



# **Ottawa Hills Local Schools**

## **District Testing Report**

**2017-2018**

- I. *TerraNova / InView* Test Results**
- II. Ohio State Test Results**
- III. Ohio End-of-Course Exam Results**
- IV. State Testing Performance History By Class**
- V. Advanced Placement (AP) Test Summary Report**
- VI. ACT/SAT Summary Report & PSAT, PreACT, PSAT 8/9**
- VII. District Report Card**
- VIII. Testing Report: Executive Summary**



# ***Terra Nova and InView Results***

## **2017-2018**

**Ability / Achievement Comparison  
by Content Area  
Grades Kindergarten through Six**

Source: McGraw Hill/CTB Online Reporting System



## TerraNova and InView Results -- Spring 2018

### 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	60	549.9	67.3	--	79	--	--	3.3	11.7	33.3	51.7
1	44	607.1	69.0	--	82	--	--	2.3	11.4	29.5	56.8
2	55	638.5	69.9	71.3	83	84	-1.0	3.6	7.3	27.3	61.8
3	81	652.1	68.0	71.6	80	85	-5.0	1.2	21.0	24.7	53.1
4	65	661.8	68.0	69.2	80	82	-2.0	3.1	7.7	32.3	56.9
5	71	684.2	69.9	71.3	83	84	-1.0	2.8	11.3	25.4	60.6
6	81	695.3	72.3	68.2	86	81	5.0	1.2	11.1	22.2	65.4

\* 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	78	641.5	61.5	68.1	71	80	-9.0	7.7	24.4	28.2	39.7
4	65	665.8	68.6	69.7	81	83	-2.0	3.1	3.1	33.8	60.0
5	73	677.0	65.9	69.4	77	82	-5.0	4.1	13.7	35.6	46.6
6	81	689.5	68.8	67.5	81	80	1.0	3.7	17.3	21.0	58.0

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

### Color Key

$n \leq 25\%$	$25\% > n \leq 50\%$	$50\% > n < 75\%$	$n \geq 75\%$
---------------	----------------------	-------------------	---------------



## TerraNova and InView Results -- Spring 2018

### 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	60	517.6	72.3	--	86	--	--	1.7	8.3	20.0	70.0
1	44	564.0	69.9	--	83	--	--	4.5	9.1	11.4	75.0
2	55	614.6	73.3	72.1	87	85	2.0	3.6	3.6	21.8	70.9
3	81	648.5	73.9	69.8	87	83	4.0	1.2	4.9	22.2	71.6
4	65	661.3	69.3	70.6	82	84	-2.0	4.6	15.4	16.9	63.1
5	71	676.5	67.6	70.2	80	83	-3.0	5.6	12.7	32.4	49.3
6	77	702.7	71.3	66.8	84	79	5.0	5.2	14.3	13.0	67.5

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

### Total Score (Reading K-6, Language 3-6 , and Math K-6)

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	60	534.0	74.2	--	87	--	--	1.7	11.7	15.0	71.7
1	44	585.8	73.4	--	87	--	--	2.3	6.8	13.6	77.3
2	55	626.8	76.4	75.5	89	89	0.0	3.6	3.6	10.9	81.8
3	78	647.4	71.5	73.4	85	87	-2.0	3.8	7.7	26.9	61.5
4	65	662.9	74.3	75.6	88	89	-1.0	3.1	4.6	20.0	72.3
5	68	679.8	71.8	73.9	85	87	-2.0	5.9	2.9	22.1	69.1
6	77	694.8	74.7	71.2	88	84	4.0	6.5	6.5	15.6	71.4

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

### Color Key

$n \leq 25\%$	$25\% > n \leq 50\%$	$50\% > n < 75\%$	$n \geq 75\%$
---------------	----------------------	-------------------	---------------



## TerraNova and InView Results -- Spring 2018

### 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
2	55	643.7	74.8	65.4	88	77	11.0	1.8	3.6	18.2	76.4
3	81	658.5	72.3	67.1	86	79	7.0	1.2	11.1	21.0	66.7
4	65	666.5	70.0	69.3	83	82	1.0	4.6	9.2	21.5	64.6
5	72	680.5	66.4	67.2	78	79	-1.0	4.2	6.9	30.6	58.3
6	77	692.7	68.5	66.6	81	78	3.0	1.3	9.1	32.5	57.1

\* 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
2	55	649.4	72.8	66.9	86	79	7.0	3.6	5.5	32.7	58.2
3	79	653.3	68.3	68.0	81	80	1.0	1.3	15.2	17.7	65.8
4	65	671.7	70.8	70.0	84	83	1.0	3.1	7.7	20.0	69.2
5	72	668.4	62.5	69.0	72	82	-10.0	8.3	9.7	36.1	45.8
6	77	695.2	70.8	66.0	84	78	6.0	2.6	6.5	28.6	62.3

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

### Color Key

$n \leq 25\%$	$25\% > n \leq 50\%$	$50\% > n < 75\%$	$n \geq 75\%$
---------------	----------------------	-------------------	---------------



## Summary of TerraNova and InView Results -- Spring 2018

### 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	60 (45)	At or Above 50th %ile Top Half	85.0 (73.3)	--	90.0 (77.8)	86.7 (80.0)
		At or Above 75th %ile Top Quarter	51.7 (48.9)	--	70.0 (60.0)	71.7 (66.7)
1	44 (53)	At or Above 50th %ile Top Half	86.3 (94.3)	--	86.4 (96.2)	90.9 (96.3)
		At or Above 75th %ile Top Quarter	56.8 (69.8)	--	75.0 (88.7)	77.3 (92.5)
2	55 (64)	At or Above 50th %ile Top Half	89.1 (81.3)	--	92.7 (98.4)	92.7 (90.6)
		At or Above 75th %ile Top Quarter	61.8 (51.6)	--	70.9 (70.3)	81.8 (70.3)
3	78-81 (59)	At or Above 50th %ile Top Half	77.8 (93.2)	69.7 (84.7)	93.8 (96.6)	88.4 (96.6)
		At or Above 75th %ile Top Quarter	53.1 (74.6)	39.7 (50.8)	71.6 (74.6)	61.5 (77.6)
4	65 (71)	At or Above 50th %ile Top Half	89.2 (91.6)	93.8 (88.70)	80.0 (84.6)	92.3 (91.5)
		At or Above 75th %ile Top Quarter	56.9 (60.6)	60.0 (52.1)	63.1 (59.2)	72.3 (71.8)
5	68-73 (76)	At or Above 50th %ile Top Half	86.0 (86.8)	82.2 (73.7)	81.7 (80.2)	91.2 (85.5)
		At or Above 75th %ile Top Quarter	60.6 (61.8)	46.6 (55.3)	49.3 (61.8)	69.1 (69.7)
6	77-81 (81)	At or Above 50th %ile Top Half	87.6 (84.0)	79.0 (88.9)	80.5 (92.6)	87.0 (93.8)
		At or Above 75th %ile Top Quarter	65.4 (59.3)	58.0 (67.9)	67.5 (74.1)	71.4 (80.2)

Lower by 5% or more	Within 5%	Higher by 5% or more
---------------------	-----------	----------------------





# **Ohio State Test Results**

## **2017-2018**

**English Language Arts Grades Three through Eight**  
**Mathematics Grades Three through Eight**  
**Science Grades Five and Eight**

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

**Grades 3-8 Ohio State Testing  
Proficiency Percentages  
Spring 2018 (All Students Tested)**

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

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (81 students)	57 % (46 students)	17 % (14 students)	14 % (11 students)	9 % (7 student)	4 % (3 student)
<b>Mathematics</b> (78 students)	59 % (46 students)	19 % (15 students)	17 % (13 students)	0 % (0 student)	5 % (4 students)

Note: Three (3) accelerated 3rd graders took the Grade 4 Mathematics test.

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

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (65 students)	51 % (33 students)	18 % (12 students)	25 % (16 students)	6 % (4 students)	0 % (0 students)
<b>Mathematics</b> (67 students)	66 % (44 students)	24 % (16 students)	7% (5 students)	3 % (2 student)	0 % (0 students)

Note: One (1) accelerated 4th grader took the Grade 6 Mathematics test.

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

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (75 students)	49 % (37 students)	41 % (31 students)	3 % (2 students)	4 % (3 students)	3 % (2 students)
<b>Mathematics</b> (72 students)	29 % (21 students)	21 % (15 students)	32 % (23 students)	7 % (5 students)	11 % (8 students)
<b>Science</b> (75 students)	44 % (33 students)	33 % (25 students)	15 % (11 students)	7 % (5 students)	1 % (1 student)

Note: Three (3) accelerated 5th graders took the Grade 6 Mathematics test.



**Proficiency Percentages  
Spring 2018 (All Students Tested)**

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

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (82 students)	41 % (34 students)	27 % (22 students)	18 % (15 students)	9 % (7 students)	5 % (4 students)
<b>Mathematics</b> (77 students)	38 % (29 students)	27 % (21 students)	23 % (18 students)	8 % (6 students)	4 % (3 students)

Note: Eight (8) accelerated 6th graders took the Grade 7 Mathematics test, and one (1) took the Algebra I End-of-Course Exam.

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

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (91 students)	46 % (42 students)	30 % (27 students)	19 % (17 students)	5 % (5 students)	0 % (0 student)
<b>Mathematics</b> (93 students)	57 % (53 students)	18 % (17 students)	13 % (12 students)	5 % (5 students)	6 % (6 students)

Note: Six (6) accelerated 7th graders took the Algebra 1 End-of-Course exam and the Grade 8 Science test.

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

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>English Language Arts</b> (85 students)	26 % (22 students)	27 % (23 students)	39 % (33 students)	4 % (3 students)	5 % (4 students)
<b>Science</b> (90 students)	46 % (41 students)	32 % (29 students)	16 % (14 students)	6 % (5 students)	1 % (1 students)

Note: One (1) accelerated 8th grader took the English I End-of-Course Exam. The Grade 8 Mathematics test is not administered in Ottawa Hills. Five (5) accelerated 8th graders took the Geometry End-of-Course Exam. Two (2) accelerated 8th graders took the Biology End-of-Course Exam.

**Proficiency Percentages  
Spring 2018 (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 2017
3	English Language Arts	71 / 81	88	-9
3	Mathematics	74 / 78	95	-3
4	English Language Arts	61 / 65	94	+0
4	Mathematics	65 / 67	97	+0
5	English Language Arts	70 / 75	93	+4
5	Mathematics	59 / 72	82	-10
5	Science	69 / 75	92	-4
6	English Language Arts	71 / 82	87	-2
6	Mathematics	64 / 77	88	-6
7	English Language Arts	86 / 91	95	+7
7	Mathematics	82 / 93	88	+1
8	English Language Arts	78 / 85	92	+15
8	Science	84 / 90	93	-1



# Ohio State Tests Results -- Spring 2018

## Comparison to Similar Districts by Percentage of Students Passing

SIMILAR DISTRICT*	Performance Index Score	English Language Arts						Mathematics						Science	
		3	4	5	6	7	8	3	4	5	6	7	8	5	8
Bay Village City	106.40	<u>97.1</u>	91.7	<u>95.8</u>	82.3	90.4	84.2	<u>94.7</u>	<u>97.4</u>	<u>97.6</u>	87.6	<u>94.7</u>	85.7	<u>96.4</u>	91.3
Bexley City	102.73	89.3	82.2	<u>92.4</u>	75.0	83.8	74.7	85.9	85.5	76.3	84.3	<u>92.4</u>	91.4	87.8	87.7
Chagrin Falls Ex. Village	107.13	92.0	<u>96.9</u>	91.7	86.8	83.8	91.7	<u>95.5</u>	<u>97.6</u>	76.5	<u>91.7</u>	88.2	63.5	87.5	91.7
Granville Ex. Village	107.00	80.0	87.5	91.5	<u>88.2</u>	84.4	80.1	89.7	<u>95.7</u>	<u>92.6</u>	<u>93.9</u>	77.8	93.8	<u>93.2</u>	89.8
Madeira City	108.43	92.8	<u>96.8</u>	<u>95.0</u>	<u>93.5</u>	93.5	91.9	<u>96.4</u>	<u>97.6</u>	<u>90.3</u>	89.0	<u>90.6</u>	59.2	<u>96.6</u>	91.9
Oakwood City	107.73	90.7	<u>94.0</u>	90.8	<u>93.8</u>	86.0	86.5	<u>96.6</u>	<u>96.6</u>	<u>85.1</u>	<u>94.4</u>	84.6	82.6	89.4	92.9
<b>Ottawa Hills Local</b>	<u>108.92</u>	94.8	92.3	91.8	87.7	<u>95.5</u>	<u>92.6</u>	94.6	95.5	81.4	89.5	89.1	--	90.4	<u>94.2</u>
Wyoming City	107.29	94.2	<u>92.9</u>	<u>95.3</u>	<u>92.1</u>	94.2	84.8	94.2	93.5	<u>88.3</u>	<u>90.1</u>	<u>93.8</u>	91.7	87.6	86.0
<b>AVERAGE</b>	106.95	91.4	91.8	93.0	87.4	89.0	85.8	93.5	94.9	86.0	90.1	88.9	81.1	91.1	90.7

\* District selection based on fiscal year 2018 similar districts.

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

Underlined numbers 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	
		3	4	5	6	7	8	3	4	5	6	7	8	5	8
<b>Ottawa Hills Local</b>	108.92	94.8	92.3	91.8	87.7	95.5	92.6	94.6	95.5	81.4	89.5	89.1	--	90.4	94.2
<b>AVERAGE</b>	106.95	91.4	91.8	93.0	87.4	89.0	85.8	93.5	94.9	86.0	90.1	88.9	81.1	91.1	90.7
<b>DIFFERENCE</b>	1.97	3.4	0.5	-1.2	0.3	6.6	6.8	1.1	0.6	-4.6	-0.6	0.2	--	-0.7	3.5

Source: Ohio Department of Education Local Report Cards



# Ohio State Tests Results -- Spring 2018

## Comparison to Area Districts by Percentage of Students Passing

AREA DISTRICT	Performance Index Score	English Language Arts						Mathematics						Science	
		3	4	5	6	7	8	3	4	5	6	7	8	5	8
Anthony Wayne Local	103.50	87.5	87.3	<u>92.3</u>	87.4	85.5	80.4	92.4	93.2	<u>91.2</u>	88.7	82.7	79.2	<b>91.7</b>	85.1
Bowling Green City	91.57	67.7	72.0	76.8	63.3	74.9	61.8	70.4	71.2	67.8	77.9	75.1	59.7	77.6	75.5
Maumee City	95.51	82.6	72.8	83.3	73.8	79.1	67.7	80.2	82.5	<b>82.1</b>	80.2	83.9	64.5	88.5	77.6
Oregon City	88.21	71.1	67.0	70.9	54.7	63.8	71.7	77.3	81.5	<b>84.3</b>	62.2	65.7	63.6	80.9	65.8
<b>Ottawa Hills Local</b>	108.92	<u>94.8</u>	<u>92.3</u>	91.8	<u>87.7</u>	<u>95.5</u>	<u>92.6</u>	<u>94.6</u>	<u>95.5</u>	<u>81.4</u>	<u>89.5</u>	<u>89.1</u>	--	<u>90.4</u>	<u>94.2</u>
Perrysburg Ex. Village	104.43	82.4	87.5	91.2	<b>88.0</b>	84.0	82.0	89.3	<b>96.6</b>	<b>84.4</b>	84.9	80.7	87.4	<b>94.2</b>	92.7
Rossford Ex. Village	84.65	57.1	77.8	68.9	60.8	60.0	57.1	57.1	72.7	48.4	56.7	57.3	66.0	70.5	70.6
Springfield Local	85.92	65.9	68.6	74.2	64.5	69.8	61.3	70.2	76.5	60.9	58.4	66.0	60.2	66.8	80.1
Sylvania Schools	95.80	76.9	78.7	78.5	79.8	80.5	68.1	79.6	80.5	66.8	75.4	80.0	70.1	81.6	81.9
Toledo City	63.00	36.6	37.6	47.1	33.9	37.7	26.9	41.4	41.1	32.4	29.5	34.3	31.4	41.5	40.5
Washington Local	82.65	54.2	63.7	70.1	53.6	57.6	53.3	58.3	68.7	63.6	59.0	55.8	54.8	72.6	61.6
<b>AVERAGE</b>	91.29	70.6	73.2	76.8	68.0	71.7	65.7	73.7	78.2	69.4	69.3	70.1	63.7	77.8	75.1

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	
		3	4	5	6	7	8	3	4	5	6	7	8	5	8
<b>Ottawa Hills Local</b>	108.92	94.8	<u>92.3</u>	91.8	87.7	95.5	92.6	94.6	95.5	81.4	89.5	89.1	--	90.4	94.2
<b>AVERAGE</b>	91.29	70.6	73.2	76.8	68.0	71.7	65.7	73.7	78.2	69.4	69.3	70.1	63.7	77.8	75.1
<b>DIFFERENCE</b>	17.63	24.2	19.1	15.0	19.7	23.8	26.9	20.9	17.3	12.0	20.2	19.0	--	12.6	19.1

Source: Ohio Department of Education Local Report Cards



# Ohio State Tests Results -- Spring 2018

## Comparison to Top Ten Public Districts by Percentage of Students Passing

TOP TEN PUBLIC DISTRICT*	Performance Index Score	English Language Arts						Mathematics						Science	
		3	4	5	6	7	8	3	4	5	6	7	8	5	8
Indian Hill Ex. Village	108.85	89.1	94.2	96.5	94.5	95.7	84.2	92.6	95.7	92.9	96.2	83.8	81.6	95.3	91.1
Kalida Local	107.44	80.0	89.8	97.7	90.2	94.2	91.4	92.7	93.9	88.6	97.6	86.5	100	97.7	100
Madeira City	108.43	92.8	96.8	95.0	93.5	93.5	91.9	96.4	97.6	90.3	89.0	90.6	59.2	96.6	91.9
Mariemont City	107.27	80.0	86.6	97.3	96.9	96.0	89.0	86.6	92.5	96.6	93.6	75.3	73.3	96.5	88.1
Marion Local	108.50	75.0	88.1	93.2	88.2	90.3	84.1	88.2	96.6	98.6	100	93.9	98.0	89.0	92.8
Oakwood City	107.73	90.7	94.0	90.8	93.8	86.0	86.5	96.6	96.6	85.1	94.4	84.6	82.6	89.4	92.9
Ottawa Hills Local	108.92	94.8	92.3	91.8	87.7	95.5	92.6	94.6	95.5	81.4	89.5	89.1	--	90.4	94.2
Rocky River City	108.03	87.4	93.2	93.0	92.1	92.2	86.1	93.7	97.6	94.0	90.7	89.4	89.0	97.5	90.6
Solon City	111.78	94.2	90.4	93.4	92.3	95.3	88.5	97.4	98.2	98.7	92.6	92.8	93.9	95.6	93.1
Wyoming City	107.29	94.2	92.9	95.3	92.1	94.2	84.8	94.2	93.5	88.3	90.1	93.8	91.7	87.6	86.0
AVERAGE	108.42	87.8	91.8	94.4	92.1	93.3	87.9	93.3	95.8	91.5	93.4	88.0	85.5	93.6	92.1

\* Top ten schools based upon Performance Index Score

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

Underlined numbers 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	
		3	4	5	6	7	8	3	4	5	6	7	8	5	8
Ottawa Hills Local	108.92	94.8	92.3	91.8	87.7	95.5	92.6	94.6	95.5	81.4	89.5	89.1	--	90.4	94.2
AVERAGE	108.42	87.8	91.8	94.4	92.1	93.3	87.9	93.3	95.8	91.5	93.4	88.0	85.5	93.6	92.1
DIFFERENCE	0.49	7.0	0.5	-2.6	-4.4	2.2	4.7	1.3	-0.3	-10.1	-3.9	1.1	--	-3.2	2.1

Source: Ohio Department of Education Local Report Cards



# **End-of-Course Exam Results**

## **2017-2018**

**English Language Arts I**

**English Language Arts II**

**Algebra I**

**Geometry**

**Biology**

**American Government**

**American History**

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

**AIR End-of-Course Exam Summary  
with Proficiency Percentages  
Spring 2018**

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

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>ELA I</b> (85 students)	61 % (52 students)	19 % (16 students)	16 % (14 students)	4 % (3 students)	0 % (0 students)
<b>ELA II</b> (66 students)	47 % (31 students)	35 % (23 students)	18 % (12 students)	0 % (0 students)	0 % (0 students)

Note: Five (5) 11th graders took the ELA I exam, and one (1) 11th grader took the ELA II exam.

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

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>Algebra I</b> (98 students)	47 (46 students)	29 % (28 students)	18 % (18 students)	5 % (5 students)	1 % (1 student)
<b>Geometry</b> (77 students)	44 % (34 students)	29 % (22 students)	22 % (17 students)	3 % (2 students)	3 % (2 students)

Note: Seven (7) 9th graders, one (1) 10th grader, and one (1) 11th grader Algebra I exam. Three (3) 10th graders and one (1) 11th grader took the Geometry exam.

**Science End-of-Course Exams**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>Biology</b> (76 students)	51 % (39 students)	20 % (15 students)	26 % (20 students)	3 % (2 student)	0 % (0 students)

Note: Two (2) 11th graders took the Biology exam.



**Proficiency Percentages  
Spring 2018**

**Social Studies End-of-Course Exams**

	<b>Advanced</b>	<b>Accelerated</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
<b>American History</b> (64 students)	80 % (51 students)	16 % (10 students)	5 % (3 students)	0 % (0 students)	0 % (0 students)
<b>American Government</b> (39 students)	10 % (4 students)	31 % (12 students)	56 % (22 students)	3 % (1 students)	0 % (0 students)

Note: Two (2) 12th graders 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:

<b>TEST</b>	<b>COUNT</b>	<b>PERCENTAGE</b>	<b>PERCENTAGE CHANGE from 2016</b>
English Language Arts I	81 / 85	96	-4
English Language Arts II	66 / 66	100	+2
Algebra I	92 / 98	94	+1
Geometry	73/ 77	95	+4
Biology	74/ 76	97	-2
American History	64/ 64	100	+0
American Government	38/ 39	97	-1

## Ohio End-of-Course Exams -- Spring 2018

### Comparison to Similar Districts by Percentage of Students Passing

SIMILAR DISTRICT*	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
Bay Village City	106.40	--	93.9	89.0	88.0	--	92.0	88.6
Bexley City	102.73	<b>98.8</b>	91.6	91.7	82.5	86.5	95.1	92.6
Chagrin Falls Ex. Village	107.13	94.9	97.0	95.4	93.8	91.5	97.4	95.4
Granville Ex. Village	107.00	95.5	97.0	96.0	95.2	86.2	98.0	98.3
Madeira City	108.43	90.8	96.5	92.4	94.2	87.7	87.3	100.0
Oakwood City	107.73	91.2	95.2	93.0	94.5	89.2	98.3	96.7
<b>Ottawa Hills Local</b>	<b>108.92</b>	<b>95.6</b>	<b>98.2</b>	<b>98.8</b>	<b>100.0</b>	<b>95.5</b>	<b>100.0</b>	<b>100.0</b>
Wyoming City	107.29	91.2	89.9	92.8	92.8	88.4	96.3	94.8
<b>AVERAGE</b>	<b>106.95</b>	<b>94.0</b>	<b>94.9</b>	<b>93.6</b>	<b>92.6</b>	<b>89.3</b>	<b>95.6</b>	<b>95.8</b>

\* District selection based on fiscal year 2018 similar districts.

Bolded numbers 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
<b>Ottawa Hills Local</b>	<b>108.92</b>	<b>95.6</b>	<b>98.2</b>	<b>98.8</b>	<b>100.0</b>	<b>95.5</b>	<b>100.0</b>	<b>100.0</b>
<b>AVERAGE</b>	<b>106.95</b>	<b>94.0</b>	<b>94.9</b>	<b>93.6</b>	<b>92.6</b>	<b>89.3</b>	<b>95.6</b>	<b>95.8</b>
<b>DIFFERENCE</b>	<b>1.97</b>	<b>1.6</b>	<b>3.3</b>	<b>5.2</b>	<b>7.4</b>	<b>6.2</b>	<b>4.4</b>	<b>4.2</b>

Source: Ohio Department of Education Local Report Cards



# Ohio End-of-Course Exams -- Spring 2018

## Comparison to Area Districts by Percentage of Students Passing

AREA DISTRICT	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
Anthony Wayne Local	103.50	92.1	92.0	91.8	85.6	75.1	97.2	88.7
Bowling Green City	91.57	71.9	88.4	85.2	79.6	59.4	84.5	84.1
Maumee City	95.51	64.1	77.8	79.2	71.7	55.9	90.5	85.2
Oregon City	88.21	77.5	81.2	78.4	71.4	44.8	86.9	75.2
<b>Ottawa Hills Local</b>	<u>108.92</u>	<u>95.6</u>	<u>98.2</u>	<u>98.8</u>	<u>100.0</u>	<u>95.5</u>	<u>100.0</u>	<u>100.0</u>
Perrysburg Ex. Village	104.43	91.5	94.5	95.1	87.8	81.2	97.1	95.5
Rossford Ex. Village	84.65	63.6	74.4	74.8	58.2	54.4	89.0	79.1
Springfield Local	85.92	59.2	84.4	66.6	59.5	37.7	79.6	84.6
Sylvania Schools	95.80	80.0	87.2	84.4	77.9	68.4	91.8	88.2
Toledo City	63.00	29.2	43.8	46.0	31.8	16.6	51.1	47.7
Washington Local	82.65	67.8	79.2	69.2	65.6	43.3	81.0	70.7
<b>AVERAGE</b>	91.29	72.0	81.9	79.0	71.7	57.5	86.2	81.7

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

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

AREA DISTRICT AVERAGE	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
<b>Ottawa Hills Local</b>	108.92	95.6	98.2	98.8	100.0	95.5	100.0	100.0
<b>AVERAGE</b>	91.29	72.0	81.9	79.0	71.7	57.5	86.2	81.7
<b>DIFFERENCE</b>	17.63	23.6	16.3	19.8	28.3	38.0	13.8	18.3

Source: Ohio Department of Education Local Report Cards



## Ohio End-of-Course Exams -- Spring 2018

### 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
Indian Hill Ex. Village	108.85	89.4	94.7	96.5	91.5	87.9	99.3	95.9
Kalida Local	107.44	93.3	97.9	94.7	93.6	84.1	95.8	91.7
Madeira City	108.43	90.8	96.5	92.4	94.2	87.7	87.3	100.0
Mariemont City	107.27	86.2	89.3	95.4	94.1	82.0	92.4	94.7
Marion Local	108.50	92.5	93.6	91.0	96.4	<b>98.2</b>	98.5	82.1
Oakwood City	107.73	91.2	95.2	93.0	94.5	89.2	98.3	96.7
<b>Ottawa Hills Local</b>	<b>108.92</b>	<b>95.6</b>	<b>98.2</b>	<b>98.8</b>	<b>100.0</b>	<b>95.5</b>	<b>100.0</b>	<b>100.0</b>
Rocky River City	108.03	94.3	96.4	92.2	92.2	82.1	94.9	96.0
Solon City	<b>111.78</b>	<b>96.3</b>	95.9	96.9	92.9	93.1	97.2	91.1
Wyoming City	107.29	91.2	89.9	92.8	92.8	88.4	96.3	94.8
<b>AVERAGE</b>	<b>108.42</b>	<b>92.1</b>	<b>94.8</b>	<b>94.4</b>	<b>94.2</b>	<b>88.8</b>	<b>96.0</b>	<b>94.3</b>

\* Top ten schools based upon Performance Index Score

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

Underlined numbers 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
<b>Ottawa Hills Local</b>	<b>108.92</b>	<b>95.6</b>	<b>98.2</b>	<b>98.8</b>	<b>100.0</b>	<b>95.5</b>	<b>100.0</b>	<b>100.0</b>
<b>AVERAGE</b>	<b>108.42</b>	<b>92.1</b>	<b>94.8</b>	<b>94.4</b>	<b>94.2</b>	<b>88.8</b>	<b>96.0</b>	<b>94.3</b>
<b>DIFFERENCE</b>	<b>0.49</b>	<b>3.5</b>	<b>3.4</b>	<b>4.4</b>	<b>5.8</b>	<b>6.7</b>	<b>4.0</b>	<b>5.7</b>

Source: Ohio Department of Education Local Report Cards



# State Testing Performance History by Class

## 2017-2018

Classes of 2019 through 2028

Source: Previous Testing Reports



### State Testing Performance History: Class of 2019

Grade	ELA					Mathematics					Science					Social Studies				
Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=78)	51	20	5	2	0	27	19	26	6	0										
2009-10	65%	26%	6%	3%	0%	35%	24%	33%	8%	0%										
Passing	97%					92%														
<b>4<sup>th</sup></b> (n=80)	24	45	11	0	0	41	22	15	1	0										
2010-11	30%	56%	14%	0%	0%	52%	28%	19%	1%	0%										
Passing	100%					99%														
<b>5<sup>th</sup></b> (n=80)	21	29	28	2	0	47	9	20	2	2	31	32	15	2	0					
2011-12	26%	36%	35%	3%	0%	59%	11%	25%	3%	3%	39%	40%	19%	3%	0%					
Passing	97%					94%					97%									
<b>6<sup>th</sup></b> (n=80)	32	31	17	0	0	48	8	20	4	0										
2012-13	40%	39%	21%	0%	0%	60%	10%	25%	5%	0%										
Passing	100%					95%														
<b>7<sup>th</sup></b> (n=79)	33	28	17	1	0	38	21	16	2	3										
2013-14	42%	35%	22%	1%	0%	48%	26%	20%	3%	4%										
Passing	99%					93%														
<b>8<sup>th</sup></b> (n=78)	30	42	6	0	0	0	22	17	3	0	31	28	14	4	1					
2014-15	39%	54%	8%	0%	0%	0%	53%	41%	7%	0%	40%	36%	18%	5%	1%					
Passing	100%					93%					94%									
<b>9<sup>th</sup></b> (n=77)	41	16	16	4	0	37	22	10	2	2	54	5	13	3	0					
2015-16	53%	21%	21%	5%	0%	51%	30%	14%	3%	3%	72%	7%	17%	4%	0%					
Passing	95%					94%					97%									
<b>10<sup>th</sup></b> (n=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%				
<b>11<sup>th</sup></b> (n=87)	0	2	2	2	0	0	0	0	1	0	1	0	1	0	0	4	11	21	1	0
2017-18	0	34%	33%	33%	0	0	0	0	100	0	50%	0	50%	0	0	11%	30%	57%	3%	0
Passing	67%					0%					100%					97%				

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.



### State Testing Performance History: Class of 2020

Grade	ELA					Mathematics					Science					Social Studies				
Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=70)	37	23	9	1	0	18	22	26	4	0										
2010-11	53%	33%	13%	1%	0%	26%	31%	37%	6%	0%										
Passing	99%					94%														
<b>4<sup>th</sup></b> (n=70)	12	41	17	0	0	34	23	13	1	0										
2011-12	17%	59%	24%	0%	0%	48%	32%	18%	1%	0%										
Passing	100%					99%														
<b>5<sup>th</sup></b> (n=69)	15	15	38	1	0	34	11	20	3	1	25	31	10	3	0					
2012-13	22%	22%	55%	1%	0%	49%	16%	29%	4%	1%	36%	45%	15%	4%	0%					
Passing	99%					95%					96%									
<b>6<sup>th</sup></b> (n=67)	32	23	12	0	0	41	9	18	1	0										
2013-14	48%	34%	18%	0%	0%	59%	13%	26%	1%	0%										
Passing	100%					99%														
<b>7<sup>th</sup></b> (n=71)	31	26	9	3	2	10	39	17	5	0										
2014-15	44%	37%	13%	4%	3%	14%	55%	24%	7%	0%										
Passing	93%					93%														
<b>8<sup>th</sup></b> (n=68)	23	15	21	6	3	33	20	13	2	0	29	28	8	3	0					
2015-16	34%	22%	31%	9%	4%	49%	29%	19%	3%	0%	43%	41%	12%	4%	0%					
Passing	87%					97%					96%									
<b>9<sup>th</sup></b> (n=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%									
<b>10<sup>th</sup></b> (n=66)	31	23	11	0	0	3	1	0	0	0						51	10	3	0	0
2017-18	48%	35%	17%	0%	0%	75%	25%	0%	0%	0%						80%	17%	5%	0%	0%
Passing	100%					100%										100%				
<b>11<sup>th</sup></b> (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.



### State Testing Performance History: Class of 2021

Grade	ELA					Mathematics					Science					Social Studies				
Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=76)	48	18	9	1	0	13	22	34	6	1										
2011-12	63%	24%	12%	1%	0%	17%	29%	45%	8%	1%										
Passing	99%					91%														
<b>4<sup>th</sup></b> (n=82)	10	60	11	1	0	42	25	14	1	0										
2012-13	12%	73%	13%	1%	0%	51%	31%	17%	1%	0%										
Passing	99%					99%														
<b>5<sup>th</sup></b> (n=79)	25	14	35	4	1	31	20	16	5	3	36	26	11	6	0					
2013-14	32%	18%	44%	5%	1%	41%	27%	21%	7%	4%	46%	33%	14%	8%	0%					
Passing	94%					89%					92%									
<b>6<sup>th</sup></b> (n=77)	10	45	17	5	0	13	42	16	4	0						35	24	13	5	0
2014-15	13%	58%	22%	7%	0%	17%	56%	21%	5%	0%						46%	31%	17%	7%	0%
Passing	93%					95%										93%				
<b>7<sup>th</sup></b> (n=75)	40	15	10	7	3	33	18	14	4	5						1				
2015-16	53%	20%	13%	9%	4%	45%	24%	19%	5%	7%						100%				
Passing	87%					88%										100%				
<b>8<sup>th</sup></b> (n=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%									
<b>9<sup>th</sup></b> (n=79)	51	14	13	1	0	29	22	20	3	1	36	15	19	2	0					
2017-18	65%	18%	16%	1%	0%	39%	29%	27%	4%	1%	50%	21%	26%	3%	0%					
Passing	100%					95%					97%									
<b>10<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				

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

Note that assessments have changed over the years and not all students in a class take the same test.

### State Testing Performance History: Class of 2022

Grade	ELA					Mathematics					Science					Social Studies				
Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=82)	58	20	1	0	2	23	26	27	5	1										
2012-13	72%	25%	1%	0%	3%	28%	32%	33%	6%	1%										
Passing	97%					93%														
<b>4<sup>th</sup></b> (n=85)	35	40	3	1	0	51	22	11	1	0										
2013-14	41%	47%	4%	1%	0%	60%	26%	13%	1%	0%										
Passing	99%					99%														
<b>5<sup>th</sup></b> (n=83)	2	61	18	1	1	13	50	14	4	1	35	30	11	6	1					
2014-15	2%	74%	22%	1%	1%	16%	61%	17%	5%	1%	42%	36%	13%	7%	1%					
Passing	98%					94%					92%									
<b>6<sup>th</sup></b> (n=80)	48	15	9	5	2	48	14	11	4	3	38	25	12	3	2					
2015-16	61%	19%	11%	6%	3%	60%	18%	14%	5%	4%	48%	31%	15%	4%	3%					
Passing	91%					91%					93%									
<b>7<sup>th</sup></b> (n=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%									
<b>8<sup>th</sup></b> (n=86)	23	23	33	3	4	41	27	15	3	1	37	29	14	5	1					
2017-18	27%	27%	38%	3%	5%	47%	31%	17%	3%	1%	43%	34%	16%	6%	1%					
Passing	92%					96%					93%									
<b>9<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>10<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2020-21																				
Passing																				

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

Note that assessments have changed over the years and not all students in a class take the same 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
<b>3<sup>rd</sup></b> (n=68)	54	12	1	0	0	28	16	22	2	0										
2013-14	81%	18%	2%	0%	0%	41%	24%	32%	3%	0%										
Passing	100%					97%														
<b>4<sup>th</sup></b> (n=69)	29	37	3	0	0	13	43	13	1	0										
2014-15	42%	54%	4%	0%	0%	19%	61%	19%	1%	0%										
Passing	100%					99%														
<b>5<sup>th</sup></b> (n=76)	39	21	8	7	0	32	18	20	4	2	40	22	12	1	1					
2015-16	52%	28%	11%	9%	0%	42%	24%	26%	5%	3%	53%	29%	16%	1%	1%					
Passing	91%					92%					98%									
<b>6<sup>th</sup></b> (n=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%				
<b>7<sup>th</sup></b> (n=91)	42	27	17	5	0	51	17	12	5	6	6	0	0	0	0					
2017-18	46%	30%	19%	5%	0%	56%	19%	13%	5%	7%	100	0%	0%	0%	0%					
Passing	95%					88%					100%									
<b>8<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>9<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				
<b>10<sup>th</sup></b> (n=?)																				
2020-21																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2021-22																				
Passing																				

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

Note that assessments have changed over the years and not all students in a class take the same test.

### State Testing Performance History: Class of 2024

Grade	ELA					Mathematics					Science					Social Studies				
Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=69)	47	17	7	0	0	14	36	18	0	0										
2014-15	64%	23%	10%	0%	0%	20%	52%	26%	0%	0%										
Passing	100%					100%														
<b>4<sup>th</sup></b> (n=72)	37	19	11	3	2	42	19	9	1	1						18	31	18	5	0
2015-16	51%	26%	15%	4%	3%	58%	26%	13%	1%	1%						25%	43%	25%	7%	0%
Passing	93%					98%										93%				
<b>5<sup>th</sup></b> (n=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%									
<b>6<sup>th</sup></b> (n=82)	34	22	15	7	4	34	21	18	6	3										
2017-18	41%	27%	18%	8%	5%	41%	26%	22%	7%	4%										
Passing	87%					89%														
<b>7<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>8<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				
<b>9<sup>th</sup></b> (n=?)																				
2020-21																				
Passing																				
<b>10<sup>th</sup></b> (n=?)																				
2021-22																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2022-23																				
Passing																				

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

Note that assessments have changed over the years and not all students in a class take the same test.



## State Testing Performance History: Class of 2025

Grade	ELA					Mathematics					Science					Social Studies				
Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=67)	33	16	10	6	2	33	18	9	2	4										
2015-16	49%	24%	15%	9%	3%	49%	27%	13%	3%	6%										
Passing	88%					89%														
<b>4<sup>th</sup></b> (n=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%				
<b>5<sup>th</sup></b> (n=77)	37	31	2	3	2	24	15	23	5	8	33	25	11	5	1					
2017-18	46%	41%	3%	4%	3%	32%	20%	31%	7%	11%	44%	33%	15%	7%	1%					
Passing	93%					82%					92%									
<b>6<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>7<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				
<b>8<sup>th</sup></b> (n=?)																				
2020-21																				
Passing																				
<b>9<sup>th</sup></b> (n=?)																				
2021-22																				
Passing																				
<b>10<sup>th</sup></b> (n=?)																				
2022-23																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2023-24																				
Passing																				

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

Note that not all students in a class take the same test.

### State Testing Performance History: Class of 2026

Grade	ELA					Mathematics					Science					Social Studies				
Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=60)	38	12	7	1	1	35	17	6	1	0										
2016-17	64%	20%	12%	2%	2%	59%	29%	10%	2%	0%										
Passing	96%					98%														
<b>4<sup>th</sup></b> (n=65)	33	12	16	4	0	42	16	5	2	0										
2017-18	51%	18%	25%	6%	0%	65%	25%	8%	3%	0%										
Passing	94%					97%														
<b>5<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>6<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				
<b>7<sup>th</sup></b> (n=?)																				
2020-21																				
Passing																				
<b>8<sup>th</sup></b> (n=?)																				
2021-22																				
Passing																				
<b>9<sup>th</sup></b> (n=?)																				
2022-23																				
Passing																				
<b>10<sup>th</sup></b> (n=?)																				
2023-24																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2024-25																				
Passing																				

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

Note that not all students in a class take the same test.



### State Testing Performance History: Class of 2027

Grade	ELA					Mathematics					Science					Social Studies				
Year (n) %	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>3<sup>rd</sup></b> (n=81)	46	14	11	7	3	49	15	13	0	4										
2017-18	57%	17%	14%	9%	4%	61%	18%	16%	0%	5%										
Passing	88%					95%														
<b>4<sup>th</sup></b> (n=?)																				
2018-19																				
Passing																				
<b>5<sup>th</sup></b> (n=?)																				
2019-20																				
Passing																				
<b>6<sup>th</sup></b> (n=?)																				
2020-21																				
Passing																				
<b>7<sup>th</sup></b> (n=?)																				
2021-22																				
Passing																				
<b>8<sup>th</sup></b> (n=?)																				
2022-23																				
Passing																				
<b>9<sup>th</sup></b> (n=?)																				
2023-24																				
Passing																				
<b>10<sup>th</sup></b> (n=?)																				
2024-25																				
Passing																				
<b>11<sup>th</sup></b> (n=?)																				
2025-26																				
Passing																				

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

Note that not all students in a class take the same test.



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

## **2017-2018**

**AP Current Year Score Summary (2018)**

**AP Five-Year School Score Summary (2018)**

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

Source: College Board Reports



### AP Current Year Score Summary (2018)

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 2, 2018, Report Run Sep 1, 2018

Ottawa Hills Junior-Senior High School (365050)

**Total AP Students in Your School: 153**

<b>School Totals for this View</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total Exams</b>
Number of Exams	79	103	91	25	3	301
Percentage of Total Exams	26	34	30	8	1	100
<b>Subject Totals</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total Exams</b>
Art History	2		1	1		4
Music Theory	1					1
Studio Art: 2-D Design Portfolio		1	5			6
Studio Art: Drawing Portfolio	1					1
English Language and Composition	11	6	3			20
English Literature and Composition	4	8	4	1		17
United States Government and Politics	11	16	11	7		45
United States History	11	4				15
Calculus AB	6	4	10	3		23
Calculus BC		1				1
Computer Science A	1	1	1			3
Computer Science Principles		4	9	1		14
Statistics	5	11	11	3	1	31
Biology	2	15	14	3		34
Chemistry	8	3	6	2		19
Physics 1	2	7	2	2	1	14
Physics 2	3	2	4	1		10
Physics C: Mechanics	1					1
Chinese Language and Culture		1				1
French Language and Culture	3	4	5	1	1	14
Spanish Language and Culture	7	15	5			27

Source: College Board Reports

# AP® Five-Year School Score Summary (2018)

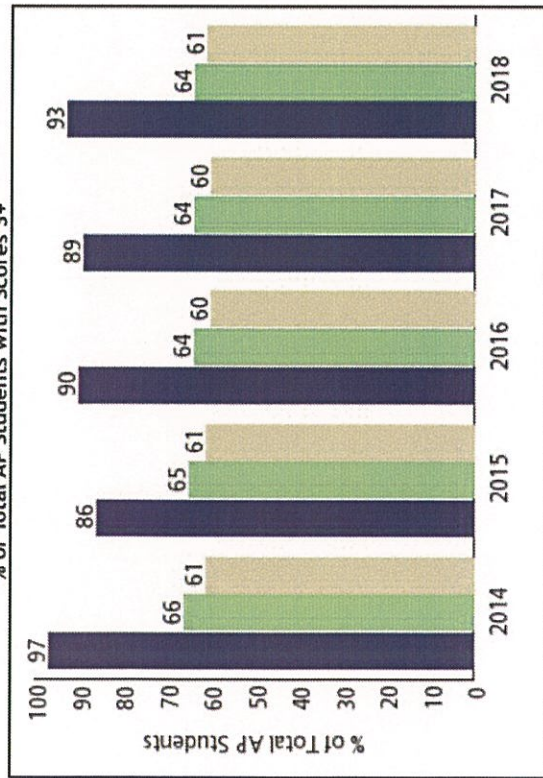
Print / Download Option

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 2, 2018, Report Run Oct 7, 2018

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

### % of Total AP Students with Scores 3+



	2014	2015	2016	2017	2018
<b>Ottawa Hills Junior-Senior High School (365050)</b>					
Total AP Students	64	113	125	124	153
Number of Exams	143	227	240	265	301
AP Students with Scores 3+	62	97	112	110	143
% of Total AP Students with Scores 3+	96.9	85.8	89.6	88.7	93.5
<b>Ohio</b>					
Total AP Students	61,771	65,561	69,454	72,633	73,602
Number of Exams	107,170	114,848	121,615	127,720	130,045
AP Students with Scores 3+	40,799	42,466	44,613	46,290	47,365
% of Total AP Students with Scores 3+	66.0	64.8	64.2	63.7	64.4
<b>Global</b>					
Total AP Students	2,352,026	2,497,164	2,625,319	2,762,293	2,831,824
Number of Exams	4,199,454	4,516,044	4,741,566	5,006,273	5,143,470
AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,666,078	1,736,579
% of Total AP Students with Scores 3+	61.3	60.7	60.3	60.3	61.3

"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.

© 2018 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.





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

<b>Subject</b>	<b>2018</b>		<b>2017</b>		<b>2016</b>		<b>2015</b>		<b>2014</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
U. S. History	15	100	1	100%	16	94%	-	-	22	100%
Computer Science A	3	100	-	-	1	100%	1	100%	2	100%
Computer Science AB	-	-	-	-	-	-	-	-	-	-
Chemistry	19	89%	15	88%	11	82%	20	100%	12	83%
English Language	20	100%	25	100%	20	100%	23	91%	12	100%
English Literature	17	94%	5	100%	23	78%	9	100%	10	100%
European History	-	-	20	95%	-	-	14	100%	-	-
French	14	86%	8	100%	9	100%	8	100%	10	90%
U.S. Gov't	45	84%	31	82%	25	84%	26	85%	23	100%
Calculus AB	23	87%	13	72%	27	74%	14	57%	18	61%
Calculus BC	1	100%	1	100%	3	100%	-	-	1	100%
Music Theory	1	100%	2	50%	-	-	-	-	-	-
Physics B	-	-	-	-	-	-	-	-	12	92%
Physics C- E & M	-	-	1	100%	-	-	-	-	-	-
Physics C- Mech.	1	100%	1	100%	-	-	-	-	-	-
Physics 1	14	86%	10	91%	17	76%	17	65%	-	-
Physics 2	10	90%	7	78%	12	75%	5	80%	-	-
Spanish	27	100%	11	92%	16	100%	13	100%	14	100%
Statistics	31	87%	20	83%	14	86%	35	74%	-	-
Studio Art 2D Design	6	100%	3	100%	5	100%	4	100%	7	86%
Studio Art 3D Design	-	-	-	-	1	100%	1	100%	-	-
Studio Art - Drawing	1	100%	-	-	-	-	1	100%	-	-
Biology	34	91%	29	94%	42	83%	33	85%	-	-
Chinese Language	1	100%	-	-	1	100%	-	-	-	-
Human Geography	-	-	-	-	-	-	1	100%	-	-
Art History	4	75%	14	78%	These test were not reported prior to 2017.					
Comp Govt & Pol	-	-	1	100%						
Computer Sci Principles	14	93%	7	58%						
Macroeconomics	-	-	1	50%						
Microeconomics	-	-	1	100%						
Psychology	-	-	1	100%						
<b>Total Grades Reported</b>	<b>301</b>		<b>263</b>		<b>240</b>		<b>227</b>		<b>143</b>	
<b>Percent with 3 or Higher</b>	<b>91%</b>		<b>86%</b>		<b>86%</b>		<b>85%</b>		<b>92%</b>	
<b>Total Candidates</b>	<b>153</b>		<b>123</b>		<b>125</b>		<b>110</b>		<b>64</b>	
<b>Total Graduating Seniors</b>	<b>84</b>		<b>72</b>		<b>77</b>		<b>81</b>		<b>67</b>	
<b>Challenge Index</b>	<b>3.58</b>		<b>3.65</b>		<b>3.117</b>		<b>2.802</b>		<b>2.134</b>	

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

Subject	2013		2012		2011		2010		2009	
	#	%	#	%	#	%	#	%	#	%
U. S. History	-	-	24	79%	-	-	22	92%	-	-
Computer Science A	1	100%	-	-	-	-	1	100%	-	-
Computer Science AB	-	-	-	-	-	-	-	-	-	-
Chemistry	14	93%	16	81%	8	100%	13	82%	15	93%
English Language	14	100%	20	100%	9	100%	12	100%	14	100%
English Literature	13	69%	3	66%	11	100%	13	93%	11	100%
European History	25	100%	-	-	25	96%	-	-	33	91%
French	7	71%	4	100%	7	71%	5	56%	13	54%
U.S. Gov't	20	85%	24	79%	21	90%	12	100%	23	83%
Calculus AB	19	58%	14	71%	20	65%	22	88%	21	57%
Calculus BC	-	-	3	100%	-	-	1	100%	-	-
Music Theory	-	-	4	100%	5	60%	5	84%	6	67%
Physics B	13	100%	-	-	5	80%	18	100%	23	48%
Physics C- E & M	-	-	-	-	-	-	-	-	-	-
Physics C- Mech.	-	-	-	-	-	-	-	-	-	-
Physics 1	-	-	-	-	-	-	-	-	-	-
Physics 2	-	-	-	-	-	-	-	-	-	-
Spanish	21	71%	12	100%	20	90%	21	73%	15	87%
Statistics	-	-	-	-	1	100%	-	-	1	0%
Studio Art 2D Design	3	67%	3	100%	7	71%	10	100%	5	100%
Studio Art 3D Design	1	100%	2	100%	8	71%	2	100%	4	100%
Studio Art - Drawing	-	-	-	-	-	-	-	-	-	-
Biology	1	0%	-	-	-	-	-	-	-	-
Chinese Language	2	100%	-	-	-	-	-	-	-	-
Human Geography	-	-	-	-	-	-	-	-	-	-
<b>Total Grades Reported</b>	<b>155</b>		<b>129</b>		<b>139</b>		<b>179</b>		<b>184</b>	
<b>Percent with 3 or Higher</b>	<b>83%</b>		<b>86%</b>		<b>86%</b>		<b>88%</b>		<b>79%</b>	
<b>Total Candidates</b>	<b>75</b>		<b>68</b>		<b>69</b>		<b>79</b>		<b>89</b>	
<b>Total Graduating Seniors</b>	<b>82</b>		<b>68</b>		<b>76</b>		<b>92</b>		<b>76</b>	
<b>Challenge Index</b>	<b>1.89</b>		<b>1.897</b>		<b>1.829</b>		<b>1.946</b>		<b>2.421</b>	

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



Subject	2008		2007		2006		2005		2004	
	#	%	#	%	#	%	#	%	#	%
U. S. History	26	89%	-	-	15	87%	18	78%	40	80%
Computer Science A	-	-	-	-	-	-	-	-	-	-
Computer Science AB	-	-	-	-	-	-	-	-	1	100%
Chemistry	-	-	-	-	-	-	-	-	2	100%
English Language	16	100%	7	100%	23	100%	16	100%	17	100%
English Literature	9	100%	14	100%	5	100%	9	89%	9	89%
European History	-	-	25	96%	-	-	-	-	-	-
French	4	75%	12	84%	8	75%	6	84%	2	50%
U.S. Gov't	11	82%	16	88%	40	75%	5	60%	29	41%
Calculus AB	18	100%	29	83%	16	38%	17	71%	8	25%
Calculus BC	-	-	-	-	-	-	1	100%	8	75%
Music Theory	-	-	-	-	-	-	-	-	1	100%
Physics B	13	85%	16	88%	12	50%	16	81%	13	85%
Physics C- E & M	-	-	-	-	-	-	-	-	-	-
Physics C- Mech.	-	-	-	-	-	-	-	-	-	-
Physics 1	-	-	-	-	-	-	-	-	-	-
Physics 2	-	-	-	-	-	-	-	-	-	-
Spanish	18	89%	24	84%	9	67%	21	81%	22	95%
Statistics	-	-	-	-	-	-	-	-	2	50%
Studio Art 2D Design	5	60%	-	-	-	-	-	-	-	-
Studio Art 3D Design	-	-	-	-	-	-	-	-	-	-
Studio Art - Drawing	-	-	-	-	-	-	-	-	-	-
Biology	-	-	-	-	-	-	-	-	-	-
Chinese Language	-	-	-	-	-	-	-	-	-	-
Human Geography	-	-	-	-	-	-	-	-	-	-
<b>Total Grades Reported</b>	<b>121</b>		<b>143</b>		<b>128</b>		<b>109</b>		<b>154</b>	
<b>Percent with 3 or Higher</b>	<b>90%</b>		<b>89%</b>		<b>75%</b>		<b>82%</b>		<b>75%</b>	
<b>Total Candidates</b>	<b>57</b>		<b>69</b>		<b>69</b>		<b>54</b>		<b>57</b>	
<b>Total Graduating Seniors</b>	<b>67</b>		<b>76</b>		<b>66</b>		<b>78</b>		<b>78</b>	
<b>Challenge Index</b>	<b>1.806</b>		<b>1.882</b>		<b>1.939</b>		<b>1.397</b>		<b>1.974</b>	

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



# **ACT and SAT Summary Report**

## **2017-2018**

**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
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
2017-2018	84	84	27.9	26.4	26.9	26.1	27.0

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

#### State

2013		92,813	21.2	21.5	22.2	21.8	21.8
2014		91,089	21.4	21.7	22.4	22.0	22.0
2015		91,607	21.4	21.7	22.5	22.1	22.0
2016		93,659	21.2	21.6	22.5	22.0	22.0
2017		92, 674	21.2	21.6	22.5	22.0	22.0

#### National

2013		1,799,243	20.2	20.9	21.1	20.7	20.9
2014		1,845,787	20.3	20.9	21.3	20.8	21.0
2015		1,924,436	20.4	20.8	21.4	20.9	21.0
2016		2, 090,342	20.1	20.6	21.3	20.8	20.8
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		
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
2017-2018	84	24	670		670

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

#### State

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

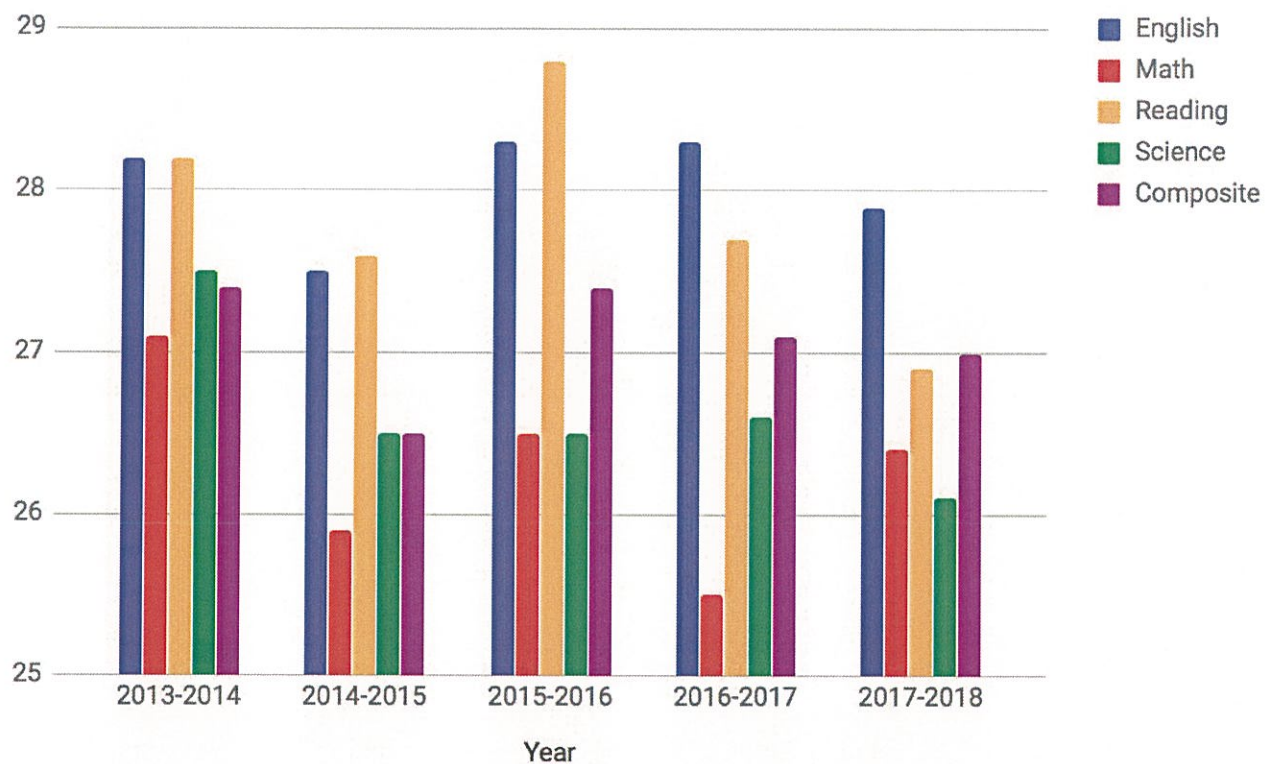
#### National

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

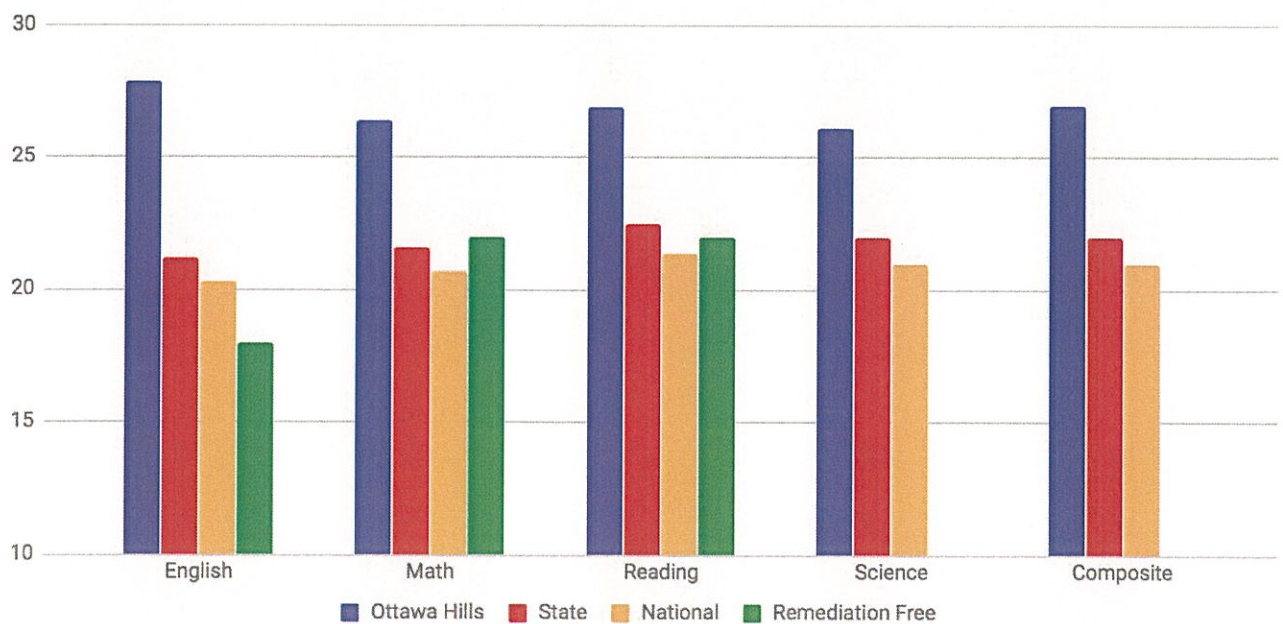


## ACT/SAT Five-Year Testing History

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

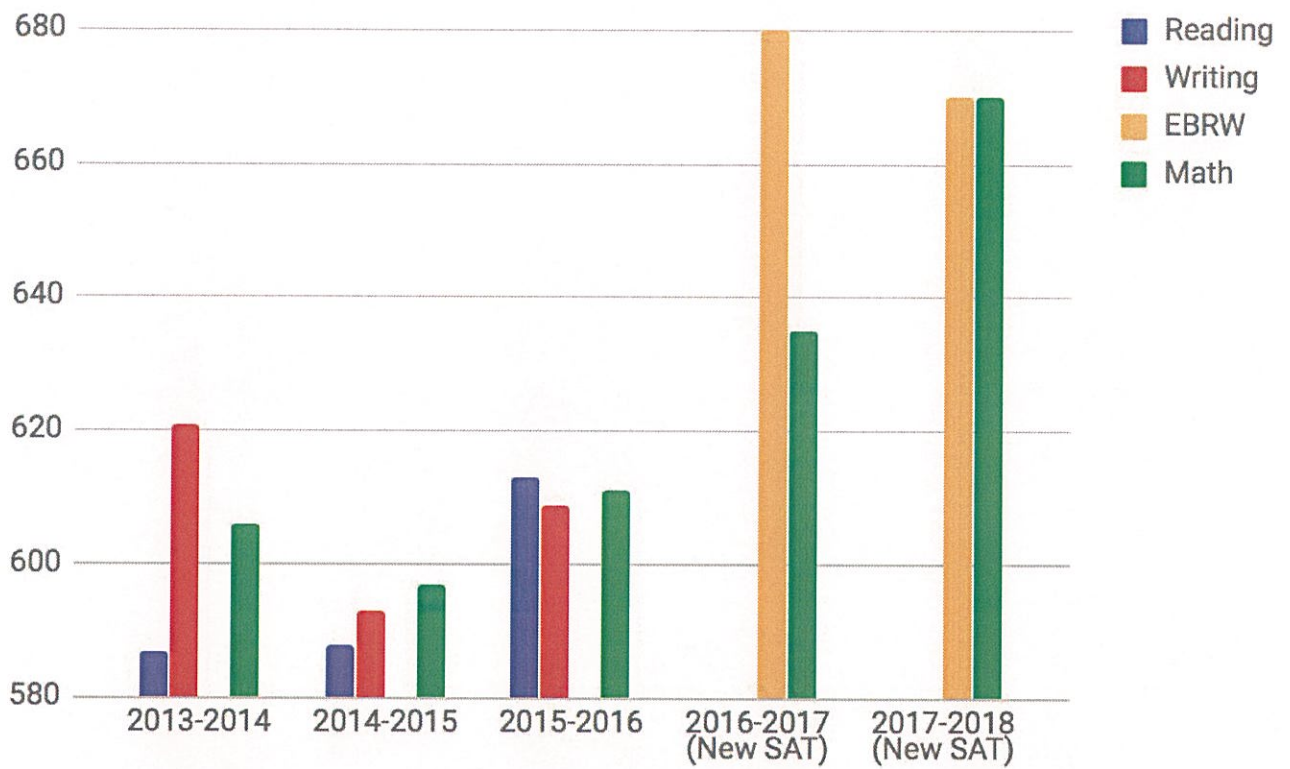


**Comparison of Ottawa Hills 2017-2018 and Available Average ACT Scores by Subtest**

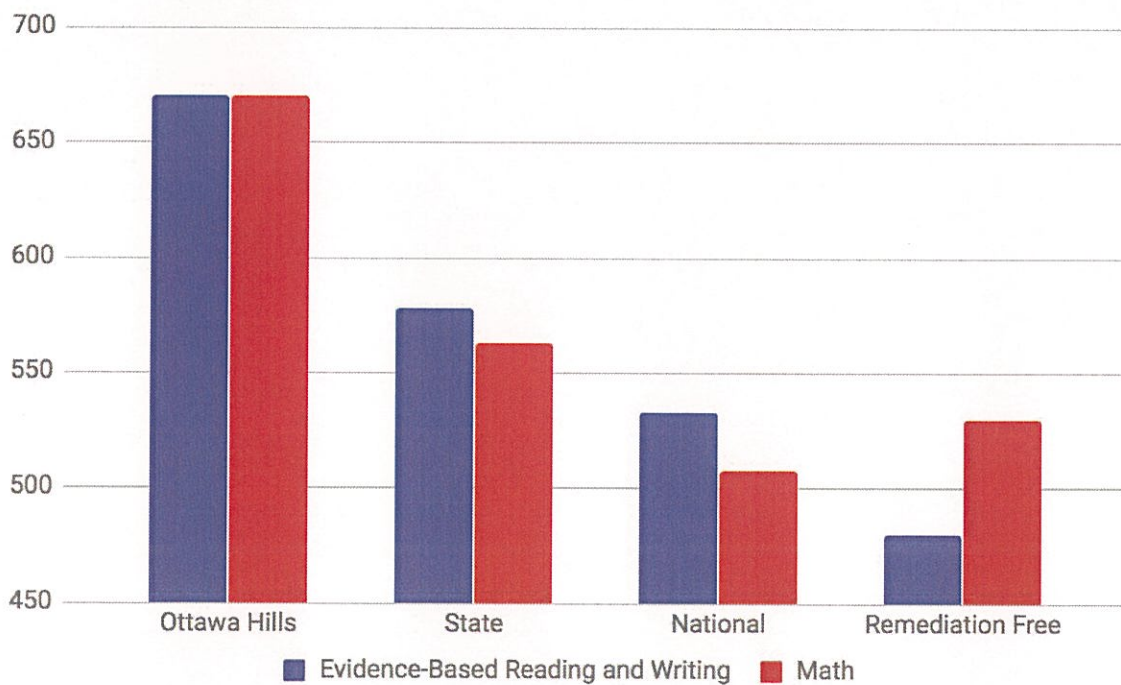


## ACT/SAT Five-Year Testing History

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



### Comparison of Ottawa Hills 2017-2018 and Available Average SAT Scores by Subtest





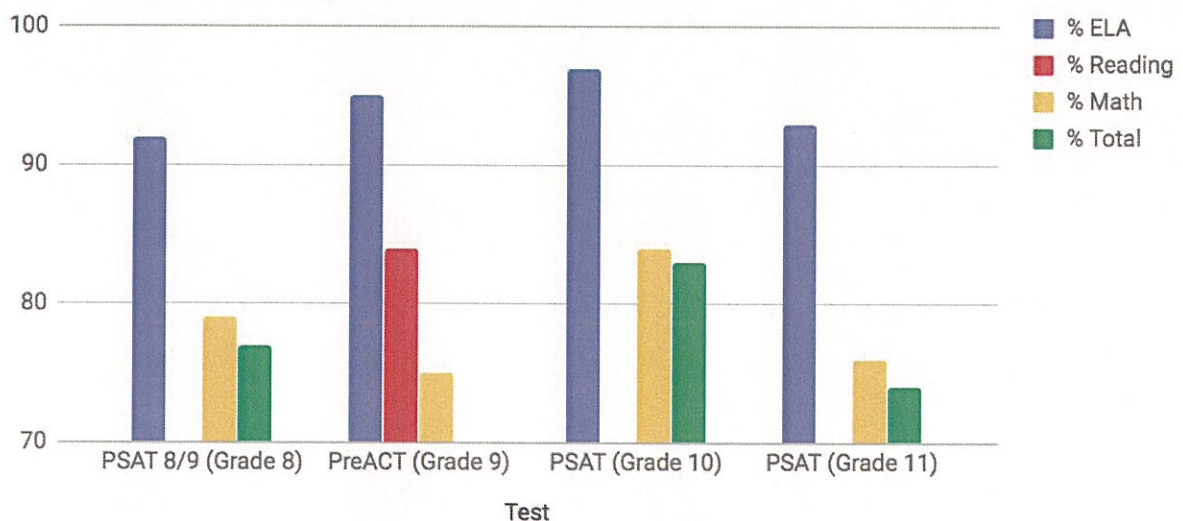
## PSAT 8/9, PreACT, and PSAT Summary

In the fall of the 2017-2018 school year, 8th grade students took the PSAT 8/9, and 9th grade students took the PreACT. The PSAT was 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:

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

Test	Grade Level	Tests Taken	Percentages Predicting Remediation Free Benchmark			
PSAT 8/9	8	74	(E) = 92%	---	(M) = 79%	TOTAL = 77%
PreACT	9	79	(E) = 95%	(R) = 84%	(M) = 75%	TOTAL = 70%
PSAT	10	64	(E) = 97%	---	(M) = 84%	TOTAL = 83%
PSAT	11	86	(E) = 93%	---	(M) = 76%	TOTAL = 74%

Percentage Predicting “Remediation Free” Score





# District Report Card

## 2017-2018

**Overall Grade**

**Achievement**

**Progress**

**Gap Closing**

**Improving At-Risk K-3 Readers**

**Graduation Rate**

**Prepared for Success**

Note that this report does address the demographic and financial data  
included in the state report found here

<https://reportcard.education.ohio.gov/district/overview/048215>.

Source: ODE Local Report Card



# State Report Card Components -- Spring 2018

Overall Grade		
District	Elementary	Junior/Senior High
<b>A</b>	<b>B</b>	<b>A</b>
Achievement - 23% Progress - 23% Gap Closing - 18% Improving At-Risk K-3 Readers - NR Graduation Rate - 18% Prepared For Success - 18%	Achievement - 35% Progress - 35% Gap Closing - 30% Improving At-Risk K-3 Readers - NR Graduation Rate - NR Prepared For Success - NR	Achievement - 23% Progress - 23% Gap Closing - 18% Improving At-Risk K-3 Readers - NR Graduation Rate - 18% Prepared For Success - 18%

Achievement		
District	Elementary	Junior/Senior High
<b>A</b>	<b>B</b>	<b>A</b>
Performance Index - A (90.8%) Indicators Met - A (95.5%)	Performance Index - B (89.9%) Indicators Met - A (90.9%)	Performance Index - A (91.6%) Indicators Met - A (92.3%)

Twenty-one of the twenty-two indicators were met. The only one not met was the Gift Indicator, which shows improvement over last year.

Progress		
District	Elementary	Junior/Senior High
<b>A</b>	<b>B</b>	<b>A</b>
Overall - A (7.89 Index) Gifted - A (6.88 Index) Lowest 20% - NR Students with Disabilities - NR	Overall - D (-1.16 Index) Gifted - C (0.20 Index) Lowest 20% - NR Students with Disabilities - NR	Overall - A (17.47 Index) Gifted - A (13.92 Index) Lowest 20% - NR Students with Disabilities - NR

The Not Rated (NR) designation indicates that less than 25 students met the criteria to be included in this measure. For the next report card, the number of required students will be set to 20, which will very likely allow for a Students with Disabilities measure to be included.



# State Report Card Components -- Spring 2018

Gap Closing		
District	Elementary	Junior/Senior High
A	A	A
Annual Measurable Objectives - 100%		
Annual Measurable Objectives - 100%		

Groups with at least 25 students include Hispanic, White/Non-Hispanic, Asian or Pacific Islander, Multiracial, and Students with Disabilities.

Improving At-Risk K-3 Readers		
District	Elementary	Junior/Senior High
NR	NR	NR

State law says that any school or district that has fewer than five percent of their Kindergartners reading below grade level in the current school year (2017-18 for the 2018 report card) will not receive a letter grade for this measure.  
This measure does not apply to the Junior/Senior High School.

Graduation Rate		
District	Elementary	Junior/Senior High
A	NR	A
4 - Year Graduation Rate - 100%		
5 - Year Graduation Rate - 100%		

This measure does not apply to the Elementary School.



## State Report Card Components -- Spring 2018

Prepared for Success		
District	Elementary	Junior/Senior High
<b>A</b>	<b>NR</b>	<b>A</b>
Points Earned 140.0 Graduation Cohort 147 Percentage 95.2		Points Earned 140.0 Graduation Cohort 147 Percentage 95.2

This measure does not apply to the Elementary School.

For the 2018 Report Cards, the Ohio Department of Education adopted a new digital format that allows for greater interactivity with the viewer. For more specific information about our district and schools, readers are encouraged to visit that site a <https://reportcard.education.ohio.gov/district/overview/048215> (you may need to allow for pop-up windows on your browser for this site).



# Testing Report

**2017-2018**

**Executive Summary**



**TESTING REPORT  
2017-2018  
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, 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 was given to students in grades 2 through 6, while kindergarten and first grade students took only reading and mathematics. We primarily use the scores to identify students who may be gifted, but we may also 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.

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 2018 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.** They also show that on 56% of the tests the percentage of students in or above the third quartile is at least within 5 percent of the previous cohort; and that on 52% of the tests the percentage of students in or above the fourth quartile is within 5 percent of the previous cohort. Conversely, on 44% of the tests the percentage of students in the top quartile decreased by more than 5 percent.

Finally, we see that on most achievement tests, students are achieving at a level comparable to their abilities. The exceptions include the following: students performed just below their ability levels in 3rd grade language and 5th grade social studies, and students performed just above their ability level in 2nd grade science and social studies and 3rd grade science. These above-ability scores are likely due to the background knowledge our students bring to the test, which is bolstered by nonfiction reading and experiential learning. The below-ability scores in 5th grade social studies is in contrast to previous cohorts, and the below-ability scores in 3rd grade language is an improvement over the last three cohorts. These results are part of on-going data discussions with teachers planned throughout the current school year.

## Ohio State Tests Results (pages 6-12)

During the 2017-2018 school year, students in grades 3 through 8 took state tests in English Language Arts and math, and students in grades 5 and 8 took tests in science (the social studies tests in grades 4 and 6 were discontinued by the state). 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 thirteen tests, over 82% of the students passed. **On average, over 72% of our students scored in the Advanced or Accelerated range.** On eleven of the the tests, over 60% of the students scored in the Advanced or Accelerated range; on six of them, over 75% of the students scored in the Advanced or Accelerated range; and on two one of them, 90% of our students scored in the Advanced or Accelerated range.

Overall, the test results show a slight decrease 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 in contrast with the trends across the state. These results are part of on-going data discussions with teachers planned throughout the current school year.

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 69% of the tests. When compared to other area districts, it is above the average on 100% of the tests. And in comparison to the top ten districts, they are above the average on 54% of the tests. For the previous year, these percentages were 87%, 100%, and 60%, respectively. Again, these results are part of on-going data discussions with teachers planned throughout the current school year.

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

During the 2017-2018 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 average, over 74% of our students scored in the Advanced or Accelerated range.** On four of the tests, 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) 41% of the students who took the course instead of AP US Government scored in that same range.

Overall, these results are comparable to the performance of the previous year (see page 15 and pages 20-22), where the trend across the state trend is an increase in performance.

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 all but one of the tests (Algebra I), and they are all above the average. With regard to other area districts, they are the highest on 100% of the tests, and they are all well above the average.



And with regard to the top ten districts, they are the highest on 71% 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.

At the district level, the Performance Index ranks Ottawa Hills at number 2 in the state behind Solon City Schools.

### **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 2018, 153 students took 301 AP tests. This is an increase from the previous year when 123 students took 263 tests. Of the 301 tests taken, 26% of them earned a top score of 5, and 35 % of them earned a score of 4. Another 30% earned a score of 3, and the remaining 9% earned a lower score. **The percentage of students who earned a 3 or better continues the trend of Ottawa Hills students outperforming the state and global percentages** (see page 31).

When broken down by the 21 different subject areas (see pages 30 and 32), there were ten of them in which 100% of the students scored a 3 or more. Of the remaining eleven tests, student performance is consistent with or shows improvement over last year on six of them. The remaining five tests (English Literature, French, Physics 1, Biology, and Art History) show a slight decrease in performance, but all but one (Art History, which performed very comparably) show an increase in enrollment.

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 9 (+5); AP Biology 32 (-2); AP Calculus (AB) 31 (+2); AP Chemistry 16 (-3); AP Computer Science Principles 43 (+23); AP English Language 23 (+4); AP English Literature 20 (+0); AP European History 13 (N/A); AP French 11 (-4); AP Physics (1) 13 (-7); AP Spanish 15 (-5); AP Statistics 51 (+11); and AP US Government 26 (-19). This total enrollment is an overall increase of 5 students when compared to last year.

### **ACT and SAT Summary Report (pages 35 - 40)**

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 2017-2018 ACT scores show some decrease when compared to the previous year in all areas but math. This trend is echoed in the SAT scores. **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, the PSAT 8/9 and the PreACT were administered for the second 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). This data shows that the percentage of students predicted to achieve remediation free scores varies by class but is consistently at or above 70%.

### **District Report Card (pages 42-44)**

For every district in the state, the Ohio Department of Education issued a report card covering seven areas: an overall grade, 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 21, 2018 District Newsletter), a brief list of conclusions follow.

#### *Overall Grade (page 42)*

This grade is calculated by weighing other relevant report card components as noted.

#### *Achievement (page 42)*

This is an analysis of 22 indicators. Twenty of them indicate how many students passed the state tests. One is an indication of how many students are chronically absent. The last one is the gifted indicator, which includes three parts: achievement, growth, and identification and services provided. All but the gifted indicator (95.5%) were met, resulting in the second highest performance index in the state: 108.92 out of a possible 120 points (90.8%). When looking at the points received for students scoring in the Advanced or Advanced Plus range, we show improvement over last year: 50.1 to 58.2. The opposite is true for the students scoring in the Basic or Limited range: 3.8 to 3.5. That is, at the district level, **the percentage of students in the top two categories increased (41.7% to 48.3%)**, while the percentage of students in the bottom two decreased slightly (7.2% to 7.0%). However, at the building level, the percentage of students not passing state tests compared to last year presents an opportunity for improvement. Last year 6.0% of elementary students and 8.7% of junior/senior high school students did not pass the state test; this year those numbers are 9.1% and 5.1%, respectively. Consequently, a year-long plan to address the elementary results is already underway.

An analysis of the gifted indicator shows that our current plan to increase gifted services is having an impact. In 2017, only one of the three component benchmarks was met, growth. The achievement and services benchmarks were not. In 2018, two of the three component benchmarks were met: growth and achievement. The services component was not met, but the points earned for this component increase from 42 to 51. The largest contributor to that point gain was in the percentage of identified students being served:

	Elementary	Jr/Sr High
2017	8.7%	3.5%
2018	16.0%	9.4%



### Progress (page 42)

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, math, and science. Overall, our students exceeded one year's growth as measured by the state tests and presented as an index:

Index	Grade	Meaning
Greater than or equal to +2	A	"significant evidence of exceeding the standard for academic growth"
Greater than or equal to +1 but less than +2	B	"moderate evidence of exceeding the standard for academic growth"
Greater than or equal to -1 but less than +1	C	"evidence of exceeding the standard for academic growth"
Greater than or equal to -2 but less than -1	D	"moderate evidence of not meeting the standard for academic growth"
Less than -2	F	"significant evidence of not meeting the standard for academic growth"

Areas of weakness include 5th grade English Language Arts, math, and science; and 8th grade English Language Arts. By way of comparison, a look at the fourteen Top Ten and Similar Districts included in this report shows that 43% of them received an F for Progress in 5th grade reading and math, 50% of them received an F in 5th grade science, and 57% received an F in 8th grade reading. This at once shows the weaknesses are not uncommon and that we have peers from whom we can learn.

### Gap Closing (page 43)

This is an analysis of student performance relative to income, race, ethnicity, and disability. The primary way to the requirements of this component is for each subgroup to meet the Annual Measurable Objective (AMO) of the Performance Index benchmarks in English Language Arts or Math set by the state. **All of our students exceed both the short (2017-2018) and long-term (2025-2026) objectives.**

Group	17-18 ELA PI	25-26 ELA PI	17-18 OH PI	17-18 Math PI	25-26 Math PI	17-18 OH PI
All Students	83.8	100	109.5	84.2	100	108.2
Hispanic	71.8	84.4	101.9	72.3	84.6	93.8
White/Non-Hispanic	86.3	92.4	109.5	87.6	93.1	108.7
Asian or Pac Islander	92.4	95.8	114.3	97.8	98.8	112.9
Multiracial	78.3	88.0	109.4	77.7	87.6	109.1
Students with Disabilities	57.3	76.3	84.8	58.2	76.8	81.6

### K-3 Literacy (page 43)

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.

*Graduation Rate (page 43)*

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.

*Preparedness for Success (page 44)*

The data in this section pertains to the Classes of 2016 and 2017, a total of 147 students. Each one is able to earn up to 1.3 points by demonstrating a readiness for college through their scores on the ACT, SAT, and AP exams, along with earning an honors diploma. Our cohort earned 140 points total.

This section of the online report card 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 as they only include in-state, public colleges and universities.