FORT THOMAS
INDEPENDENT SCHOOLS

OECD Assessment Report

Fort Thomas Independent Schools Board of Education

2018
Highlands High School
15-Year-Old Students

- Measures quality, equity, and efficiency of school systems.
- Assesses students' knowledge in mathematics, reading and science; also, attitudes towards learning, school, and the learning environment.
- Measures not just whether students can reproduce what they have learned, but how well they can extrapolate from what they know and apply their knowledge creatively in novel contexts.

Mean (Average) Academic Performance

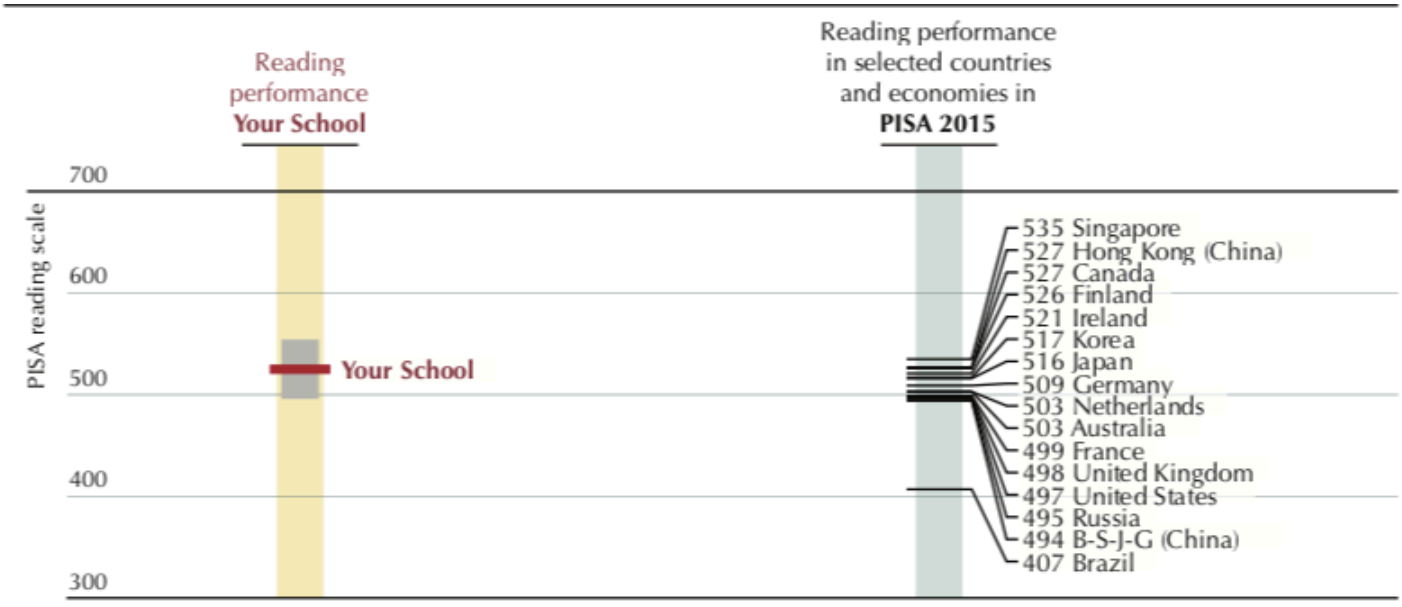
Academic Area	Mean Performance Score	Summary	Mean Performance Score for the United States
READING	**525** *(527 in year 2017)*	***Not significantly different*** from the mean performance of 497 points obtained by students across schools in the United states in PISA 2015.	497
MATHEMATICS	**546** *(544 in year 2017)*	***Significantly above*** the mean performance of 470 points obtained by students in the United States in PISA 2015.	470
SCIENCE	**519** *(554 in year 2017)*	***Not significantly different*** from the mean performance of 496 points obtained by students across schools in the United states in PISA 2015.	496

Levels of Proficiency of Students

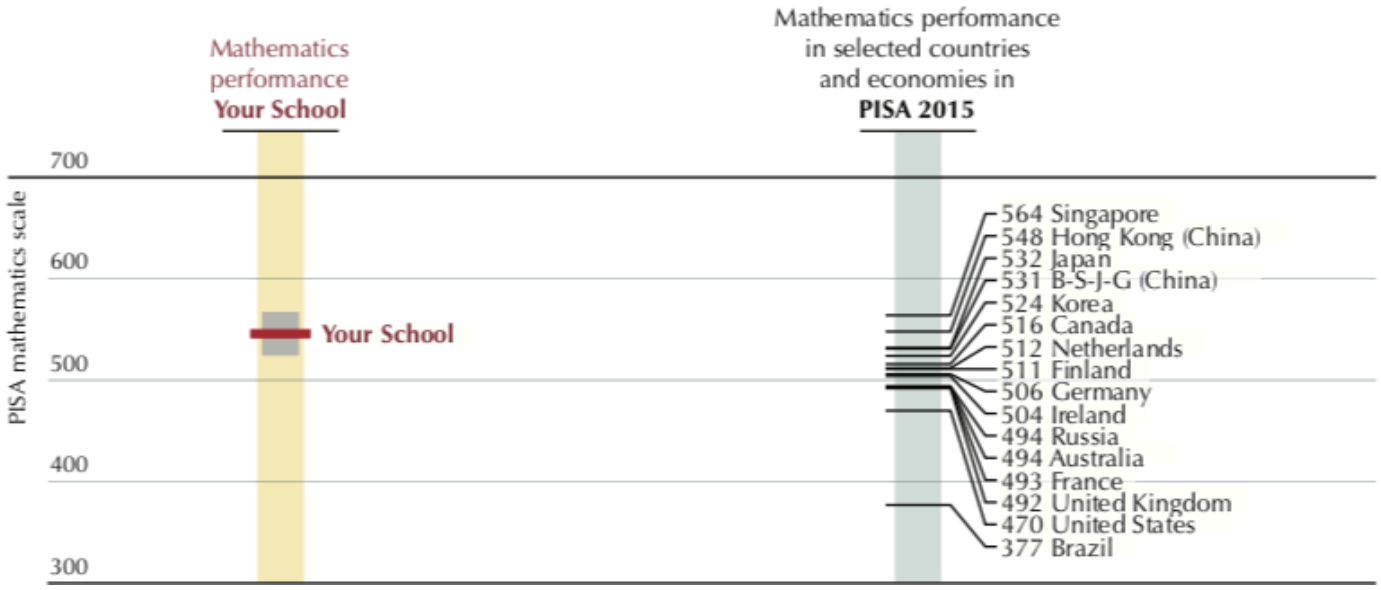
	READING	MATHEMATICS	SCIENCE
Top Levels (Levels 5 & 6)	**13%** (16% in year 2017)	**25%** (26% in year 2017)	**9%** (17% in year 2017)
Intermediate Levels (Levels 2, 3, & 4)	**78%** (74% in year 2017)	**67%** (65% in year 2017)	**81%** (81% in year 2017)
Below Baseline Level (Level 1 & below)	**9%** (10% in year 2017)	**8%** (9% in year 2017)	**9%** (2% in year 2017)

How Students Compare with Students from Other Countries and Economies in Reading, Mathematics, and Science in PISA 2015

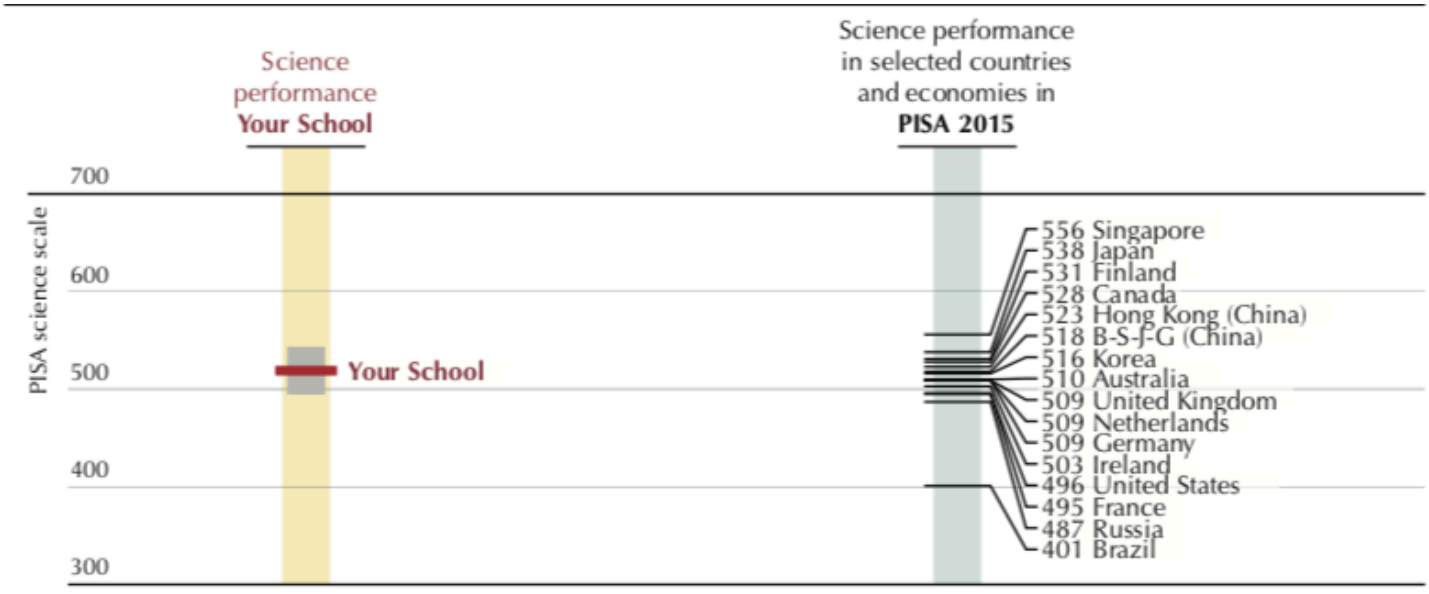
READING



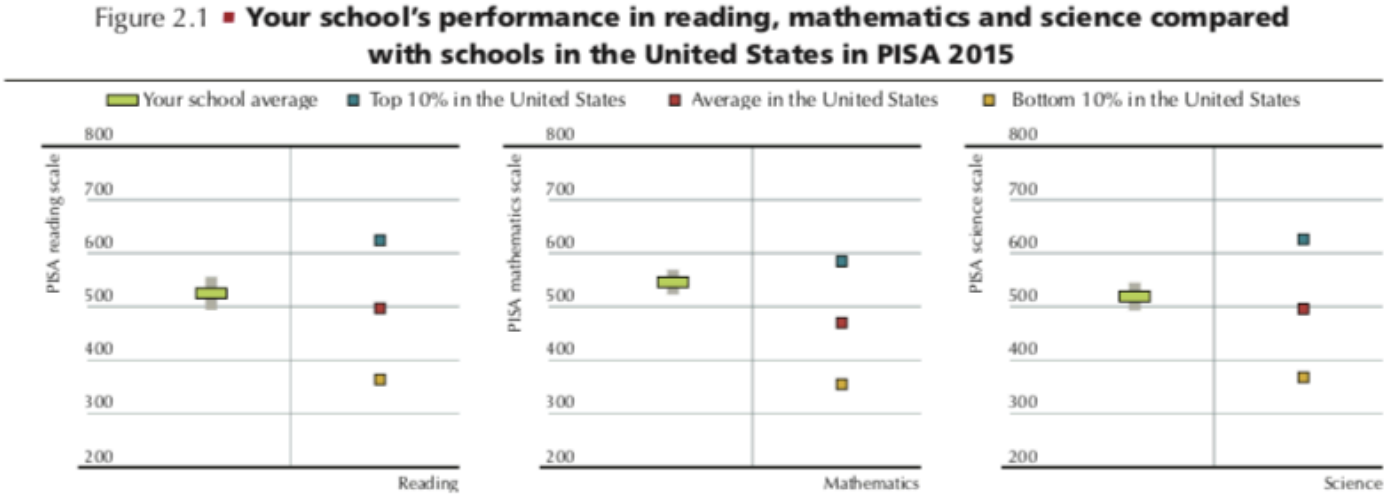
MATHEMATICS



SCIENCE



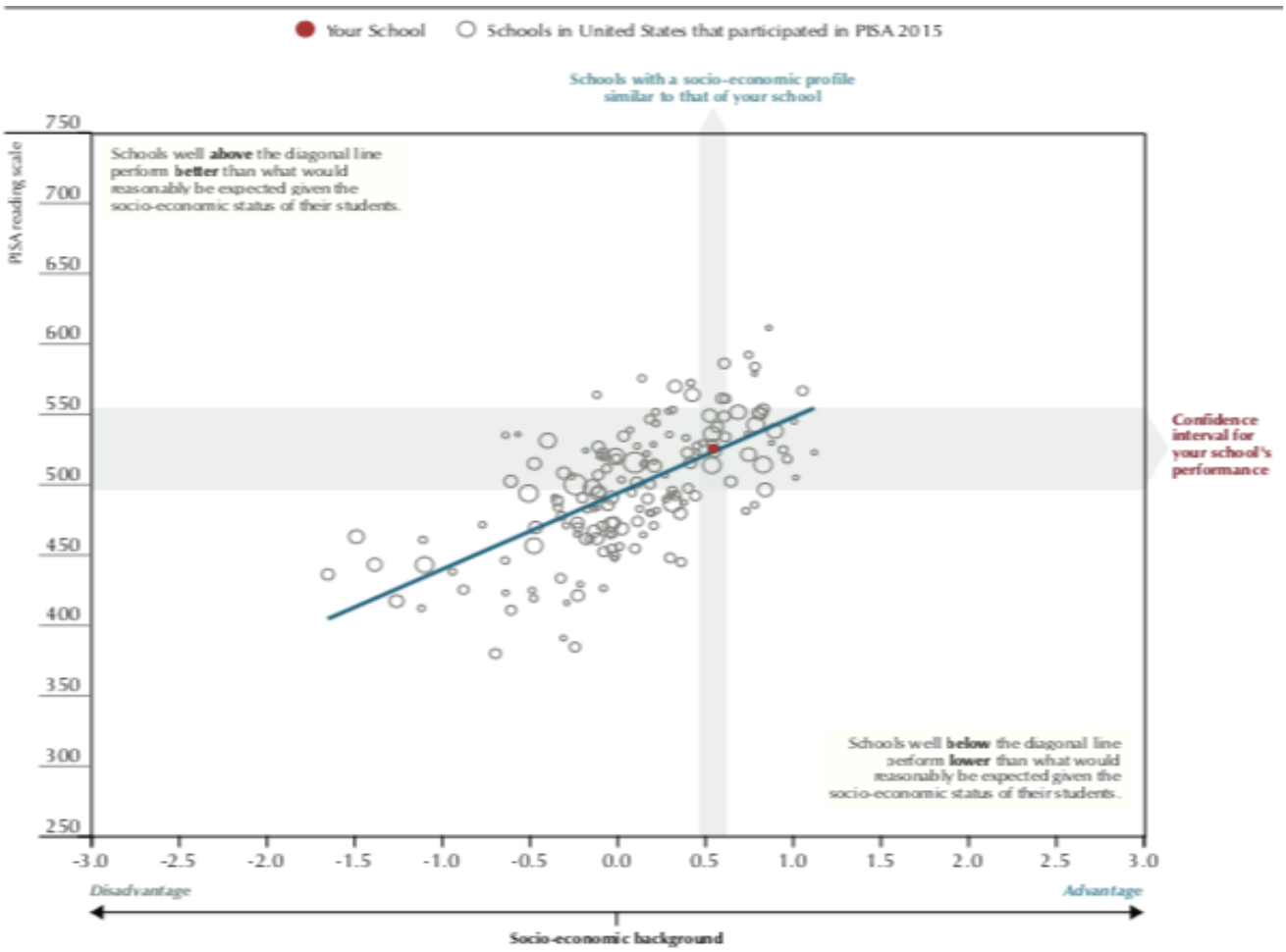
Performance in Reading, Mathematics, and Science Compared with Schools in the United States in PISA 2015



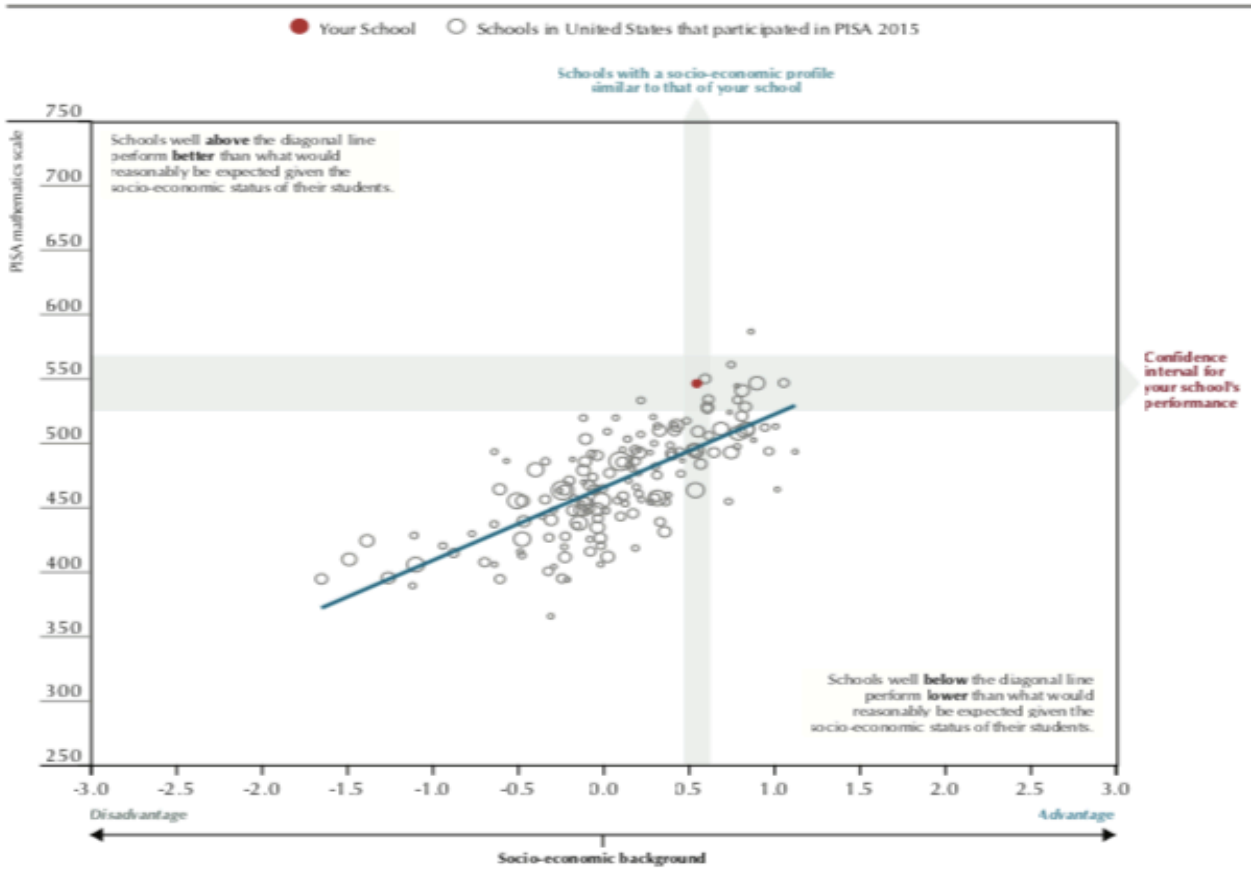
Note: Shaded bars above and below the mean score represent a 95% confidence interval. In other words, in the case of the results of your school, we are 95% confident that if your school were to administer the test several times to students, your mean performance score would fall within this confidence interval.

How the School's Results in Reading, Mathematics, and Science Compare with Schools in the United States in PISA 2015

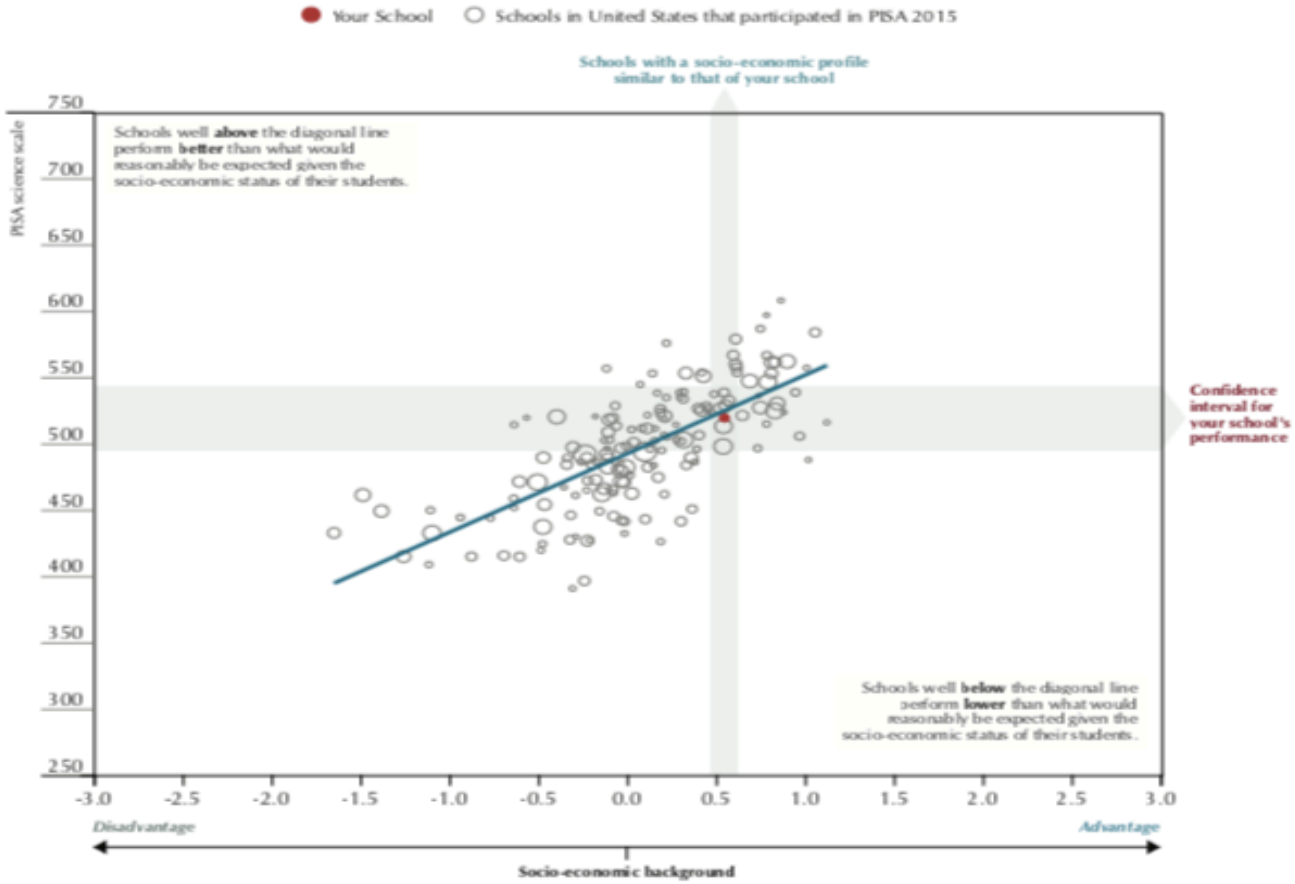
Reading



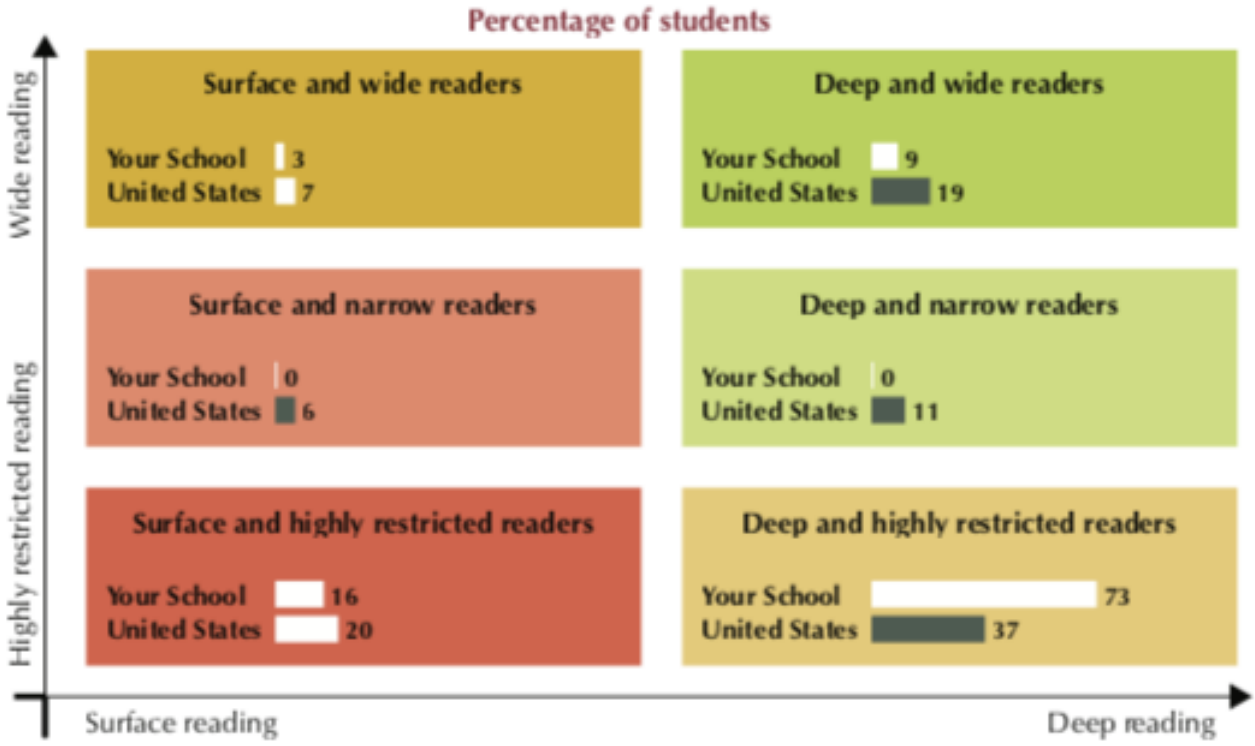
Mathematics



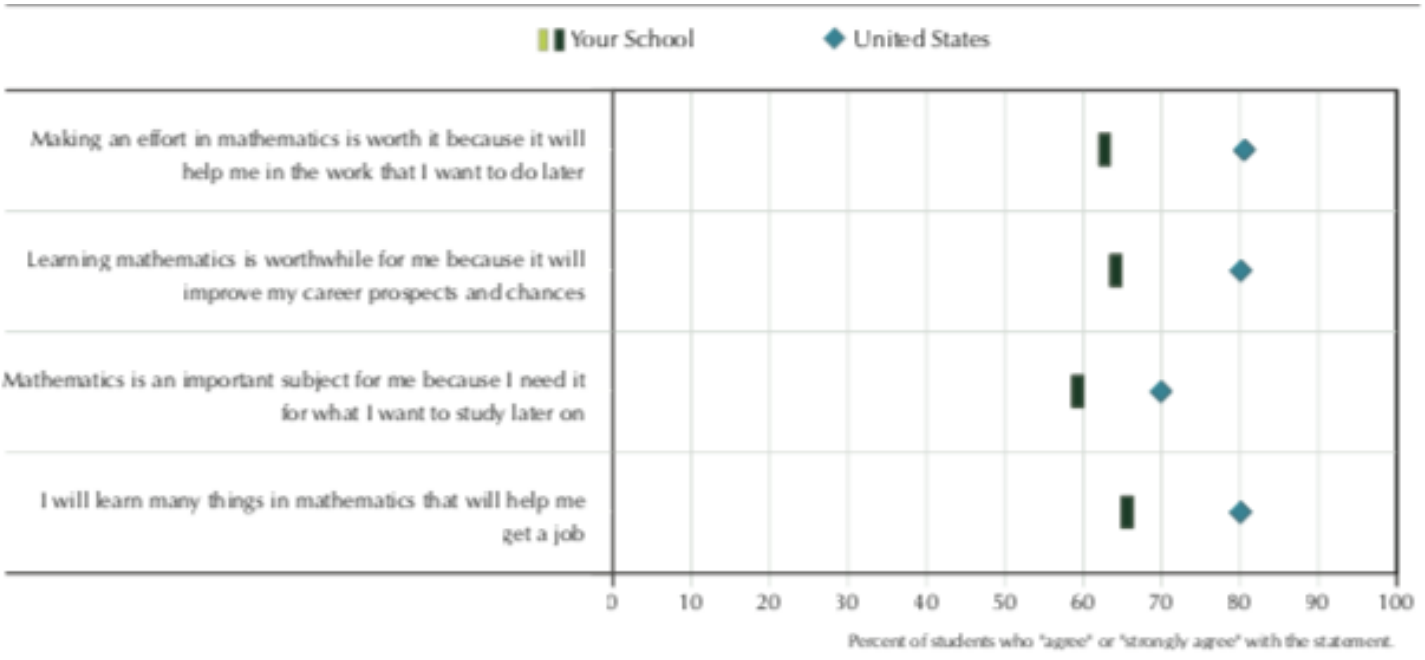
Science



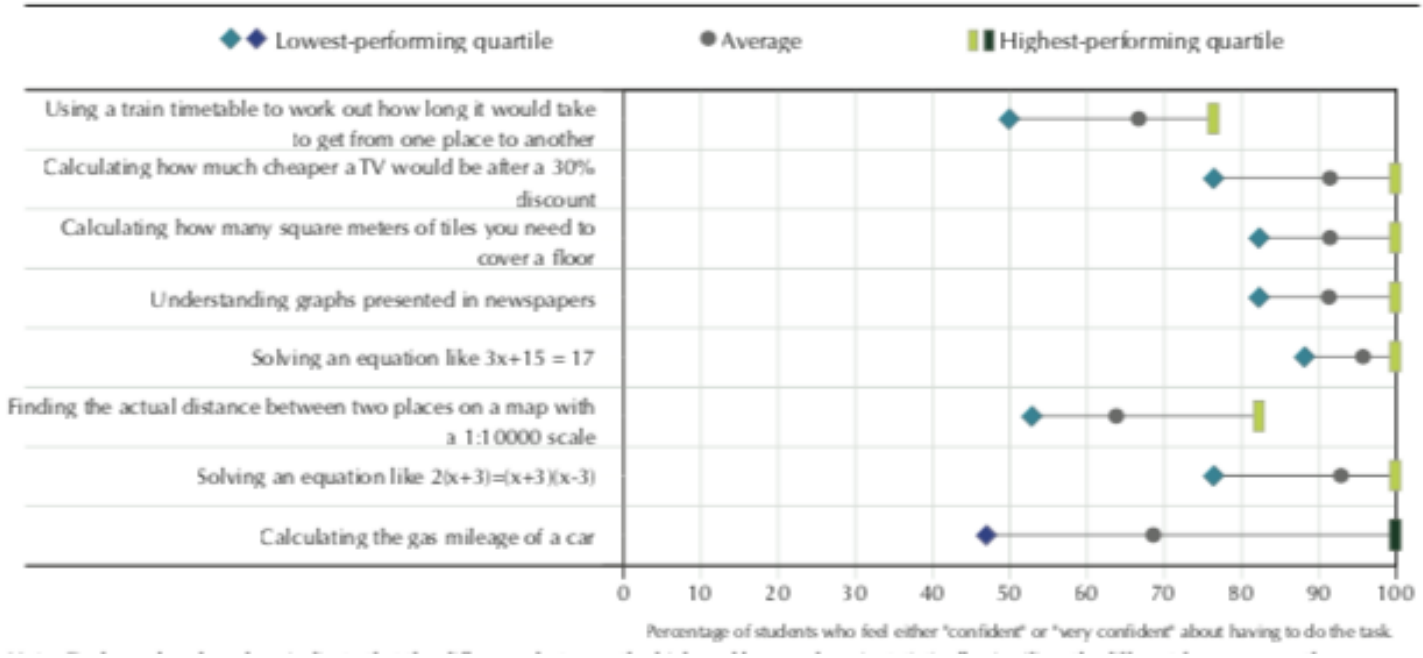
Reader Profiles at Highlands High School and in the United States in PISA 2009



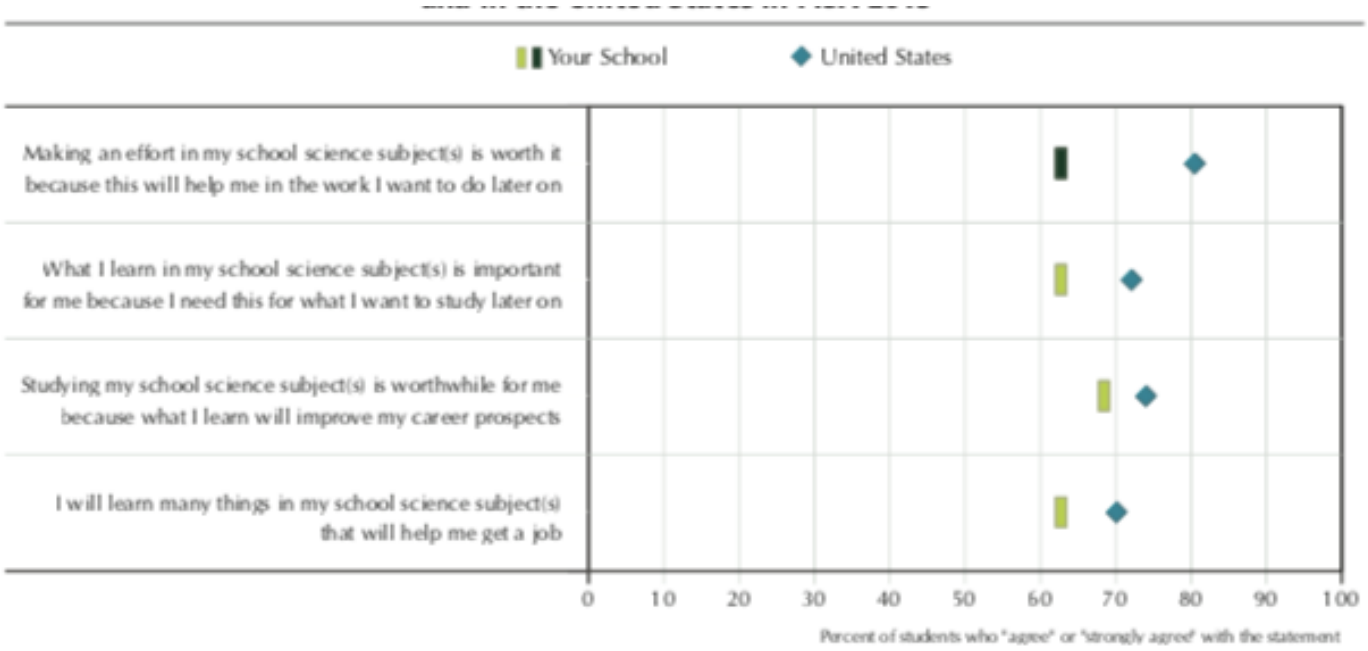
Students' Instrumental Motivation in Mathematics at Highlands High School and in the United States in 2012



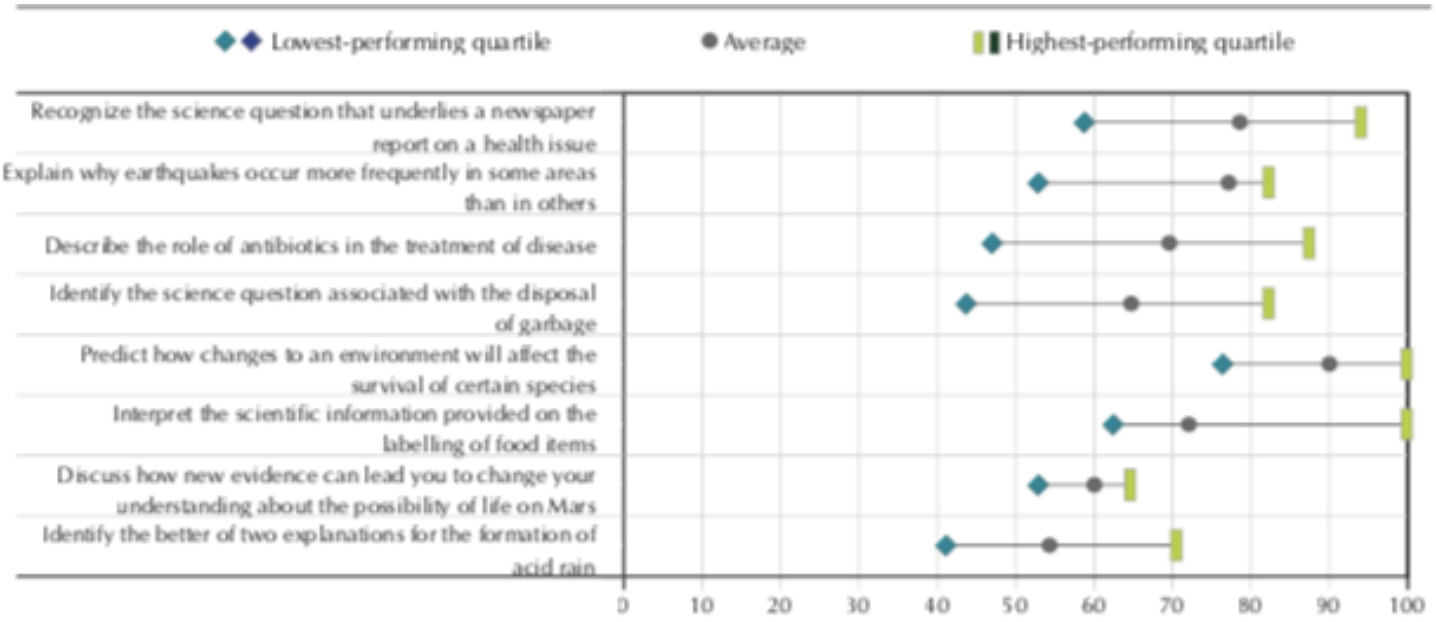
Students' Self-Efficacy in Mathematics at Highlands High School Among the Highest - and Lowest - Performing Students



Students' Instrumental Motivation in Science at Highlands High School and in the United States in PISA 2015

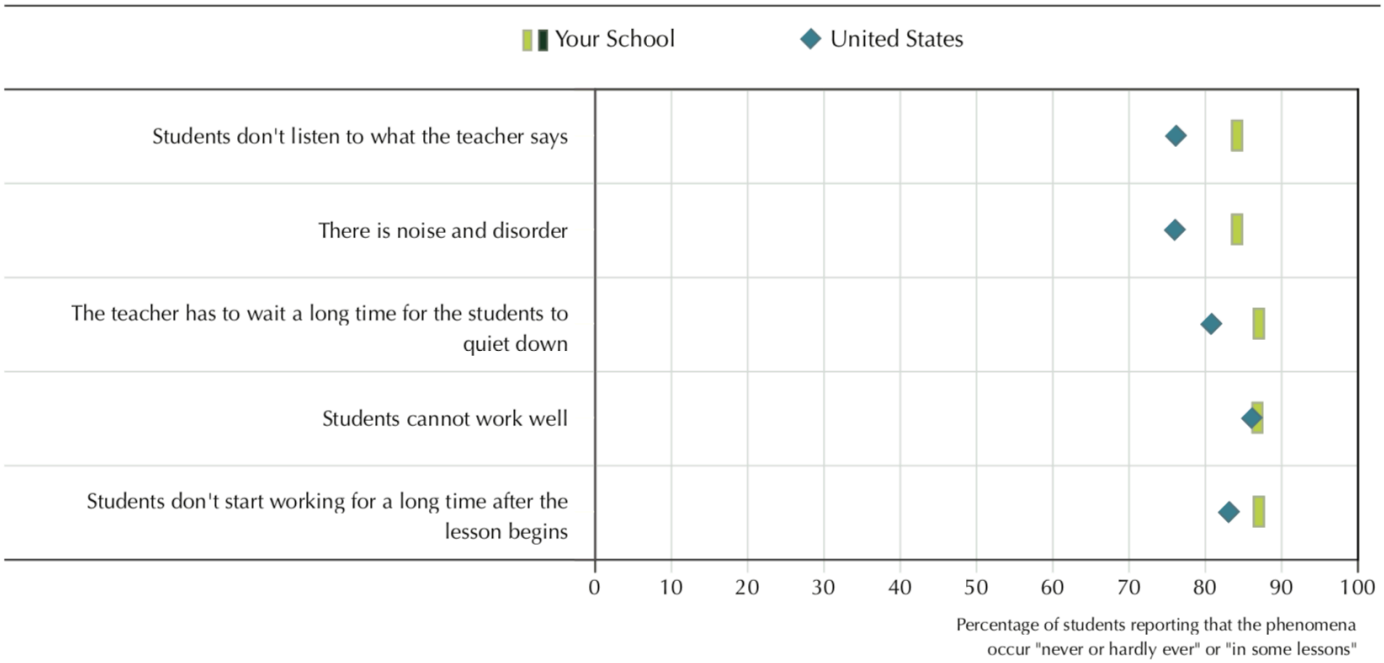


Students' Self-Efficacy in Science at Highlands High School Among the Highest- and Lowest- Performing Students



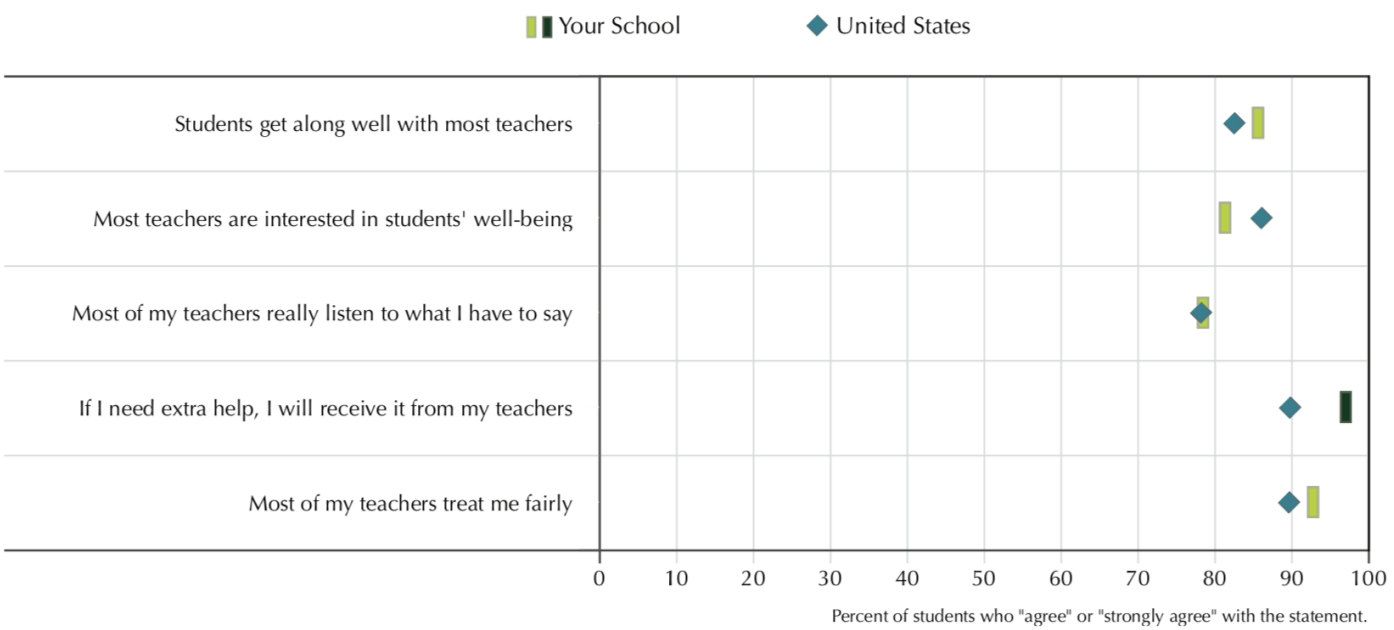
Classroom disciplinary climate in science lessons at your school in the United States in PISA 2015

Figure 3.1 ▪ **Classroom disciplinary climate in science lessons at your school and in the United States in PISA 2015**

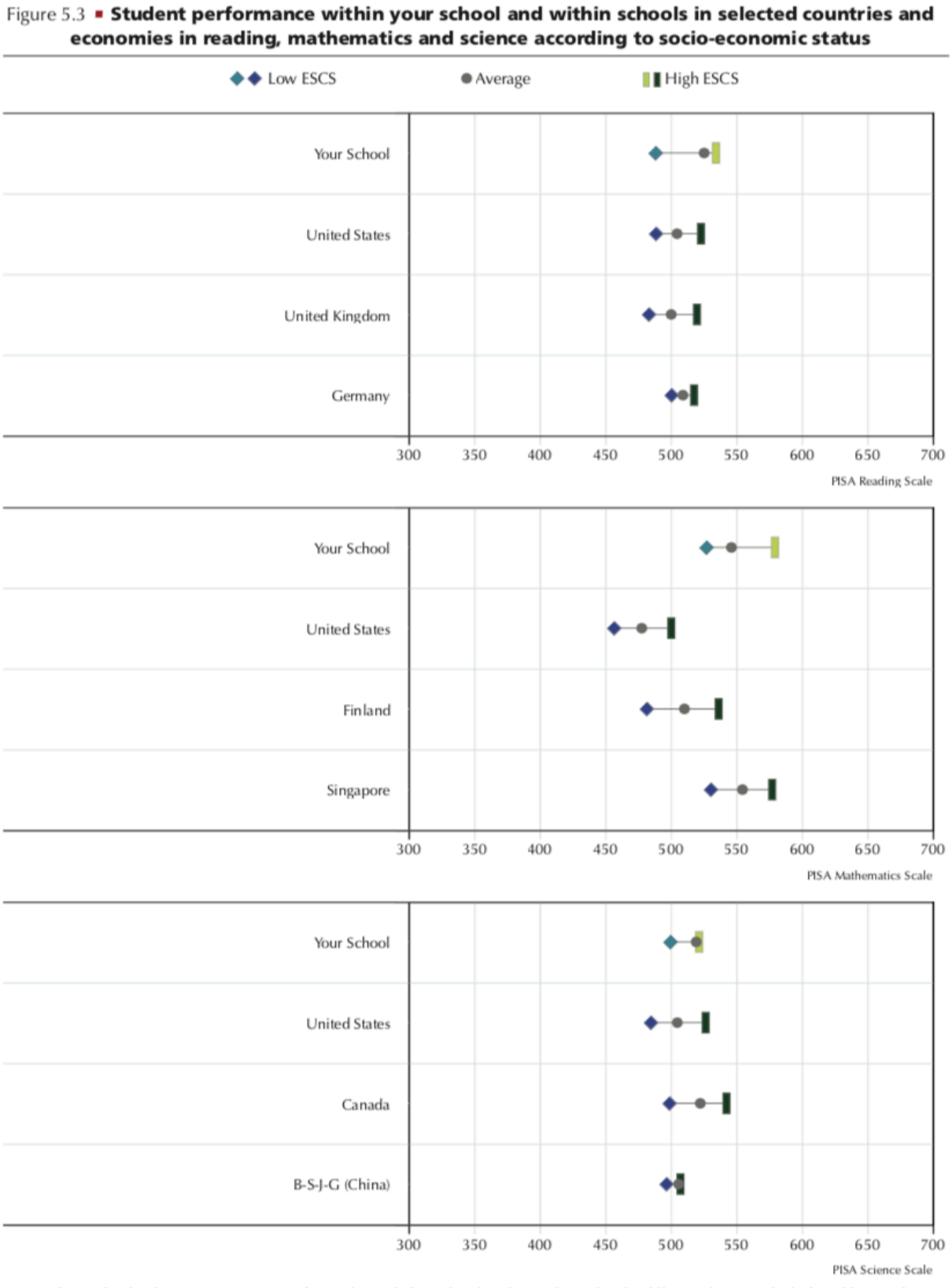


Teacher-student relations in mathematics lessons at your school and in the United States in PISA 2012

Figure 3.3 ▪ **Teacher-student relations in mathematics lessons at your school and in the United States in PISA 2012**



Student performance within your school and within schools in selected countries and economies in reading, mathematics and science according to socio-economic status



How girls and boys perform in reading, mathematics and science within your school and within-schools in other countries and economies