%	72%	3%	76%	49%	85%	66%	
HUDSON	HUDSON CITY	SUMMIT	LEAGUE	407	110.8	92%	78%	41%	88%	71%	75%	2%	80%	49%	82%	65%	
UPPER ARLINGTON COMMUNITY	UPPER ARLINGTON CITY	FRANKLIN		16	110.7	94%	63%	31%	88%	75%	50%	0%	75%	44%	75%	56%	
BISHOP ROSECRANS	COLUMBUS DIOCESE	MUSKINGUM	LEAGUE	29	110.7	93%	72%	21%	86%	69%	66%	0%	79%	45%	83%	55%	
TOLEDO EARLY COLLEGE	TOLEDO CITY	LUCAS	LEAGUE	56	110.6	95%	67%	24%	90%	71%	81%	0%	64%	28%	79%	57%	
WELLINGTON SCHOOL	WELLINGTON SCHOOL HIGH SCHOOL	FRANKLIN	LEAGUE	53	110.6	94%	87%	42%	79%	45%	94%	0%	70%	32%	83%	47%	1
BRECKSVILLE-BROADVIEW HEIGHTS	BRECKSVILLE-BROADVIEW HEIGHTS CITY	CUYAHOGA	LEAGUE	407	110.6	92%	69%	30%	86%	69%	76%	2%	80%	51%	81%	62%	
AKRON EARLY COLLEGE	AKRON CITY	SUMMIT		94	110.5	96%	79%	24%	85%	45%	65%	0%	67%	20%	92%	64%	1
DELAWARE CHRISTIAN	DELAWARE CHRISTIAN	DELAWARE	LEAGUE	19	110.3	95%	74%	32%	70%	45%	85%	5%	80%	40%	85%	55%	1
FUCHS MIZRACHI OF CLEVELAND	FUCHS MIZRACHI OF CLEVELAND	CUYAHOGA		23	110.2	96%	70%	17%	78%	57%	83%	0%	65%	17%	87%	52%	
CHAGRIN FALLS	CHAGRIN FALLS EXEMPTED VILLAGE	CUYAHOGA	LEAGUE	131	110.0	95%	75%	31%	84%	65%	73%	2%	73%	45%	86%	63%	
MAGNIFICAT	CLEVELAND CATHOLIC DIOCESE	CUYAHOGA	LEAGUE	184	110.0	94%	74%	27%	83%	57%	73%	1%	73%	38%	81%	48%	

HIGH SCHOOL (Click for Website)	SCHOOL DISTRICT	COUNTY	CLICK FOR LEAGUE STATUS	# STU. IN 10TH GRADE	PIS ADJUSTED	% STU. PASSED 5 OF 5	READING		MATHEMATICS		WRITING		SCIENCE		SOCIAL STUDIES		# OF TOP PERFORMING CATAGORIES
							ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	
AURORA	AURORA CITY	PORTAGE	LEAGUE	235	110.0	91%	70%	29%	87%	71%	68%	1%	79%	47%	81%	65%	
ST VINCENT ST. MARY	CLEVELAND CATHOLIC DIOCESE	SUMMIT	LEAGUE	169	109.9	91%	64%	20%	85%	66%	69%	1%	69%	40%	84%	62%	
LEHMAN	CINCINNATI ARCHDIOCESE	SHELBY	LEAGUE	51	109.8	92%	82%	25%	78%	61%	73%	0%	78%	45%	80%	47%	
WORTHINGTON CHRISTIAN	WORTHINGTON CHRISTIAN	FRANKLIN	LEAGUE	78	109.8	94%	70%	27%	89%	61%	74%	0%	68%	30%	75%	41%	
PADUA FRANCISCAN	CLEVELAND CATHOLIC DIOCESE	CUYAHOGA	LEAGUE	223	109.5	91%	66%	32%	75%	48%	78%	0%	67%	32%	76%	52%	
BOTKINS	BOTKINS LOCAL	SHELBY	LEAGUE	43	109.5	91%	71%	34%	82%	55%	80%	0%	66%	30%	82%	61%	
GRANVILLE CHRISTIAN ACADEMY	GRANVILLE CHRISTIAN ACADEMY	LICKING		26	109.4	96%	77%	12%	77%	69%	35%	0%	77%	38%	81%	50%	
ANDERSON	FOREST HILLS LOCAL	HAMILTON	LEAGUE	288	109.3	91%	66%	27%	84%	63%	60%	0%	74%	41%	77%	60%	
ARCHBISHOP ALTER	CINCINNATI ARCHDIOCESE	MONTGOMERY	LEAGUE	177	109.2	92%	64%	21%	80%	54%	69%	1%	69%	41%	76%	57%	
STEPHEN T. BADIN	CINCINNATI ARCHDIOCESE	BUTLER	LEAGUE	110	109.1	92%	66%	16%	75%	49%	42%	0%	74%	38%	79%	59%	
JOHN F. KENNEDY	YOUNGSTOWN DIOCESE	TRUMBULL	LEAGUE	60	109.0	95%	62%	15%	80%	52%	60%	0%	73%	28%	75%	45%	
NOTRE DAME-CATHEDRAL LATIN	CLEVELAND CATHOLIC DIOCESE	GEAUGA	LEAGUE	193	109.0	92%	70%	24%	78%	52%	66%	0%	74%	38%	67%	32%	
MOTHER OF MERCY	CINCINNATI ARCHDIOCESE	HAMILTON	LEAGUE	122	108.9	91%	71%	21%	80%	46%	75%	2%	69%	34%	67%	37%	
BISHOP HARTLEY	COLUMBUS DIOCESE	FRANKLIN	LEAGUE	194	108.7	91%	69%	26%	72%	48%	70%	0%	71%	41%	65%	39%	
ST HENRY	ST HENRY CONSOLIDATED LOCAL	MERCER	LEAGUE	72	108.5	93%	56%	12%	95%	74%	41%	0%	80%	38%	74%	40%	

HIGH SCHOOL (Click for Website)	SCHOOL DISTRICT	COUNTY	CLICK FOR LEAGUE STATUS	# STU. IN 10TH GRADE	PIS ADJUSTED	% STU. PASSED 5 OF 5	READING		MATHEMATICS		WRITING		SCIENCE		SOCIAL STUDIES		# OF TOP PERFORMING CATAGORIES
							ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	ACCEL & ABOVE	ADV	
LEARNING UNLIMITED-VILLAGE	LEARNING UNLIMITED-VILLAGE	DELAWARE	LEAGUE	21	108.5	95%	67%	24%	67%	43%	43%	0%	57%	33%	62%	48%	
SOUTH RANGE	SOUTH RANGE LOCAL	MAHONING	LEAGUE	96	108.4	91%	56%	18%	79%	54%	52%	0%	67%	39%	73%	53%	
CATHOLIC CENTRAL	STEUBENVILLE DIOCESE	JEFFERSON	LEAGUE	64	107.2	92%	52%	8%	63%	39%	55%	0%	70%	38%	61%	33%	
MILLER CITY	MILLER CITY-NEW CLEVELAND	PUTNAM	LEAGUE	37	107.1	92%	55%	21%	87%	76%	53%	0%	82%	45%	76%	58%	
CONTINENTAL LOCAL	CONTINENTAL LOCAL	PUTNAM	LEAGUE	37	106.5	92%	49%	14%	84%	49%	35%	0%	70%	35%	68%	46%	
JOHN HAY SCIENCE & MEDICINE	CLEVELAND MUNICIPAL SD	CUYAHOGA		81	106.4	91%	57%	11%	71%	41%	70%	2%	54%	26%	76%	55%	

Gerber Analytics' List of State Academic Champions

The intent was to name five schools as academic champions, but two additional schools were added, based on a natural break of how the schools appeared in the spreadsheet. The state academic champions for this year are listed below in alphabetical order:

HIGH SCHOOL	CITY	COUNTY	YEARS AS CHAMPION
Columbus School for Girls	Columbus	Franklin	2007, 2008, 2010
Hathaway Brown	Shaker Heights	Cuyahoga	2007, 2008, 2009, 2010
Hawken School	Gates Mills	Geauga	2010
Seven Hills	Cincinnati	Hamilton	2008, 2009, 2010
St. Charles Preparatory	Columbus	Franklin	2007, 2008, 2009, 2010
University School	Hunting Valley	Cuyahoga	2007, 2010
Ursuline Academy	Cincinnati	Hamilton	2007, 2008, 2009, 2010

Congratulations to these exceptional schools.

Google Graphic

A map with the locations of the 63 schools on the list is included below. The red markers indicate the top seven schools. The map hyperlink below goes to an interactive map. The Google Satellite button may be used to view schools in more detail from a "sky view" perspective. The Google Street View feature is available for many schools (by clicking on the "yellow figure"), and it provides yet another perspective.



Figure 2 Map of Top Ohio Academic Schools - Click on Picture



Figure 3 Street View of St. Charles Preparatory - Click on Picture

Top Academic Ohio Counties

The top five Ohio counties in academics, based on their performance in scoring the highest proficiency percentage on all five tests, are listed below. The counties are the same as last year, but the order changed slightly. (Please note that the disciplinary-related schools are not included in the calculation.)

TOP FIVE COUNTIES	5 OF 5 PROFICIENCY AVERAGE OF ALL SCHOOLS IN COUNTY	TOP SCHOOL IN COUNTY	% PASSING ALL FIVE TESTS
Putnam	85.2%	Fort Jennings	96%
Geauga	85.0%	Hawken	100%
Delaware	84.7%	Village Academy	95%
Mercer	83.4%	St Henry	93%
Defiance	80.0%	Ayersville	88%

The top counties are shown on the map below.

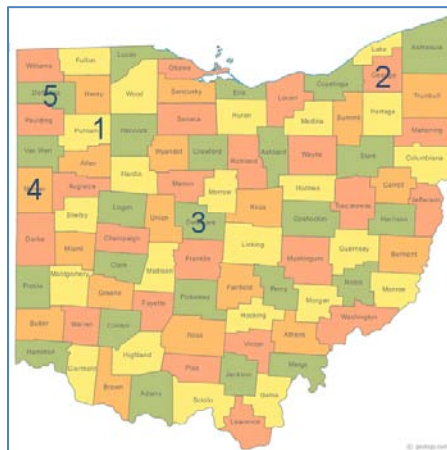


Figure 4 Top Ohio Academic Counties

This Year's Editorial

As you already likely know, I am not in the education business. I perform these analyses because I am really interested in education, and because I have the time and skills to do it. My goal with this project is to identify the top academic schools (and the league academic champions). Hopefully this recognition will provide additional motivation to all communities to focus more time and energy on education. Over time, these editorials have become more of a rant than an editorial, but after working on this effort night and day for seven days a week for 25 days, I hope that I deserve this soapbox to express my concerns on (and solutions for) Ohio's education system. Now for the editorial...

2010 Results

What happened this year? There was steady academic progress across all fronts -- until this year. Was the OGT test harder (unlikely) or were the students negatively impacted by Facebook, cell phone texting, YouTube, and Hulu?

Only 24% of the schools in the analysis had better Performance Index Scores than last year and just 28% improved on their "Passed All 5 Tests" percentages. Only 15% of the schools improved in both of those measurements. It is difficult to believe that education "peaked" last year. Again, what happened?

Utilize All Available Resources

Can education be about *education* again? The main purpose of Ohio's public education system over the past few years appears to have been to maximize the number of public teachers and the number of construction workers necessary to build new schools. Every solution to every problem required more teachers and more palatial buildings with smaller classrooms that required more teachers.

Obviously, we need great teachers and safe buildings, but education consumers (i.e. taxpaying parents) send their kids to school for an *education*, not because teachers and construction workers need *jobs*.

Effective and substantially less expensive alternatives need to be pursued. Schools have spent millions to upgrade their online capabilities but they are not being utilized effectively. Some students learn better in a self-paced, online environment and more could be done using this approach. Students who fail a specific portion of the OGT should be able to receive online lesson plans and videos that pertain to the material that they did not pass during the test. This would be especially worthwhile in mathematics and science where concepts are challenging to students. Linking the OGT results to web sites such as the [Khan Academy](#) could be extremely beneficial to students who are having problems with a particular concept.

Again, it is not *how* these students are educated. It is about educating them in the most cost effective manner possible.

(If the major city newspapers do not do this first, look for another analysis project from Gerber Analytics to determine if the students who attend the majestic new schools with multiple gyms, astro-turfed football fields, and expensive theatres are benefitting academically.)

Recognize All Education Assets

Education leaders need to understand that **all** excellent schools are assets. This includes private and charter schools.

It should not matter *who* educates the students. What should matter is that the students become highly educated. It is in society's best interest to insure that the best schools are recognized as such and are fully utilized -- not to limit choices that push students into ineffective schools.

For those who share this viewpoint, this [editorial](#) from the Columbus Dispatch will be especially disappointing. To summarize, the Columbus City Schools (CCS) did not want to lease a surplus CCS building to a successful charter school. This charter school serves a predominantly minority neighborhood in an area that has ineffective public schools. CCS viewed the charter school as a *competitor*. While friendly competition among schools is fine, it is absolutely unacceptable for CCS or any school to undermine the educational efforts of another.

Let's think long-term. Which schools are more likely to provide Columbus (and Ohio) with future employers and leaders -- the weak, ineffective schools or the best schools?

Writing Portion of the OGT

Most schools have shown rather consistent results from year-to-year. However, even the best schools do not appear to have an understanding of how to approach the writing portion of the OGT. Are the students and schools at fault or is there no (or little) consistency from year-to-year and from school-to-school on how these tests are graded?

Below are the percentages of students in this year's champion schools who received "advanced" in writing over the last four years.

HIGH SCHOOL	2007	2008	2009	2010
Columbus School for Girls	17%	22%	0%	10%
Hathaway Brown	9%	21%	26%	4%
Hawken School	5%	0%	10%	2%
Seven Hills	14%	6%	10%	3%
St. Charles Preparatory	9%	12%	18%	1%
University School	3%	5%	15%	3%
Ursuline Academy	5%	22%	3%	3%
Average for Seven Schools	9%	13%	12%	4%

It is understandable that each class is different and that obtaining the "advanced" scores are difficult; however, these results make little sense. These trends should be improving slightly as the schools key-in on the attributes that the OGT requires.

Writing is extremely important and it must be evaluated, however, there needs to be more effort applied to insure that these tests are graded in an unbiased and consistent manner.

Let's Make Extracurricular Activities *Extracurricular Activities*

How often have you heard someone in the crowd lament on how high school football is just not as good as it used to be? How often have you seen the band parents wheel in xylophones for use as part of their children's *marching band* performance?

It is interesting how academics lag while the extra-curricular activity performances appear to steadily improve.

The purpose of school is education. Let's get back to that. Extracurricular activities have become far too important to the kids and parents and they take up far too much bandwidth in many schools. Extracurricular activities should only be made available to the kids who are proficient in the classroom.

Since GPAs are inflated and inconsistent from school-to-school, the results from the OGT should now largely be used to determine eligibility to participate in after-school activities. If students entering their junior year do not receive "proficient" in four of five subject tests in March of their sophomore years, then sit them out of these extracurricular activities until they do. There would be instant academic improvement for minimal additional costs.

Please also note how using the OGT as the "bad guy" places the teacher in a different role. Rather than being viewed as the person who prevents the academically unmotivated student from playing football, it places the teacher in a position where his/her instruction is viewed as extremely necessary. To test this approach, randomly select and implement it in four or five sport leagues. Obviously, this approach could also be implemented by any school's administration.

Using This List

The schools on the Top Academic Ohio High School list are all exceptional schools, however, there are other excellent schools which are not on the list because they did not reach the 91% "Passed Five of Five" threshold. If a school wants to proclaim that it is 25th on the list, that is appropriate. To proclaim that a school is 25th in academics in Ohio, is inappropriate. Again, the 91% threshold is extremely important because it tells readers that essentially *all* of the students are extremely serious about academics and that all of the kids in each and every classroom really care.

To Repeat a Portion of Last Year's Report. . .

Does this document include any mistakes? Hopefully not, data was carefully entered and the numbers were double checked, but it is possible. Please send a Feedback message with any significant discrepancies. The document will be updated and placed online.

Will this type of ranking put more pressure on schools to do well? It might if the State of Ohio would endorse and publish the results of this type of friendly competition. It would encourage all

schools and their students to do better as they strive to be one of the best schools. However, this is not about applying pressure to *just* the high schools. Excellent performance on this 10th grade test is not possible without the following:

- Hard-working students who are willing to spend multiple hours on homework every night and who are challenging and competing against their fellow classmates. (And remember, unlike sporting events, every student in the 10th grade participates and every student matters.)
- Caring parents who are giving their children an opportunity to work on their assignments and making the sacrifices to help their children by transporting them to better schools outside of their neighborhood; by paying tuition or higher property taxes (or both) to allow their children to go to a better school; and/or by moving to a community that places a greater emphasis on education
- Outstanding teachers who teach well and who can motivate their students
- Administrations who set high expectations for the students, teachers, and parents
- Outstanding elementary and middle school teachers who have established a solid foundation for the students
- Active volunteers who help with those activities that the teacher / administrative staff do not have the expertise and/or time to perform
- Supporting communities that place a high value on education and by ensuring that there is a tradition of academic excellence

Will this type of ranking force schools to spend more time emphasizing the process of test taking? Some schools spend an inordinate amount of time teaching their students to take the OGT. The above schools also prepare for the OGT, but they likely cover the fundamentals so thoroughly that the OGT is a minor distraction for them – not a major emphasis. There are also some schools that appear to have substantially better approaches than others to teach some subjects. Perhaps they would be willing to share some of their best practices with other schools?

While it would certainly be great to profit from this effort, please record the last four years of this education analysis as a pro-bono or volunteer effort. I do this type of analysis because I enjoy doing it. I am also hopeful that it will benefit an extremely large number of people. This may actually happen, especially if this information is used to motivate communities to focus more on education. You may forward this report to anyone you wish but please give me proper attribution if you use any of this material. To assist with tracking, please provide others with this [link](http://www.GerberAnalytics.com/ogt/ogt.php) (www.GerberAnalytics.com/ogt/ogt.php) rather than to send them this pdf.

I have a substantial "one-of-a-kind" database. I am also open to new analysis projects. If you have an education-related analysis project in mind that you think would benefit all Ohio schools, please contact me.

Please let me know if you have any questions or comments.

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PERFORMANCE INDEX SCORE (ADJUSTED)

Note that the Performance Index Score (Adjusted) is different from what you may have seen on the Ohio Department of Education's Report Card. The calculation in this document is **only** for the **10th grade students**. It also does not include any students who did not take the test. It was calculated as follows:

Ada High School

Subject	Below Basic	Basic	Proficient	Accelerated	Advanced	
Mathematics	9.4%	9.4%	24.5%	20.8%	35.8%	
Reading	3.8%	5.7%	43.4%	35.8%	11.3%	
Science	3.8%	18.9%	26.4%	22.6%	28.3%	
Social Studies	15.1%	9.4%	24.5%	22.6%	28.3%	
Writing	5.7%	5.7%	39.6%	47.2%	1.9%	
Total of Above	37.7%	49.1%	158.5%	149.1%	105.7%	
Average of 5	7.5%	9.8%	31.7%	29.8%	21.1%	
Factor	0.3	0.6	1	1.1	1.2	
						Summation
Average * Factor	2.3	5.9	31.7	32.8	25.4	98

It was necessary to create this 10th grade only version of a Performance Index Score for a better "apples to apples" comparison of all schools (both private and public).

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