



Ottawa Hills Local Schools

District Testing Report

2016-2017

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Terra Nova
and
InView
Results

2016-2017

Ability / Achievement Comparison
by Content Area
Grades Kindergarten through Six

Source: McGraw Hill/CTB Online Reporting System

TerraNova and InView Results -- Spring 2017

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	45	538.6	61.4	---	71	---	---	15.6	11.1	24.4	48.9
1	53	618.4	73.8	---	87	---	---	1.9	3.8	24.5	69.8
2	64	633.6	67.4	70.5	80	83	-3.0	7.8	10.9	29.7	51.6
3	59	655.9	72.1	79.6	85	92	-7.0	1.7	5.1	18.6	74.6
4	71	666.1	69.3	66.8	82	79	3.0	1.4	7.0	31.0	60.6
5	76	680.0	68.4	69.6	81	82	-1.0	5.3	7.9	25.0	61.8
6	81	688.3	69.0	74.1	82	87	-5.0	1.2	14.8	24.7	59.3

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

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	59	647.7	65.3	74.4	77	88	-11.0	0.0	15.3	33.9	50.8
4	71	660.2	66.1	67.3	78	79	-1.0	2.8	8.5	36.6	52.1
5	76	678.5	66.4	68.3	78	81	-3.0	5.3	21.1	18.4	55.3
6	81	694.5	71.9	72.7	85	86	-1.0	1.2	9.9	21.0	67.9

* 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 2017

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	45	507.3	67.3	---	79	---	---	8.9	13.3	17.8	60.0
1	53	582.7	77.3	---	90	---	---	1.9	1.9	7.5	88.7
2	64	611.0	73.5	70.0	87	83	4.0	1.6	0.0	28.1	70.3
3	59	650.5	75.6	76.7	89	90	-1.0	0.0	3.4	22.0	74.6
4	71	661.0	68.8	67.0	81	79	2.0	4.2	11.3	25.4	59.2
5	76	683.3	70.6	69.2	84	82	2.0	1.3	18.4	18.4	61.8
6	81	714.7	78.3	73.4	91	87	4.0	2.5	4.9	18.5	74.1

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

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	45	523.2	67.5	---	80	---	---	15.6	4.4	13.3	66.7
1	53	600.8	80.1	---	92	---	---	1.9	1.9	3.8	92.5
2	64	622.5	74.9	73.7	88	87	1.0	1.6	7.8	20.3	70.3
3	59	651.6	76.1	82.1	89	94	-5.0	0.0	3.4	19.0	77.6
4	71	662.4	73.7	72.5	87	86	1.0	1.4	7.0	19.7	71.8
5	76	680.6	72.1	72.2	85	85	0.0	5.3	9.2	15.8	69.7
6	81	699.2	78.5	78.0	91	91	0.0	2.5	3.7	13.6	80.2

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

Color Key

$n \leq 25\%$	$25\% > n \leq 50\%$	$50\% > n < 75\%$	$n \geq 75\%$
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TerraNova and InView Results -- Spring 2017

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	53	598.4	72.0	---	85	---	---	5.7	7.5	20.8	66.0
2	64	623.8	67.2	64.3	79	75	4.0	6.3	10.9	25.0	57.8
3	59	652.6	69.8	72.2	83	85	-2.0	3.4	5.1	27.1	64.4
4	71	659.3	66.4	67.0	78	79	-1.0	2.8	11.3	32.4	53.5
5	76	679.5	64.9	66.5	76	78	-2.0	2.6	14.5	35.5	47.4
6	81	696.4	71.1	71.9	84	85	-1.0	3.7	8.6	14.8	72.8

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

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	53	611.7	72.5	---	86	---	---	1.9	15.1	18.9	64.2
2	64	646.7	72.0	66.3	85	78	7.0	1.6	10.9	23.4	64.1
3	59	656.5	71.4	73.7	85	87	-2.0	0.0	1.7	27.1	71.2
4	71	675.4	72.8	67.3	86	79	7.0	4.2	4.6	14.1	76.1
5	76	678.1	68.0	67.9	80	80	0.0	1.3	10.5	34.2	53.9
6	81	689.3	68.1	70.7	80	84	-4.0	2.5	8.6	28.4	60.5

* 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 2017

**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	45 (47)	At or Above 50th %ile Top Half	73.3 (85.3)	--	77.8 (91.4)	80.0 (91.5)
		At or Above 75th %ile Top Quarter	48.9 (46.8)	--	60.0 (72.3)	66.7 (74.5)
1	53 (61)	At or Above 50th %ile Top Half	94.3 (88.5)	--	96.2 (95.1)	96.3 (95.1)
		At or Above 75th %ile Top Quarter	69.8 (63.9)	--	88.7 (73.8)	92.5 (75.4)
2	64 (51)	At or Above 50th %ile Top Half	81.3 (88.2)	--	98.4 (98.0)	90.6 (96.1)
		At or Above 75th %ile Top Quarter	51.6 (68.6)	--	70.3 (78.4)	70.3 (84.3)
3	59 (66)	At or Above 50th %ile Top Half	93.2 (92.5)	84.7 (84.8)	96.6 (87.9)	96.6 (93.9)
		At or Above 75th %ile Top Quarter	74.6 (65.2)	50.8 (50.0)	74.6 (65.2)	77.6 (72.7)
4	71 (71)	At or Above 50th %ile Top Half	91.6 (91.6)	88.7 (81.7)	84.6 (84.5)	91.5 (90.2)
		At or Above 75th %ile Top Quarter	60.6 (60.6)	52.1 (53.5)	59.2 (66.2)	71.8 (77.5)
5	76 (75)	At or Above 50th %ile Top Half	86.8 (96.0)	73.7 (86.7)	80.2 (88.0)	85.5 (94.7)
		At or Above 75th %ile Top Quarter	61.8 (76.0)	55.3 (66.7)	61.8 (66.7)	69.7 (78.7)
6	81 (82)	At or Above 50th %ile Top Half	84.0 (95.1)	88.9 (92.7)	92.6 (95.2)	93.8 (95.1)
		At or Above 75th %ile Top Quarter	59.3 (81.7)	67.9 (75.6)	74.1 (79.3)	80.2 (89.0)

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

2016-2017

**English Language Arts Grades Three through Eight
Mathematics Grades Three through Eight
Science Grades Five and Eight
Social Studies Grades Four and Six**

Source: AIR, SAFE Secure Data Center & ODE Local Report Cards

**Grades 3-8 Ohio State Testing
Proficiency Percentages
Spring 2017 (All Students Tested)**

3rd Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (59 students)	64 % (38 students)	20 % (12 students)	12 % (7 students)	2 % (1 student)	2 % (1 student)
Mathematics (58 students)	59 % (34 students)	29 % (17 students)	10 % (6 students)	2 % (1 student)	0 % (0 students)

Note: one (1) accelerated 3rd grader took the Grade 5 Mathematics test.

4th Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (71 students)	52 % (37 students)	23 % (16 students)	20 % (14 students)	4 % (3 students)	1 % (1 students)
Mathematics (67 students)	55 % (37 students)	28 % (19 students)	13 % (9 students)	3 % (2 student)	0 % (0 students)
Social Studies (70 students)	27 % (19 students)	54 % (38 students)	17 % (12 students)	1 % (1 students)	0 % (0 students)

Note: three (3) accelerated 4th graders took the Grade 5 Mathematics test; one (1) student transferred out prior to taking the math and social studies tests.

5th Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (76 students)	50 % (38 students)	26 % (20 students)	13 % (10 students)	11 % (8 students)	0 % (0 students)
Mathematics (77 students)	33 % (25 students)	30 % (23 students)	30 % (23 students)	4 % (3 students)	4 % (3 students)
Science (76 students)	45 % (34 students)	29 % (22 students)	22 % (17 students)	4 % (3 students)	0 % (0 students)

Note: two (2) accelerated 5th graders took the Grade 6 Mathematics test, and one (1) took the Grade 7 test.

**Proficiency Percentages
Spring 2017 (All Students Tested)**

6th Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (82 students)	27 % (22 students)	40 % (33 students)	22 % (18 students)	11 % (9 students)	0 % (0 students)
Mathematics (79 students)	56 % (44 students)	15 % (12 students)	23 % (18 students)	5 % (4 students)	1 % (1 student)
Social Studies (82 students)	39 % (32 students)	33 % (27 students)	23 % (19 students)	2 % (2 students)	2 % (2 students)

Note: five (5) accelerated 6th graders took the Grade 7 Mathematics test.

7th Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (77 students)	35 % (27 students)	31 % (24 students)	22 % (17 students)	10 % (8 students)	1 % (1 student)
Mathematics (82 students)	43 % (35 students)	27 % (22 students)	17 % (14 students)	7 % (6 students)	6 % (5 students)

Note: one (1) accelerated 7th grader took the Grade 8 ELA test; two (2) accelerated 7th graders took the Algebra 1 End-of-Course exam.

8th Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (77 students)	21 % (16 students)	35 % (27 students)	21 % (16 students)	18 % (14 students)	5 % (4 students)
Science (71 students)	35 % (25 students)	42 % (30 students)	17 % (12 students)	3 % (2 students)	3 % (2 students)

Note: The Grade 8 Mathematics test was not administered; most 8th graders (n=68/76) took the Algebra I End-of-Course Exam, six (6) took the Geometry Exam, and One (1) took Algebra 2 (no exam). Five (5) accelerated 8th graders took the Biology End-of-Course Exam.

**Proficiency Percentages
Spring 2017 (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:

GRADE	TEST	COUNT	PERCENTAGE	PERCENTAGE CHANGE from 2016
3	English Language Arts	57 / 59	97	+9
3	Mathematics	57 / 58	98	+7
4	English Language Arts	67 / 71	94	+1
4	Mathematics	65 / 67	97	+0
4	Social Studies	69 / 70	99	+6
5	English Language Arts	68 / 76	89	-2
5	Mathematics	71 / 77	92	+0
5	Science	73 / 76	96	-1
6	English Language Arts	73 / 82	89	-2
6	Mathematics	74 / 79	94	+3
6	Social Studies	78 / 82	95	+1
7	English Language Arts	68 / 77	88	+1
7	Mathematics	71 / 82	87	+0
8	English Language Arts	59 / 77	77	-10
8	Science	67 / 71	94	-2

Ohio State Tests Results -- Spring 2017

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	108.154	94.8	<u>94.0</u>	89.3	89.0	89.3	76.9	96.5	96.9	92.1	93.7	87.5	---	96.0	94.4	98.5	95.1		
Madeira City	108.964	<u>95.1</u>	92.6	<u>99.1</u>	<u>94.3</u>	<u>95.9</u>	<u>90.0</u>	95.0	<u>97.5</u>	87.0	82.2	90.2	81.4	<u>97.2</u>	89.1	<u>99.2</u>	91.1		
Oakwood City	108.413	94.4	92.0	<u>93.2</u>	83.9	86.5	<u>84.8</u>	<u>97.9</u>	96.4	91.8	86.1	<u>89.7</u>	88.6	92.5	<u>99.3</u>	<u>99.3</u>	90.1		
Wyoming City	107.158	91.2	92.5	89.0	<u>90.4</u>	<u>95.1</u>	<u>84.8</u>	91.1	95.8	91.2	<u>93.9</u>	85.4	88.2	88.8	97.5	<u>98.2</u>	90.9		
Granville Ex. Village	106.080	80.7	83.1	85.9	83.5	80.2	<u>82.1</u>	88.6	92.9	<u>93.4</u>	89.2	73.6	97.8	94.6	88.5	95.7	90.9		
Bay Village City	105.255	92.6	92.6	<u>90.9</u>	84.6	85.2	<u>70.5</u>	<u>96.8</u>	<u>97.5</u>	91.5	87.0	81.7	96.0	85.2	93.9	92.0	92.0		
Chagrin Falls Ex. Village	103.830	94.5	85.6	89.2	84.4	<u>90.8</u>	<u>85.0</u>	94.5	88.0	78.5	83.6	82.7	80.0	81.8	89.5	89.0	86.4		
Bexley City	101.666	85.5	89.0	<u>89.7</u>	78.9	84.7	<u>80.4</u>	80.8	88.6	<u>69.0</u>	83.0	<u>89.0</u>	90.6	83.2	86.0	95.3	82.6		
AVERAGE	106.190	91.1	90.2	90.8	86.1	88.5	<u>81.8</u>	92.7	94.2	87.4	87.9	86.3	86.5	91.2	89.0	96.1	90.8		

* District selection based on fiscal year 2017 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	108.154	94.8	94.0	89.3	89.0	89.3	76.9	96.5	96.9	92.1	93.7	87.5	---	96.0	94.4	98.5	95.1		
AVERAGE	106.190	91.1	90.2	90.8	86.1	88.5	81.8	92.7	94.2	87.4	87.9	86.3	86.5	91.2	89.0	96.1	90.8		
DIFFERENCE	1.964	3.7	3.8	-1.5	2.9	0.8	-4.9	3.8	2.7	4.7	5.8	1.2	---	4.8	5.4	2.4	4.3		

Source: Ohio Department of Education Local Report Cards

Ohio State Tests Results --- Spring 2017

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	5	8	4	5	6	
Ottawa Hills Local	108.154	<u>94.8</u>	<u>94.0</u>	<u>89.3</u>	<u>89.0</u>	<u>89.3</u>	<u>76.9</u>	<u>96.5</u>	<u>96.9</u>	<u>92.1</u>	<u>93.7</u>	<u>87.5</u>	---	<u>96.0</u>	<u>94.4</u>	<u>98.5</u>	<u>95.1</u>		
Perrysburg Ex. Village	103.026	88.2	87.9	89.3	73.8	82.8	79.4	94.2	93.2	85.7	77.4	82.6	86.6	92.1	91.7	95.4	83.9		
Anthony Wayne Local	102.161	87.5	90.0	90.6	77.3	84.1	74.3	91.2	88.2	89.0	85.1	86.8	88.4	94.0	84.3	97.0	85.6		
Sylvania City	96.416	81.2	75.7	86.4	76.2	76.0	65.8	80.0	81.2	72.6	76.3	77.3	73.0	85.1	82.6	87.7	79.2		
Maumee City	94.192	76.1	75.5	82.6	77.8	69.8	58.5	88.9	89.9	75.8	81.1	78.7	52.6	85.4	73.2	91.8	87.8		
Bowling Green City	90.762	71.0	68.6	72.6	68.0	71.1	56.8	72.1	73.9	70.6	68.7	67.0	61.9	76.1	73.6	83.6	74.3		
Oregon City	89.050	73.0	62.0	70.7	48.6	68.4	52.3	78.7	79.9	82.3	59.9	64.5	71.4	84.3	73.2	83.2	64.3		
Springfield Local	88.756	68.2	62.0	73.2	66.7	64.6	57.7	72.4	77.5	68.5	63.3	53.0	72.0	76.2	73.7	85.6	78.1		
Rossford Ex. Village	87.737	77.3	58.6	79.7	54.4	56.2	53.2	75.3	66.4	52.5	57.0	61.5	81.8	83.9	79.0	79.3	66.7		
Washington Local	83.414	60.2	62.8	64.5	59.3	61.1	47.6	62.4	72.6	58.8	63.1	47.3	63.0	70.4	70.6	78.1	68.5		
Toledo City	63.978	40.1	38.5	47.6	38.4	36.0	23.8	44.1	43.4	33.9	30.3	30.6	31.0	43.2	35.6	50.5	33.5		
AVERAGE	91.604	74.3	70.5	77.0	66.3	69.0	58.8	77.8	78.5	71.1	68.7	67.0	68.2	80.6	75.6	84.6	74.3		

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	5	8	4	5	6	
Ottawa Hills Local	108.154	94.8	94.0	89.3	89.0	89.3	76.9	96.5	96.9	92.1	93.7	87.5	---	96.0	94.4	98.5	95.1		
AVERAGE	91.604	74.3	70.5	77.0	66.3	69.0	58.8	77.8	78.5	71.1	68.7	67.0	68.2	80.6	75.6	84.6	74.3		
DIFFERENCE	16.550	20.5	23.5	12.3	22.7	20.3	18.1	18.7	18.4	21.0	25.0	20.5	---	15.4	18.8	13.9	20.8		

Source: Ohio Department of Education Local Report Cards

Ohio State Tests Results -- Spring 2017

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	4	6	
		Solon City	111.015	92.1	91.6	95.2	92.1	92.5	86.9	97.3	98.4	98.1	95.1	92.6	91.1	96.2	93.6	98.7	96.5
Rocky River City	109.405	89.9	95.3	96.7	90.5	90.8	85.6	96.4	99.0	93.8	89.2	90.7	88.1	99.5	91.4	99.5	94.0		
Madeira City	108.964	95.1	92.6	99.1	94.3	95.9	90.0	95.0	97.5	87.0	82.2	90.2	81.4	97.2	89.1	99.2	91.1		
Indian Hill Ex. Village	108.807	92.3	91.3	95.7	95.7	94.2	89.9	97.7	94.9	95.8	95.8	83.5	62.1	97.5	93.3	96.3	92.0		
Oakwood City	108.413	94.4	92.0	93.2	83.9	86.5	84.8	97.9	96.4	91.8	86.1	89.7	88.6	92.5	90.3	99.3	90.1		
Ottawa Hills Local	108.154	94.8	94.0	89.3	89.0	89.3	76.9	96.5	96.9	92.1	93.7	87.5	---	96.0	94.4	98.5	95.1		
Beachwood City	107.374	92.2	92.7	95.8	91.2	89.1	82.3	98.7	91.1	88.0	93.4	87.0	86.2	90.3	85.7	100	93.3		
Wyoming City	107.158	91.2	92.5	89.0	90.4	95.1	84.8	91.1	95.8	91.2	93.9	90.6	85.4	88.2	88.8	97.5	98.2		
Marion Local	107.010	86.7	85.1	92.2	91.8	89.7	78.1	93.1	95.9	100	94.6	93.0	95.8	96.1	97.3	95.9	93.2		
Mariemont City	106.757	93.0	91.5	93.8	94.6	91.5	88.2	92.6	99.2	91.9	94.4	80.0	79.4	90.6	86.9	95.8	92.5		
AVERAGE	108.306	92.2	91.9	94.0	91.4	91.5	84.8	95.6	96.5	93.0	91.8	88.5	84.2	94.4	91.1	98.1	93.6		

* 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	4	6	
		Ottawa Hills Local	108.154	94.8	94.0	89.3	89.0	89.3	76.9	96.5	96.9	92.1	93.7	87.5	---	96.0	94.4	98.5	95.1
AVERAGE	108.306	92.2	91.9	94.0	91.4	91.5	84.8	95.6	96.5	93.0	91.8	88.5	84.2	94.4	91.1	98.1	93.6		
DIFFERENCE	-0.152	2.6	2.1	-4.7	-2.4	-2.2	-7.9	0.9	0.4	-0.9	1.9	-1.0	---	1.6	3.3	0.4	1.5		

Source: Ohio Department of Education Local Report Cards



End-of-Course Exam Results

2016-2017

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

Source: AIR, SAFE Secure Data Center & ODE Local Report Cards

**AIR End-of-Course Exam Summary
with Proficiency Percentages
Spring 2017**

End-of-Course Exams replace the Ohio Graduation Test beginning with the class of 2018.

English Language Arts End-of-Course Exams

	Advanced	Accelerated	Proficient	Basic	Limited
ELA I (65 students)	46 % (30 students)	31 % (20 students)	23 % (15 students)	0 % (0 students)	0 % (0 students)
ELA II (85 students)	44 % (37 students)	32 % (27 students)	22 % (19 students)	2 % (2 students)	0 % (0 students)

Note: One (1) 11th grader took the ELA I exam, and two (2) 11th graders took the ELA II exam.

Algebra I and Geometry End-of-Course Exams

	Advanced	Accelerated	Proficient	Basic	Limited
Algebra I (74 students)	41 % (30 students)	20 % (15 students)	32 % (24 students)	5 % (4 students)	1 % (1 student)
Geometry (105 students)	30 % (32 students)	42 % (24 students)	19 % (12 students)	5 % (6 students)	4 % (0 students)

Note: Two (2) 7th graders, sixty-eight (68) 8th graders, two (2) 9th graders, and two (2) 10th grader took the Algebra I exam. Six (6) 8th graders, fifty-nine (59) 9th graders, thirty-eight (38) 10th graders, and two (2) 11th graders took the Geometry exam.

Science End-of-Course Exams

	Advanced	Accelerated	Proficient	Basic	Limited
Biology (73 students)	70 % (51 students)	11 % (8 students)	18 % (13 students)	1 % (1 student)	0 % (0 students)

Note: Five (5) 8th graders, sixty-four (64) 9th graders, and four (4) 10th graders took the Biology exam.

Social Studies End-of-Course Exams

	Advanced	Accelerated	Proficient	Basic	Limited
American History (81 students)	80 % (65 students)	14 % (11 students)	6 % (5 students)	0 % (0 students)	0 % (0 students)
American Government (44 students)	14 % (6 students)	43 % (19 students)	41 % (18 students)	0 % (0 students)	2 % (1 student)

Note: Two (2) 11th graders took the American History exam, and one (1) 12th grader took the American Government 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 2016
English Language Arts I	65 / 65	100	+5
English Language Arts II	83 / 85	98	+2
Algebra I	69 / 74	93	-1
Geometry	96 / 105	91	-1
Biology	72 / 73	99	+3
American History	81 / 81	100	+0
American Government	43 / 44	98	-2

A Note About the Ohio Graduation Tests (OGTs)

The End-of-Course Exams will completely replace the Ohio Graduation Tests (OGTs) in 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. One hundred percent of Ottawa Hills students in the Class of 2017 have passed all five tests.

Ohio End-of-Course Exams -- Spring 2017

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	108.154	<u>92.1</u>	<u>97.3</u>	<u>97.0</u>	<u>98.8</u>	91.5	97.5	98.7
Madeira City	108.964	89.5	97.2	93.5	92.9	90.7	89.7	<u>99.1</u>
Oakwood City	108.413	<u>92.1</u>	96.3	96.2	95.1	93.5	97.7	98.4
Wyoming City	107.158	91.0	91.9	89.6	91.5	91.0	89.2	89.8
Granville Ex. Village	106.080	88.6	94.9	92.6	92.1	89.6	96.7	97.3
Bay Village City	105.255	---	94.1	84.5	82.5	---	86.3	92.8
Chagrin Falls Ex. Village	103.830	85.2	93.9	90.2	91.3	81.5	94.6	92.5
Bexley City	101.666	78.9	92.0	88.0	86.5	88.3	94.0	92.8
AVERAGE	106.190	88.2	94.7	91.5	91.3	89.4	93.2	95.2

* District selection based on fiscal year 2017 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	108.154	92.1	97.3	97.0	98.8	91.5	97.5	98.7
AVERAGE	106.190	88.2	94.7	91.5	91.3	89.4	93.2	95.2
DIFFERENCE	1.964	3.9	2.6	5.5	7.5	2.1	4.3	3.5

Source: Ohio Department of Education Local Report Cards

Ohio End-of-Course Exams -- Spring 2017

Comparison to Area Districts by Percentage of Students Passing

AREA DISTRICT	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
Ottawa Hills Local	108.154	<u>92.1</u>	<u>97.3</u>	<u>97.0</u>	<u>98.8</u>	<u>91.5</u>	<u>97.5</u>	<u>98.7</u>
Perrysburg Ex. Village	103.026	85.9	90.4	85.7	82.6	80.2	90.4	96.0
Anthony Wayne Local	102.161	78.5	87.8	87.3	76.4	77.1	87.7	81.6
Sylvania City	96.416	74.1	82.2	78.2	77.7	73.3	76.0	85.0
Maumee City	94.192	48.0	64.9	73.8	66.1	48.4	84.4	75.1
Bowling Green City	90.762	61.5	78.8	76.2	71.7	52.0	76.7	85.3
Oregon City	89.050	58.8	77.7	78.2	66.5	45.8	72.3	73.9
Springfield Local	88.756	49.9	72.9	66.3	55.8	46.4	87.5	82.0
Rossford Ex. Village	87.737	54.9	72.4	62.8	58.8	64.1	86.0	84.0
Washington Local	83.414	44.2	70.4	57.5	48.1	48.5	74.5	75.0
Toledo City	63.978	16.5	31.0	32.4	31.2	14.1	39.4	41.9
AVERAGE	91.604	60.4	75.1	72.3	66.7	58.3	79.3	79.9

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
Ottawa Hills Local	108.154	92.1	97.3	97.0	98.8	91.5	97.5	98.7
AVERAGE	91.604	60.4	75.1	72.3	66.7	58.3	79.3	79.9
DIFFERENCE	16.550	31.7	22.2	24.7	32.1	33.2	18.2	18.8

Source: Ohio Department of Education Local Report Cards

Ohio End-of-Course Exams -- Spring 2017

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	111.015	93.4	92.4	89.5	93.3	90.1	95.6	93.4
Rocky River City	109.405	93.1	90.8	89.3	89.9	<i>86.0</i>	95.1	93.9
Madeira City	108.964	89.5	97.2	93.5	92.9	90.7	89.7	99.1
Indian Hill Ex. Village	108.807	85.5	95.2	92.0	89.3	87.6	92.2	92.7
Oakwood City	108.413	92.1	96.3	96.2	95.1	93.5	97.7	98.4
Ottawa Hills Local	108.154	92.1	97.3	97.0	98.8	91.5	97.5	98.7
Beachwood City	107.374	85.4	95.5	89.6	82.9	81.4	82.4	84.0
Wyoming City	107.158	91.0	91.9	89.6	91.5	91.0	89.2	89.8
Marion Local	107.010	93.4	89.3	87.0	91.2	90.9	93.9	92.7
Mariemont City	106.757	80.3	84.2	88.1	90.2	84.3	91.7	100
AVERAGE	108.306	89.6	93.0	91.2	91.5	88.7	92.5	94.3

* 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.

TOP PUBLIC DISTRICT AVERAGE	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
Ottawa Hills Local	108.154	92.1	97.3	97.0	98.8	91.5	97.5	98.7
AVERAGE	108.306	89.6	93.0	91.2	91.5	88.7	92.5	94.3
DIFFERENCE	-0.152	2.5	4.3	5.8	7.3	2.8	5	4.4

Source: Ohio Department of Education Local Report Cards



State Testing Performance History by Class

2016-2017

Classes of 2018 through 2027

Source: Previous Testing Reports

State Testing Performance History: Class of 2018

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
3rd (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%														
4th (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%					99%														
5th (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%									
6th (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%														
7th (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%														
8th (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%									
9th (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%														
10th (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%				
11th (n=85)	0	0	3	0	0	0	1	0	0	1	0	0	0	0	0	8	19	17	0	1
2016-17			100				50%			50%						18%	42%	38%	0%	2%
Passing	100%					50%										98%				

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

Note that assessments have changed over the years and not all students in a class take the same test. For example, in 2017 six (6) students took the American Government exam, and two (2) took the American History exam.

State Testing Performance History: Class of 2019

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	
3rd (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%															
4th (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%															
5th (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%										
6th (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%															
7th (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%															
8th (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%										
9th (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%										
10th (n=84)	37	27	17	2	0	5	19	11	3	2	2	1	1	0	0	63	11	5	0	0	
2016-17	45%	33%	20%	2%	0%	13%	47%	28%	7%	5%	50%	25%	25%	0%	0%	80%	14%	6%			
Passing	98%					88%					100%					100%					
11th (n=?)																					
2017-18																					
Passing																					

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

Note that assessments have changed over the years and not all students in a class take the same test. For example, in 2017 two (2) students took the Algebra I exam, and thirty-eight (38) took the Geometry exam.

State Testing Performance History: Class of 2020

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
3rd (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%														
4th (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%														
5th (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%									
6th (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%														
7th (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%														
8th (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%									
9th (n=64)	30	20	14	0	0	23	25	10	2	1	44	7	12	1	0					
2016-17	41%	31%	22%	0%	0%	38%	41%	16%	3%	2%	69%	11%	19%	2%	0%					
Passing	100%					95%					98%									
10th (n=?)																				
2017-18																				
Passing																				
11th (n=?)																				
2018-19																				
Passing																				

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

Note that assessments have changed over the years and not all students in a class take the same test. For example, in 2017 two (2) students took the Algebra I exam, and fifty-nine (59) took the Geometry 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
3rd (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%														
4th (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%														
5th (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%									
6th (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%									
7th (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%									
8th (n=78)	15	27	16	14	4	32	14	23	4	1	29	30	12	2	2					
2016-17	20%	36%	21%	18%	5%	43%	19%	31%	5%	15	39%	40%	16%	3%	3%					
Passing	77%					94%					94%									
9th (n=?)																				
2017-18																				
Passing																				
10th (n=?)																				
2018-19																				
Passing																				
11th (n=?)																				
2019-20																				
Passing																				

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

Note that assessments have changed over the years and not all students in a class take the same test. For example, in 2017 sixty-eight (68) students took the Algebra I exam, and six (6) took the Geometry 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
3rd (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%														
4th (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%														
5th (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%									
6th (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%									
7th (n=78)	28	24	17	8	1	32	22	13	6	5	1									
2016-17	36%	31%	22%	10%	1%	41%	28%	17%	8%	6%	100									
Passing	89%					86%					100%									
8th (n=?)																				
2017-18																				
Passing																				
9th (n=?)																				
2018-19																				
Passing																				
10th (n=?)																				
2019-20																				
Passing																				
11th (n=?)																				
2020-21																				
Passing																				

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

Note that assessments have changed over the years and not all students in a class take the same test. For example, in 2017 seventy-six (76) students took the Grade 7 math test, and two (2) took the Algebra I exam. One (1) student took the Grade 8 Science test.

State Testing Performance History: Class of 2023

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	
3rd (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%																
4th (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%																
5th (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%											
6th (n=83)	22	33	18	9	0	46	12	19	4	1						32	27	19	2	2		
2016-17	27%	40%	22%	11%	0%	56%	15%	23%	5%	1%						39%	33%	23%	2%	2%		
Passing	89%					93%										96%						
7th (n=?)																						
2017-18																						
Passing																						
8th (n=?)																						
2018-19																						
Passing																						
9th (n=?)																						
2019-20																						
Passing																						
10th (n=?)																						
2020-21																						
Passing																						
11th (n=?)																						
2021-22																						
Passing																						

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

Note that assessments have changed over the years and not all students in a class take the same test. For example, in 2017 seventy-seven (77) students took the Grade 6 math tests, and five (5) took the Grade 7 math 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
3rd (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%														
4th (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%				
5th (n=76)	38	20	10	8	0	24	23	23	3	3	34	22	17	3	0					
2016-17	50%	26%	13%	11%	0%	32%	30%	30%	4%	4%	45%	29%	22%	4%						
Passing	89%					92%					96%									
6th (n=?)																				
2017-18																				
Passing																				
7th (n=?)																				
2018-19																				
Passing																				
8th (n=?)																				
2019-20																				
Passing																				
9th (n=?)																				
2020-21																				
Passing																				
10th (n=?)																				
2021-22																				
Passing																				
11th (n=?)																				
2022-23																				
Passing																				

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

Note that assessments have changed over the years and not all students in a class take the same test. For example, in 2017 seventy-three (73) students took the Grade 5 math tests, two (2) took the Grade 6 math test, and one (1) took the Grade 7 math test.

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	
3rd (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%															
4th (n=72)	37	16	14	3	1	40	19	9	2	0						19	38	12	1	0	
2016-17	52%	23%	20%	4%	1%	57%	27%	13%	3%	0%						27%	54%	17%	1%	0%	
Passing	95%					97%										99%					
5th (n=?)																					
2017-18																					
Passing																					
6th (n=?)																					
2018-19																					
Passing																					
7th (n=?)																					
2019-20																					
Passing																					
8th (n=?)																					
2020-21																					
Passing																					
9th (n=?)																					
2021-22																					
Passing																					
10th (n=?)																					
2022-23																					
Passing																					
11th (n=?)																					
2023-24																					
Passing																					

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

In 3rd and 4th grades, students took the AIR tests. Sixty-seven (67) students took the Grade 4 math test, and three (3) took the Grade 5 math test.

State Testing Performance History: Class of 2026

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
3rd (n=60)	38	12	7	1	1	35	17	6	1	0										
2015-16	64%	20%	12%	2%	2%	59%	29%	10%	2%	0%										
Passing	96%					98%														
4th (n=?)																				
2016-17																				
Passing																				
5th (n=?)																				
2017-18																				
Passing																				
6th (n=?)																				
2018-19																				
Passing																				
7th (n=?)																				
2019-20																				
Passing																				
8th (n=?)																				
2020-21																				
Passing																				
9th (n=?)																				
2021-22																				
Passing																				
10th (n=?)																				
2022-23																				
Passing																				
11th (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. Fifty-eight (58) students took the Grade 3 math test, and one (1) took the Grade 5 math test.



**Advanced Placement
(AP)
Tests
Summary Report**

2016-2017

AP Current Year Score Summary (2016)

AP Five-Year School Score Summary (2015)

**Background Information
Students Tested / Percent Scoring 3 or Higher**

Source: College Board Reports

AP Current Year Score Summary (2017)

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 25, 2017, Report Run Sep 30, 2017

Ottawa Hills Junior-Senior High School (365050)

Total AP Students in Your School: 123

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	69	84	74	33	3	263
Percentage of Total Exams	26	32	28	13	1	100
Subject Totals	5	4	3	2	1	Total Exams
Art History	3	7	4	4		18
Music Theory			1	1		2
Studio Art: 2-D Design Portfolio	1	1	1			3
English Language and Composition	15	6	4			25
English Literature and Composition	1	2	2			5
Comparative Government and Politics	1					1
European History	8	8	4	1		21
Macroeconomics		1		1		2
Microeconomics	1					1
Psychology	1					1
United States Government and Politics	12	10	9	7		38
United States History	1					1
Calculus AB	3	5	5	5		18
Calculus BC	1					1
Computer Science Principles	1	2	4	4	1	12
Statistics	5	10	5	2	2	24
Biology	3	11	15	2		31
Chemistry	1	7	7	2		17
Physics 1	2	5	3	1		11
Physics 2	1	2	4	2		9
Physics C: Electricity and Magnetism	1					1
Physics C: Mechanics	1					1
French Language and Culture	1	3	4			8
Spanish Language and Culture	5	4	2	1		12

Source: College Board Reports

AP® Five-Year School Score Summary (2017)

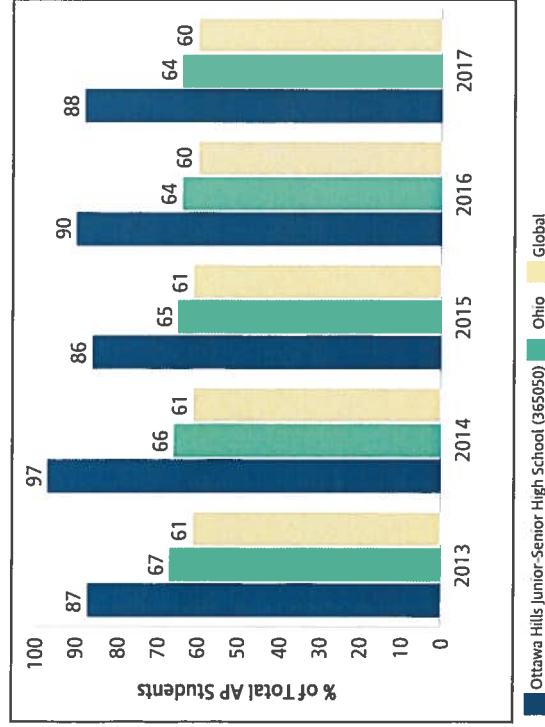
Print / Download Options

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 25, 2017, Report Run Oct 2, 2017

Ottawa Hills Junior-Senior High School (365050)

% of Total AP Students with Scores 3+



	2013	2014	2015	2016	2017
Ottawa Hills Junior-Senior High School (365050)					
Total AP Students	75	64	113	125	123
Number of Exams	155	143	227	240	263
AP Students with Scores 3+	65	62	97	112	108
% of Total AP Students with Scores 3+	86.7	96.9	85.8	89.6	87.8
Ohio					
Total AP Students	58,148	61,771	65,561	69,454	72,601
Number of Exams	99,648	107,170	114,848	121,615	127,643
AP Students with Scores 3+	38,773	40,799	42,466	44,613	46,279
% of Total AP Students with Scores 3+	66.7	66.0	64.8	64.2	63.7
Global					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,761,208
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	5,004,227
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,665,495
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	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 Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

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

Subject	2017		2016		2015		2014		2013	
	#	%	#	%	#	%	#	%	#	%
U. S. History	1	100%	16	94%	-	-	22	100%	-	-
Computer Science A	-	-	1	100%	1	100%	2	100%	1	100%
Computer Science AB	-	-	-	-	-	-	-	-	-	-
Chemistry	15	88%	11	82%	20	100%	12	83%	14	93%
English Language	25	100%	20	100%	23	91%	12	100%	14	100%
English Literature	5	100%	23	78%	9	100%	10	100%	13	69%
European History	20	95%	-	-	14	100%	-	-	25	100%
French	8	100%	9	100%	8	100%	10	90%	7	71%
U.S. Gov't	31	82%	25	84%	26	85%	23	100%	20	85%
Calculus AB	13	72%	27	74%	14	57%	18	61%	19	58%
Calculus BC	1	100%	3	100%	-	-	1	100%	-	-
Music Theory	1	50%	-	-	-	-	-	-	-	-
Physics B	-	-	-	-	-	-	12	92%	13	100%
Physics C- E & M	1	100%	-	-	-	-	-	-	-	-
Physics C- Mech.	1	100%	-	-	-	-	-	-	-	-
Physics 1	10	91%	17	76%	17	65%	-	-	-	-
Physics 2	7	78%	12	75%	5	80%	-	-	-	-
Spanish	11	92%	16	100%	13	100%	14	100%	21	71%
Statistics	20	83%	14	86%	35	74%	-	-	-	-
Studio Art 2D Design	3	100%	5	100%	4	100%	7	86%	3	67%
Studio Art 3D Design	-	-	1	100%	1	100%	-	-	1	100%
Studio Art - Drawing	-	-	-	-	1	100%	-	-	-	-
Biology	29	94%	42	83%	33	85%	-	-	1	0%
Chinese Language	-	-	1	100%	-	-	-	-	2	100%
Human Geography	-	-	-	-	1	100%	-	-	-	-
Art History	14	78%	These test were not reported prior to the current report.							
Comp Govt & Pol	1	100%								
Computer Sci Principles	7	58%								
Macroeconomics	1	50%								
Microeconomics	1	100%								
Psychology	1	100%								
Total Grades Reported	263		240		227		143		155	
Percent with 3 or Higher	86%		86%		85%		92%		83%	
Total Candidates	123		125		110		64		75	
Total Graduating Seniors	72		77		81		67		82	
Challenge Index	3.65		3.117		2.802		2.134		1.89	

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

Subject	2012		2011		2010		2009		2008	
	#	%	#	%	#	%	#	%	#	%
U. S. History	24	79%	-	-	22	92%	-	-	26	89%
Computer Science A	-	-	-	-	1	100%	-	-	-	-
Computer Science AB	-	-	-	-	-	-	-	-	-	-
Chemistry	16	81%	8	100%	13	82%	15	93%	-	-
English Language	20	100%	9	100%	12	100%	14	100%	16	100%
English Literature	3	66%	11	100%	13	93%	11	100%	9	100%
European History	-	-	25	96%	-	-	33	91%	-	-
French	4	100%	7	71%	5	56%	13	54%	4	75%
U.S. Gov't	24	79%	21	90%	12	100%	23	83%	11	82%
Calculus AB	14	71%	20	65%	22	88%	21	57%	18	100%
Calculus BC	3	100%	-	-	1	100%	-	-	-	-
Music Theory	4	100%	5	60%	5	84%	6	67%	-	-
Physics B	-	-	5	80%	18	100%	23	48%	13	85%
Physics C- E & M	-	-	-	-	-	-	-	-	-	-
Physics C- Mech.	-	-	-	-	-	-	-	-	-	-
Physics 1	-	-	-	-	-	-	-	-	-	-
Physics 2	-	-	-	-	-	-	-	-	-	-
Spanish	12	100%	20	90%	21	73%	15	87%	18	89%
Statistics	-	-	1	100%	-	-	1	0%	-	-
Studio Art 2D Design	3	100%	7	71%	10	100%	5	100%	5	60%
Studio Art 3D Design	2	100%	8	71%	2	100%	4	100%	-	-
Studio Art - Drawing	-	-	-	-	-	-	-	-	-	-
Biology	-	-	-	-	-	-	-	-	-	-
Chinese Language	-	-	-	-	-	-	-	-	-	-
Human Geography	-	-	-	-	-	-	-	-	-	-
Total Grades Reported	129		139		179		184		121	
Percent with 3 or Higher	86%		86%		88%		79%		90%	
Total Candidates	68		69		79		89		57	
Total Graduating Seniors	68		76		92		76		67	
Challenge Index	1.897		1.829		1.946		2.421		1.806	

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

Subject	2007		2006		2005		2004		2003	
	#	%	#	%	#	%	#	%	#	%
U. S. History	-	-	15	87%	18	78%	40	80%	19	79%
Computer Science A	-	-	-	-	-	-	-	-	-	-
Computer Science AB	-	-	-	-	-	-	1	100%	1	100%
Chemistry	-	-	-	-	-	-	2	100%	-	-
English Language	7	100%	23	100%	16	100%	17	100%	17	100%
English Literature	14	100%	5	100%	9	89%	9	89%	-	-
European History	25	96%	-	-	-	-	-	-	-	-
French	12	84%	8	75%	6	84%	2	50%	16	94%
U.S. Gov't	16	88%	40	75%	5	60%	29	41%	-	-
Calculus AB	29	83%	16	38%	17	71%	8	25%	5	80%
Calculus BC	-	-	-	-	1	100%	8	75%	-	-
Music Theory	-	-	-	-	-	-	1	100%	-	-
Physics B	16	88%	12	50%	16	81%	13	85%	5	40%
Physics C- E & M	-	-	-	-	-	-	-	-	10	70%
Physics C- Mech.	-	-	-	-	-	-	-	-	10	90%
Physics 1	-	-	-	-	-	-	-	-	-	-
Physics 2	-	-	-	-	-	-	-	-	-	-
Spanish	24	84%	9	67%	21	81%	22	95%	2	100%
Statistics	-	-	-	-	-	-	2	50%	-	-
Studio Art 2D Design	-	-	-	-	-	-	-	-	8	88%
Studio Art 3D Design	-	-	-	-	-	-	-	-	-	-
Studio Art - Drawing	-	-	-	-	-	-	-	-	-	-
Biology	-	-	-	-	-	-	-	-	-	-
Chinese Language	-	-	-	-	-	-	-	-	-	-
Human Geography	-	-	-	-	-	-	-	-	-	-
Total Grades Reported	143		128		109		154		93	
Percent with 3 or Higher	89%		75%		82%		75%		84%	
Total Candidates	69		69		54		57		44	
Total Graduating Seniors	76		66		78		78		73	
Challenge Index	1.882		1.939		1.397		1.974		1.274	

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



ACT and SAT Summary Report

2016-2017

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

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

SAT: Reading, Math, and Writing

&

PSAT, PreACT, PSAT 8/9

Source: ACT and SAT Reports to Schools

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	Composite
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
2016-2017	73	67	28.3	25.5	27.7	26.6	27.1

Note these local averages are all above the "Remediation Free Scores" described in the next section.

State

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
2016-2017		92,674	21.2	21.6	22.5	22.0	22.0

National

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
2016-2017		2,030,038	20.3	20.7	21.4	21.0	21.0

ACT/SAT Five-Year Testing History

Average SAT Scores By Subtest (Range 200-800)

Ottawa Hills

Year	Class Size	Number Tested	Reading	Writing	Math
			Evidence-Based Reading and Writing		
2012-2013	78	44	587	584	594
2013-2014	67	33	587	621	606
2014-2015	83	31	588	593	597
2015-2016	77	37	613	609	611
2016-2017	73	30	680		635

Note these local averages are all above the "Remediation Free Scores" described in the next section.

State

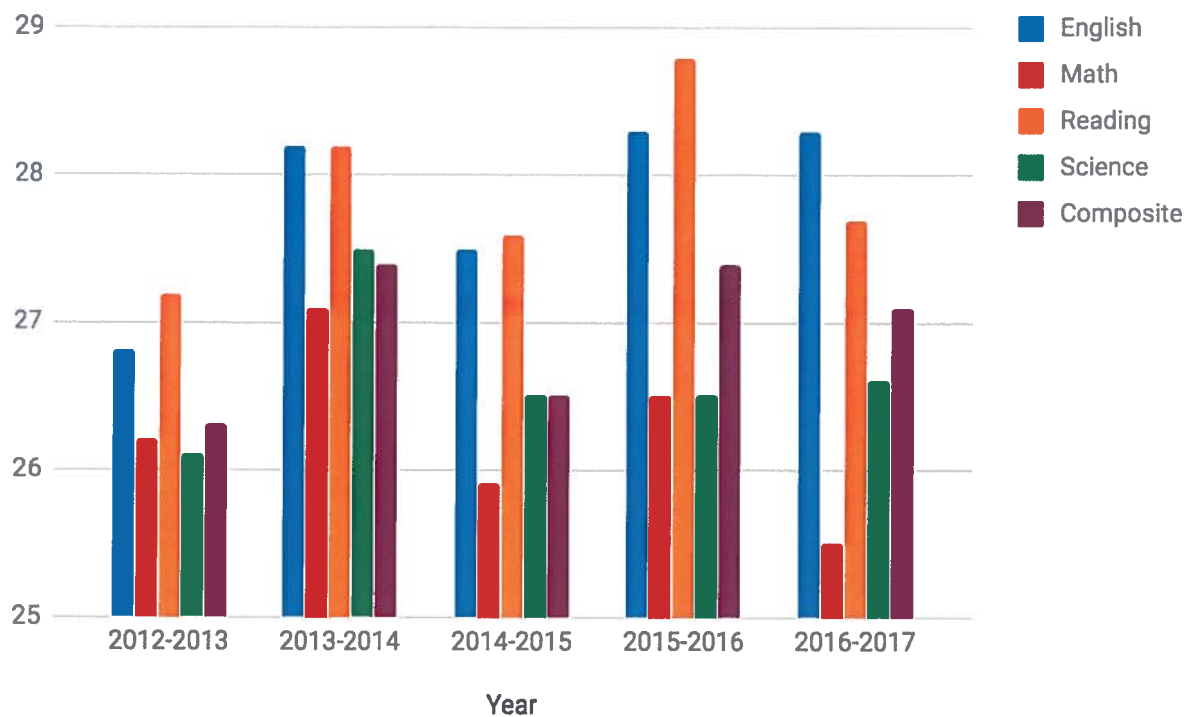
2012-2013		22,205	548	531	556
2013-2014		19,040	555	535	562
2014-2015		17,253	557	537	563
2015-2016		14,829	556	534	563
2016-2017		14,545	578		570

National

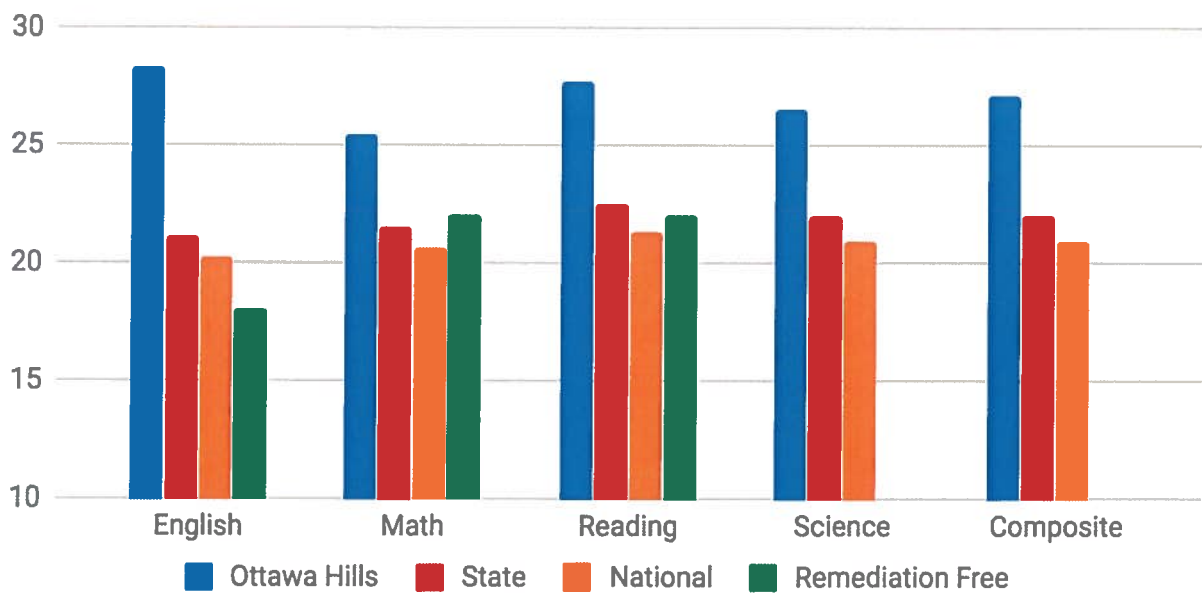
2012-2013		1,660,047	496	488	514
2013-2014		1,672,395	497	487	513
2014-2015		1,698,521	495	484	511
2015-2016		1,637,589	494	482	508
2016-2017		1,715,481	533		527

ACT/SAT Five-Year Testing History

Ottawa Hills Average ACT Scores by Year and Subtest

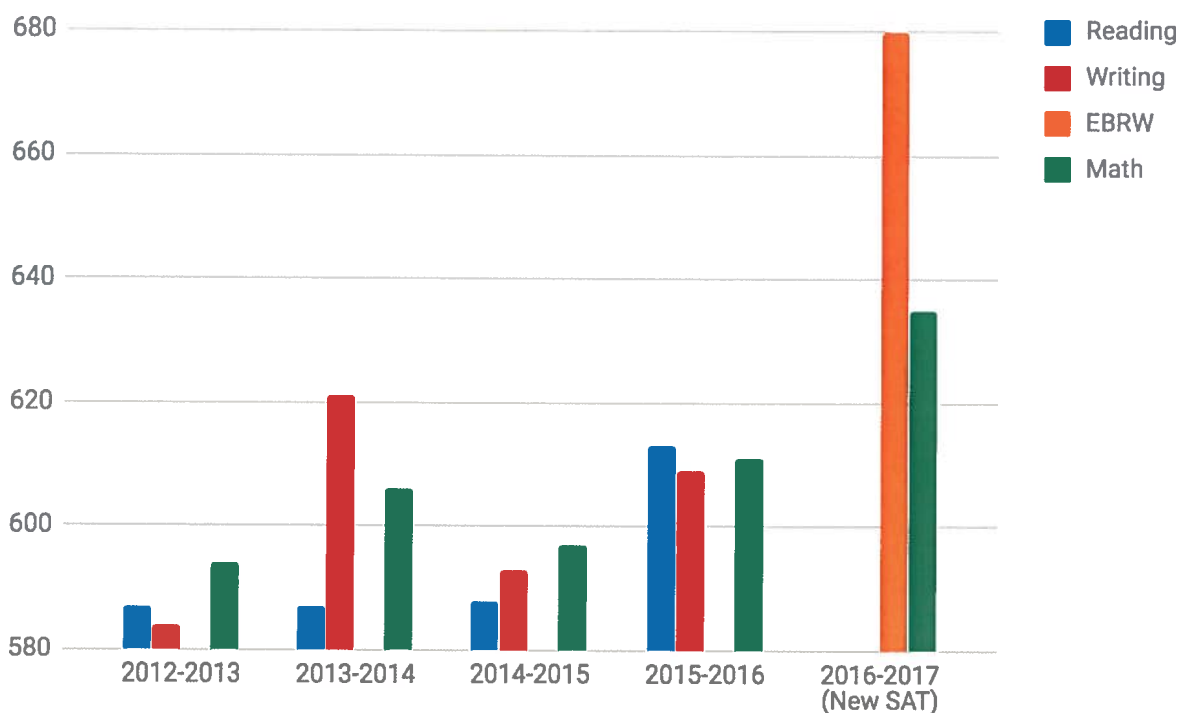


Comparison of 2016-2017 Average ACT Scores by Subtest

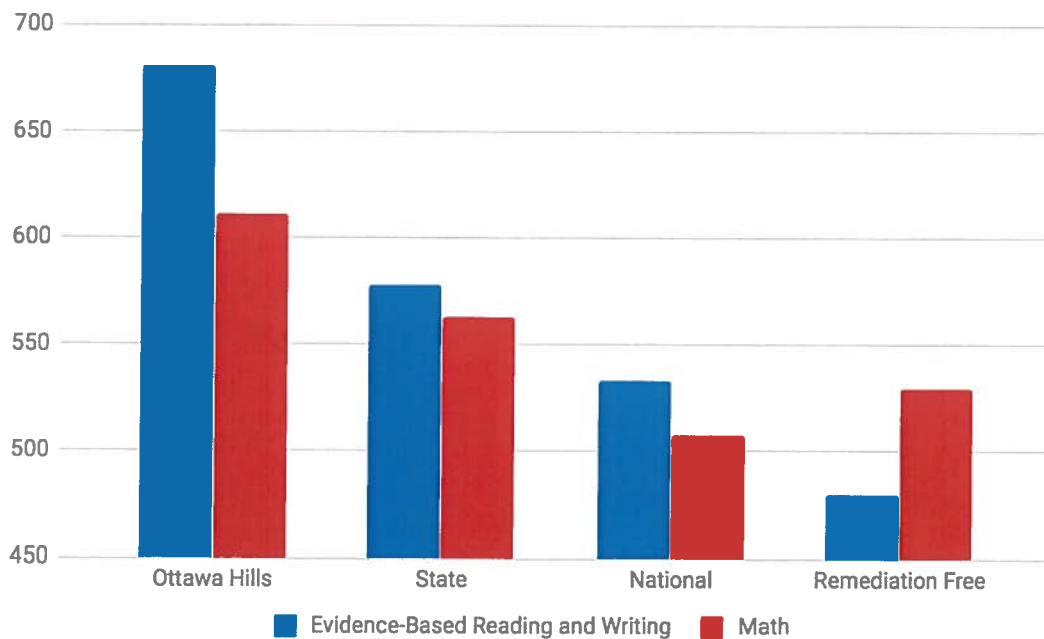


ACT/SAT Five-Year Testing History

Ottawa Hills Average SAT Scores by Year and Subtest



Comparison of 2016-2017 Average SAT Scores by Subtest



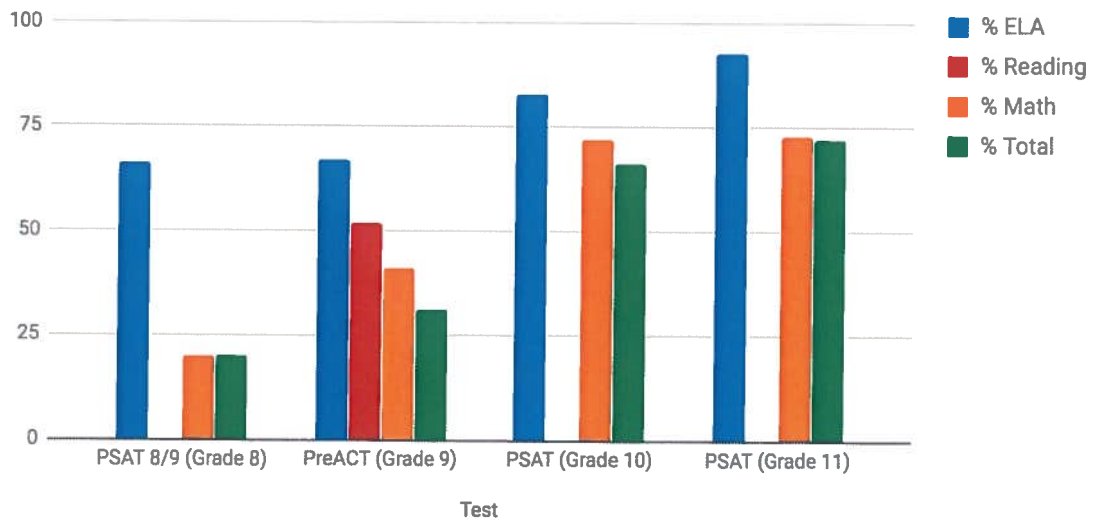
PSAT 8/9, PreACT, and PSAT Summary

In the fall of the 2016-2017 school year, two additional college preparedness test were administered for the first time. All 8th grade students took the PSAT 8/9, and all 9th grade students took the PreACT. These were added to the PSAT, which are taken by 10th and 11th grade students. All of these tests can be used to predict the percentage of students who would earn a “remediation free” score on either the SAT or the ACT. Earning a “remediation free” score is one way a student can fulfill the current Ohio graduation testing requirement. The term “remediation free” refers to the likelihood that the student could pass a college level course with at least a C without the need for remediation support. Currently, the benchmarks are as follows:

SAT	Evidence-Based Reading and Writing (E) - 480 Mathematics (M) - 530
ACT	English (E) - 18 Reading (R) - 22 Mathematics (M) - 22

Test	Grade Level	Tests Taken	Percentages Meeting Remediation Free Benchmark			
			(E) =	(R) =	(M) =	TOTAL =
PSAT 8/9	8	74	(E) = 66%	---	(M) = 20%	TOTAL = 20%
PreACT	9	64	(E) = 67%	(R) = 52%	(M) = 41%	TOTAL = 31%
PSAT	10	71	(E) = 83%	---	(M) = 72%	TOTAL = 66%
PSAT	11	82	(E) = 93%	---	(M) = 73%	TOTAL = 72%

Percentage Predicting "Remediation Free" Score





District Report Card

2016-2017

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.

Source: ODE Local Report Card

2016 - 2017 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

90.1%..... **A**

Indicators Met

91.3%..... **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

..... **A**

Students with Disabilities.....

..... **NR**

Lowest 20% in Achievement.....

..... **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

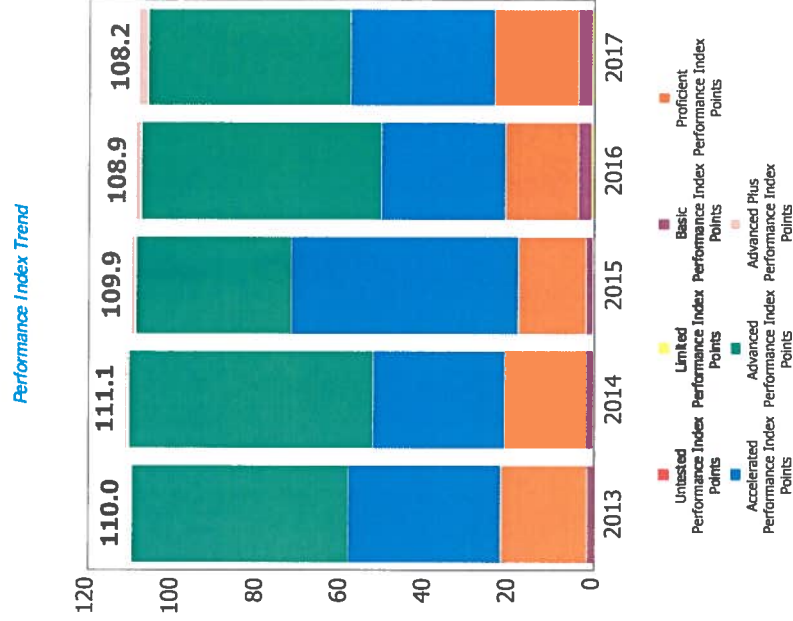
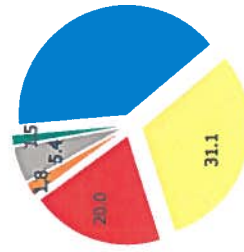
The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index.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

Performance Index



Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus	1.5	x 1.3	= 1.9
Advanced	40.2	x 1.2	= 48.2
Accelerated	31.1	x 1.1	= 34.2
Proficient	20.0	x 1.0	= 20.0
Basic	5.4	x 0.6	= 3.2
Limited	1.8	x 0.3	= 0.6
Untested	0.0	x 0.0	= 0.0
			108.2

- 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%



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. The passage rate for each indicator is 80%.

Indicators Met %

91.3%

21 out of 23



- 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

3rd Grade	English Language Arts	94.8%	✓
	Mathematics	96.5%	✓
4th Grade	English Language Arts	94.0%	✓
	Mathematics	96.9%	✓
	Social Studies	98.5%	✓
5th Grade	English Language Arts	89.3%	✓
	Mathematics	92.1%	✓
	Science	96.0%	✓

Grades 6-8

6th Grade	English Language Arts	89.0%	✓
	Mathematics	93.7%	✓
	Social Studies	95.1%	✓
7th Grade	English Language Arts	88.3%	✓
	Mathematics	87.5%	✓
8th Grade	English Language Arts	76.9%	✗
	Mathematics	NC	
	Science	94.4%	✓

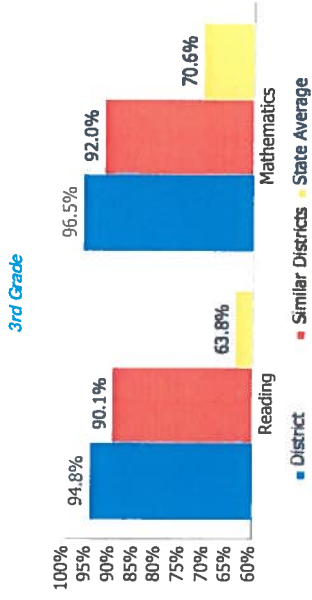
High School

HS	Algebra I	92.1%	✓
	Biology	97.3%	✓
	English I	97.0%	✓
	English II	98.8%	✓
	Geometry	91.5%	✓
	Government	97.5%	✓
	History	98.7%	✓

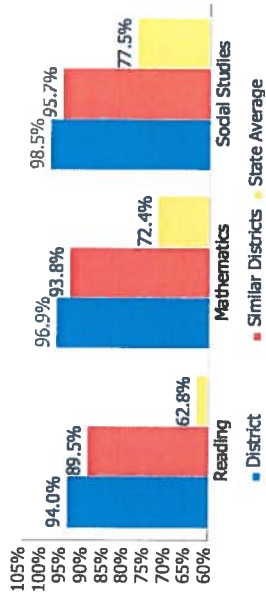
GIFTED INDICATOR ✗

2016 - 2017 Report Card for Ottawa Hills Local School District

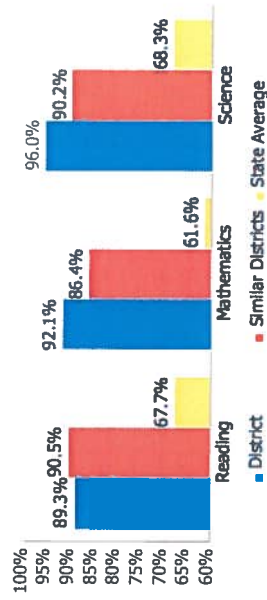
Achievement Levels by Grade



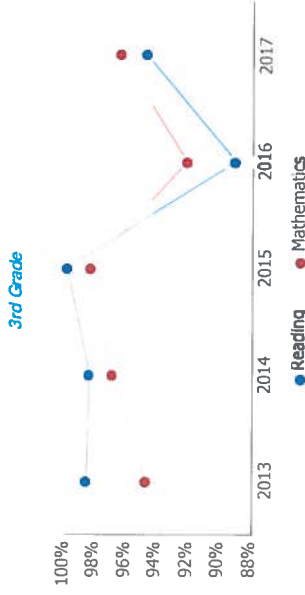
3rd Grade



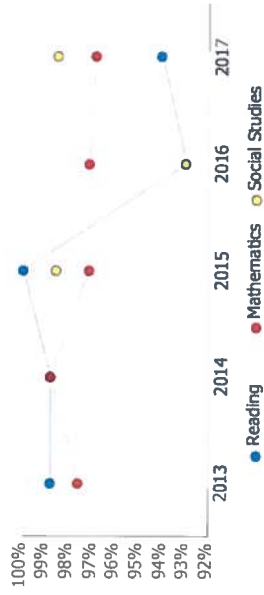
4th Grade



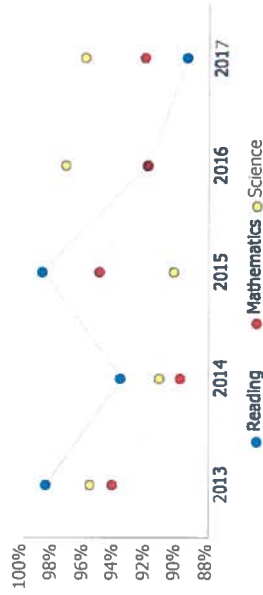
Proficient Percent Trend by Grade



3rd Grade

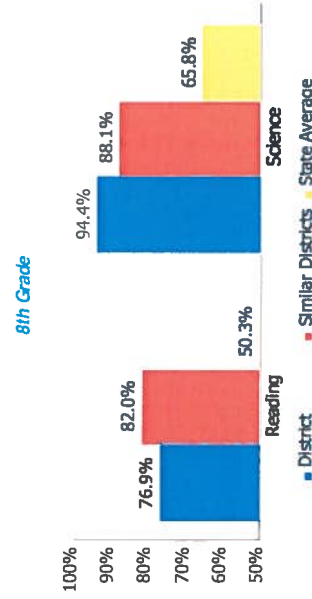
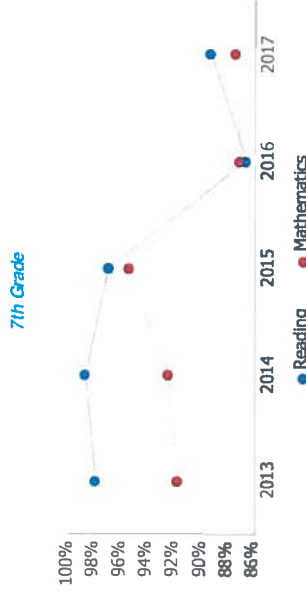
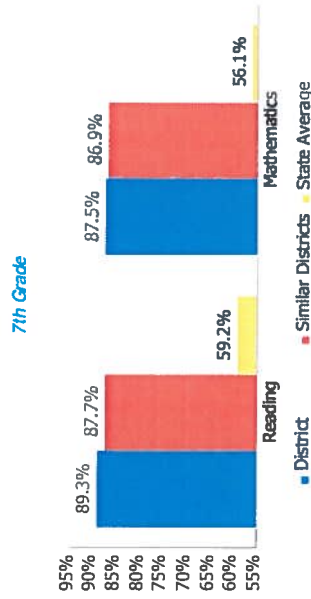
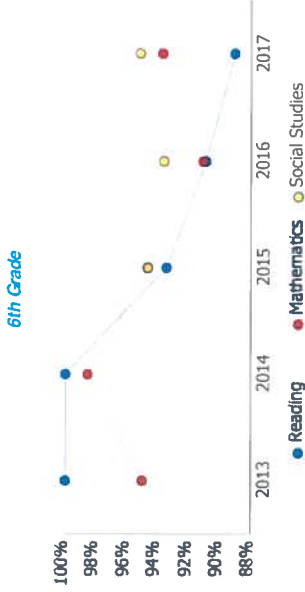
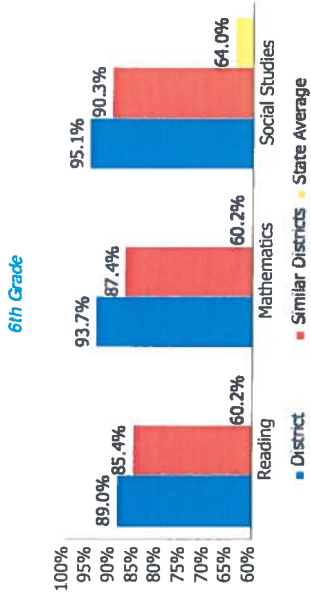


4th Grade



5th Grade

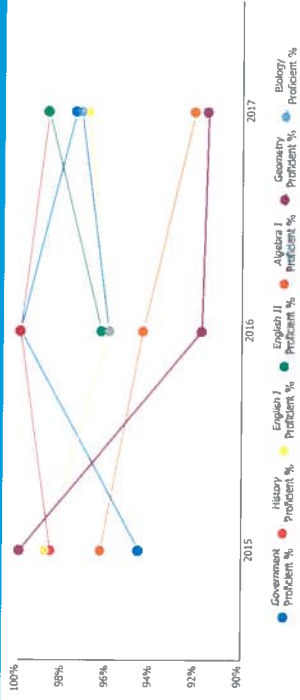
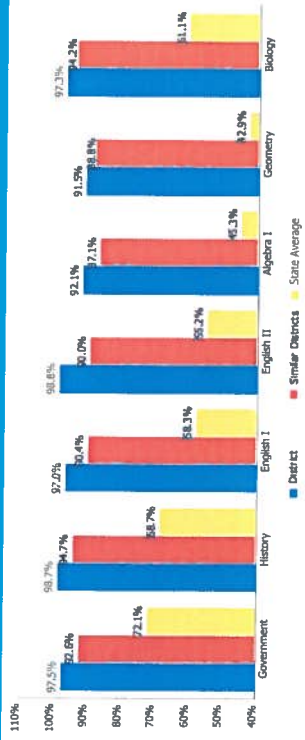
2016 - 2017 Report Card for Ottawa Hills Local School District



High School

High School

2016 - 2017 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

Value Added Grade:	A	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.
Enrollment:	907	
Value Added Met?:	1	

Gifted Performance Index

Performance Index:	115.872	Districts with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.
Performance Index Met?:	Not Met	

Gifted Inputs

Total Points:	42.0	Points are earned based on identification and services provided to gifted students. Districts must earn at least 80 points out of a possible 100 to meet the Gifted Inputs component.
Gifted Inputs Met?:	Not Met	

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.

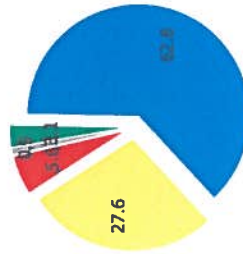


96.6%

115.872 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	3.1	x 1.3	= 4.0
Advanced	62.8	x 1.2	= 75.3
Accelerated	27.6	x 1.1	= 30.3
Proficient	5.6	x 1.0	= 5.6
Limited	0.9	x 0.6	= 0.6
Untested	0.0	x 0.3	= 0.0
	0.0	x 0.0	= 0.0
			115.872



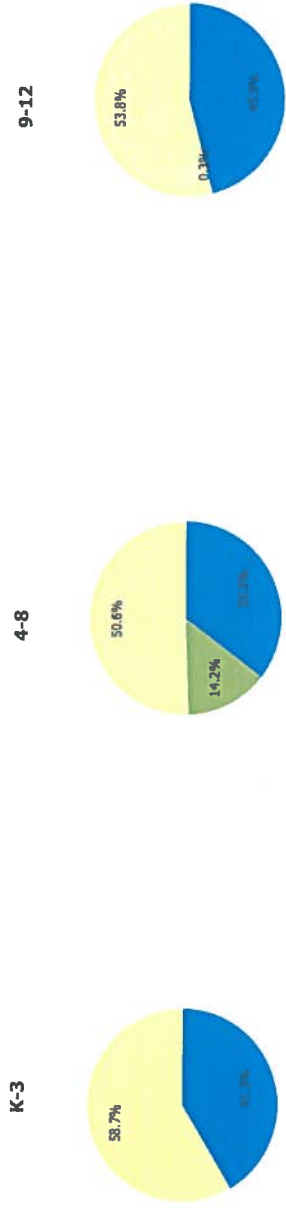
Advanced Plus
 Advanced
 Accelerated
 Proficient
 Limited
 Basic
 Untested

2016 - 2017 Report Card for Ottawa Hills Local School District

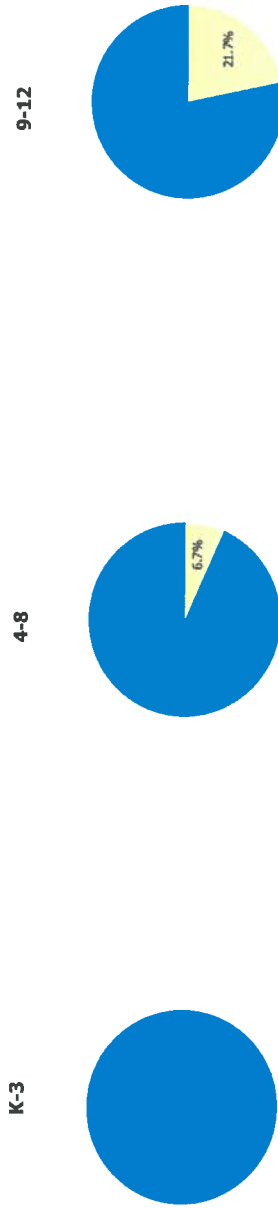
Gifted Indicator

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



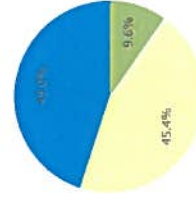
Visual/Performing Arts and Creative Thinking



Disadvantaged Students

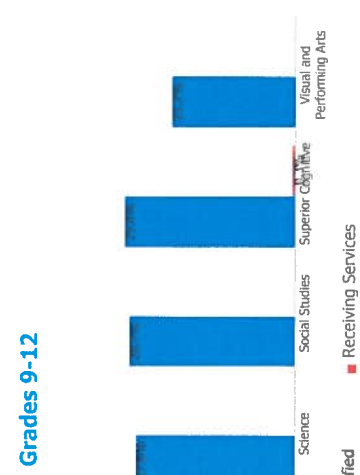
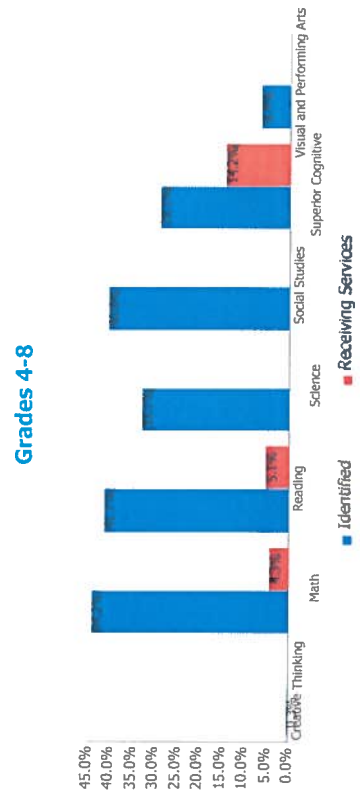
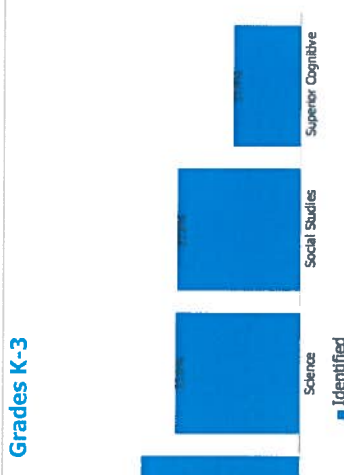
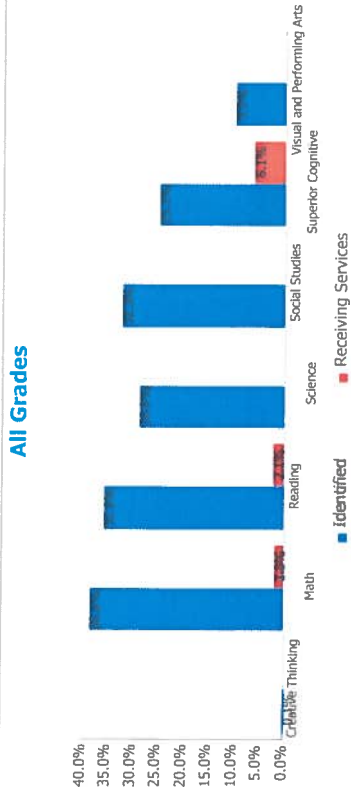
This chart is not displayed because there were not enough students to evaluate.

Minority Students



Identification and Services

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



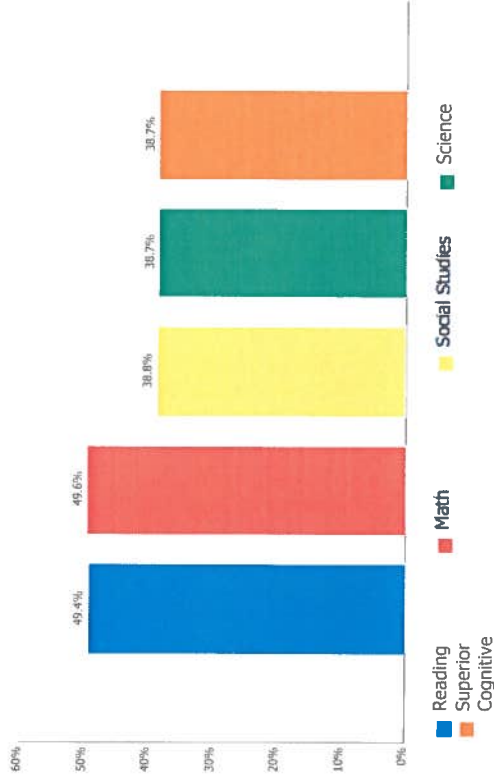
Identified and Receiving Services

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



Screening

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



Acceleration

Number of Subject Accelerated Students:

26

Number of Whole-Grade Accelerated Students:

< 10

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 Tests
All Grades	Orange	Green	Orange	Orange	Orange
4th Grade	Green	Green	White	White	Green
5th Grade	Red	Red	White	Red	Red
6th Grade	Orange	Green	Orange	White	Green
7th Grade	Green	Orange	White	White	Orange
8th Grade	Red	Red	White	Orange	Red

Test Grade	Progress Score	Test Grade	Progress Score
High School	English I	High School	Algebra I
	English II		Geometry

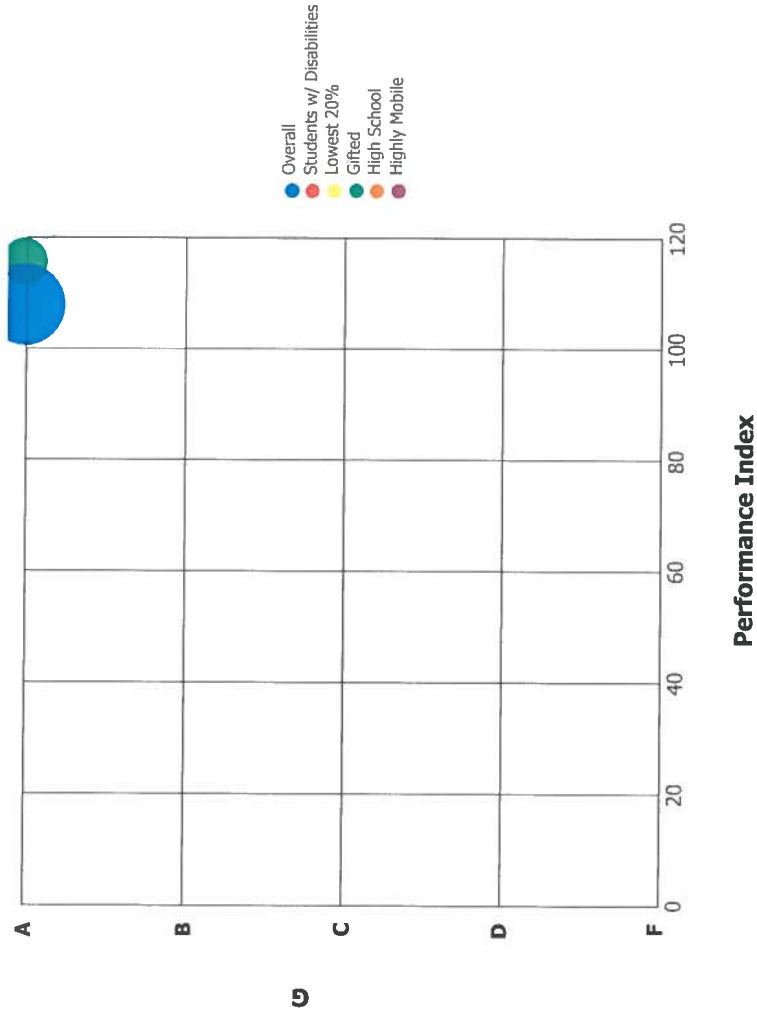
What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Students made more progress than expected – significant evidence
- Students made more progress than expected – moderate evidence
- Students made progress similar to the statewide expectation – evidence
- Students made less progress than expected – moderate evidence
- Students made less progress than expected – significant evidence

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.



2016 - 2017 Report Card for Ottawa Hills Local School District

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.

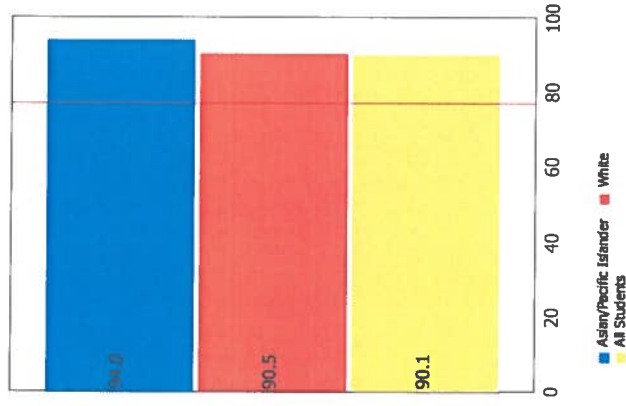
AMO Points



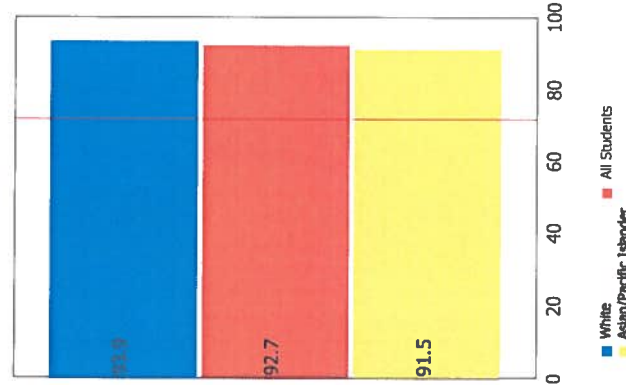
100.0%

- 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%

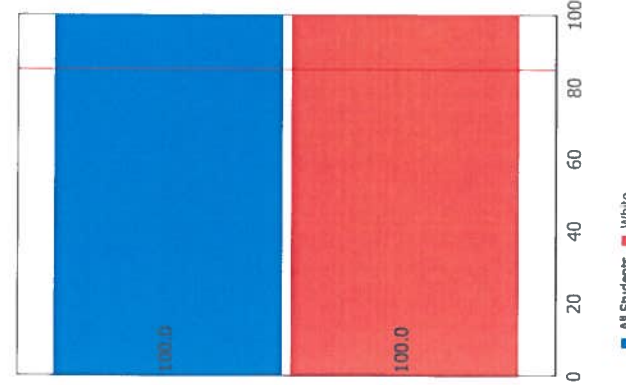
English Language Arts



Math



Graduation Rate



The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 77.1%, and for Graduation Rate is 85.1%. 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 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.

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

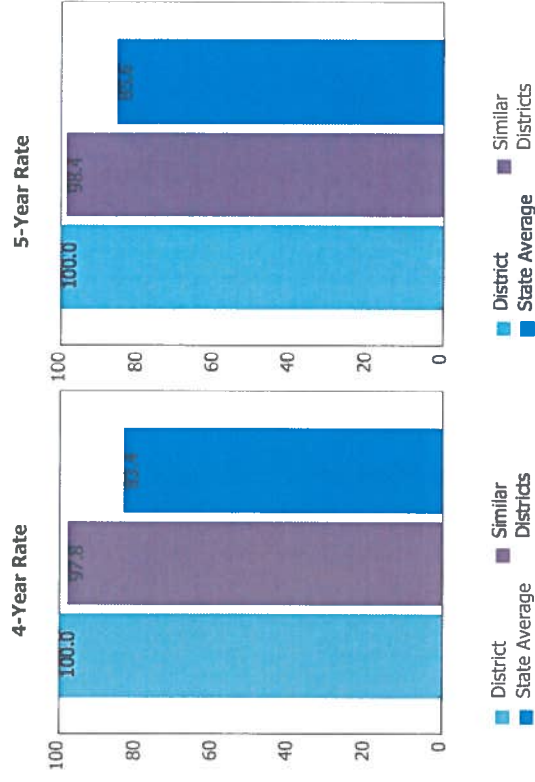
The 5-year graduation rate applies to the Class of 2015 who graduated within five years, i.e. students who entered the 9th grade in 2012 and graduated by 2016.

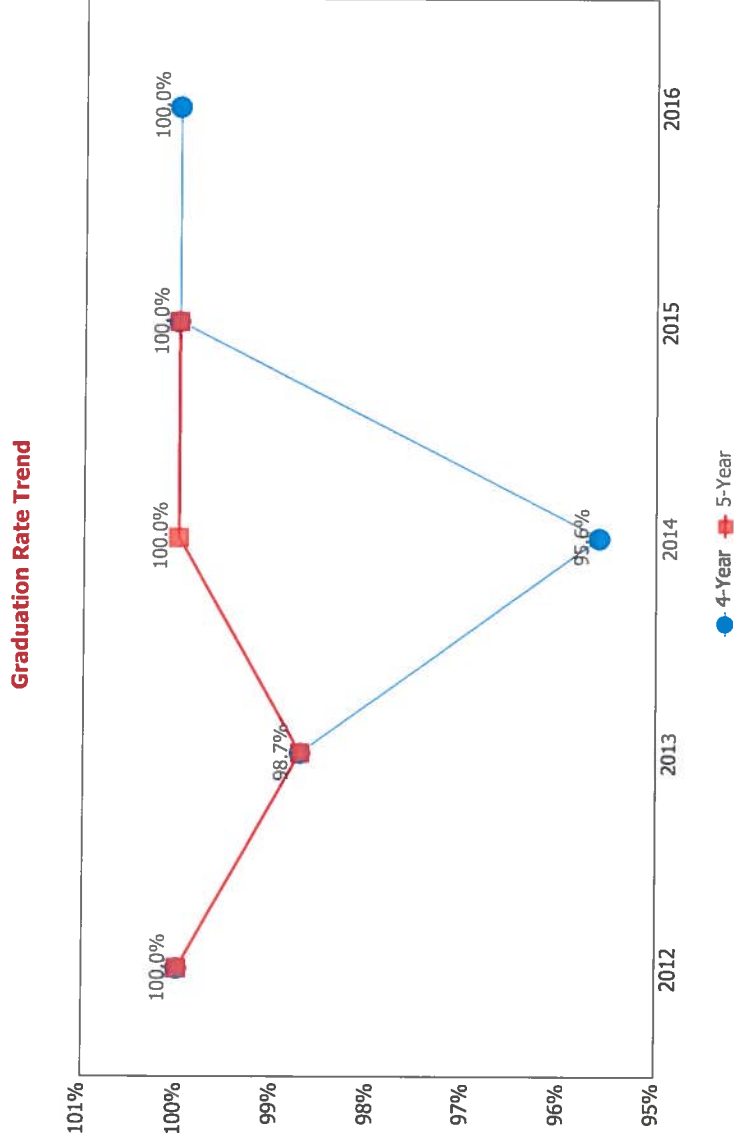
GRADE

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%





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

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

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?

94.8%

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



95.4%

- A = 90.0% - 100.0%
- B = 70.0% - 89.9%
- C = 45.0% - 69.9%
- D = 25.0% - 44.9%
- F = 0.0% - 24.9%

Number of Point Value Earned

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

122 1 122.0

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

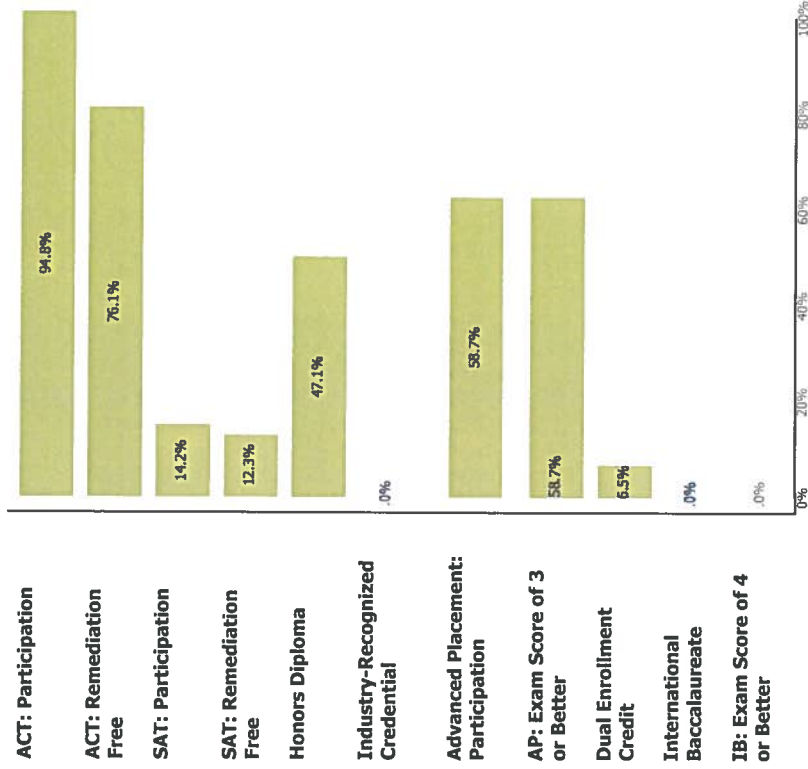
86 0.3 25.8

Total Points: 147.8

Graduation Cohort: 155

Percentage: 95.4%

How Prepared were Your 2015 and 2016 Graduating Classes?



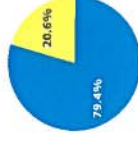
Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

How Prepared were Your 2015 and 2016 Graduating Classes?

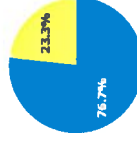
Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens 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 2014 Graduating Class Entered College within Two Years? **79.4 %**



What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School? **76.7 %**



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

2016 - 2017 Report Card for Ottawa Hills Local School District



Superintendent: Kevin S. Miller
Address: 3600 Indian Rd
 Toledo OH 43606-2425

Phone: (419) 536-6371
County: Lucas
Career Tech
Planning District: Sylvania City CTPD

Directory information current as of the 2016-2017 Report Card publication date

Average Daily Enrollment:

907

Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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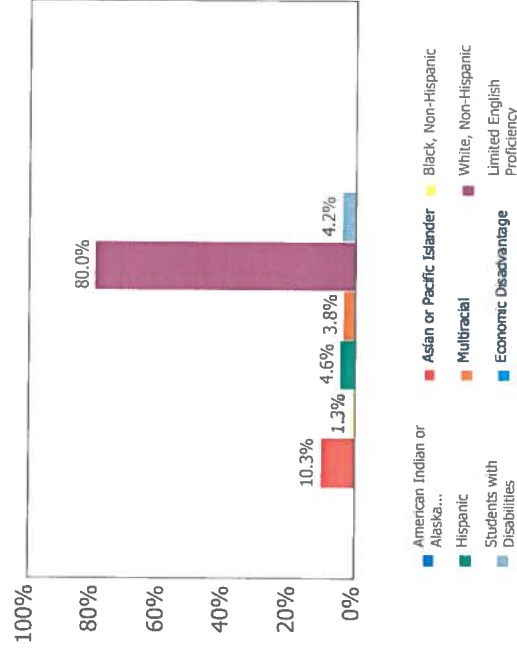
Your District's Students

Enrollment by Subgroup

Subgroup	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	93	10.3%
Black, Non-Hispanic	12	1.3%
Hispanic	42	4.6%
Multiracial	34	3.8%
White, Non-Hispanic	725	80.0%
Students with Disabilities	38	4.2%
Economically Disadvantaged	NC	
Limited English Proficiency	NC	
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at <http://education.ohio.gov>.



Enrollments of less than 10 students are not shown.

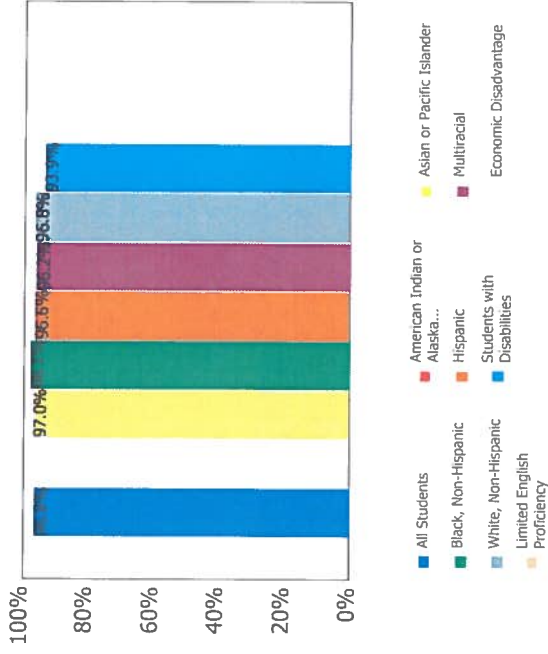
Chronic Absenteeism Rate:

2.0%

Attendance

	Attendance Rate
All Students	96.8%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	97.0%
Black, Non-Hispanic	98.1%
Hispanic	96.6%
Multiracial	96.2%
White, Non-Hispanic	96.8%
Students with Disabilities	93.9%
Economic Disadvantage	NC
Limited English Proficiency	NC
Migrant	NC
Male	96.7%
Female	96.9%

NC = Not Calculated because there are fewer than 10 in the group

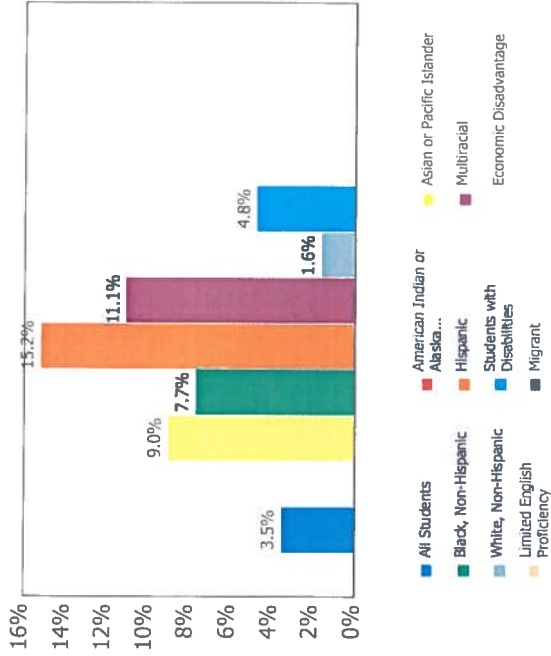


Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

Subgroup	District Mobility %
All Students	3.5%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	9.0%
Black, Non-Hispanic	7.7%
Hispanic	15.2%
Multiracial	11.1%
White, Non-Hispanic	1.6%
Students with Disabilities	4.8%
Economically Disadvantaged	NC
Limited English Proficiency	NC
Migrant	NC

NC = Not Calculated because there are fewer than 10 in the group



This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

Your District's Teachers

	All Schools in the District	High Poverty Schools	Low Poverty Schools
Percentage of teachers with at least a Bachelor's Degree	100.0	0.0	100.0
Percentage of teachers with at least a Master's Degree	77.0	0.0	77.7
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0.2	--	0.2
Percentage of core academic subject and elementary classes taught by properly certified teachers	99.8	--	99.8
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--	0

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile, or in neither quartile.

NC = Not Calculated because there are fewer than 10 in the group

Attendance Rate	95.6%
Average Salary	\$74,016
Average Years of Experience	17
Lead or Senior Teachers	1.0

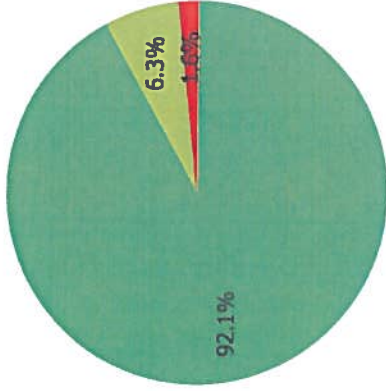
Educators in your District

	#	Per 1000 Students	State Avg per 1000 Students
School Counselors	2.6	2.6	2.3
School Nurses	0.4	0.4	1.1
School Psychologists	0.0	0.0	1.1
Interpreters	0.0	0.0	0.2
Library or Media Specialists	1.8	1.8	1.4
Audiologist	0.0	0.0	0.0
Physical/Occupational Therapist	0.0	0.0	0.8
Social Worker	0.0	0.0	0.2
General Education Teachers	58.4	58.4	46.8
Career-Technical Teachers	0.0	0.0	2.3
Special Education Teachers	6.1	6.1	10.9
Teacher Aides	0.0	0.0	7.3
Gifted Intervention Specialists	1.0	1.0	0.6
Fine Arts Teachers	3.0	3.0	3.0
Music Teachers	3.0	3.0	2.5
Physical Education Teachers	3.0	3.0	2.8
ELL Specialists	0.0	0.0	0.3
Adaptive Physical Education Teachers	0.0	0.0	0.0
Speech Language Pathologists	0.0	0.0	1.4

Your District's Principals

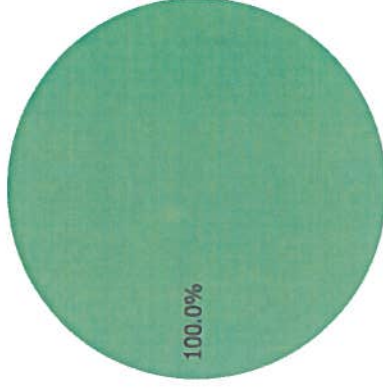
Percentage of principals with at least a Bachelor's Degree	100.0%
Percentage of principals with at least a Master's Degree	100.0%

Teacher Evaluations



Accomplished
Ineffective
Skilled
Not Complete
Developing

Principal Evaluations



Accomplished
Ineffective
Skilled
Not Complete
Developing

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards

Moderate Success

Compliance with the federal requirement for implementing a local wellness policy



Participation in Physical Activity Pilot Program



Elected to administer BMI screening



School Choice Options: Place of Enrollment for Students Residing in the District

The School Choice Options data is a set of nine counts describing the place of enrollment for students residing in the school district, captured as a snapshot of a single day in the school year. Web links provide further information about certain options.

Districts and STEM Schools

903 students enrolled in the district where they lived

0 students enrolled in another public district through Open Enrollment

0 students enrolled in another public district by means other than Open Enrollment

Community Schools

3 students enrolled in an online community school

12 students enrolled in a site-based community school

3 students enrolled in a Dropout Prevention and Recovery Program (online or site-based)*

Non-Public Schools*

0 students participated in the EdChoice Scholarship or Cleveland Scholarship Program

1 students participated in the EdChoice Expansion Program

2 students participated in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

*Students included in Dropout Prevention and Recovery Program counts are also included in either the online or site-based community school counts.

*ODE does not collect and cannot report information on district residents who are non-voucher students attending a non-public school.

Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Enrollment: less than 1000

Classroom Spending Data

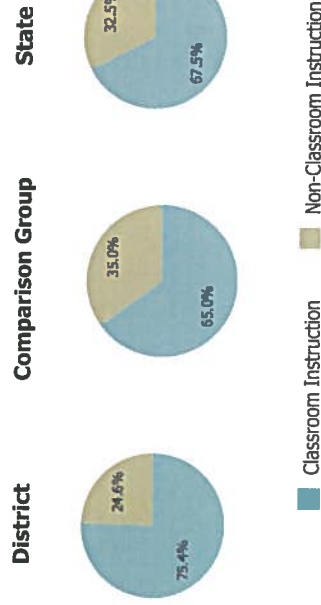
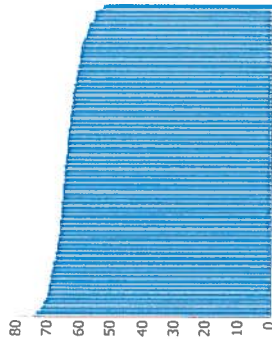
What percent of funds are spent on classroom instruction?

75.4%

How does this district rank in comparison to other districts of similar size?

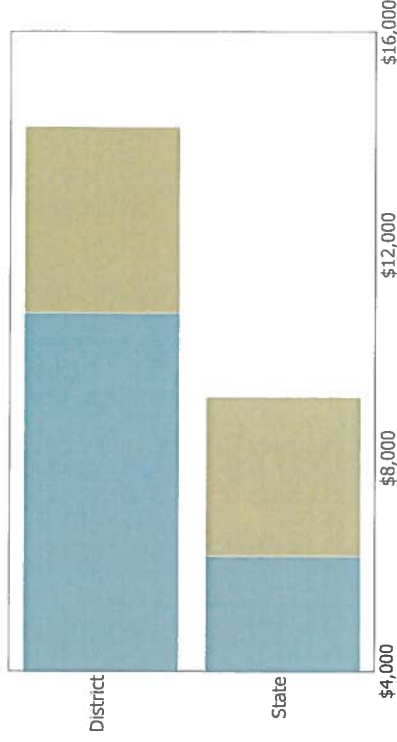
1 out of 163

A rank of 1 indicates the highest percent spent on classroom instruction.



Spending per Pupil Data

	District	State
Operating Spending per Pupil	\$14,234	\$9,150
Classroom Instruction	\$10,738	\$6,180
Non-Classroom Spending	\$3,496	\$2,970



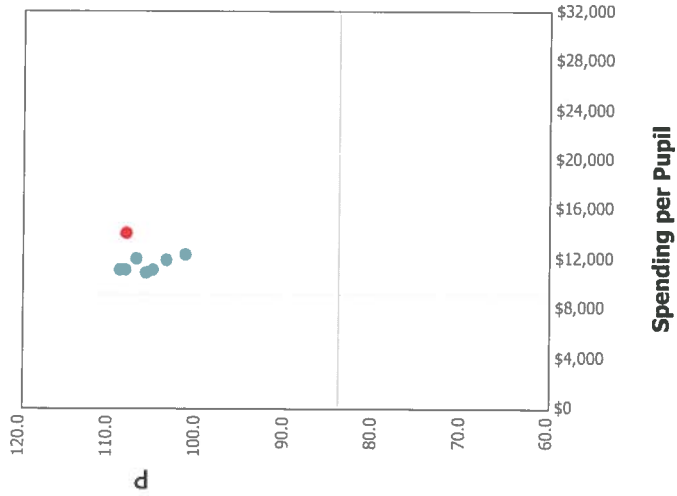
- ✗ Ottawa Hills Local IS NOT among the 20% of public districts with the lowest operating expenditures per pupil
- ✓ Ottawa Hills Local IS among the 20% of public districts with the highest academic performance index scores.

Note: District financial data do not include data associated with community schools that are sponsored by the school district.

Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

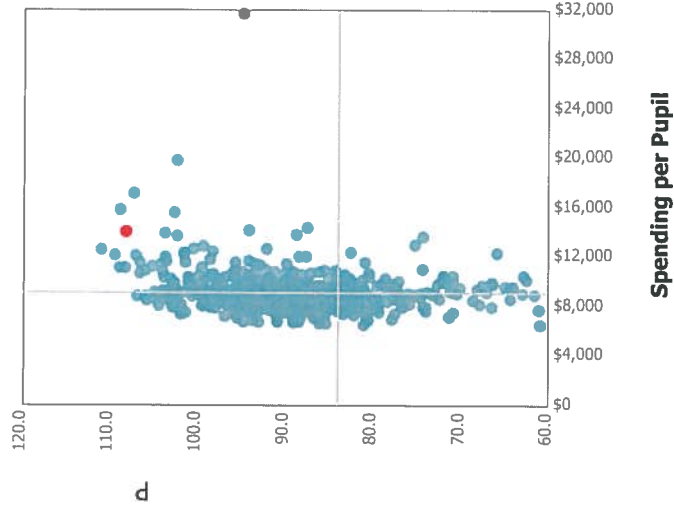
Similar Districts



Comparison Group



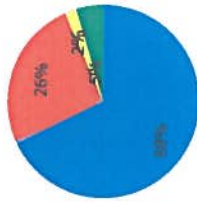
All Districts



Source of Revenue

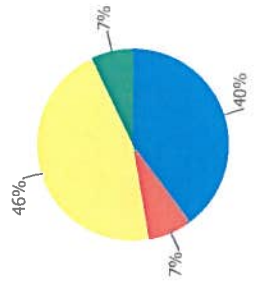
Source of Funds	District	State Total
Local	\$10,675,459 67.7%	\$9,013,382,621 39.7%
State	\$4,029,785 25.6%	\$10,329,964,470 45.5%
Federal	\$295,874 1.9%	\$1,689,939,468 7.4%
Other Non-Tax	\$758,442 4.8%	\$1,662,319,384 7.3%
Total	\$15,759,559 100.0%	\$22,695,605,944 100.0%

District



Local
Federal
State
Other Non-Tax

State



Local
State
Federal
Other Non-Tax

2016 - 2017 Report Card for Ottawa Hills Local School District



Superintendent: Kevin S. Miller
Address: 3600 Indian Rd
 Toledo OH 43606-2425

Phone: (419) 536-6371
County: Lucas

Your District's Schools

School	Achievement	Progress	Gap Closing	Graduation Rate	K-3 Literacy	Prepared for Success
Ottawa Hills Elementary School	A	C	A	NR	NR	NR
Ottawa Hills High School	B	A	A	A	NR	A

2016 - 2017 Report Card for Ottawa Hills Local School District

No data returned for this view. This might be because the applied filter excludes all data.



Testing Report

2016-2017

Executive Summary

**TESTING REPORT
2016-2017
EXECUTIVE SUMMARY**

***TerraNova*® and *InView*™ Test Results (pages 1-5)**

The *TerraNova*® 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*® *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*™ 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*®, the *InView*™ 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*® scores are compared to the national percentile of the mean anticipated achievement score from the *InView*™. This comparison provides an indication as to whether each cohort is achieving up to its ability.

The results of the Spring 2017 administration of these tests show that on all achievement tests, the greatest percentage of students at each grade level is performing better than 75% of their peers nationally. These results are in one way comparable to those from last year when considering that on 64% of the tests the percentage of students in or above the third quartile are at least within 5 percent of the previous cohort; however, on 56% of the tests the percentage of students in the top quartile decreased by more than 5 percent.

The results also show that on most achievement tests, students are achieving at a level comparable to their abilities. Two exceptions are in the third grade. On both the Reading and the Language tests, they are performing just below their ability. This has been observed during the last three testing cycles. However, the percentage of students in the top quartile has increased during that time:

	2014-2015		2015-2016		2016-2017	
	Diff NP NCE	Top Quartile	Diff NP NCE	Top Quartile	Diff NP NCE	Top Quartile
Reading	-7	47.1 %	-6	65.2 %	-7	74.6 %
Language	-11	37.7 %	-10	50.0 %	-11	50.8 %

In contrast, students in second and fourth grade are performing above their ability in social studies.

Ohio State Tests Results (pages 6-12)

During the 2016-2017 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 six of them, over 75% of the students scored in the Advanced or Accelerated range; on eight of them, over 60% 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.

Overall, the test results show a slight increase in performance in the historical trends seen among each cohort of students and on individual tests (see page 9 and pages 23-27), which is consistent with the trends across the state. This is consistent with the fact that for the majority of our teachers (science and social studies excluded), this was second administration of tests from the same contractor, the American Institutes for Research (AIR).

When compared to other districts (see pages 10-12), the percentages of students passing the tests are among the highest. With regard to “similar” districts, it is above the average on 87% of the tests. When compared to other area districts, the percentage of students passing each tests is the highest on 93% of the tests and above the average on all. And in comparison to the top ten districts, they are above the average on 60% of the tests.

Across all districts examined, the 8th grade English Language Arts test was on average the most challenging for the second year in a row.

Ohio End-of-Course Exam Results (pages 14-18)

During the 2016-2017 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. 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, 60% or more of the students scored in that range; and on one of them (American Government) just below 60% of the students scored in that same range. Overall, these results show also show a small increase over the performance of the previous year.

When compared to other districts (see pages 16-18), the percentages of students passing the tests are among the highest. With regard to “similar” districts, they are the highest on 57% of the tests, and no other district performed better by this measure; 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 43% of the tests, and no other district performed better by this measure. Among these top schools, our percentage of passing students is always above the average.

Across the districts examined, either the Algebra I or the Geometry exam proved to be on average the most challenging, and Ottawa Hills students in each group outperformed most of 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 2017, 123 students took 263 AP tests. This is a change from the previous year when 125 students took 240 tests. That is, slightly fewer students took 23 more exams. Of the 263 tests taken, 26 % of them earned a top score of 5, and 32 % of them earned a score of 4. Another 28% 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 24 different subject areas--which is 7 more than the previous year-- (see pages 30 and 32), there were eleven of them in which 100% of the students scored a 3 or more. Of the remaining thirteen tests, student performance is consistent with or shows improvement over last year on nine of them. The remaining four tests do not have comparison scores from the previous four years to consider.

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 4; AP Biology 34; AP Calculus (AB) 29; AP Chemistry 19; AP Computer Science Principles 20; AP English Language 19; AP English Literature 20; AP US History 15; AP French 15; AP Physics (1) 20; AP Spanish 20; AP Statistics 40; AP Studio Art Drawing 1; AP Studio Art 2D Design 6; and AP US Government 45. This total enrollment is an overall increase of 30 students when compared to last year.

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, and science; and the new SAT includes subtests in evidence-based reading and writing and math. The 2016-2017 ACT scores show a slight decrease when compared to the previous year, but the SAT scores suggest a significant increase. All the scores 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: evidenced-based reading and writing 480 and math 530.

Because these test may serve as an alternate means of meeting state graduation testing requirements, two new test, the PSAT 8/9 and the PreACT were administered for the first time to our 8th and 9th graders respectively. These tests, along with the PSAT which has been historically administered to both 10th and 11th grade students, can be used to predict the percentage of our students who might achieve remediation free scores (see page 40). An inaugural look at this data shows that the percentage of students predicted to achieve remediation free scores increases with each year of high school.

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 22, 2017 District Newsletter), a brief list of conclusions follow.

Achievement (pages 1 - 11)

This is an analysis of 23 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 Grade 8 English Language Arts and the gifted indicator were met, resulting in the sixth highest performance index in the state: 108.154 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 AIR tests over the PARCC and OAT of previous year, but also to the overall slight improvement (on 12 of the 21 test) across the state.

An analysis of the Grade 8 English Language Arts has been conducted and a plan to address concerns is underway. Likewise, the plan to address gifted indicator established last year is also underway.

Progress (pages 12 - 13)

This is an analysis of student growth in reading and math in grades 4 through 8 as well as on the high school end-of-course exams in English and math. Overall, our students demonstrated one year’s growth as measured by the state tests. Possible areas of weakness remain 5th grade reading, math, and science and 8th grade reading, both of which are currently under further examination.

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.