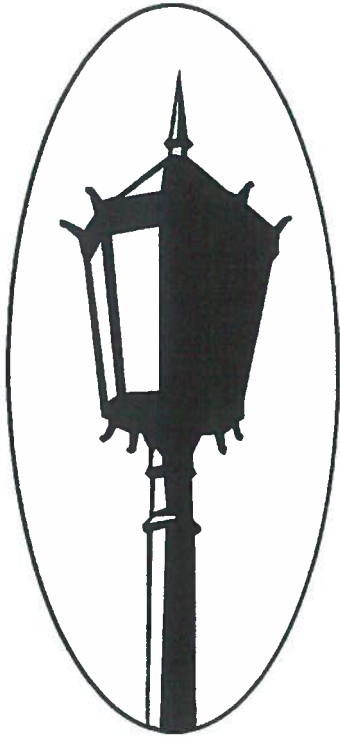


# Ottawa Hills Local Schools

## District Testing Report

**2015-2016**

- I. *TerraNova*® / *InView*™ Test Results
- II. Ohio State Test Results
- III. Ohio End-of-Course Exam Results
- IV. State Testing Performance History By Class
- V. Advanced Placement (AP) Test Summary Report
- VI. ACT/SAT Summary Report
- VII. District Report Card
- VIII. Update on Testing



*TerraNova*<sup>®</sup>  
and  
*InView*<sup>™</sup>  
Results

**2015-2016**

Ability / Achievement Comparison  
by Content Area  
Grades Kindergarten through Six

*TerraNova*<sup>®</sup> and *InView*<sup>™</sup> Results -- Spring 2016

**Reading**

Grade	No. Tested	Mean Scaled Score	Mean NCE	Mean AANCE	Nat'l %ile of Mean NCE	Nat'l %ile of Mean AANCE	Diff Nat'l %ile NCE*	Percent in National Quartile			
								Q1	Q2	Q3	Q4
K	47	545.9	65.3	–	77	–	–	2.1	12.8	38.3	46.8
1	61	611.0	70.9	–	84	–	–	1.6	9.8	24.6	63.9
2	51	642.7	71.8	74.0	85	87	-2.0	0.0	11.8	19.6	68.6
3	66	653.7	70.8	76.5	84	90	-6.0	1.5	6.1	27.3	65.2
4	71	667.6	70.2	66.8	83	79	4.0	1.4	7.0	31.0	60.6
5	75	689.6	74.7	71.1	88	84	4.0	1.3	2.7	20.0	76.0
6	82	702.5	78.0	74.6	91	88	3.0	1.2	3.7	13.4	81.7

\* It is considered meaningful when there is a 7-unit difference between the obtained NCE and the AANCE.

**English Language Arts**

Grade	No. Tested	Mean Scaled Score	Mean NCE	Mean AANCE	Nat'l %ile of Mean NCE	Nat'l %ile of Mean AANCE	Diff Nat'l %ile NCE*	Percent in National Quartile			
								Q1	Q2	Q3	Q4
3	66	650.5	69.5	76.7	82	90	-8.0	1.5	6.1	27.3	65.2
4	71	665.8	71.2	68.7	84	81	3.0	1.4	9.9	23.9	64.8
5	75	686.2	74.7	72.7	88	86	2.0	1.3	4.0	18.7	76.0
6	82	702.6	79.6	76.2	92	89	3.0	2.4	3.7	9.8	84.1

\* It is considered meaningful when there is a 7-unit difference between the obtained NCE and the AANCE.

**Color Key**

n ≤ 25%	25% > n ≤ 50%	50% > n < 75%	n ≥ 75%
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## TerraNova® and InView™ Results -- Spring 2016

### Language

Grade	No. Tested	Mean Scaled Score	Mean NCE	Mean AANCE	Nat'l %ile of Mean NCE	Nat'l %ile of Mean AANCE	Diff Nat'l %ile NCE*	Percent in National Quartile			
								Q1	Q2	Q3	Q4
3	66	646.8	64.6	72.3	76	86	-10.0	1.5	13.6	34.8	50.0
4	71	663.5	67.9	67.1	80	79	1.0	1.4	16.9	28.2	53.5
5	75	682.3	69.8	70.0	83	83	0.0	2.7	10.7	20.0	66.7
6	82	702.2	75.9	73.2	89	86	3.0	3.7	3.7	17.1	75.6

\* It is considered meaningful when there is a 7-unit difference between the obtained NCE and the AANCE.

### Mathematics

Grade	No. Tested	Mean Scaled Score	Mean NCE	Mean AANCE	Nat'l %ile of Mean NCE	Nat'l %ile of Mean AANCE	Diff Nat'l %ile NCE*	Percent in National Quartile			
								Q1	Q2	Q3	Q4
K	47	520.3	74.2	–	87	–	–	0.0	8.5	19.1	72.3
1	61	575.6	74.5	–	88	–	–	1.6	3.3	21.3	73.8
2	51	614.8	75.0	73.8	88	87	1.0	0.0	2.0	19.6	78.4
3	66	637.0	68.8	73.1	81	86	-5.0	3.0	9.1	22.7	65.2
4	71	665.6	70.5	68.0	83	80	3.0	4.2	11.3	18.3	66.2
5	75	688.3	73.5	72.1	87	85	2.0	2.7	9.3	21.3	66.7
6	82	720.5	80.1	74.0	92	87	5.0	2.4	2.4	15.9	79.3

\* It is considered meaningful when there is a 7-unit difference between the obtained NCE and the AANCE.

### Color Key

n ≤ 25%	25% > n ≤ 50%	50% > n < 75%	n ≥ 75%
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## TerraNova® and InView™ Results -- Spring 2016

### Total Score (Reading, Language, and Math)

Grade	No. Tested	Mean Scaled Score	Mean NCE	Mean AANCE	Nat'l %ile of Mean NCE	Nat'l %ile of Mean AANCE	Diff Nat'l %ile NCE*	Percent in National Quartile			
								Q1	Q2	Q3	Q4
K	47	533.3	74.6	–	88	–	–	2.1	6.4	17.0	74.5
1	61	593.5	77.4	–	90	–	–	1.6	3.3	19.7	75.4
2	51	629.0	78.2	77.8	91	91	0.0	0.0	3.9	11.8	84.3
3	66	645.8	72.0	78.7	85	91	-6.0	1.5	4.5	21.2	72.7
4	71	665.5	75.3	72.8	89	86	3.0	2.8	7.0	12.7	77.5
5	75	686.7	76.8	74.9	90	88	2.0	1.3	4.0	16.0	78.7
6	82	708.4	83.3	78.5	94	91	3.0	2.4	2.4	6.1	89.0

\* It is considered meaningful when there is a 7-unit difference between the obtained NCE and the AANCE.

### Science

Grade	No. Tested	Mean Scaled Score	Mean NCE	Mean AANCE	Nat'l %ile of Mean NCE	Nat'l %ile of Mean AANCE	Diff Nat'l %ile NCE*	Percent in National Quartile			
								Q1	Q2	Q3	Q4
1	61	588.0	67.2	–	79	–	–	8.2	18.0	13.1	60.7
2	51	606.5	61.8	65.9	71	77	-6.0	7.8	5.9	41.2	45.1
3	66	670.2	77.2	70.2	90	83	7.0	1.5	1.5	18.2	78.8
4	71	661.0	67.3	66.9	79	79	0.0	0.0	9.9	33.8	56.3
5	75	677.0	63.4	68.1	74	80	-6.0	5.3	16.0	32.0	46.7
6	82	704.7	75.1	72.4	88	86	2.0	3.7	4.9	12.2	79.3

\* It is considered meaningful when there is a 7-unit difference between the obtained NCE and the AANCE.

### Color Key

n ≤ 25%	25% > n ≤ 50%	50% > n < 75%	n ≥ 75%
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## TerraNova® and InView™ Results -- Spring 2016

### Social Studies

Grade	No. Tested	Mean Scaled Score	Mean NCE	Mean AANCE	Nat'l %ile of Mean NCE	Nat'l %ile of Mean AANCE	Diff Nat'l %ile NCE*	Percent in National Quartile			
								Q1	Q2	Q3	Q4
1	61	601.8	66.0	–	78	–	–	4.9	9.8	29.5	55.7
2	51	641.5	69.8	68.6	83	81	2.0	0.0	13.7	25.5	60.8
3	66	650.0	67.8	71.8	80	85	-5.0	3.0	7.6	24.2	65.2
4	71	673.2	71.1	66.8	84	79	5.0	1.4	4.2	26.8	67.6
5	75	673.1	64.6	69.4	76	82	-6.0	0.0	14.7	44.0	41.3
6	82	703.3	75.4	70.7	89	84	5.0	0.0	8.5	9.8	81.7

\* It is considered meaningful when there is a 7-unit difference between the obtained NCE and the AANCE.

### Color Key

n ≤ 25%	25% > n ≤ 50%	50% > n < 75%	n ≥ 75%
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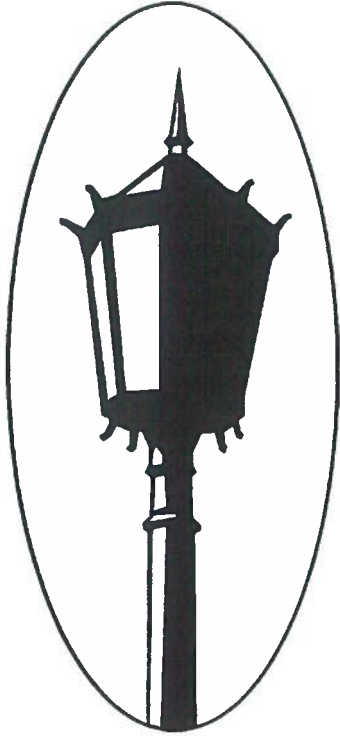


Summary of *TerraNova*® and *InView*™ Results -- Spring 2016

Percentage of Students with NCE Scores At or Above a Given National Percentile Rank  
(Compared to Previous Year)

Grade	Number Tested		Total Reading	Total Language	Total Mathematics	Total Battery
K	47 (57)	At or Above 50th %ile Top Half	85.3 (49.2)	—	91.4 (77.2)	91.5 (70.2)
		At or Above 75th %ile Top Quarter	46.8 (24.6)	—	72.3 (49.1)	74.5 (50.9)
1	61 (44)	At or Above 50th %ile Top Half	88.5 (90.9)	—	95.1 (97.7)	95.1 (97.7)
		At or Above 75th %ile Top Quarter	63.9 (63.6)	—	73.8 (81.8)	75.4 (88.6)
2	51 (64)	At or Above 50th %ile Top Half	88.2 (87.5)	—	98.0 (92.2)	96.1 (92.2)
		At or Above 75th %ile Top Quarter	68.6 (64.1)	—	78.4 (64.1)	84.3 (76.6)
3	66 (69-70)	At or Above 50th %ile Top Half	92.5 (85.7)	84.8 (71.0)	87.9 (92.9)	93.9 (88.4)
		At or Above 75th %ile Top Quarter	65.2 (47.1)	50.0 (37.7)	65.2 (62.9)	72.7 (65.2)
4	71 (69)	At or Above 50th %ile Top Half	91.6 (91.3)	81.7 (92.8)	84.5 (88.4)	90.2 (95.7)
		At or Above 75th %ile Top Quarter	60.6 (66.7)	53.5 (63.8)	66.2 (60.9)	77.5 (75.4)
5	75 (83)	At or Above 50th %ile Top Half	96.0 (92.8)	86.7 (80.7)	88.0 (89.2)	94.7 (90.3)
		At or Above 75th %ile Top Quarter	76.0 (68.7)	66.7 (51.8)	66.7 (71.1)	78.7 (79.5)
6	82 (77)	At or Above 50th %ile Top Half	95.1 (88.3)	92.7 (90.9)	95.2 (90.9)	95.1 (94.8)
		At or Above 75th %ile Top Quarter	81.7 (72.7)	75.6 (67.5)	79.3 (74.0)	89.0 (81.8)

Lower by 5% or more	Within 5%	Higher by 5% or more
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# Ohio State Test Results

## 2015-2016

English Language Arts Grades Three through Eight

Mathematics Grades Three through Eight

Science Grades Five and Eight

Social Studies Grades Four and Six



**Grades 3–8 Ohio State Testing  
Proficiency Percentages  
Spring 2016 (All Students Tested)**

**3<sup>rd</sup> Grade AIR Tests**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (67 students)	49 % (33 students)	24 % (16 students)	15 % (10 students)	9 % (6 students)	3 % (2 students)
<b>Mathematics</b> (67 students)	51 % (34 students)	27 % (18 students)	13 % (9 students)	3 % (2 students)	6 % (4 students)

Note: one (1) accelerated 2nd grader took the Grade 3 Mathematics test.

**4<sup>th</sup> Grade AIR Tests**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (72 students)	51 % (37 students)	26 % (19 students)	15 % (11 students)	4 % (3 students)	3 % (2 students)
<b>Mathematics</b> (71 students)	58 % (41 students)	27 % (19 students)	13 % (9 students)	1 % (1 student)	1 % (1 student)
<b>Social Studies</b> (72 students)	25 % (18 students)	43 % (31 students)	25 % (18 students)	7 % (5 students)	0 % (0 students)

Note: one (1) accelerated 3rd grader took the Grade 4 Mathematics test.

**5<sup>th</sup> Grade AIR Tests**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (75 students)	52 % (39 students)	28 % (21 students)	11 % (8 students)	9 % (7 students)	0 % (0 students)
<b>Mathematics</b> (76 students)	42 % (32 students)	24 % (18 students)	26 % (20 students)	5 % (4 students)	3 % (2 students)
<b>Science</b> (76 students)	53 % (40 students)	29 % (22 students)	16 % (12 students)	1 % (1 student)	1 % (1 student)

Note: two (2) accelerated 4th graders took the Grade 5 Mathematics test.

**Proficiency Percentages  
Spring 2016 (All Students Tested)**

**6<sup>th</sup> Grade AIR Tests**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (79 students)	61 % (48 students)	19 % (15 students)	11 % (9 students)	6 % (5 students)	3 % (2 students)
<b>Mathematics</b> (80 students)	60 % (48 students)	18 % (14 students)	14 % (11 students)	5 % (4 students)	4 % (3 students)
<b>Social Studies</b> (80 students)	48 % (38 students)	31 % (25 students)	15 % (12 students)	4 % (3 students)	3 % (2 students)

Note: two (2) accelerated 5th graders took the Grade 6 Mathematics test.

**7<sup>th</sup> Grade AIR Tests**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (75 students)	53 % (40 students)	20 % (15 students)	13 % (10 students)	9 % (7 students)	4 % (3 students)
<b>Mathematics</b> (70 students)	41 % (29 students)	26 % (18 students)	20 % (14 students)	6 % (4 students)	7 % (5 students)

Note: one (1) accelerated 6th grader took the Grade 7 ELA test,  
and two (2) accelerated 6th graders took the Grade 7 Mathematics test.

**8<sup>th</sup> Grade AIR Tests**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (68 students)	34 % (23 students)	22 % (15 students)	31 % (21 students)	9 % (6 students)	4 % (3 students)
<b>Science</b> (68 students)	43 % (29 students)	41 % (28 students)	12 % (8 students)	4 % (3 students)	0 % (0 students)

Note: The Grade 8 Mathematics test was not administered; most 8th graders (n=67/68) took the Algebra I End-of-Course Exam.

**Proficiency Percentages  
Spring 2016 (All Students Tested)**

In summary, the percentages of students who scored at a “proficient” level or higher on the Ohio achievement tests are as follows:

<b>GRADE</b>	<b>TEST</b>	<b>COUNT</b>	<b>PERCENTAGE</b>	<b>PERCENTAGE CHANGE from 2015</b>
3	English Language Arts	59 / 67	88	-12
3	Mathematics	61 / 67	91	-9
4	English Language Arts	67 / 72	93	-7
4	Mathematics	69 / 71	97	-2
4	Social Studies	67 / 72	93	-6
5	English Language Arts	68 / 75	91	-7
5	Mathematics	70 / 76	92	+3
5	Science	74 / 76	97	+5
6	English Language Arts	72 / 79	91	-3
6	Mathematics	73 / 80	91	-4
6	Social Studies	75 / 80	94	0
7	English Language Arts	65 / 75	87	-12
7	Mathematics	61 / 70	87	-12
8	English Language Arts	59 / 68	87	-13
8	Science	65 / 68	96	+2

# Ohio State Tests Results -- Spring 2016

## Comparison to Similar Districts by Percentage of Students Passing

SIMILAR DISTRICT*	Performance Index Score	English Language Arts						Mathematics						Science		Social Studies	
		3	4	5	6	7	8	3	4	5	6	7	8	5	8	4	6
Ottawa Hills Local	108.908	89.1	93.0	91.9	90.9	86.7	89.4	92.2	97.1	91.9	91.0	87.1	--	97.3	97.0	93.0	93.6
Oakwood City	107.66	87.9	88.9	86.1	87.7	80.6	80.8	95.7	93.1	87.8	91.0	84.4	93.3	88.1	95.6	97.9	91.0
Wyoming City	104.525	88.6	86.3	85.3	85.4	86.9	83.4	94.7	92.4	89.0	87.8	88.7	48.6	91.7	84.0	94.7	92.1
Madeira City	107.602	90.1	93.8	88.1	93.9	90.1	87.9	93.4	93.6	77.1	83.5	95.6	85.7	90.7	96.0	98.2	92.9
Granville Ex. Village	104.364	78.8	76.4	77.8	79.9	74.7	72.4	83.9	90.7	91.8	90.3	89.7	94.8	92.9	90.3	92.7	87.8
Bay Village City	102.921	92.1	82.5	91.8	83.7	78.6	66.4	94.5	96.3	98.4	85.9	82.1	76.8	95.6	83.8	96.8	89.5
Bexley City	99.195	80.9	79.3	80.9	83.3	85.3	64.8	84.2	80.1	71.8	78.8	89.1	75.0	78.4	79.3	93.9	79.8
Chagrin Falls Ex. Village	103.248	82.8	88.2	82.8	87.4	86.0	86.1	91.7	88.2	79.2	86.2	76.8	67.4	82.1	90.4	97.2	88.4
<b>AVERAGE</b>	104.803	86.3	86.1	85.6	86.5	83.6	78.9	91.3	91.4	85.9	86.8	86.7	77.4	89.6	89.6	95.6	89.4

\* District selection based on fiscal year 2016 similar districts.

Bolded percentages of other school districts are higher than those of Ottawa Hills.

Underlined percentages are the highest in that column; italicized percentages are the lowest in that row (excluding 8th grade math).

SIMILAR DISTRICT AVERAGE	Performance Index Score	English Language Arts						Mathematics						Science		Social Studies	
		3	4	5	6	7	8	3	4	5	6	7	8	5	8	4	6
Ottawa Hills Local	108.908	89.1	93.0	91.9	90.9	86.7	89.4	92.2	97.1	91.9	91.0	87.1	--	97.3	97.0	93.0	93.6
<b>AVERAGE</b>	104.803	86.3	86.1	85.6	86.5	83.6	78.9	91.3	91.4	85.9	86.8	86.7	77.4	89.6	89.6	95.6	89.4
<b>DIFFERENCE</b>	4.105	2.8	6.9	6.3	4.4	3.1	10.5	0.9	5.7	6	4.2	0.4	--	7.7	7.4	-2.6	4.2

Source: Ohio Department of Education Local Report Cards



Ohio State Tests Results -- Spring 2016

Comparison to Area Districts by Percentage of Students Passing

AREA DISTRICT	Performance Index Score	English Language Arts						Mathematics						Science			Social Studies						
		3	4	5	6	7	8	3	4	5	6	7	8	3	4	5	6	7	8	3	4	6	
<b>Ottawa Hills Local</b>	108.908	<u>89.1</u>	<u>93.0</u>	<u>91.9</u>	<u>90.9</u>	<u>86.7</u>	<u>89.4</u>	<u>92.2</u>	<u>97.1</u>	<u>91.9</u>	<u>91.0</u>	<u>87.1</u>	--	<u>97.3</u>	<u>97.0</u>	<u>93.0</u>	<u>93.6</u>						
Perrysburg Ex. Village	101.499	84.9	84.8	78.2	78.3	81.6	71.9	88.2	93.1	84.3	85.0	82.6	83.5	88.3	89.3	95.1	88.9						
Anthony Wayne Local	99.697	86.6	79.2	82.6	76.3	73.8	67.5	87.3	89.3	91.0	83.6	81.4	90.8	92.4	84.5	95.0	87.9						
Sylvania City	93.693	73.6	71.1	77.6	74.5	74.2	63.5	74.5	81.5	70.7	72.6	80.9	70.6	80.2	82.7	88.0	81.9						
Bowling Green City	89.852	65.8	64.9	65.3	61.3	58.9	58.4	71.2	72.4	67.9	63.9	58.1	66.2	82.2	77.0	83.7	65.1						
Maumee City	87.891	72.2	73.5	76.0	62.4	53.6	50.3	87.0	85.4	75.5	61.3	62.6	6.7	81.3	71.6	89.7	74.7						
Oregon City	86.187	56.6	70.0	57.6	57.8	57.1	56.4	70.4	83.2	77.0	72.7	67.0	46.0	79.6	64.1	87.1	70.0						
Springfield Local	86.093	58.1	61.8	72.3	57.7	54.1	54.0	61.2	73.0	71.9	53.7	56.3	58.7	82.3	85.4	83.0	74.6						
Washington Local	82.114	55.3	52.6	58.5	52.7	47.6	46.8	61.5	58.3	54.5	51.5	55.9	48.1	72.7	64.4	75.8	63.3						
Rossford Ex. Village	79.993	57.0	51.3	53.4	49.6	56.6	43.4	60.0	65.5	62.9	49.6	55.7	73.0	76.7	70.5	85.7	58.8						
Toledo City	61.642	32.2	35.2	43.4	28.3	30.9	26.0	36.5	42.3	36.3	24.9	28.7	28.5	41.3	35.3	51.8	29.2						
<b>AVERAGE</b>	<b>88.870</b>	<b>66.5</b>	<b>67.0</b>	<b>68.8</b>	<b>62.7</b>	<b>61.4</b>	<b>57.1</b>	<b>71.8</b>	<b>76.5</b>	<b>71.3</b>	<b>64.5</b>	<b>65.1</b>	<b>57.2</b>	<b>79.5</b>	<b>74.7</b>	<b>84.4</b>	<b>71.6</b>						

Bolded percentages of other school districts are higher than those of Ottawa Hills. Underlined percentages are the highest in that column; italicized percentages are the lowest in that row (excluding 8th grade math).

AREA DISTRICT AVERAGE	Performance Index Score	English Language Arts						Mathematics						Science			Social Studies						
		3	4	5	6	7	8	3	4	5	6	7	8	3	4	5	6	7	8	3	4	6	
<b>Ottawa Hills Local</b>	108.908	89.1	93.0	91.9	90.9	86.7	89.4	92.2	97.1	91.9	91.0	87.1	--	97.3	97.0	93.0	93.6						
<b>AVERAGE</b>	88.870	66.5	67.0	68.8	62.7	61.4	57.1	71.8	76.5	71.3	64.5	65.1	57.2	79.5	74.7	84.4	71.6						
<b>DIFFERENCE</b>	20.038	22.6	26.0	23.1	28.2	25.3	32.3	20.4	20.6	20.6	26.5	22.0	--	17.8	22.3	8.6	22.0						

Source: Ohio Department of Education Local Report Cards

Ohio State Tests Results -- Spring 2016

Comparison to Top Ten Public Districts by Percentage of Students Passing

TOP TEN PUBLIC DISTRICT*	Performance Index Score	English Language Arts						Mathematics						Science		Social Studies	
		3	4	5	6	7	8	3	4	5	6	7	8	5	8	4	6
Solon City	110.586	88.9	91.0	91.1	88.3	88.6	83.2	96.3	98.1	97.1	93.4	95.4	88.1	96.0	93.8	98.7	96.0
Ottawa Hills Local	108.908	89.1	93.0	91.9	90.9	86.7	89.4	92.2	97.1	91.9	91.0	87.1	--	97.3	97.0	93.0	93.6
Oakwood City	107.66	87.9	88.9	86.1	87.7	80.6	80.8	95.7	93.1	87.8	91.0	84.4	93.3	88.1	95.6	97.9	91.0
Madeira City	107.602	90.1	93.8	88.1	93.9	90.1	87.9	93.4	93.6	77.1	83.5	95.6	85.7	90.7	96.0	98.2	92.9
Beachwood City	107.422	81.6	93.8	85.7	87.3	88.1	78.1	94.0	90.7	93.3	94.9	92.9	76.9	95.6	90.5	98.4	92.7
Rocky River City	107.088	87.9	91.3	87.5	84.8	88.1	79.8	94.9	98.1	90.9	85.8	87.1	77.7	97.7	90.6	97.1	90.6
Indian Hill Ex Village	106.711	84.6	92.4	90.3	84.1	87.5	86.7	90.6	94.9	93.9	83.4	81.7	76.7	95.5	97.6	96.2	89.0
Brecksville-Broadview	105.717	84.6	85.6	88.4	84.3	86.1	74.4	87.4	92.9	90.8	86.4	93.1	83.6	91.2	90.8	94.2	90.8
Wyoming City	104.525	88.6	86.3	85.3	85.4	86.9	83.4	94.7	92.4	89.0	87.8	88.7	48.6	91.7	84.0	94.7	92.1
Aurora City	104.513	79.5	86.5	84.0	84.9	87.7	73.7	90.4	92.2	87.6	85.8	89.9	85.5	92.9	95.5	95.8	92.0
AVERAGE	107.073	86.3	90.3	87.8	87.2	87.0	81.7	93.0	94.3	89.9	88.3	89.6	79.6	93.7	93.1	96.4	92.1

\* Top ten schools based upon Performance Index Score

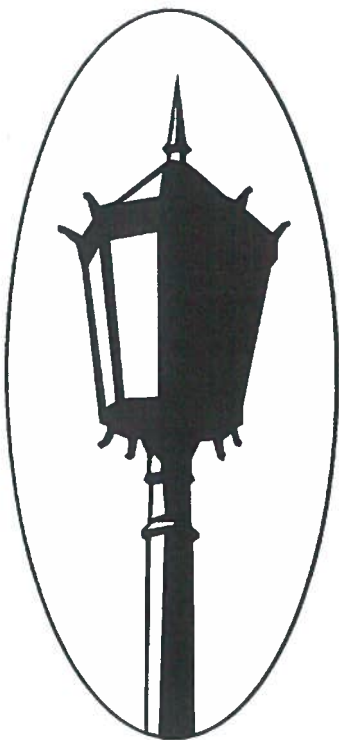
Bolded percentages of other school districts are higher than those of Ottawa Hills.

Underlined percentages are the highest in that column; italicized percentages are the lowest in that row (excluding 8th grade math).

TOP PUBLIC DISTRICT AVERAGE	Performance Index Score	English Language Arts						Mathematics						Science		Social Studies	
		3	4	5	6	7	8	3	4	5	6	7	8	5	8	4	6
Ottawa Hills Local	108.908	89.1	93.0	91.9	90.9	86.7	89.4	92.2	97.1	91.9	91.0	87.1	--	97.3	97.0	93.0	93.6
AVERAGE	107.073	86.3	90.3	87.8	87.2	87.0	81.7	93.0	94.3	89.9	88.3	89.6	79.6	93.7	93.1	96.4	92.1
DIFFERENCE	1.835	2.8	2.7	4.1	3.7	-0.3	7.7	-0.8	2.8	2.0	2.7	-2.5	--	3.6	3.9	-3.4	1.5

Source: Ohio Department of Education Local Report Cards





# Ohio End-of-Course Exam Results

## 2015-2016

English Language Arts I  
English Language Arts II  
Algebra I  
Geometry  
American Government  
American History

**AIR End-of-Course Exam Summary  
with Proficiency Percentages  
Spring 2016**

End-of-Course Exams replace the Ohio Graduation Test beginning with the class of 2018. Therefore, only students in 9<sup>th</sup> grade and below enrolled in the courses tested took the End-of-Course Exams in the 2014-2015 school year.

**English Language Arts End-of-Course Exams**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>ELA I Grade 9 (77 students)</b>	53 % (41 students)	21 % (16 students)	21 % (16 students)	5 % (4 students)	0 % (0 students)
<b>ELA II Grade 10 (83 students)</b>	55 % (46 students)	22 % (18 students)	19 % (16 students)	1 % (1 student)	3 % (2 students)

**Algebra I and Geometry End-of-Course Exams**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>Algebra I – grades 7-10 (112 students)</b>	44 % (49 students)	31 % (35 students)	19 % (21 students)	4 % (5 students)	2 % (2 students)
<b>Geometry Grades 7, 8, 9 (74 students)</b>	43 % (32 students)	32 % (24 students)	16 % (12 students)	8 % (6 students)	0 % (0 students)

Note: five (5) 7th graders, sixty-seven (67) 8th graders, thirty-nine (39) 9th graders, and one (1) 10th grader took the Algebra I End-of-Course Exam.

one (1) 7th grader, one (1) 8th grader, thirty-five (35) 9th graders, thirty-seven (37) 10th graders took the Geometry End-of-Course Exam.

**Science End-of-Course Exams**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>Physical Science</b>	n/a	n/a	n/a	n/a	n/a
<b>Biology (76 students)</b>	72 % (55 students)	7 % (5 students)	17 % (13 students)	4 % (3 students)	0 % (0 students)

Note: one (1) accelerated 7th grader took the Biology End-of-Course Exam.

### Social Studies End-of-Course Exams

	Advanced	Accelerated	Proficient	Basic	Limited
<b>American History</b> (86 students)	77 % (66 students)	15 % (13 students)	8 % (7 students)	0 % (0 students)	0 % (0 students)
<b>American Government</b> (42 students)	12 % (5 students)	31 % (13 students)	57 % (24 students)	0 % (0 students)	0 % (0 students)

Note: one (1) 9th grader and four (4) 11th graders took the American History End-of-Course Exam  
one (1) 12th grader took the American Government End-of-Course Exam

In summary, the percentages of students who scored at a “proficient” level or higher on the Ohio End-of-Course Exams are as follows:

TEST	COUNT	PERCENTAGE	PERCENTAGE CHANGE from 2015
English Language Arts I	73 / 77	95	-3
English Language Arts II	80 / 83	96	-4*
Algebra I	105 / 112	94	-6
Geometry	68 / 74	92	-8
Biology	73 / 76	96	n/a
American History	86 / 86	100	+1
American Government	42 / 42	100	+9

\* only one student took the ELA II End-of-Course Exam last year.

#### A Note About the Ohio Graduation Tests (OGTs)

The End-of-Course Exams will completely replace the Ohio Graduation Tests (OGTs) by the 2017-2018 academic year. Students entering Ottawa Hills as seniors during the 2016-2017 academic year who have not already taken the OGTs were required to do so. At this time, 100 percent of Ottawa Hills students in the Class of 2017 have passed all five tests.

Ohio End-of-Course Exams -- Spring 2016

Comparison to Similar Districts by Percentage of Students Passing

SIMILAR DISTRICT*	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
Ottawa Hills Local	108.908	94.4	96.0	96.0	96.3	91.8	100.0	100.0
Oakwood City	107.66	97.2	97.4	90.4	93.7	87.1	94.8	97.9
Wyoming City	104.525	90.6	97.6	92.8	89.5	82.4	93.7	82.4
Madeira City	107.602	91.6	94.9	88.7	86.5	90.5	84.0	95.5
Granville Ex. Village	104.364	92.2	92.3	86.3	88.4	87.4	92.3	94.6
Bay Village City	102.921	--	93.3	84.4	77.6	--	92.2	93.4
Bexley City	99.195	91.8	95.1	81.9	85.8	85.4	78.2	91.8
Chagrin Falls Ex. Village	103.248	91.1	98.4	87.6	81.5	89.3	86.0	95.6
<b>AVERAGE</b>	104.803	92.7	95.6	88.5	87.4	87.7	90.2	93.9

\* District selection based on fiscal year 2016 similar districts.

Bolded percentages of other school districts are higher than those of Ottawa Hills.

Underlined percentages are the highest in that column; italicized percentages are the lowest in that row.

SIMILAR DISTRICT AVERAGE	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
Ottawa Hills Local	108.908	94.4	96.0	96.0	96.3	91.8	100.0	100.0
<b>AVERAGE</b>	104.803	92.7	95.6	88.5	87.4	87.7	90.2	93.9
<b>DIFFERENCE</b>	4.105	1.7	0.4	7.5	8.9	4.1	9.8	6.1

Source: Ohio Department of Education Local Report Cards

# Ohio End-of-Course Exams -- Spring 2016

## Comparison to Area Districts by Percentage of Students Passing

AREA DISTRICT	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
<b>Ottawa Hills Local</b>	108.908	<u>94.4</u>	<u>96.0</u>	<u>96.0</u>	<u>96.3</u>	<u>91.8</u>	<u>100.0</u>	<u>100.0</u>
Perrysburg Ex. Village	101.499	82.2	83.8	82.9	76.9	73.8	93.0	92.6
Anthony Wayne Local	99.697	81.5	84.3	72.1	63.0	67.4	88.2	86.9
Sylvania City	93.693	82.3	57.7	77.5	68.1	70.4	78.2	86.8
Bowling Green City	89.852	52.1	78.0	65.8	63.9	62.2	75.8	85.6
Maumee City	87.891	62.5	73.3	68.3	53.4	59.0	90.2	80.5
Oregon City	86.187	55.3	48.3	64.0	48.6	46.2	50.2	73.8
Springfield Local	86.093	57.0	75.7	59.9	48.1	52.9	78.0	86.3
Washington Local	82.114	49.6	70.8	50.1	40.8	46.2	74.4	72.2
Rossford Ex. Village	79.993	54.8	74.2	63.6	54.5	48.5	87.2	88.9
Toledo City	61.642	20.0	32.6	31.9	22.5	19.6	30.6	42.3
<b>AVERAGE</b>	<b>88.870</b>	<b>62.9</b>	<b>70.4</b>	<b>66.6</b>	<b>57.8</b>	<b>58.0</b>	<b>76.9</b>	<b>81.4</b>

Bolded percentages of other school districts are higher than those of Ottawa Hills.

Underlined percentages are the highest in that column; italicized percentages are the lowest in that row.

AREA DISTRICT AVERAGE	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
<b>Ottawa Hills Local</b>	108.908	<u>94.4</u>	<u>96.0</u>	<u>96.0</u>	<u>96.3</u>	<u>91.8</u>	<u>100.0</u>	<u>100.0</u>
<b>AVERAGE</b>	88.870	62.9	70.4	66.6	57.8	58.0	76.9	81.4
<b>DIFFERENCE</b>	20.038	31.5	25.6	29.4	38.5	33.8	23.1	18.6

Source: Ohio Department of Education Local Report Cards



Ohio End-of-Course Exams -- Spring 2016

Comparison to Top Ten Public Districts by Percentage of Students Passing

TOP TEN PUBLIC DISTRICT*	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
Solon City	110.586	93.3	96.5	90.3	92.5	92.6	97.2	97.1
<b>Ottawa Hills Local</b>	108.908	94.4	96.0	96.0	96.3	91.8	100.0	100.0
Oakwood City	107.66	97.2	97.4	90.4	93.7	87.1	94.8	97.9
Madeira City	107.602	91.6	94.9	88.7	86.5	90.5	84.0	95.5
Beachwood City	107.422	92.1	89.6	85.2	75.7	82.3	87.5	90.0
Rocky River City	107.088	97.9	100.0	86.9	87.9	82.4	91.4	98.1
Indian Hill Ex Village	106.711	91.0	95.6	90.4	85.4	86.3	94.3	96.6
Brecksville-Broadview	105.717	94.0	91.7	86.0	86.0	88.3	97.6	93.4
Wyoming City	104.525	90.6	97.6	92.8	89.5	82.4	93.7	82.4
Aurora City	104.513	--	96.5	91.1	86.8	--	71.4	92.7
<b>AVERAGE</b>	107.073	93.6	95.6	89.8	88.0	87.1	91.2	94.4

\* Top ten schools based upon Performance Index Score

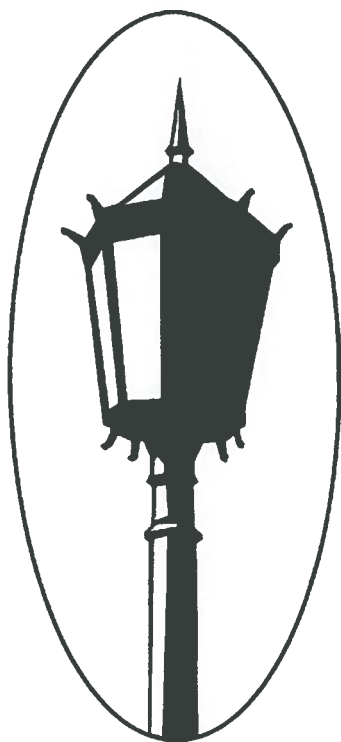
Bolded percentages of other school districts are higher than those of Ottawa Hills.

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AREA DISTRICT AVERAGE	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
<b>Ottawa Hills Local</b>	108.908	94.4	96.0	96.0	96.3	91.8	100.0	100.0
<b>AVERAGE</b>	107.073	93.6	95.6	89.8	88.0	87.1	91.2	94.4
<b>DIFFERENCE</b>	1.835	0.8	0.4	6.2	8.3	4.7	8.8	5.6

Source: Ohio Department of Education Local Report Cards





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# State Testing Performance History by Class

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## 2015-2016

Classes of 2018 through 2027

## State Testing Performance History: Class of 2018

Grade	ELA					Mathematics					Science					Social Studies					
	Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=84)	43	28	9	4	0	33	25	25	1	0											
2008-09	51%	33%	11%	5%	0%	39%	30%	30%	1%	0%											
Passing	95%					99%															
<b>4<sup>th</sup></b> (n=89)	10	53	25	1	0	53	29	17	1	0											
2009-10	11%	60%	28%	1%	0%	48%	26%	15%	1%	0%											
Passing	99%																				
<b>5<sup>th</sup></b> (n=99)	20	27	47	4	1	52	13	23	10	1	33	46	17	3	0						
2010-11	20%	27%	48%	4%	1%	53%	13%	23%	10%	1%	33%	47%	17%	3%	0%						
Passing	95%					89%					97%										
<b>6<sup>th</sup></b> (n=101)	39	40	21	1	0	63	18	17	3	0											
2011-12	39%	40%	21%	1%	0%	63%	18%	17%	3%	0%											
Passing	99%					97%															
<b>7<sup>th</sup></b> (n=98)	30	40	26	1	1	42	24	24	6	2											
2012-13	31%	41%	26%	1%	1%	43%	24%	24%	6%	2%											
Passing	98%					92%															
<b>8<sup>th</sup></b> (n=91)	40	30	18	3	0	42	23	23	2	0	29	17	34	11	1						
2013-14	44%	33%	20%	3%	0%	47%	25%	25%	2%	0%	31%	19%	37%	12	15						
Passing	97%					98%					87%										
<b>9<sup>th</sup></b> (n=85)	26	45	12	2	0	16	49	13	3	0											
2014-15	31%	53%	14%	2%	0%	20%	61%	16%	4%	0%											
Passing	98%					96%															
<b>10<sup>th</sup></b> (n=83)	46	18	16	1	2	4	17	10	6	0						63	11	6	0	0	
2015-16	55%	22%	19%	1%	2%	11%	46%	27%	16%	0%						78%	14%	7%	0%	0%	
Passing	97%					84%										100%					
<b>11<sup>th</sup></b> (n=?)																					
2016-17																					
Passing																					

5 = Advanced 4 = Accelerated 3 = Proficient 2 = Basic 1 = Limit (highest percentage highlighted)

In grades 3 - 8, students took the Ohio Achievement Assessments. The ELA test was in Reading. In grade 9, students took the PARCC tests. Some students took the Algebra 1 test (n=44), and some took Geometry (n=36). In grade 10, students took the AIR tests. Thirty-seven (37) students took the Geometry test. The social studies test was in U.S. History.

### State Testing Performance History: Class of 2019

Grade	ELA					Mathematics					Science					Social Studies						
	Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
<b>3<sup>rd</sup></b> (n=78)	51	20	5	2	0	27	19	26	6	0												
2009-10	65%	26%	6%	3%	0%	35%	24%	33%	8%	0%												
Passing	97%					92%																
<b>4<sup>th</sup></b> (n=80)	24	45	11	0	0	41	22	15	1	0												
2010-11	30%	56%	14%	0%	0%	52%	28%	19%	1%	0%												
Passing	100%					99%																
<b>5<sup>th</sup></b> (n=80)	21	29	28	2	0	47	9	20	2	2	31	32	15	2	0							
2011-12	26%	36%	35%	3%	0%	59%	11%	25%	3%	3%	39%	40%	19%	3%	0%							
Passing	97%					94%					97%											
<b>6<sup>th</sup></b> (n=80)	32	31	17	0	0	48	8	20	4	0												
2012-13	40%	39%	21%	0%	0%	60%	10%	25%	5%	0%												
Passing	100%					95%																
<b>7<sup>th</sup></b> (n=79)	33	28	17	1	0	38	21	16	2	3												
2013-14	42%	35%	22%	1%	0%	48%	26%	20%	3%	4%												
Passing	99%					93%																
<b>8<sup>th</sup></b> (n=78)	30	42	6	0	0	0	22	17	3	0	31	28	14	4	1							
2014-15	39%	54%	8%	0%	0%	0%	53%	41%	7%	0%	40%	36%	18%	5%	1%							
Passing	100%					93%					94%											
<b>9<sup>th</sup></b> (n=77)	41	16	16	4	0	37	22	10	2	2	54	5	13	3	0							
2015-16	53%	21%	21%	5%	0%	51%	30%	14%	3%	3%	72%	7%	17%	4%	0%							
Passing	95%					94%					97%											
<b>10<sup>th</sup></b> (n=?)																						
2016-17																						
Passing																						
<b>11<sup>th</sup></b> (n=?)																						
2017-18																						
Passing																						

5 = Advanced 4 = Accelerated 3 = Proficient 2 = Basic 1 = Limit (highest percentage highlighted)

In grades 3 - 7, students took the Ohio Achievement Assessments. The ELA test was in Reading. In grade 8, students took the PARCC or AIR tests; the math data includes only the 42 students who took the Grade 8 Math Assessment.. In grade 9, students took the AIR tests; some students took the Algebra 1 test (n=39), some took Geometry (n=34), and most took Biology (n=75).

State Testing Performance History: Class of 2020

Grade	ELA					Mathematics					Science					Social Studies								
	Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1			
<b>3<sup>rd</sup></b> (n=70)	37	23	9	1	0	18	22	26	4	0														
2010-11	53%	33%	13%	1%	0%	26%	31%	37%	6%	0%														
Passing	99%					94%																		
<b>4<sup>th</sup></b> (n=70)	12	41	17	0	0	34	23	13	1	0														
2011-12	17%	59%	24%	0%	0%	48%	32%	18%	1%	0%														
Passing	100%					99%																		
<b>5<sup>th</sup></b> (n=69)	15	15	38	1	0	34	11	20	3	1	25	31	10	3	0									
2012-13	22%	22%	55%	1%	0%	49%	16%	29%	4%	1%	36%	45%	15%	4%	0%									
Passing	99%					95%					96%													
<b>6<sup>th</sup></b> (n=67)	32	23	12	0	0	41	9	18	1	0														
2013-14	48%	34%	18%	0%	0%	59%	13%	26%	1%	0%														
Passing	100%					99%																		
<b>7<sup>th</sup></b> (n=71)	31	26	9	3	2	10	39	17	5	0														
2014-15	44%	37%	13%	4%	3%	14%	55%	24%	7%	0%														
Passing	93%					93%																		
<b>8<sup>th</sup></b> (n=68)	23	15	21	6	3	33	20	13	2	0	29	28	8	3	0									
2015-16	34%	22%	31%	9%	4%	49%	29%	19%	3%	0%	43%	41%	12%	4%	0%									
Passing	87%					97%					96%													
<b>9<sup>th</sup></b> (n=?)																								
2016-17																								
Passing																								
<b>10<sup>th</sup></b> (n=?)																								
2017-18																								
Passing																								
<b>11<sup>th</sup></b> (n=?)																								
2018-19																								
Passing																								

5 = Advanced 4 = Accelerated 3 = Proficient 2 = Basic 1 = Limit (highest percentage highlighted)

In grades 3 - 6, students took the Ohio Achievement Assessment; the ELA test was in reading. In grade 7, students took the PARCC tests. In grade 8, students took the AIR tests; one (1) student took the Geometry test, all others (n=67) took the Algebra 1 End-of-Course Exam.

### State Testing Performance History: Class of 2021

Grade	ELA					Mathematics					Science					Social Studies				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=76)	48	18	9	1	0	13	22	34	6	1										
2011-12	63%	24%	12%	1%	0%	17%	29%	45%	8%	1%										
Passing	99%					91%														
<b>4<sup>th</sup></b> (n=82)	10	60	11	1	0	42	25	14	1	0										
2012-13	12%	73%	13%	1%	0%	51%	31%	17%	1%	0%										
Passing	99%					99%														
<b>5<sup>th</sup></b> (n=79)	25	14	35	4	1	31	20	16	5	3	36	26	11	6	0					
2013-14	32%	18%	44%	5%	1%	41%	27%	21%	7%	4%	46%	33%	14%	8%	0%					
Passing	94%					89%					92%									
<b>6<sup>th</sup></b> (n=77)	10	45	17	5	0	13	42	16	4	0						35	24	13	5	0
2014-15	13%	58%	22%	7%	0%	17%	56%	21%	5%	0%						46%	31%	17%	7%	0%
Passing	93%					95%										93%				
<b>7<sup>th</sup></b> (n=75)	40	15	10	7	3	33	18	14	4	5						1				
2015-16	53%	20%	13%	9%	4%	45%	24%	19%	5%	7%						100%				
Passing	87%					88%										100%				
<b>8<sup>th</sup></b> (n=?)																				
2016-17																				
Passing																				
<b>9<sup>th</sup></b> (n=?)																				
2017-18																				
Passing																				
<b>10<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				

5 = Advanced 4 = Accelerated 3 = Proficient 2 = Basic 1 = Limit (highest percentage highlighted)

In grades 3-5, students took the Ohio Achievement Assessments; the ELA test was in reading. In grade 6, students took the PARCC or AIR tests. In grade 7, students took the AIR tests. Most students (n=27) took the Math 7 test, but five (5) students took the Algebra 1 End-of-Course Exam, and one (1) took the Geometry EOC Exam and the Biology EOC Exam.

## State Testing Performance History: Class of 2022

Grade	ELA					Mathematics					Science					Social Studies				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=82)	58	20	1	0	2	23	26	27	5	1										
2012-13	72%	25%	1%	0%	3%	28%	32%	33%	6%	1%										
Passing	97%					93%														
<b>4<sup>th</sup></b> (n=85)	35	40	3	1	0	51	22	11	1	0										
2013-14	41%	47%	4%	1%	0%	60%	26%	13%	1%	0%										
Passing	99%					99%														
<b>5<sup>th</sup></b> (n=83)	2	61	18	1	1	13	50	14	4	1	35	30	11	6	1					
2014-15	2%	74%	22%	1%	1%	16%	61%	17%	5%	1%	42%	36%	13%	7%	1%					
Passing	98%					94%					92%									
<b>6<sup>th</sup></b> (n=80)	48	15	9	5	2	48	14	11	4	3	38	25	12	3	2					
2015-16	61%	19%	11%	6%	3%	60%	18%	14%	5%	4%	48%	31%	15%	4%	3%					
Passing	91%					91%					93%									
<b>7<sup>th</sup></b> (n=?)																				
2016-17																				
Passing																				
<b>8<sup>th</sup></b> (n=?)																				
2017-18																				
Passing																				
<b>9<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>10<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2020-21																				
Passing																				

5 = Advanced 4 = Accelerated 3 = Proficient 2 = Basic 1 = Limit (highest percentage highlighted)

In grades 3 and 4, student took the Ohio Achievement Tests; the ELA test was in reading. In 5th grade, students took the PARC or AIR tests. In 6th grade, students took the AIR tests.



State Testing Performance History: Class of 2023

Grade	ELA					Mathematics					Science					Social Studies				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=68)	54	12	1	0	0	28	16	22	2	0										
2013-14	81%	18%	2%	0%	0%	41%	24%	32%	3%	0%										
Passing	100%					97%														
<b>4<sup>th</sup></b> (n=69)	29	37	3	0	0	13	43	13	1	0										
2014-15	42%	54%	4%	0%	0%	19%	61%	19%	1%	0%										
Passing	100%					99%														
<b>5<sup>th</sup></b> (n=76)	39	21	8	7	0	32	18	20	4	2	40	22	12	1	1					
2015-16	52%	28%	11%	9%	0%	42%	24%	26%	5%	3%	53%	29%	16%	1%	1%					
Passing	91%					92%					98%									
<b>6<sup>th</sup></b> (n=?)																				
2016-17																				
Passing																				
<b>7<sup>th</sup></b> (n=?)																				
2017-18																				
Passing																				
<b>8<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>9<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				
<b>10<sup>th</sup></b> (n=?)																				
2020-21																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2021-22																				
Passing																				

5 = Advanced 4 = Accelerated 3 = Proficient 2 = Basic 1 = Limit (highest percentage highlighted)

In 3rd grade, students took the Ohio Achievement Tests; the ELA test was in reading. In 4th grade, students took the PARC or AIR tests. In 6th grade, students took the AIR tests. Two (2) students took the Grade 6 Mathematics Test.

State Testing Performance History: Class of 2024

Grade	ELA					Mathematics					Science					Social Studies				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=69)	47	17	7	0	0	14	36	18	0	0										
2014-15	64%	23%	10%	0%	0%	20%	52%	26%	0%	0%										
Passing	100%					100%														
<b>4<sup>th</sup></b> (n=72)	37	19	11	3	2	42	19	9	1	1						18	31	18	5	0
2015-16	51%	26%	15%	4%	3%	58%	26%	13%	1%	1%						25%	43%	25%	7%	0%
Passing	93%					98%										93%				
<b>5<sup>th</sup></b> (n=?)																				
2016-17																				
Passing																				
<b>6<sup>th</sup></b> (n=?)																				
2017-18																				
Passing																				
<b>7<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>8<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				
<b>9<sup>th</sup></b> (n=?)																				
2020-21																				
Passing																				
<b>10<sup>th</sup></b> (n=?)																				
2021-22																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2022-23																				
Passing																				

5 = Advanced 4 = Accelerated 3 = Proficient 2 = Basic 1 = Limit (highest percentage highlighted)

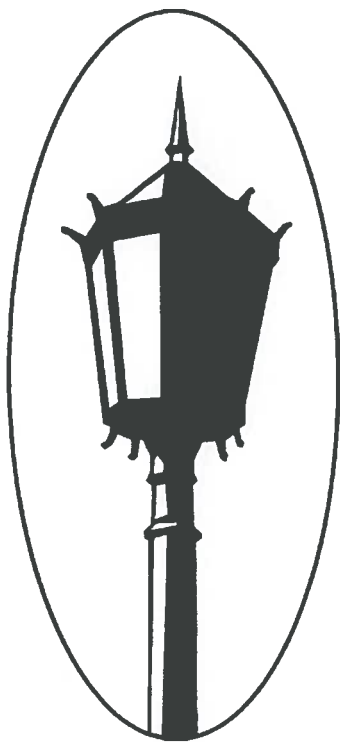
In 3rd grade, students took the PARCC and AIR tests. In 4th grade, students took the AIR test; two (2) students to the Grade 5 Mathematics Tests.

State Testing Performance History: Class of 2025

Grade	ELA					Mathematics					Science					Social Studies					
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
<b>3<sup>rd</sup></b> (n=67)	33	16	10	6	2	33	18	9	2	4											
2015-16	49%	24%	15%	9%	3%	49%	27%	13%	3%	6%											
Passing	88%					89%															
<b>4<sup>th</sup></b> (n=?)																					
2016-17																					
Passing																					
<b>5<sup>th</sup></b> (n=?)																					
2017-18																					
Passing																					
<b>6<sup>th</sup></b> (n=?)																					
2018-19																					
Passing																					
<b>7<sup>th</sup></b> (n=?)																					
2019-20																					
Passing																					
<b>8<sup>th</sup></b> (n=?)																					
2020-21																					
Passing																					
<b>9<sup>th</sup></b> (n=?)																					
2021-22																					
Passing																					
<b>10<sup>th</sup></b> (n=?)																					
2022-23																					
Passing																					
<b>11<sup>th</sup></b> (n=?)																					
2023-24																					
Passing																					

5 = Advanced 4 = Accelerated 3 = Proficient 2 = Basic 1 = Limit (highest percentage highlighted)

In 3rd grade, students took the AIR tests. One (1) student took the Grade 4 Mathematics Test.



# Advanced Placement (AP) Tests Summary Report

## 2015-2016

AP Current Year Score Summary (2016)  
AP Five-Year School Score Summary (2015)  
Background Information  
Students Tested / Percent Scoring 3 or Higher

### AP Current Year Score Summary (2016)

This report lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for each AP score.						
Data Updated August 1, 2016, Report Run Sep 27, 2016						
Ottawa Hills Junior-Senior High School (365050)						
<b>Total AP Students in Your School: 125</b>						
School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	54	69	82	29	6	240
Percentage of Total Exams	23	29	34	12	2	100
Subject Totals	5	4	3	2	1	Total Exams
Studio Art: 2-D Design Portfolio		3	2			5
Studio Art: 3-D Design Portfolio			1			1
English Language and Composition	12	5	3			20
English Literature and Composition	2	9	7	5		23
United States Government and Politics	9	8	4	3	1	25
United States History	7	5	3	1		16
Calculus AB	3	3	11	4	3	24
Calculus BC	2		1			3
Computer Science A	1					1
Statistics	3	5	4	1	1	14
Biology	1	12	22	7		42
Chemistry	1	1	7	2		11
Physics 1	4	4	5	4		17
Physics 2	3	2	4	2	1	12
Chinese Language and Culture	1					1
French Language and Culture	1	7	1			9
Spanish Language and Culture	4	5	7			16

Source: College Board Reports

# AP Five-Year School Score Summary (2016)

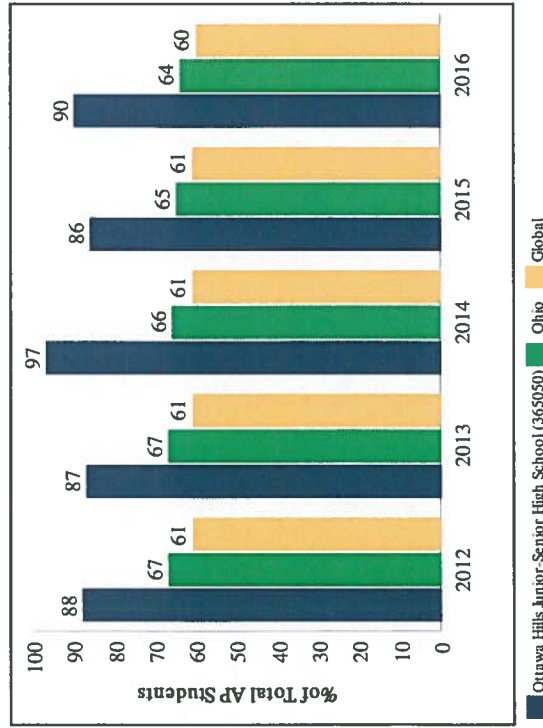
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This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Aug 1, 2016, Report Run Sep 27, 2016

## Ottawa Hills Junior-Senior High School (365050)

% of Total AP Students with Scores 3+



2012 2013 2014 2015 2016

### Ottawa Hills Junior-Senior High School (365050)

Total AP Students	68	75	64	113	125
Number of Exams	129	155	143	227	240
AP Students with Scores 3+	60	65	62	97	112
% of Total AP Students with Scores 3+	88.2	86.7	96.9	85.8	89.6

### Ohio

Total AP Students	53,869	58,148	61,771	65,561	69,449
Number of Exams	91,194	99,648	107,170	114,848	121,602
AP Students with Scores 3+	36,175	38,773	40,799	42,466	44,605
% of Total AP Students with Scores 3+	67.2	66.7	66.0	64.8	64.2

### Global

Total AP Students	2,106,843	2,225,625	2,352,026	2,497,164	2,625,015
Number of Exams	3,714,079	3,955,410	4,199,454	4,516,044	4,741,022
AP Students with Scores 3+	1,295,051	1,354,800	1,442,136	1,515,264	1,582,702
% of Total AP Students with Scores 3+	61.5	60.9	61.3	60.7	60.3

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.





**Background Information - Advanced Placement Tests**  
**Total Number of Students Tested / Percent Scoring 3 or Higher**

Subject	2016		2015		2014		2013		2012	
	#	%	#	%	#	%	#	%	#	%
U. S. History	16	94%	-	-	22	100%	-	-	24	79%
Computer Science A	1	100%	1	100%	2	100%	1	100%	-	-
Computer Science AB	-	-	-	-	-	-	-	-	-	-
Chemistry	11	82%	20	100%	12	83%	14	93%	16	81%
English Language	20	100%	23	91%	12	100%	14	100%	20	100%
English Literature	23	78%	9	100%	10	100%	13	69%	3	66%
European History	-	-	14	100%	-	-	25	100%	-	-
French	9	100%	8	100%	10	90%	7	71%	4	100%
U.S. Gov't	25	84%	26	85%	23	100%	20	85%	24	79%
Calculus AB	27	74%	14	57%	18	61%	19	58%	14	71%
Calculus BC	3	100%	-	-	1	100%	-	-	3	100%
Music Theory	-	-	-	-	-	-	-	-	4	100%
Physics B	-	-	-	-	12	92%	13	100%	-	-
Physics C- E & M	-	-	-	-	-	-	-	-	-	-
Physics C- Mech.	-	-	-	-	-	-	-	-	-	-
Physics 1	17	76%	17	65%	-	-	-	-	-	-
Physics 2	12	75%	5	80%	-	-	-	-	-	-
Spanish	16	100%	13	100%	14	100%	21	71%	12	100%
Statistics	14	86%	35	74%	-	-	-	-	-	-
Studio Art 2D Design	5	100%	4	100%	7	86%	3	67%	3	100%
Studio Art 3D Design	1	100%	1	100%	-	-	1	100%	2	100%
Studio Art - Drawing	-	-	1	100%	-	-	-	-	-	-
Biology	42	83%	33	85%	-	-	1	0%	-	-
Chinese Language	1	100%	-	-	-	-	2	100%	-	-
Human Geography	-	-	1	100%	-	-	-	-	-	-
<b>Total Grades Reported</b>	<b>240</b>		<b>227</b>		<b>143</b>		<b>155</b>		<b>129</b>	
<b>Percent with 3 or Higher</b>	<b>86%</b>		<b>85%</b>		<b>92%</b>		<b>83%</b>		<b>86%</b>	
<b>Total Candidates</b>	<b>125</b>		<b>110</b>		<b>64</b>		<b>75</b>		<b>68</b>	
<b>Total Graduating Seniors</b>	<b>77</b>		<b>81</b>		<b>67</b>		<b>82</b>		<b>68</b>	
<b>Challenge Index</b>	<b>3.117</b>		<b>2.802</b>		<b>2.134</b>		<b>1.89</b>		<b>1.897</b>	

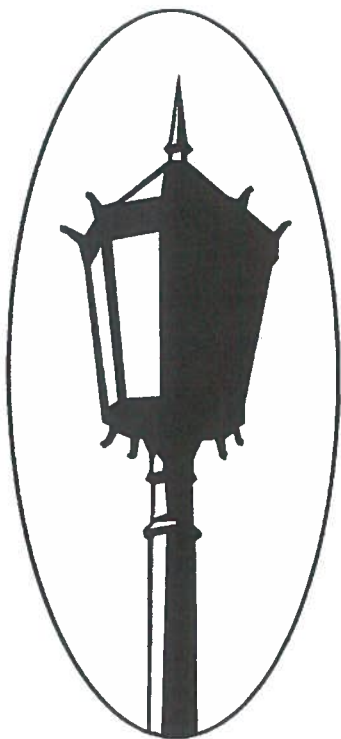
Challenge Index = number of grades reported / number of graduating seniors.

Subject	2011		2010		2009		2008		2007	
	#	%	#	%	#	%	#	%	#	%
U. S. History	-	-	22	92%	-	-	26	89%	-	-
Computer Science A	-	-	1	100%	-	-	-	-	-	-
Computer Science AB	-	-	-	-	-	-	-	-	-	-
Chemistry	8	100%	13	82%	15	93%	-	-	-	-
English Language	9	100%	12	100%	14	100%	16	100%	7	100%
English Literature	11	100%	13	93%	11	100%	9	100%	14	100%
European History	25	96%	-	-	33	91%	-	-	25	96%
French	7	71%	5	56%	13	54%	4	75%	12	84%
U.S. Gov't	21	90%	12	100%	23	83%	11	82%	16	88%
Calculus AB	20	65%	22	88%	21	57%	18	100%	29	83%
Calculus BC	-	-	1	100%	-	-	-	-	-	-
Music Theory	5	60%	5	84%	6	67%	-	-	-	-
Physics B	5	80%	18	100%	23	48%	13	85%	16	88%
Physics C- E & M	-	-	-	-	-	-	-	-	-	-
Physics C- Mech.	-	-	-	-	-	-	-	-	-	-
Physics 1	-	-	-	-	-	-	-	-	-	-
Physics 2	-	-	-	-	-	-	-	-	-	-
Spanish	20	90%	21	73%	15	87%	18	89%	24	84%
Statistics	1	100%	-	-	1	0%	-	-	-	-
Studio Art 2D Design	7	71%	10	100%	5	100%	5	60%	-	-
Studio Art 3D Design	8	71%	2	100%	4	100%	-	-	-	-
Studio Art - Drawing	-	-	-	-	-	-	-	-	-	-
Biology	-	-	-	-	-	-	-	-	-	-
Chinese Language	-	-	-	-	-	-	-	-	-	-
Human Geography	-	-	-	-	-	-	-	-	-	-
<b>Total Grades Reported</b>	<b>139</b>		<b>179</b>		<b>184</b>		<b>121</b>		<b>143</b>	
<b>Percent with 3 or Higher</b>	<b>86%</b>		<b>88%</b>		<b>79%</b>		<b>90%</b>		<b>89%</b>	
<b>Total Candidates</b>	<b>69</b>		<b>79</b>		<b>89</b>		<b>57</b>		<b>69</b>	
<b>Total Graduating Seniors</b>	<b>76</b>		<b>92</b>		<b>76</b>		<b>67</b>		<b>76</b>	
<b>Challenge Index</b>	<b>1.829</b>		<b>1.946</b>		<b>2.421</b>		<b>1.806</b>		<b>1.882</b>	

Challenge Index = number of grades reported / number of graduating seniors.

Subject	2006		2005		2004		2003		2002	
	#	%	#	%	#	%	#	%	#	%
U. S. History	15	87%	18	78%	40	80%	19	79%	18	94%
Computer Science A	-	-	-	-	-	-	-	-	1	100%
Computer Science AB	-	-	-	-	1	100%	1	100%	4	50%
Chemistry	-	-	-	-	2	100%	-	-	-	-
English Language	23	100%	16	100%	17	100%	17	100%	16	93%
English Literature	5	100%	9	89%	9	89%	-	-	13	100%
European History	-	-	-	-	-	-	-	-	-	-
French	8	75%	6	84%	2	50%	16	94%	8	88%
U.S. Gov't	40	75%	5	60%	29	41%	-	-	3	67%
Calculus AB	16	38%	17	71%	8	25%	5	80%	5	60%
Calculus BC	-	-	1	100%	8	75%	-	-	6	100%
Music Theory	-	-	-	-	1	100%	-	-	1	100%
Physics B	12	50%	16	81%	13	85%	5	40%	13	85%
Physics C- E & M	-	-	-	-	-	-	10	70%	-	-
Physics C- Mech.	-	-	-	-	-	-	10	90%	-	-
Physics 1	-	-	-	-	-	-	-	-	-	-
Physics 2	-	-	-	-	-	-	-	-	-	-
Spanish	9	67%	21	81%	22	95%	2	100%	11	100%
Statistics	-	-	-	-	2	50%	-	-	-	-
Studio Art 2D Design	-	-	-	-	-	-	8	88%	-	-
Studio Art 3D Design	-	-	-	-	-	-	-	-	-	-
Studio Art - Drawing	-	-	-	-	-	-	-	-	-	-
Biology	-	-	-	-	-	-	-	-	-	-
Chinese Language	-	-	-	-	-	-	-	-	-	-
Human Geography	-	-	-	-	-	-	-	-	-	-
<b>Total Grades Reported</b>	<b>128</b>		<b>109</b>		<b>154</b>		<b>93</b>		<b>99</b>	
<b>Percent with 3 or Higher</b>	<b>75%</b>		<b>82%</b>		<b>75%</b>		<b>84%</b>		<b>90%</b>	
<b>Total Candidates</b>	<b>69</b>		<b>54</b>		<b>57</b>		<b>44</b>		<b>45</b>	
<b>Total Graduating Seniors</b>	<b>66</b>		<b>78</b>		<b>78</b>		<b>73</b>		<b>74</b>	
<b>Challenge Index</b>	<b>1.939</b>		<b>1.397</b>		<b>1.974</b>		<b>1.274</b>		<b>1.338</b>	

Challenge Index = number of grades reported / number of graduating seniors.



# ACT and SAT Summary Report

## 2015-2016

Local, State, and National Averages By Subtests Over Five Years

ACT: English, Math, Reading, Science, and Writing

SAT: Reading, Math, and Writing



## ACT/SAT Five-Year Testing History

### Average ACT Scores By Subtest (Range 1-36)

#### Ottawa Hills

Year	Class Size	Number Tested	English	Math	Reading	Science	Writing
2011-2012	63	57	27.5	26.7	26.7	25.8	26.3
2012-2013	78	77	26.8	26.2	27.2	26.1	26.3
2013-2014	67	60	28.2	27.1	28.2	27.5	27.4
2014-2015	83	81	27.5	25.9	27.6	26.5	26.5
2015-2016	77	74	28.3	26.5	28.8	26.5	27.4

#### State

2011-2012		92,121	21.1	21.5	22.1	21.8	21.8
2012-2013		92,813	21.2	21.5	22.2	21.8	21.8
2013-2014		91,089	21.4	21.7	22.4	22.0	22.0
2014-2015		91,607	21.4	21.7	22.5	22.1	22.0
2015-2016		93,659	21.2	21.6	22.5	22.0	22.0

#### National

2011-2012		1,666,017	20.5	21.1	21.3	20.9	21.1
2012-2013		1,799,243	20.2	20.9	21.1	20.7	20.9
2013-2014		1,845,787	20.3	20.9	21.3	20.8	21.0
2014-2015		1,924,436	20.4	20.8	21.4	20.9	21.0
2015-2016		2,090,342	20.1	20.6	21.3	20.8	20.8



## ACT/SAT Five-Year Testing History

### Average SAT Scores By Subtest (Range 200-800)

#### Ottawa Hills

Year	Class Size	Number Tested	Reading	Math	Writing
2011-2012	63	29	562	606	591
2012-2013	78	44	587	594	584
2013-2014	67	33	587	606	621
2014-2015	83	31	588	597	593
2015-2016	77	37	613	611	609

#### State

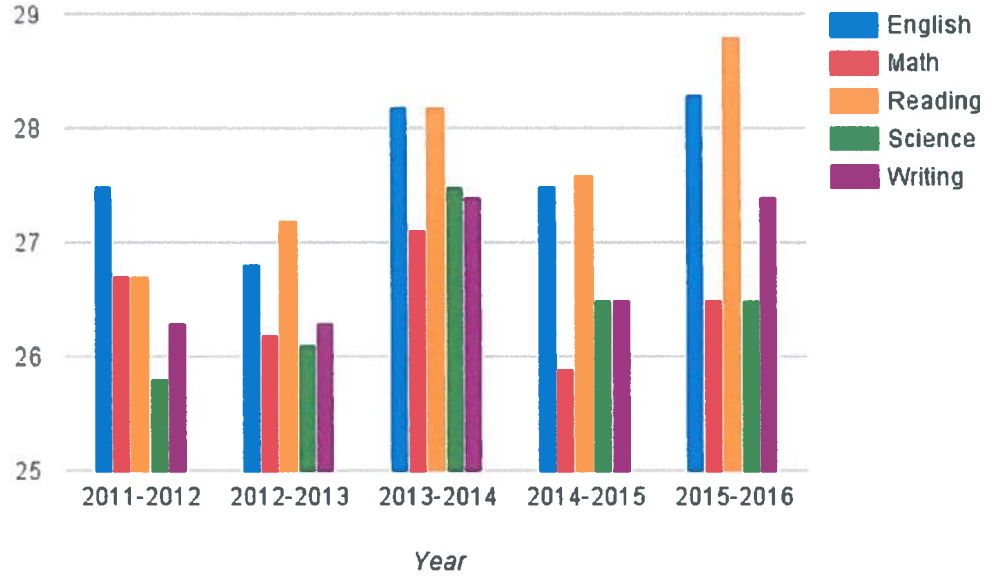
2011-2012		24,895	543	552	525
2012-2013		22,205	548	556	531
2013-2014		19,040	555	562	535
2014-2015		17,253	557	563	537
2015-2016		14,829	556	563	534

#### National

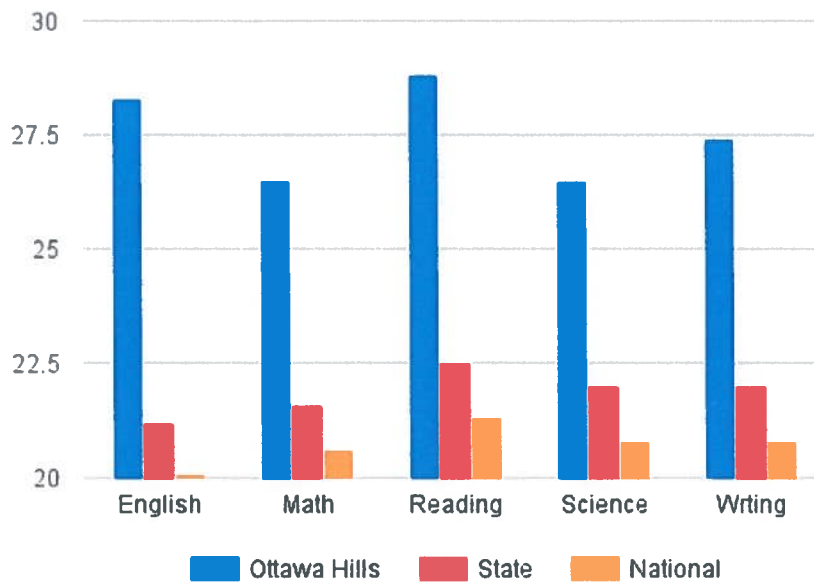
2011-2012		1,664,479	496	514	488
2012-2013		1,660,047	496	514	488
2013-2014		1,672,395	497	513	487
2014-2015		1,698,521	495	511	484
2015-2016		1,637,589	494	508	482

## ACT/SAT Five-Year Testing History

### Ottawa Hills Average ACT Scores by Year and Subtest

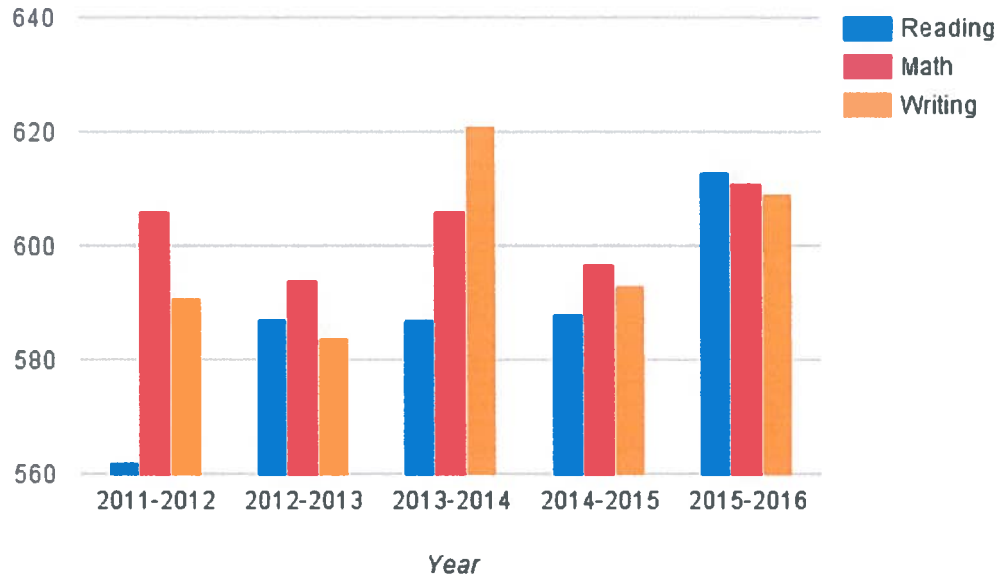


### Comparison of 2015-2016 Average ACT Scores by Subtest

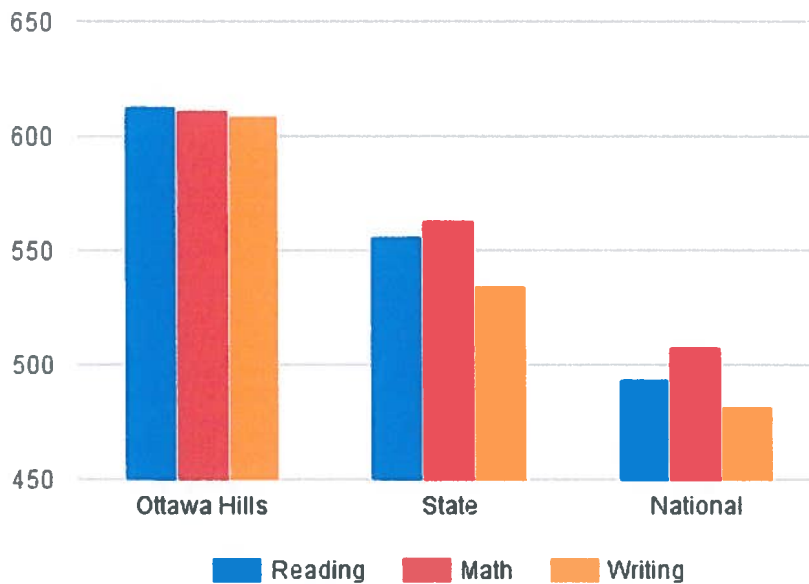


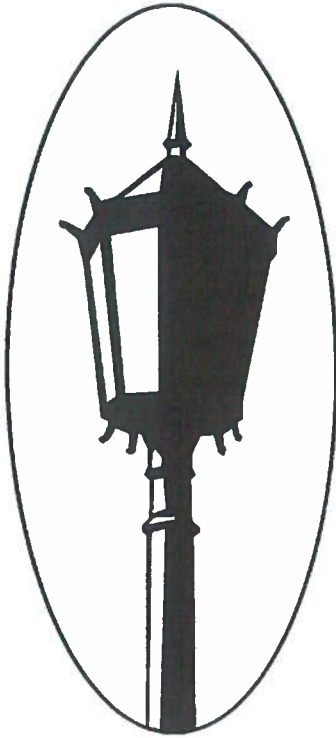
## ACT/SAT Five-Year Testing History

### Ottawa Hills Average SAT Scores by Year and Subtest



### Comparison of 2015-2016 Average SAT Scores by Subtest





# District Report Card

## 2015-2016

Achievement (pages 2-11)

Progress (pages 12-13)

Gap Closing (page 14)

Graduation Rate (pages 15-16)

K-3 Literacy (pages 17-18)

Prepared for Success (19-20)

Note that this report does address the demographic and financial data (pages 21-31) included in the state report card beyond the Prepared for Success section.

# 2015 - 2016 Report Card for Ottawa Hills Local School District

DISTRICT GRADE  
Coming in  
**2018**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index

90.8%..... **A**

Indicators Met

96.4%..... **A**

COMPONENT GRADE  
**A**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added

Overall..... **A**

Gifted

Students with Disabilities..... **A**

Lowest 20% In Achievement..... **NR**

..... **NR**

COMPONENT GRADE  
**A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives

100.0%..... **A**

COMPONENT GRADE  
**A**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates

100.0%of students graduated in 4 years..... **A**

100.0%of students graduated in 5 years..... **A**

COMPONENT GRADE  
**A**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement

NC..... **NR**

COMPONENT GRADE  
**Not Rated**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE  
**A**



**Achievement**



The Achievement component represents the number of students who passed the state tests and how well they performed on them.

**COMPONENT GRADE**

**A**

**GRADE**

**A**

**Performance Index**

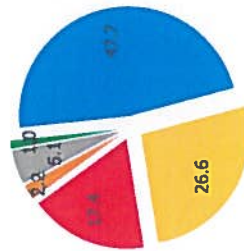
The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

*Performance Index*

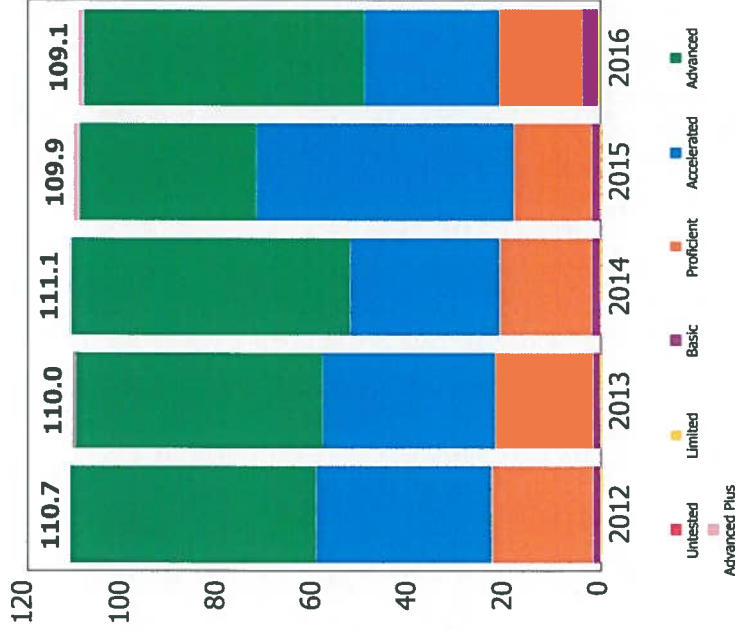


- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus	1.0	x 1.3	= 1.3
Advanced	47.7	x 1.2	= 57.2
Accelerated	26.6	x 1.1	= 29.3
Proficient	17.4	x 1.0	= 17.4
Basic	5.1	x 0.6	= 3.1
Limited	2.2	x 0.3	= 0.7
Untested	0.0	x 0.0	= 0.0
			<b>108.9</b>



*Performance Index Trend*



**GRADE**  
**A**

**Indicators Met**

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

Indicators Met %

**96.4%**  
27 out of 28

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%



**Grades 3-5**

<b>3rd Grade</b>	English Language Arts	89.1%	✓
	Mathematics	92.2%	✓
<b>4th Grade</b>	English Language Arts	93.0%	✓
	Mathematics	97.1%	✓
	Social Studies	93.0%	✓
<b>5th Grade</b>	English Language Arts	91.9%	✓
	Mathematics	91.9%	✓
	Science	97.3%	✓

**Grades 6-8**

<b>6th Grade</b>	English Language Arts	90.9%	✓
	Mathematics	91.0%	✓
	Social Studies	93.6%	✓
<b>7th Grade</b>	English Language Arts	86.7%	✓
	Mathematics	87.1%	✓
<b>8th Grade</b>	English Language Arts	89.4%	✓
	Science	97.0%	✓

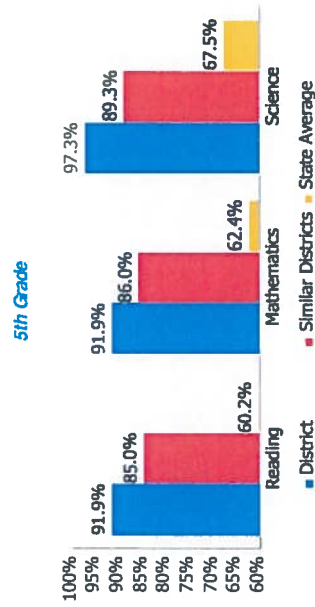
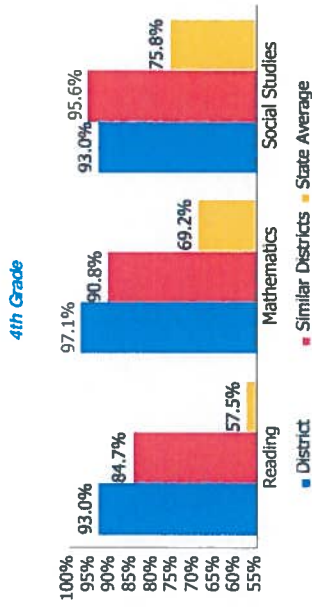
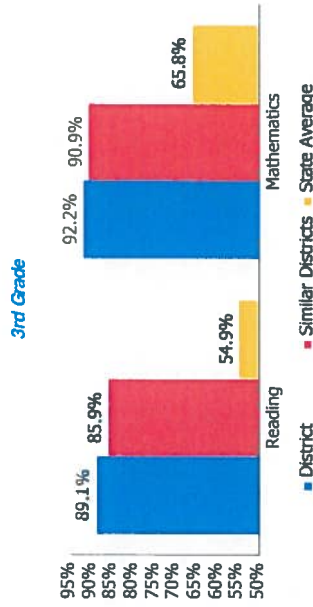
GIFTED INDICATOR **X**

**High School**

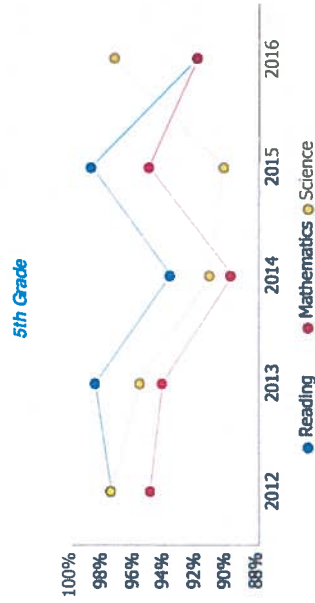
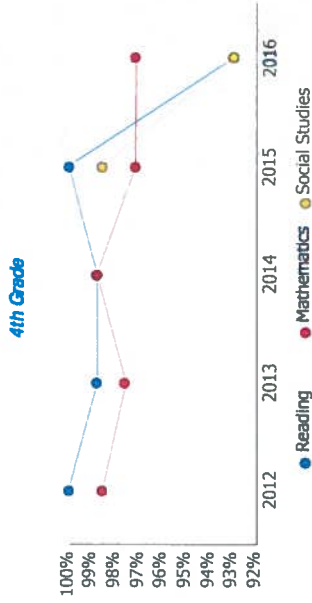
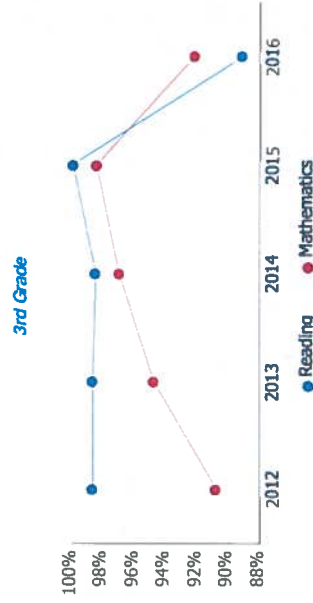
<b>OGT, 11th Graders</b>	Mathematics	100.0%	✓
	Reading	100.0%	✓
	Science	100.0%	✓
	Social Studies	100.0%	✓
	Writing	100.0%	✓
	Algebra I	94.4%	✓
<b>HS</b>	Biology	96.0%	✓
	English I	96.0%	✓
	English II	96.3%	✓
	Geometry	91.8%	✓
	Government	100.0%	✓
	History	100.0%	✓

# 2015 - 2016 Report Card for Ottawa Hills Local School District

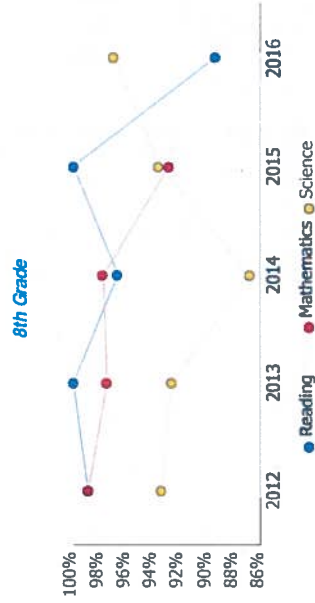
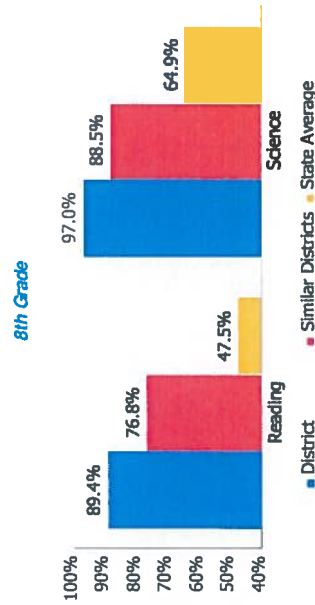
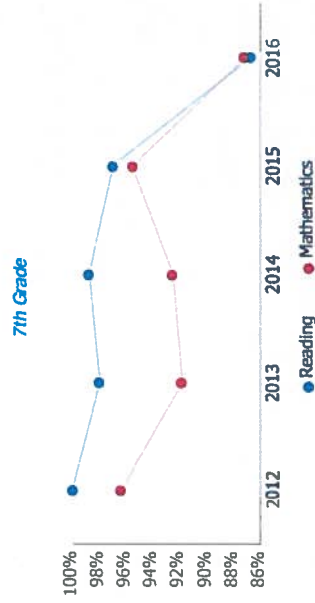
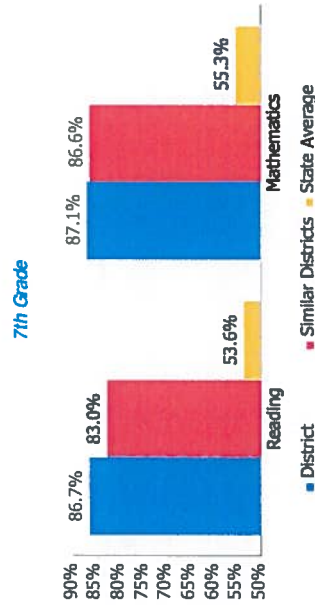
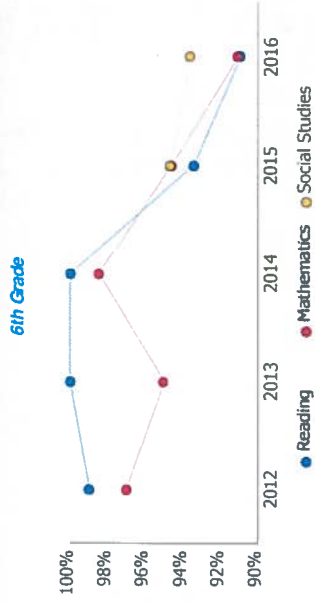
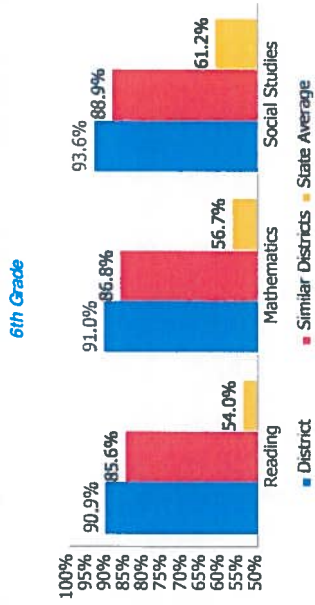
**Achievement Levels by Grade**



**Proficient Percent Trend by Grade**



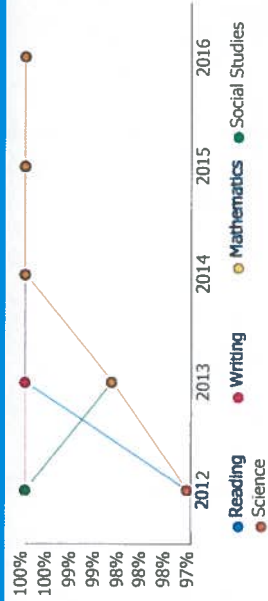
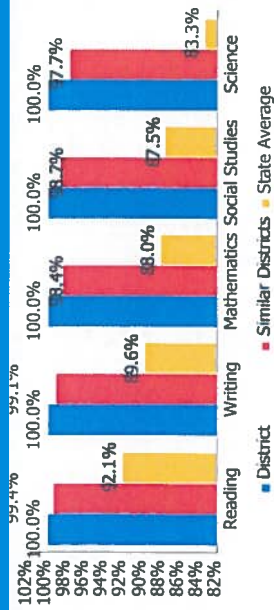
2015 - 2016 Report Card for Ottawa Hills Local School District



11th Grade Cumulative OGT

11th Grade Cumulative OGT

# 2015 - 2016 Report Card for Ottawa Hills Local School District





## Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

**Not Met**

### Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

#### Gifted Value Added

<b>Value Added Grade:</b>	A
<b>Enrollment:</b>	900
<b>Value Added Met?:</b>	1

Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of "NR" results in Not Met if the district has an ADM of 600 or more.

#### Gifted Performance Index

<b>Performance Index:</b>	117.219
<b>Performance Index Met?:</b>	Met

Districts with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.

#### Gifted Inputs

<b>Total Points:</b>	43.0
<b>Gifted Inputs Met?:</b>	Not Met

Points are earned based on identification and services provided to gifted students. Districts must earn at least 60 points out of a possible 100 to meet the Gifted Inputs component.

#### Gifted Indicator Final Result

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however, if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

INDICATOR

**Not Met**

### Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.

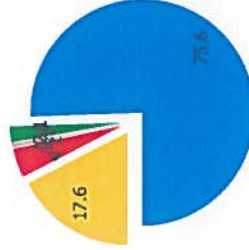


**97.7%**

117.219 of a possible 120.0

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus	2.1	x 1.3	= 2.7
Advanced	75.6	x 1.2	= 90.7
Accelerated	17.6	x 1.1	= 19.4
Proficient	4.1	x 1.0	= 4.1
Basic	0.4	x 0.6	= 0.3
Limited	0.1	x 0.3	= 0.0
Untested	0.0	x 0.0	= 0.0
			<b>117.219</b>

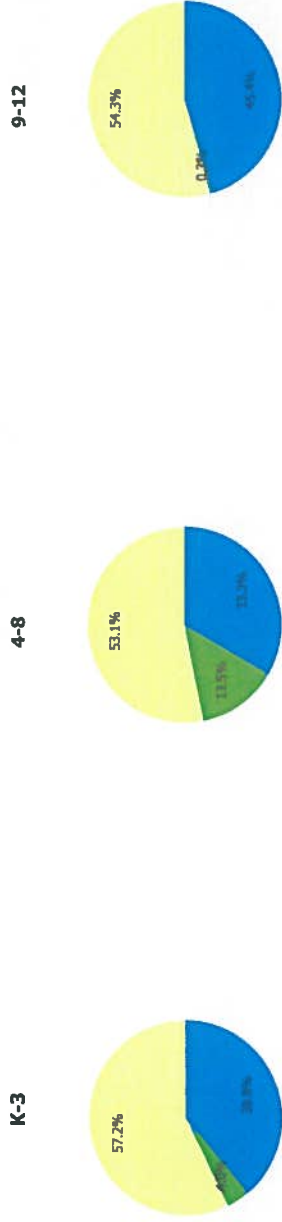


Advanced Plus  
Advanced  
Accelerated  
Proficient  
Limited  
Basic  
Untested

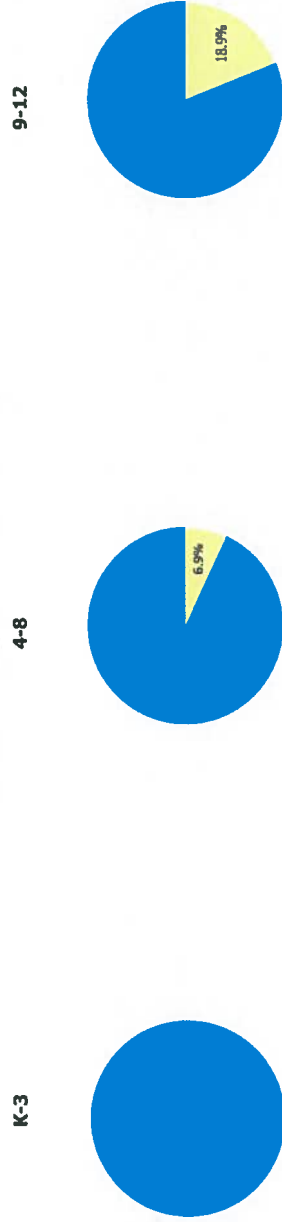
**Gifted Indicator**

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

**Reading, Math, Science, Social Studies, and Superior Cognitive Abilities**



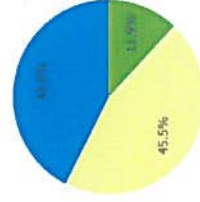
**Visual/Performing Arts and Creative Thinking**



**Disadvantaged Students**

*This chart is not displayed because there were not enough students to evaluate.*

**Minority Students**

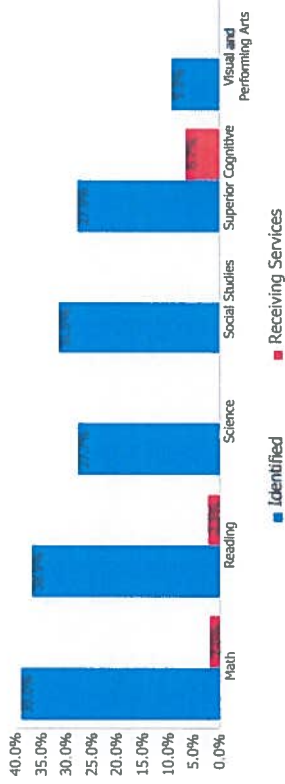


■ Receiving Gifted Services     
 ■ Identified as Gifted, but not receiving services     
 ■ Not Identified as Gifted

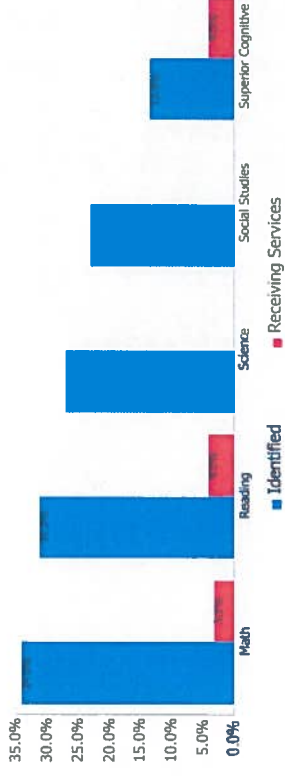
## Identification and Services

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.

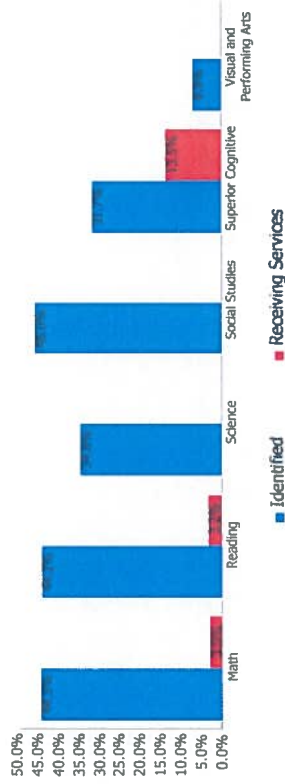
All Grades



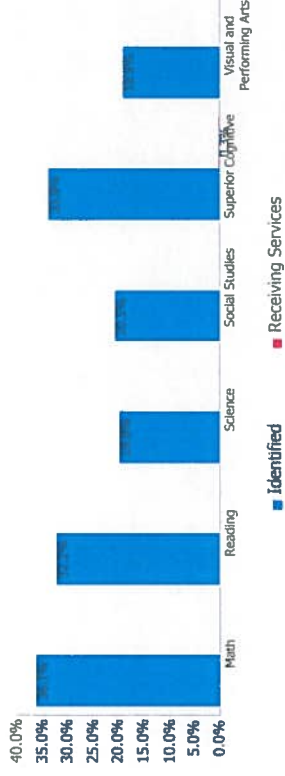
Grades K-3



Grades 4-8



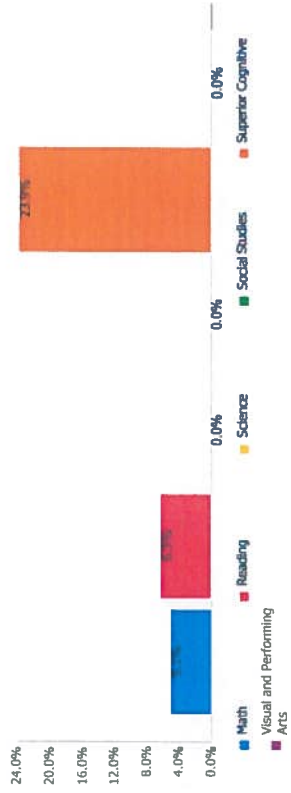
Grades 9-12



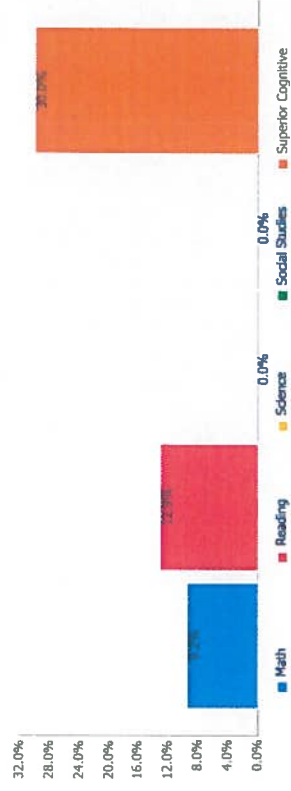
### Identified and Receiving Services

These charts show, of the students identified as gifted, the percentage of students receiving gifted services.

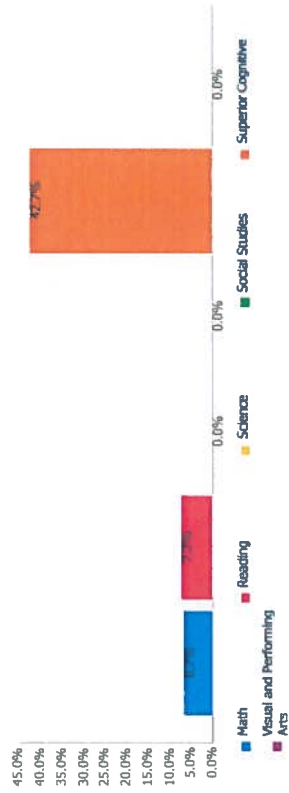
All Grades



Grades K-3



Grades 4-8

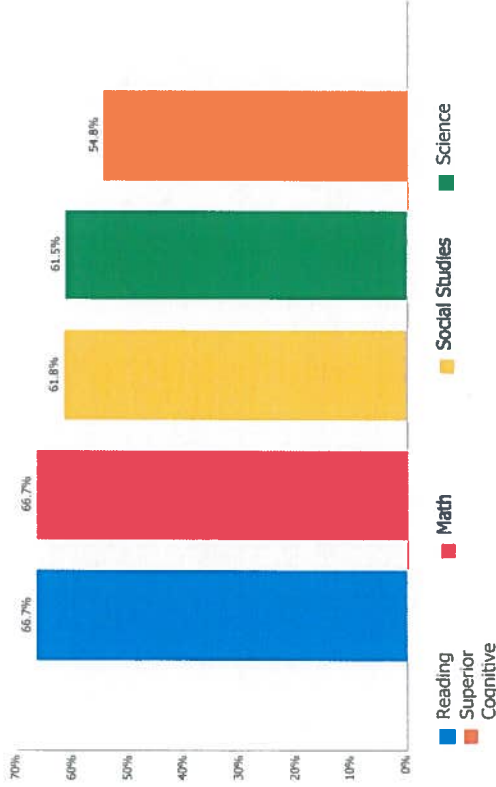


Grades 9-12



### Screening

This chart shows the percentage of students screened for gifted abilities this school year.



### Acceleration

Number of Subject Accelerated Students:

**< 10**

Number of Whole-Grade Accelerated Students:

**0**



**Progress**



The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

**A**

GRADE

**A**

**Overall**

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE

**A**

**Gifted Students**

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE

**Not Rated**

**Students in the Lowest 20% in Achievement**

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE

**Not Rated**

**Students with Disabilities**

This measures the progress for students with disabilities.

**Progress Details**

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score			
	English Language Arts	Mathematics	Social Studies	Science
All Grades	3.21	1.45	1.43	-0.83
4th Grade	2.93	0.12		
5th Grade	-0.52	-6.56		-1.55
6th Grade	2.74	3.75	1.43	
7th Grade	2.93	-0.22		
8th Grade	-3.04			0.64

Test Grade	Progress Score
High School	2.94
English I	3.23

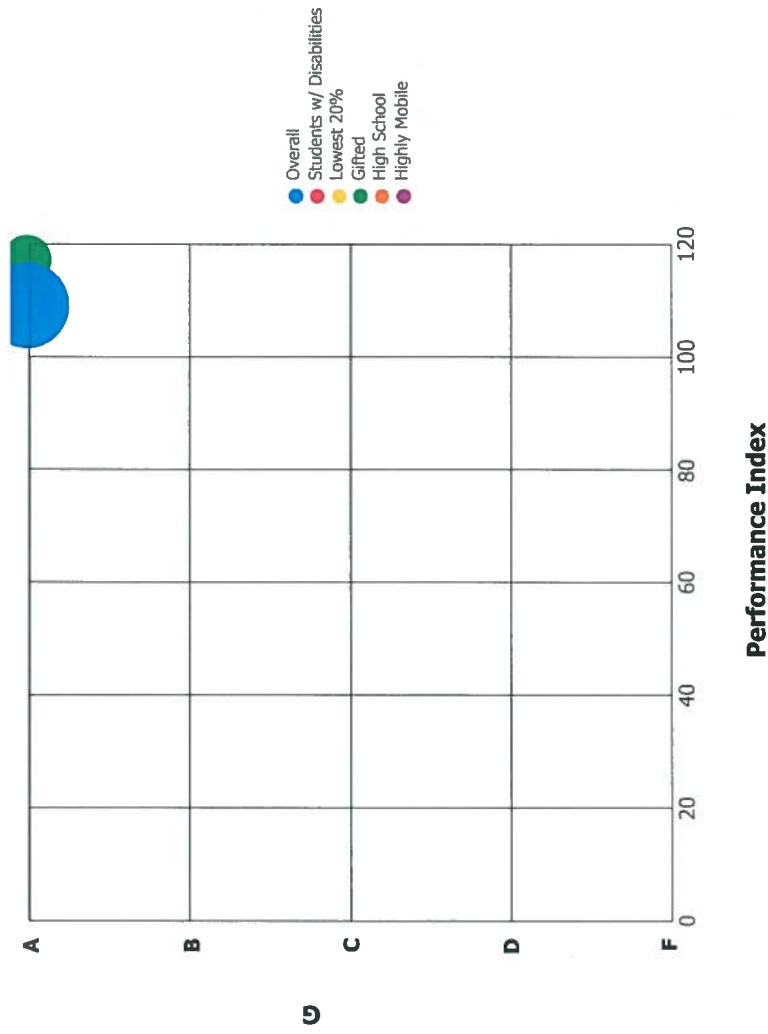
Test Grade	Progress Score
High School	1.67
Algebra I	
Geometry	

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

- A = 2.00 and up
- B = 1.00 to 1.99
- C = -2.00 to 0.99
- F = below -2.00

### Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



### Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

**COMPONENT GRADE**  
**A**

**GRADE**  
**A**

#### Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation - and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

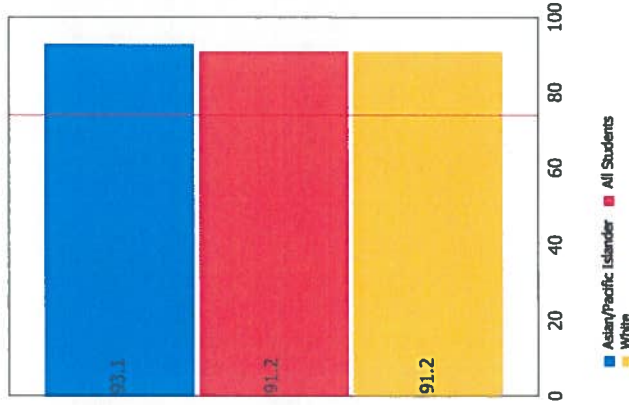
AMO Points



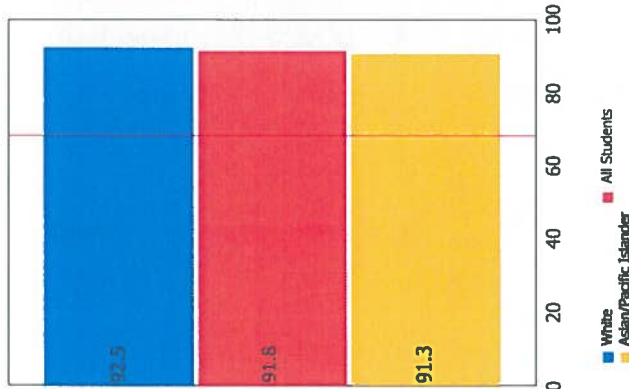
**100.0%**

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 60.0 - 69.9%
- F = 0.0 - 59.9%

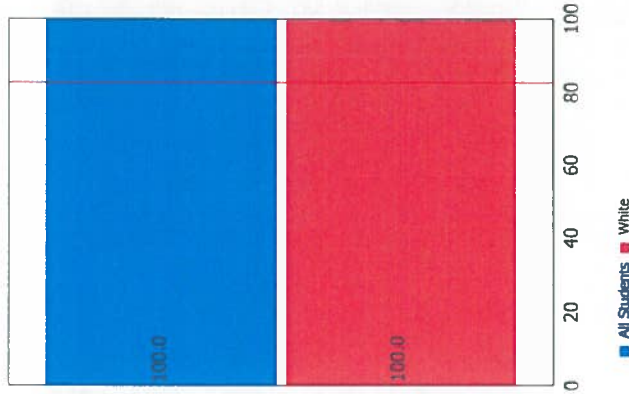
**English Language Arts**



**Math**



**Graduation Rate**



The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 74.2%, for Math is 68.5%, and for Graduation Rate is 82.8%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

## Graduation Rate



The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

**A**

### 4-Year Graduation Rate

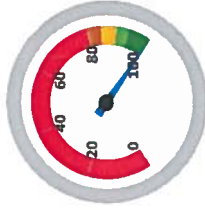
The 4-year graduation rate applies to the Class of 2015 who graduated within four years, i.e. students who entered the 9th grade in 2012 and graduated by 2015.

GRADE

**A**

**100.0%**

- A = 93.0 - 100.0%
- B = 89.0 - 92.9%
- C = 84.0 - 88.9%
- D = 79.0 - 83.9%
- F = 0.0 - 78.9%



### 5-Year Graduation Rate

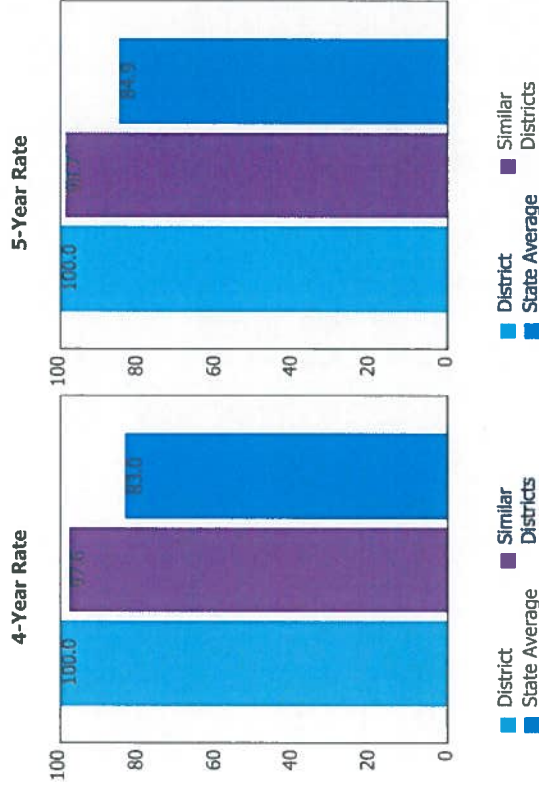
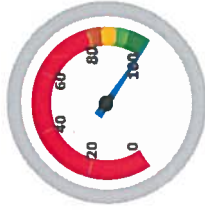
The 5-year graduation rate applies to the Class of 2014 who graduated within five years, i.e. students who entered the 9th grade in 2011 and graduated by 2015.

GRADE

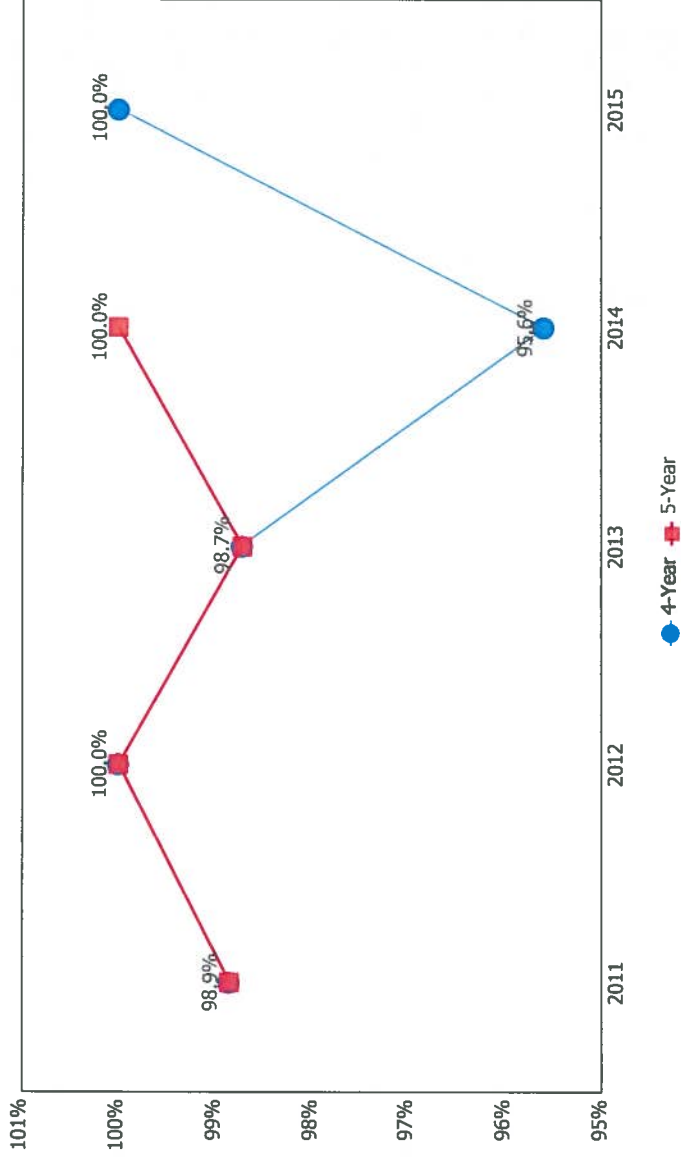
**A**

**100.0%**

- A = 95.0 - 100.0%
- B = 90.0 - 94.9%
- C = 85.0 - 89.9%
- D = 80.0 - 84.9%
- F = 0.0 - 79.9%



**Graduation Rate Trend**



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

## K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

**Not Rated**

GRADE

**NR**

*K-3 Literacy Improvement*

*This chart cannot be displayed because there are not enough students to evaluate.*

***K-3 Literacy was not calculated for this district because there were not enough students to evaluate.***

### In Your District...

### Details of Measure

Not On-Track at Point A	Improving to On-Track at Point B
Kindergarten Reading Diagnostic, School Year 2014 - 2015	1st Grade Reading Diagnostic, School Year 2015 - 2016
< 10	to < 10
1st Grade Reading Diagnostic, School Year 2014 - 2015	2nd Grade Reading Diagnostic, School Year 2015 - 2016
< 10	to < 10
2nd Grade Reading Diagnostic, School Year 2014 - 2015	3rd Grade Reading Diagnostic, School Year 2015 - 2016
< 10	to < 10
3rd Grade Reading Diagnostic, School Year 2015 - 2016	3rd Grade Reading OST, School Year 2015 - 2016
< 10	to < 10
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan	
<b>Totals</b>	<b>&lt;10</b>
	<b>&lt;10</b>

NC



Percentage On-Track in Reading Diagnostic

***K-3 Literacy was not calculated for this district because there were not enough students to evaluate.***

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?

**100.0 %**

How many third graders scored proficient on the state Reading test?

**89.1%**

## Prepared for Success



Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

**A**

COMPONENT GRADE

**A**



**94.3%**

- A = 85.0% - 100.0%
- B = 65.0% - 84.9%
- C = 34.0% - 64.9%
- D = 15.0% - 33.9%
- F = 0.0% - 14.9%

Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential

The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school

Number of Students

117

1

117.0

Point Value

0.3

21.6

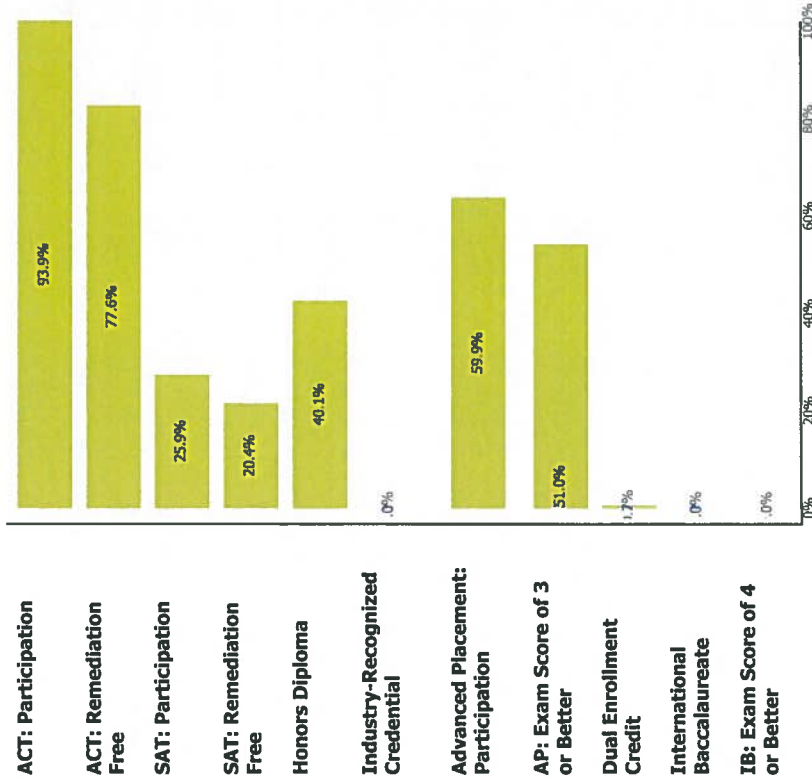
Points Earned

Total Points: 138.6

Graduation Cohort: 147

Percentage: 94.3%

### How Prepared were Your 2014 and 2015 Graduating Classes?



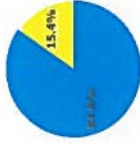
Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

**How Prepared were Your 2014 and 2015 Graduating Classes?**

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

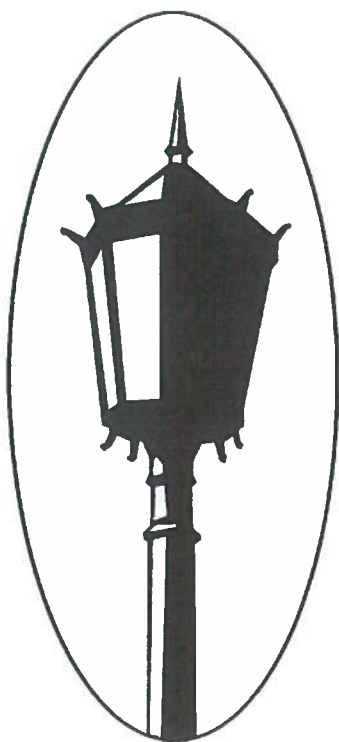
What Percentage of the 2013 Graduating Class Entered College within Two Years? **84.6%**



What Percentage of the 2009 Graduating Class Graduated from College within Six Years of Leaving High School? **76.6%**



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.



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# Testing Report

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**2015-2016**

Executive Summary

**TESTING REPORT**  
**2015-2016**  
**EXECUTIVE SUMMARY**

***TerraNova*<sup>®</sup> and *InView*<sup>™</sup> Test Results (pages 1-6)**

The *TerraNova*<sup>®</sup> is a nationally normed standardized test that measures achievement in four main content areas: reading/language arts, mathematics, science, and social studies. These content areas are divided into skills or objectives that reflect what students should know and be able to do at each grade level. The complete battery is given to students in grades 1 through 6, while kindergarten students take only reading and mathematics (the scores at this age are less reliable). We use all scores to identify students who may be gifted. We use the scores in grades 1 through 6 to compare student and grade-level performance both locally and nationally, to identify areas of strength and weakness, and to make adjustments to curricula and instruction. Additionally, the *TerraNova*<sup>®</sup> *Common Core* (3rd edition) is an Ohio Department of Education approved vendor assessment that can be used to measure student growth, a measure that may be used to meet the requirements of the Ohio Teacher Evaluation System.

The *InView*<sup>™</sup> is a nationally normed standardized test that measures cognitive ability and provides a Cognitive Skills Index similar to an IQ. It includes subtests in sequences, analogies, quantitative reasoning, and verbal reasoning, which are given to students in grades 2 through 6. When taken in conjunction with the *TerraNova*<sup>®</sup>, the *InView*<sup>™</sup> provides a comparison of ability to anticipated achievement. The Anticipated Achievement Score compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability.

For each cohort of students, the national percentile of the mean normal curve equivalent of the *TerraNova*<sup>®</sup> scores are compared to the national percentile of the mean anticipated achievement score from the *InView*<sup>™</sup>. This comparison provides an indication as to whether each cohort is achieving up to its ability.

The results of the Spring 2016 administration of these tests show that on nearly all achievement tests, the greatest percentage of students at each grade level are performing better than 75% of their peers nationally. The only exception is in 5th grade social studies, where over 85% of the students are performing better than 50% of their peers nationally. These results are largely an improvement over those from last year; 60% of the results show an increase in the percentage of students in the highest quartile of more than 5%.

The results also show that on nearly all achievement tests, students at most grade levels are achieving at a level comparable to their abilities. The exceptions are in the third grade. On both the English Language Arts and the Language tests, they are performing just below their ability, while on the Science test, they are performing just above their ability.



## **Ohio State Tests Results (pages 7-28)**

During the 2015-2016 school year, students in grades 3 through 8 took state tests in English Language Arts and math, students in grades 5 and 8 took tests in science, and students in grades 4 and 6 took tests in social studies. The results of these tests help to identify areas of strength and weakness and may be used to determine student growth as part of the Ohio Teacher Evaluation System.

The results show that on all fifteen tests, over 85 % of the students passed. On nine of them, over 75% of the students scored in the Advanced or Accelerated range, on five of them, over 65% of the students scored in the Advanced or Accelerated range, and on just one of them (8th-grade English Language Arts) just over 55% of the students scored in that same range. (It should be noted here that during this testing season all 8th grade students took Algebra I End-of-Course Exam instead of the Math 8 test).

Generally, the test results show a slight decrease in performance in the historical trends seen among each cohort of students (see page 10 and pages 23-28), which is consistent with the trends across the state. We must again be mindful that these results are generated by tests that for the majority of our teachers (science and social studies excluded) are new. If the state continues to contract with the American Institutes for Research (AIR) for state testing, more predictable trends in the performance data should emerge.

When compared to other districts (see pages 11-13), the percentages of students passing the tests are among the highest. With regard to “similar” districts, it is the highest on 43% of the tests--no other district performed better by this measure, and all but 4th grade social studies is above the average. When compared to other area districts, the percentage of students passing each tests is the highest. And in comparison to the top ten districts, they are the highest on 14% of the tests and above the average on 79% of the tests (7th grade English Language Arts and Math, as well as 3rd grade Math and 4th grade Social Studies, were just below the average). Across all districts examined, the 8th grade English Language Arts test was on average the most challenging, and Ottawa Hills students in that group outperformed the others.

## **Ohio End-of-Course Exam Results (pages 14-19)**

During the 2015-2016 school year, junior and senior high school students took End-of-Course exams in English language arts (ELA), algebra, geometry, biology, american government, and american history. Which exams a student took was dependent on which courses they completed that year. These tests will replace the Ohio Graduation tests completely starting with the Class of 2018. The results of these tests contribute to each student's accumulation of graduation points, help to identify areas of strength and weakness, and may be used to determine student growth as part of the Ohio Teacher Evaluation System.

The results show that on all seven tests administered, over 90 percent of the students passed. On four of them, over 75% of the students scored in the Advanced or Accelerated range; on two of them, 65% or more of the students scored in that range; and on one of them (U.S. government) just over 40% of the students scored in that same range. Historical trends are difficult to ascertain at this point as this is only the second year of End-of-Course Exams, and different tests were administered



each year. It should also be noted that for 11th grade students, these tests had no impact on their graduation progress or promotion status.

When compared to other districts (see pages 17-19), the percentages of students passing the tests are among the highest. With regard to “similar” districts, they are the highest on 71% of the tests, and they are all above the average. With regard to other area districts, they are the highest on 100% of the tests, and they are all well above the average. And with regard to the top ten districts, they are the highest on 57% of the tests, and no other district performed better. Among these top schools, our percentage of passing students is always above the average--however slightly in Algebra I and Biology. Across most of the districts examined, the English II exam proved to be on average the most challenging, and Ottawa Hills students in that group outperformed the others.

### **Advanced Placement Tests Summary Report (pages 29- 34)**

Enrollment in AP courses varies from year to year based on the size of the classes and dynamics of the students. In the spring of 2016, 125 students took 240 AP tests. This is an increase from the previous year when 110 students took 227 tests. Of the 240 tests taken, 23 % of them earned a top score of 5, and 29 % of them earned a score of 4. Another 34% earned a score of 3, and the remaining 14% earned a lower score. The percentage of students who earned a 3 or better continue the trend of Ottawa Hills students outperforming the state and global percentages (see page 31).

When broken down by the 17 different subject areas (see pages 30 and 32), there were eight of them in which 100% of the students scored a 3 or more. Of the remaining nine tests, student performance is consistent with or shows improvement over last year on five of them. The remaining three tests are U. S. History, which is offered every other year and 94% of students passed; Chemistry, which varies historically and 82% of students passed; and Physics, which was a new test last year and 75% of students passed.

We continue to encourage students to take our Advanced Placement courses and to support classes with lower enrollment. Current AP enrollment is as follows: AP Art History 26; AP Biology 30; AP Calculus (AB) 27; AP Chemistry 18; AP Computer Science Principles 18; AP English Language 25; AP English Literature 6; AP European History 23; AP French 8; AP Physics (1) 14; AP Spanish 12; AP Statistics 29; AP Studio Art 2D Design 3; and AP US Government 38.

### **ACT and SAT Summary Report (pages 35 - 39)**

Both the ACT and the SAT have been long recognized as measures of college readiness by colleges and universities nationwide. Students from Ottawa Hills consistently score above the state and national averages on all subtests of the ACT and SAT (see pages 36 and 37).

Specifically, the ACT includes subtests in English, math, reading, science and writing; and the SAT includes subtests in reading, math, and writing. All the 2015-2016 Ottawa Hills test results are the same or higher than the previous year, and they remain higher than the state and national averages (see pages 38 and 39).

Additionally, it should be noted that the Ottawa Hills subtest averages are well above the state-determined “remediation free” scores, which may be used by students in the Classes of 2018 and beyond to meet graduation requirements in lieu of points earned on the End-of-Course Exams.

Those scores for the ACT are as follows: English 18, reading 22, writing 22; and for the SAT, they are as follows: reading 450, writing 430, and math 520.

## **District Report Card (pages 1 - 20 of 31)**

For every district in the state, the Ohio Department of Education issued a report card covering six areas: achievement, progress, gap closing, graduation rate, K-3 literacy, preparedness for success. While a summary of these areas has been provided elsewhere (see "Superintendent's Message" of the September 23, 2016 District Newsletter), a brief list of conclusions follow.

### *Achievement (pages 1 - 11)*

This is an analysis of 28 indicators. Twenty-seven of them indicate how many students passed the state tests. The last one is the gifted indicator, which includes three parts: achievement, growth, and identification and services provided. All but the gifted indicator were met, resulting in the second highest performance index in the state: 108.9 out of a possible 120 points. The "proficient percent trend by grade" graphs on pages 4 and 5 speak to the relative difficulty of the new tests that all districts seem to be reporting.

An analysis of the gifted indicator has been conducted and a plan to address concerns is underway. That plan includes increasing the number of gifted students receiving services as defined by the state. Ottawa Hills has the highest percentage of gifted-identified students in the state.

### *Progress (pages 12 - 13)*

This is an analysis of student growth in reading and math in grades 4 through 8. Overall, our students demonstrated one year's growth as measured by the state tests. Possible areas of weakness include 5th grade reading, math, and science and 8th grade reading. However, this area of reporting needs to be considered critically. All growth measures this year were calculated using a univariate model, meaning that a student's growth was based on one test in comparison to his or her own testing history. But, that testing history is based on two different tests that were both different from the one administered this year.

### *Gap Closing (page 14)*

This is an analysis of student performance relative to income, race, ethnicity, and disability. If fewer than 30 students belong to any one of these subgroups, it is not rated. Those that are rated are compared to the performance of all students in Ohio. All of our students who fall into a rated subgroup perform well beyond the state level with no discernable difference between them.

### *Graduation Rate (pages 15 - 16)*

This is simply the rate at which students graduate from Ottawa Hills within 4 and 5 years of entering high school. Both the four-year and five-year graduation rates are 100% and are above the state rates. Trends in this figure are impacted by the small size of our graduating classes.

### *K-3 Literacy (pages 17 - 18)*

This is an analysis of how well the district is helping students who are reading below grade level in grades K through 3. We did not receive a grade for this measure, such is the case for any school district that has fewer than 5% of the kindergarten class reading below grade level.

at the beginning of the school year. The passage rate of 89.1% of the 3rd grade reading test is consistent with the *Terra Nova* scores of that group of students.

*Preparedness for Success (page 19 - 20)*

The data in this section pertains to the Classes of 2014 and 2015. It indicates their level of preparedness for college. Among the data presented is the percentage of students who earned “remediation free” scores on the ACT and the SAT. It is noteworthy that 77.6% of the students earned a such a score on the ACT, 20.4.8% of the students earned such a score on the SAT.

This section also includes a statistic that is meant to indicate the percentage of students that entered college within 2 years of graduating high school and graduated from college within 6 years. These percentages need to be considered critically. They are likely impacted by the number of colleges and universities that cooperate with National Student Clearinghouse Research Center, which is currently between 50% to 77% of the higher education institutions.