Ottawa Hills Local Schools

District Testing Report

2018-2019

Terra Nova and *InView* Results

2018-2019

Ability / Achievement Comparison

by Content Area

Grades Two and Four

Source: McGraw Hill/CTB Online Reporting System

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
2	55	626.7	64.1	63.9	75	75	0.0	9.1	5.5	43.6	41.8
4	84	664.8	66.5	65.8	78	77	1.0	1.2	13.1	33.3	52.4

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
2	55	604.5	70.5	65.5	83	77	6.0	7.3	5.5	20.0	67.3
4	84	663.4	69.1	67.2	82	79	3.0	1.2	15.5	17.9	65.5

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	619.1	66.2	60.6	78	69	9.0	3.6	16.4	23.6	56.4
4	84	667.7	69.8	66.8	83	79	4.0	0.0	11.9	21.4	66.7

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	652.2	72.5	61.8	86	71	15.0	7.3	14.5	21.8	56.4
4	84	672.5	70.5	66.8	83	79	4.0	1.2	8.3	17.9	72.6

* It is considered meaningful when there is a 7-unit difference between the obtained NCE (Normal Curve Equivalent) and the AANCE (Anticipated Achievement Normal Curve Equivalent). See Note on page 3.

Color Key

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

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
4	84	663.8	67.1	66.8	79	79	0.0	3.6	8.3	33.3	54.8

* It is considered meaningful when there is a 7-unit difference between the obtained NCE (Normal Curve Equivalent) and the AANCE (Anticipated Achievement Normal Curve Equivalent). See Note below.

Color Key

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

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

Grade	Number Tested		Reading	Mathematics
2	55 (44)	At or Above 50th %ile Top Half	85.4 (86.3)	87.3 (86.4)
		At or Above 75th %ile Top Quarter	41.8 (56.8)	67.3 (75.0)
4	(78)	At or Above 50th %ile Top Half	85.7 (77.8)	83.4 (93.8)
		At or Above 75th %ile Top Quarter	52.4 (53.1)	65.5 (71.6)

Color Key

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

NOTE: A student's raw score is converted to a scaled score. When compared to a national sample, that scaled score can be converted to a Normal Curve Equivalent (NCE), which can then be averaged. The exact average NCE is always 50. The percentile of the NCE tells what percentage of students performed below that same score. The Anticipated Achievement Normal Curve Equivalent (AANCE) uses the *InView* cognitive skills data to predict where students should score on the *TerraNova*. The difference between the actual and the predicted suggests whether students are performing to their ability.

Ohio State Test Results

2018-2019

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 2019 (All Students Tested)

3rd Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (63 students)	51 % (32 students)	25 % (16 students)	16 % (10 students)	6 % (4 students)	2 % (1 student)
Mathematics (62 students)	66 % (41 students)	20 % (12 students)	10 % (6 students)	2 % (1 student)	3 % (2 students)

Note: One (1) accelerated 3rd graders took the Grade 4 Mathematics test.

4th Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (84 students)	60 % (50 students)	24 % (20 students)	8 % (7 students)	7 % (6 students)	1 % (1 students)
Mathematics (80 students)	63 % (50 students)	26 % (21 students)	9% (7 students)	1 % (1 student)	1 % (1 students)

Note: Six (6) accelerated 4th graders took the Grade 5 Mathematics test.

5th Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (69 students)	57 % (39 students)	28 % (19 students)	14 % (10 students)	1 % (1 students)	0 % (0 students)
Mathematics (71 students)	54 % (38 students)	20 % (14 students)	17 % (12 students)	8 % (6 students)	1 % (1 students)
Science (69 students)	72 % (50 students)	19 % (13 students)	7 % (5 students)	1 % (1 student)	0 % (0 student)

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

Proficiency Percentages
Spring 2019 (All Students Tested)

6th Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (85 students)	32 % (27 students)	34 % (29 students)	25 % (21 students)	8 % (7 students)	1 % (1 student)
Mathematics (74 students)	30 % (22 students)	34 % (25 students)	23 % (17 students)	11 % (8 students)	3 % (2 students)

Note: Twelve (12) accelerated 6th graders took the Grade 7 Mathematics test, one (1) took the Algebra I End-of-Course Exam, and one (1) took the Geometry End-of-Course Exam.

7th Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (84 students)	48 % (40 students)	25 % (21 students)	13 % (11 students)	12 % (10 students)	2 % (2 students)
Mathematics (93 students)	35 % (33 students)	23 % (21 students)	20 % (19 students)	13 % (12 students)	9 % (8 students)

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

8th Grade AIR Tests

	Advanced	Accelerated	Proficient	Basic	Limited
English Language Arts (95 students)	24 % (23 students)	40 % (38 students)	27 % (26 students)	7 % (7 students)	1 % (1 student)
Science (95 students)	40 % (38 students)	40 % (38 students)	11 % (10 students)	4 % (4 students)	5 % (5 students)

Note: Three (3) 8th graders took the English 7 test. The Grade 8 Mathematics test is not administered in Ottawa Hills. Six (6) accelerated 8th graders took the Geometry End-of-Course Exam and the Biology End-of-Course Exam.

Proficiency Percentages
Spring 2019 (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 2018
3	English Language Arts	58 / 63	92	+4
3	Mathematics	59 / 62	95	+0
4	English Language Arts	77 / 84	92	-2
4	Mathematics	78 / 80	98	+1
5	English Language Arts	68 / 69	99	+6
5	Mathematics	64 / 71	90	+8
5	Science	68 / 69	99	+7
6	English Language Arts	77 / 85	91	+4
6	Mathematics	64 / 74	86	-2
7	English Language Arts	72 / 84	86	-9
7	Mathematics	73 / 93	78	-10
8	English Language Arts	87 / 95	92	+0
8	Science	86 / 95	91	-2

Total Change
+5

Ohio State Tests Results -- Spring 2019

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	107.715	95.7	96.0	95.9	86.6	91.1	87.7	94.5	98.3	97.9	87.9	91.0	89.9	94.3	96.8
Bexley City	101.651	89.6	88.4	84.1	73.3	84.8	81.9	82.3	88.1	75.0	74.6	73.5	95.2	76.5	89.5
Chagrin Falls Ex. Village	109.224	96.0	97.2	93.5	83.2	95.2	88.1	96.8	98.2	84.7	92.5	86.9	68.4	91.9	90.7
Granville Ex. Village	107.297	89.7	86.5	90.7	85.4	90.3	85.1	89.2	91.9	94.1	91.6	72.2	94.1	88.1	90.8
Madeira City	109.171	88.6	93.6	96.9	97.4	94.7	93.5	90.2	99.1	94.0	93.3	89.4	83.1	92.1	93.5
Oakwood City	107.550	93.6	91.7	91.4	84.6	94.6	85.8	92.1	96.7	92.1	87.2	91.0	81.4	88.8	90.7
Ottawa Hills Local	109.060	92.1	90.6	97.1	91.6	85.5	91.3	95.2	96.3	90.1	87.5	80.9	---	97.1	90.2
Wyoming City	105.901	98.5	90.9	85.8	87.3	91.2	83.1	94.2	94.4	84.5	83.5	87.8	83.8	80.9	87.8
AVERAGE	107.196	93.0	91.9	91.9	86.2	90.9	87.1	91.8	95.4	89.1	87.3	84.1	85.1	88.7	91.3

* District selection based on fiscal year 2018 similar districts. The fiscal year 2019 data was not available at the time of this report was being made. 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
Ottawa Hills Local	109.060	92.1	90.6	97.1	91.6	85.5	91.3	95.2	96.3	90.1	87.5	80.9	---	97.1	90.2
AVERAGE	107.196	93.0	91.9	91.9	86.2	90.9	87.1	91.8	95.4	89.1	87.3	84.1	85.1	88.7	91.3
DIFFERENCE	1.864	-0.9	-1.3	5.2	5.4	-5.4	4.2	3.4	0.9	1	0.2	-3.2	---	8.4	-1.1

Source: Ohio Department of Education Local Report Cards

Ohio State Tests Results -- Spring 2019

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	103.600	**94.4**	87.1	91.5	84.5	**88.3**	79.1	90.6	92.8	**92.7**	**89.8**	**84.2**	80.0	**94.5**	83.2
Bowling Green City	89.663	67.7	65.8	71.8	58.1	74.0	63.4	66.7	71.2	57.6	75.4	73.1	64.8	76.8	83.3
Maumee City	94.555	75.8	78.8	78.8	65.6	77.6	75.3	79.9	86.5	71.7	80.3	77.6	66.4	75.3	83.7
Oregon City	88.988	78.9	65.8	68.6	49.5	70.0	59.0	72.9	79.3	78.1	62.3	60.9	61.2	80.8	58.3
Ottawa Hills Local	109.060	92.1	90.6	97.1	91.6	85.5	91.3	95.2	96.3	90.1	87.5	80.9	---	97.1	90.2
Perrysburg Exempted	104.941	91.4	85.8	92.8	82.8	**90.2**	78.6	88.4	92.6	89.8	86.9	**83.5**	85.6	94.1	88.8
Rossford Exempted Village	83.164	68.3	58.3	73.5	48.4	73.7	56.6	67.5	58.3	49.0	43.3	62.3	73.0	58.2	69.7
Springfield Local	87.306	71.7	68.6	71.0	57.1	75.1	68.2	71.1	82.0	60.7	56.6	64.3	68.5	61.3	75.5
Sylvania Schools	95.984	83.9	77.2	80.5	70.5	81.0	72.1	78.1	86.2	70.7	70.9	80.3	68.6	82.3	83.9
Toledo City	62.794	41.6	34.0	45.6	27.4	40.8	32.5	37.4	41.9	29.7	25.4	30.9	31.2	34.4	39.9
Washington Local	81.700	61.2	55.7	65.7	49.3	67.4	51.4	61.5	67.5	60.1	57.9	53.7	54.5	69.7	67.5
AVERAGE	91.069	75.2	69.8	76.1	62.3	74.9	66.1	73.6	77.7	68.2	66.9	68.3	65.4	75.0	74.9

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 (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
Ottawa Hills Local	109.060	92.1	90.6	97.1	91.6	85.5	91.3	95.2	96.3	90.1	87.5	80.9	---	97.1	90.2
AVERAGE	91.069	75.2	69.8	76.1	62.3	74.9	66.1	73.6	77.7	68.2	66.9	68.3	65.4	75.0	74.9
DIFFERENCE	17.991	16.9	20.8	21.0	29.3	10.6	25.2	21.6	18.6	21.9	20.6	12.6	---	22.1	15.3

Source: Ohio Department of Education Local Report Cards

Ohio State Tests Results -- Spring 2019

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
Solon City	112.623	97.2	95.8	98.6	92.3	96.0	91.2	97.6	97.9	98.6	98.1	93.2	93.6	96.6	95.5
Rocky River City	109.385	93.2	92.0	93.0	88.7	96.6	90.1	92.5	99.5	94.5	91.5	90.7	92.6	95.5	91.4
Chagrin Falls Exempted	109.224	96.0	97.2	93.5	83.2	95.2	88.1	96.8	98.2	84.7	92.5	86.9	68.4	91.9	90.7
Madeira City	109.171	88.6	93.6	96.9	97.4	94.7	93.5	90.2	99.1	94.0	93.3	89.4	83.1	92.1	93.5
Ottawa Hills Local	109.060	92.1	90.6	97.1	91.6	85.5	91.3	95.2	96.3	90.1	87.5	80.9	---	97.1	90.2
Beachwood City	108.523	96.3	88.0	92.7	93.5	91.4	91.4	92.5	91.8	89.9	96.9	85.4	76.9	94.5	89.8
Brecksville-Broadview	108.071	91.3	89.3	92.6	85.2	94.9	80.7	92.5	95.0	90.8	92.6	93.1	92.7	90.8	90.1
Marion Local	107.973	84.7	83.1	93.2	88.0	94.1	83.8	93.2	95.8	98.3	97.3	92.3	93.4	89.8	94.6
Indian Hill Exempted	107.960	90.9	89.5	89.7	85.1	95.7	87.1	93.9	95.0	95.8	88.4	88.9	83.9	95.9	93.6
Bay Village City	107.715	95.7	96.0	95.9	86.6	91.1	87.7	94.5	98.3	97.9	87.9	91.0	89.9	94.3	96.8
AVERAGE	108.971	92.6	91.5	94.3	89.2	93.5	88.5	93.9	96.7	93.5	92.6	89.2	86.1	93.9	92.6

* 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	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	109.060	92.1	90.6	97.1	91.6	85.5	91.3	95.2	96.3	90.1	87.5	80.9	---	97.1	90.2
AVERAGE	108.971	92.6	91.5	94.3	89.2	93.5	88.5	93.9	96.7	93.5	92.6	89.2	86.1	93.9	92.6
DIFFERENCE	0.089	-0.5	-0.9	2.8	2.4	-8	2.8	1.3	-0.4	-3.4	-5.1	-8.3	---	3.2	-2.4

End-of-Course Exam Results

2018-2019

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 2019

English Language Arts End-of-Course Exams

	Advanced	Accelerated	Proficient	Basic	Limited
ELA I (87 students)	54 % (47 students)	24 % (21 students)	21 % (18 students)	1 % (1 students)	0 % (0 students)
ELA II (81 students)	51 % (41 students)	30 % (24 students)	16 % (13 students)	2 % (2 students)	1 % (1 students)

Note: One (1) 11th grader took the ELA I exam, and one (1) accelerated 9th grader 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 (96 students)	57% (49 students)	27 % (26 students)	21 % (20 students)	1 % (1 students)	0 % (0 student)
Geometry (97 students)	55 % (53 students)	20 % (19 students)	14 % (14 students)	6 % (6 students)	5 % (5 students)

Note: One (1) accelerated 6th and six (6) 7th graders took the Algebra 1 End-of-Course exam, along with one (1) 10th grade student. One (1) accelerated 6th and 7th grader and six (6) 8th graders took the Geometry End-of-Course exam, along with eight (8) 10th graders and one (1) 12th grader.

Science End-of-Course Exams

	Advanced	Accelerated	Proficient	Basic	Limited
Biology (94 students)	71 % (67 students)	13 % (12 students)	14 % (13 students)	2 % (2 students)	0 % (0 students)

Note: Six accelerated 8th graders and five (5) 10th graders took the Biology End-of-Course exam.

Proficiency Percentages
Spring 2019

Social Studies End-of-Course Exams

	Advanced	Accelerated	Proficient	Basic	Limited
American History (79 students)	84 % (66 students)	6 % (5 students)	9 % (7 students)	1 % (1 students)	0 % (0 students)
American Government (35 students)	31 % (11 students)	43 % (15 students)	26 % (9 students)	0 % (0 students)	0 % (0 students)

Note: One (1) 12th graders took the American History End-of-Course exam.

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

TEST	COUNT	PERCENTAGE	PERCENTAGE CHANGE from 2018
English Language Arts I	86 / 87	99	+3
English Language Arts II	78 / 81	96	-4
Algebra I	95 / 96	99	+5
Geometry	86 / 97	89	-6
Biology	92 / 94	98	+1
American History	78 / 79	99	-1
American Government	35 / 35	100	+3

Total Change
+1

Ohio End-of-Course Exams -- Spring 2019

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	107.715	---	94.7	96.1	87.4	---	95.2	92.2
Bexley City	101.651	92.7	90.5	91.8	91.9	78.1	82.0	94.7
Chagrin Falls Ex. Village	109.224	92.3	98.9	97.7	98.1	93.2	98.4	96.8
Granville Ex. Village	107.297	96.8	97.2	97.3	92.8	89.1	97.3	97.2
Madeira City	109.171	89.9	93.1	96.8	93.4	90.6	91.6	97.3
Oakwood City	107.550	92.8	94.6	96.3	91.7	83.4	98.9	96.4
Ottawa Hills Local	109.060	98.9	98.4	98.8	97.5	88.4	100.0	98.7
Wyoming City	105.901	93.8	92.7	95.9	90.8	91.6	95.9	97.5
AVERAGE	107.196	93.9	95.0	96.3	93.0	87.8	94.9	96.4

* 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
Ottawa Hills Local	109.060	98.9	98.4	98.8	97.5	88.4	100.0	98.7
AVERAGE	107.196	93.9	95.0	96.3	93.0	87.8	94.9	96.4
DIFFERENCE	1.864	5.0	3.4	2.5	4.5	0.6	5.1	2.3

Source: Ohio Department of Education Local Report Cards

Ohio End-of-Course Exams -- Spring 2019

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	103.600	93.2	90.9	92.0	86.0	72.9	93.4	91.5
Bowling Green City	89.663	68.4	89.2	78.4	78.8	57.6	82.4	92.9
Maumee City	94.555	76.7	82.5	77.7	72.7	57.7	88.1	84.5
Oregon City	88.988	80.2	76.7	83.6	76.3	55.3	79.2	83.2
Ottawa Hills Local	109.060	98.9	98.4	98.8	97.5	88.4	100.0	98.7
Perrysburg Exempted	104.941	92.9	94.4	92.2	90.3	83.2	93.8	97.2
Rossford Exempted Village	83.164	50.7	75.2	67.2	71.0	46.9	86.9	83.6
Springfield Local	87.306	54.8	83.6	75.7	72.0	54.1	89.2	86.2
Sylvania Schools	95.984	79.8	87.2	84.1	79.3	68.4	94.1	85.9
Toledo City	62.794	26.0	45.5	39.7	42.3	21.6	46.3	51.2
Washington Local	81.700	58.0	74.3	63.6	62.0	47.0	78.4	81.1
AVERAGE	91.069	70.9	81.6	77.5	75.3	59.4	84.7	85.1

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.

AREA DISTRICT AVERAGE	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
Ottawa Hills Local	109.060	98.9	98.4	98.8	97.5	88.4	100.0	98.7
AVERAGE	91.069	70.9	81.6	77.5	75.3	59.4	84.7	85.1
DIFFERENCE	17.991	28	16.8	21.3	22.2	29	15.3	13.6

Ohio End-of-Course Exams -- Spring 2019

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	112.623	95.4	95.9	96.3	92.3	91.8	97.7	95.4
Rocky River City	109.385	92.7	96.2	95.9	91.9	86.8	94.9	98.2
Chagrin Falls Exempted	109.224	92.3	98.9	97.7	98.1	93.2	98.4	96.8
Madeira City	109.171	89.9	93.1	96.8	93.4	90.6	91.6	97.3
Ottawa Hills Local	109.060	98.9	98.4	98.8	97.5	88.4	100.0	98.7
Beachwood City	108.523	93.0	97.0	93.1	88.5	85.3	90.1	94.9
Brecksville-Broadview	108.071	96.1	96.6	94.8	93.8	88.0	98.4	97.5
Marion Local	107.973	93.8	97.1	89.7	88.5	83.7	100.0	95.7
Indian Hill Exempted	107.960	87.7	93.1	94.7	90.7	81.9	91.3	94.6
Bay Village City	107.715	---	94.7	96.1	87.4	---	95.2	92.2
AVERAGE	109.110	93.3	96.3	95.3	92.7	87.7	95.8	96.6

* 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	Performance Index Score	Algebra I	Biology	English I	English II	Geometry	Government	History
Ottawa Hills Local	109.060	98.9	98.4	98.8	97.5	88.4	100.0	98.7
AVERAGE	109.110	93.3	96.3	95.3	92.7	87.7	95.8	96.6
DIFFERENCE	-0.05	5.6	2.1	3.5	4.8	0.7	4.2	2.1

State Testing Performance History by Class

2018-2019

Classes of 2020 through 2028

Source: Previous Testing Reports

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
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=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%		0%	0%		100%		0%	0%							100%		0%	0%
11th (n=65)	0	2	0	1	0											11	15	9	0	0
2018-19	0%	67%	0%	33%	0%											31%	43%	26%	0%	0%
Passing		67%															100%			

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
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=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%			1%	0%	95%			4%	1%	97%			3%	0%					
10th (n=81)	41	24	13	2	1	1	2	4	0	2	0	1	3	1	0	65	5	7	1	0
2018-19	51%	30%	16%	2%	1%	11%	22%	44%	0%	2%	0%	20%	60%	20%	0%	83%	6%	9%	1%	0%
Passing	96%			2%	1%	98%			0%	2%	80%			20%	0%	99%			1%	0%
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.

State Testing Performance History: Class of 2022

Grade / Year (n) %	ELA 5	4	3	2	1	Math 5	4	3	2	1	Science 5	4	3	2	1	Social Studies 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=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%			3%	5%	96%			3%	1%	93%			6%	1%					
9th (n=87)	48	20	18	1	0	44	19	10	6	3	61	11	10	1	0					
2018-19	55%	23%	21%	1%	0%	54%	23%	12%	7%	4%	73%	13%	12%	1%	0%					
Passing	99%			1%	0%	89%			7%	4%	99%			1%	0%					
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.

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=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%									
8th (n=95)	23	38	26	7	1	49	24	19	1	2	33	38	10	4	7					
2018-19	24%	40%	27%	7%	1%	52%	25%	20%	1%	2%	36%	41%	11%	4%	8%					
Passing	92%		7%	1%		97%		1%	2%		88%		4%	8%						
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.

State Testing Performance History: Class of 2024

Grade / Year (n) %	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=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%														
7th (n=84)	40	21	11	10	2	29	18	19	12	6	5	1	0	0	0					
2018-19	47%	25%	13%	12%	2%	35%	21%	23%	14%	7%	83%	17%	0%	0%	0%					
Passing	86%		12%	2%		89%		14%	7%		100%		0%	0%						
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.

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
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=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%								
6th (n=86)	27	29	21	7	1	30	28	17	8	2										
2018-19	32%	34%	25%	8%	1%	35%	33%	20%	9%	2%										
Passing		92%		8%	1%		89%		9%	2%										
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)

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
3rd (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%													
4th (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%													
5th (n=70)	39	19	10	1	0	36	14	12	6	1	50	13	5	1	0					
2018-19	57%	28%	14%	1%	0%	52%	20%	17%	9%	1%	72%	19%	7%	1%	0%					
Passing		99%					90%		9%	1%		99%		1%	0%					
6th (n=?)																				
2019-20																				
Passing																				
7th (n=?)																				
2020-21																				
Passing																				
8th (n=?)																				
2021-22																				
Passing																				
9th (n=?)																				
2022-23																				
Passing																				
10th (n=?)																				
2023-24																				
Passing																				
11th (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
3rd (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%													
4th (n=86)	50	20	7	6	1	55	21	7	1	1										
2018-19	60%	24%	8%	7%	1%	65%	25%	8%	1%	1%										
Passing		92%		7%	1%		98%		1%	1%										
5th (n=?)																				
2019-20																				
Passing																				
6th (n=?)																				
2020-21																				
Passing																				
7th (n=?)																				
2021-22																				
Passing																				
8th (n=?)																				
2022-23																				
Passing																				
9th (n=?)																				
2023-24																				
Passing																				
10th (n=?)																				
2024-25																				
Passing																				
11th (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.

State Testing Performance History: Class of 2028

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=63)	32	16	10	4	1	42	12	6	1	2										
2018-19	51%	25%	16%	6%	2%	67%	19%	10%	2%	3%										
Passing		92%		6%	2%		95%		2%	3%										
4th (n=?)																				
2019-20																				
Passing																				
5th (n=?)																				
2020-21																				
Passing																				
6th (n=?)																				
2021-22																				
Passing																				
7th (n=?)																				
2022-23																				
Passing																				
8th (n=?)																				
2023-24																				
Passing																				
9th (n=?)																				
2024-25																				
Passing																				
10th (n=?)																				
2025-26																				
Passing																				
11th (n=?)																				
2026-27																				
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

2018-2019

AP Current Year Score Summary (2019)

AP Current Year Score Comparison (2019)

Background Information
Students Tested / Percent Scoring 3 or Higher

Source: College Board Reports

AP Current Year Score Summary (2019)

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 July 30, 2019, Report Run October 1, 2019

Ottawa Hills Junior-Senior High School (365050)

Total AP Students in Your School: 140

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	85	95	88	26	7	301
Percentage of Total Exams	28	32	29	9	2	100

Subject Totals	5	4	3	2	1	Total Exams
Art History	3	1	5			9
Biology	1	13	13	4		31
Calculus AB	3	10	8		1	22
Calculus BC	4			1		5
Chemistry	3	5	6	1		15
Computer Science Principles	2	5	13	7	1	28
English Language and Composition	11	8	4			23
English Literature and Composition	2	9	6			17
European History	12	11	5	3		31
French Language and Culture	1	5	5			11
Physics 1	5	4				9
Physics 2	4	3	2			9
Physics C: Mechanics	1					1
Spanish Language and Culture	9	5	1			15
Statistics	12	11	11	10	5	49
United States Government and Politics	12	5	9			26

Source: College Board Reports

AP Current Year Score Comparisons (2019)

Subject Tests	Number of School Exams	School Average Score	State Average Score	Global Average Score
Art History	9	**3.78**	3.28	2.99
Biology	31	**3.35**	3.14	2.92
Calculus AB	22	**3.64**	3.00	2.97
Calculus BC	5	**4.40**	3.83	3.80
Chemistry	15	**3.67**	2.93	2.74
Computer Science Principles	28	3.00	**3.04**	3.00
English Language and Composition	23	**4.30**	3.01	2.78
English Literature and Composition	17	**3.76**	2.83	2.62
European History	31	**4.03**	3.10	2.90
French Language and Culture	11	**3.64**	3.13	3.29
Physics 1	9	**4.56**	2.59	2.51
Physics 2	9	**4.22**	3.13	3.06
Physics C: Mechanics	1	**5.00**	3.73	3.76
Spanish Language and Culture	15	**4.53**	3.37	3.69
Statistics	49	**3.31**	3.05	2.86
United States Government and Politics	26	**4.12**	2.87	2.73

Note: The highest average score in each row is bolded.

Ottawa Hills Local Schools Over Five Years

% OF TOTAL AP STUDENTS WITH SCORES 3+

Year	2015	2016	2017	2018	2019
%	86%	90%	89%	93%	86%

SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	113	125	124	153	140
Number of Exams	227	240	265	301	301
AP Students with Scores 3+	97	112	110	143	121
% of Total AP Students with Scores 3+	85.8	89.6	88.7	93.5	86.4
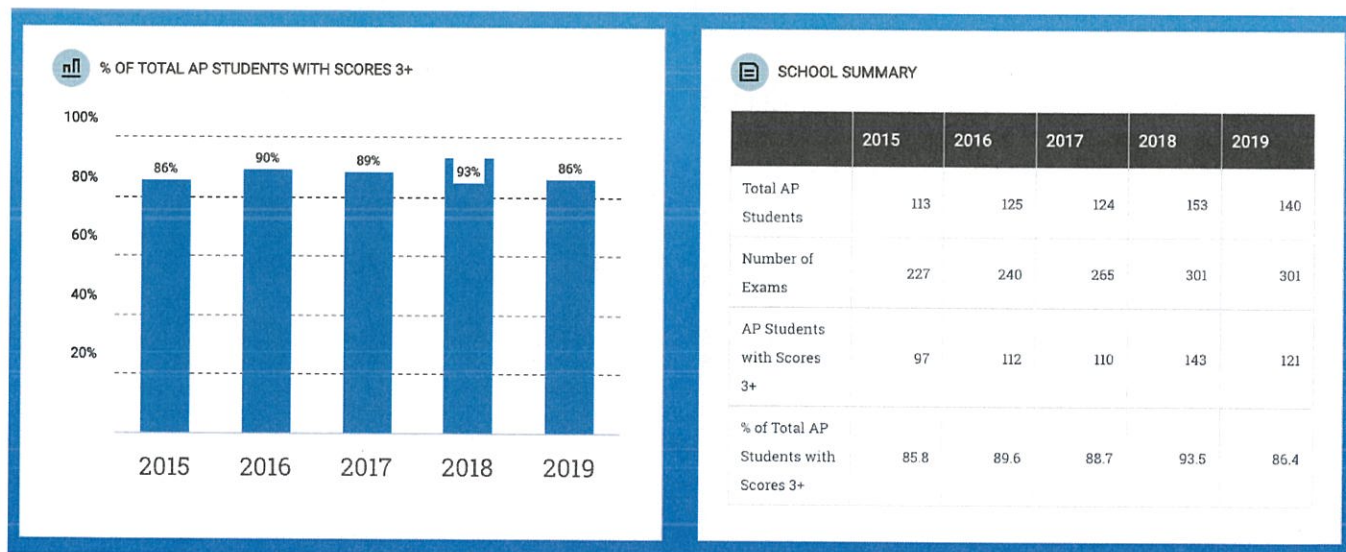
Source: College Board Reports

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

Subject	2019		2018		2017	
	#	%	#	%	#	%
U. S. History	-	-	15	100	1	100%
Computer Science A	-	-	3	100	-	-
Computer Science AB	-	-	-	-	-	-
Chemistry	15	93%	19	89%	15	88%
English Language	23	100%	20	100%	25	100%
English Literature	17	100%	17	94%	5	100%
European History	31	90%	-	-	20	95%
French	11	100%	14	86%	8	100%
U.S. Gov't	26	100%	45	84%	31	82%
Calculus AB	22	96%	23	87%	13	72%
Calculus BC	5	80%	1	100%	1	100%
Music Theory	-	-	1	100%	2	50%
Physics B	-	-	-	-	-	-
Physics C- E & M	-	-	-	-	1	100%
Physics C- Mech	1	100%	1	100%	1	100%
Physics 1	9	100%	14	86%	10	91%
Physics 2	9	100%	10	90%	7	78%
Spanish	15	100%	27	100%	11	92%
Statistics	49	69%	31	87%	20	83%
Studio Art 2D Design	-	-	6	100%	3	100%
Studio Art 3D Design	-	-	-	-	-	-
Studio Art - Drawing	-	-	1	100%	-	-
Biology	31	87%	34	91%	29	94%
Chinese Language	-	-	1	100%	-	-
Human Geography	-	-	-	-	-	-
Art History	9	100%	4	75%	14	78%
Comp Govt & Pol	-	-	-	-	1	100%
Computer Sci Principles	28	71%	14	93%	7	58%
Macroeconomics	-	-	-	-	1	50%
Microeconomics	-	-	-	-	1	100%
Psychology	-	-	-	-	1	100%
Total Grades Reported	301		301		263	
Percent with 3 or Higher	89%		91%		86%	
Total Candidates	140		153		123	
Total Graduating Seniors	82		84		72	
Challenge Index	3.67		3.58		3.65	

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

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

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

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

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

ACT and SAT Summary Report

2018-2019

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	Number Tested	English	Math	Reading	Science	Composite
2014-2015	81	27.5	25.9	27.6	26.5	26.5
2015-2016	74	28.3	26.5	28.8	26.5	27.4
2016-2017	67	28.3	25.5	27.7	26.6	27.1
2017-2018	84	27.9	26.4	26.9	26.1	27.0
2018-2019	81	27.4	26.5	27.8	26.2	27.1

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

State

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
2018	127,392	19.3	20.3	20.8	20.4	20.3

National

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
2018	1,914,817	20.2	20.5	21.3	20.7	20.8

Source: ACT Condition of College and Career Readiness 2018 - Ohio Key Findings

Average SAT Scores By Subtest (Range 200-800)

Ottawa Hills

Year	Number Tested	Reading	Writing	Math
		Evidence-Based Reading and Writing		
2014-2015	31	588	593	597
2015-2016	37	613	609	611
2016-2017	30	680		635
2017-2018	24	670		670
2018-2019	21	666		689

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

State

2014	19,040	555	535	562
2015	17,253	557	537	563
2016	14,829	556	534	563
2017	14,545	578		570
2018	22,904	550		548

Source: 2019 SAT Suite of Assessments Annual Report - Ohio

National

| 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
2018	2,220,087	531		528

Source: 2019 SAT Suite of Assessments Annual Report

ACT/SAT Five-Year Testing History

Ottawa Hills Average ACT Scores by Year and Subtest
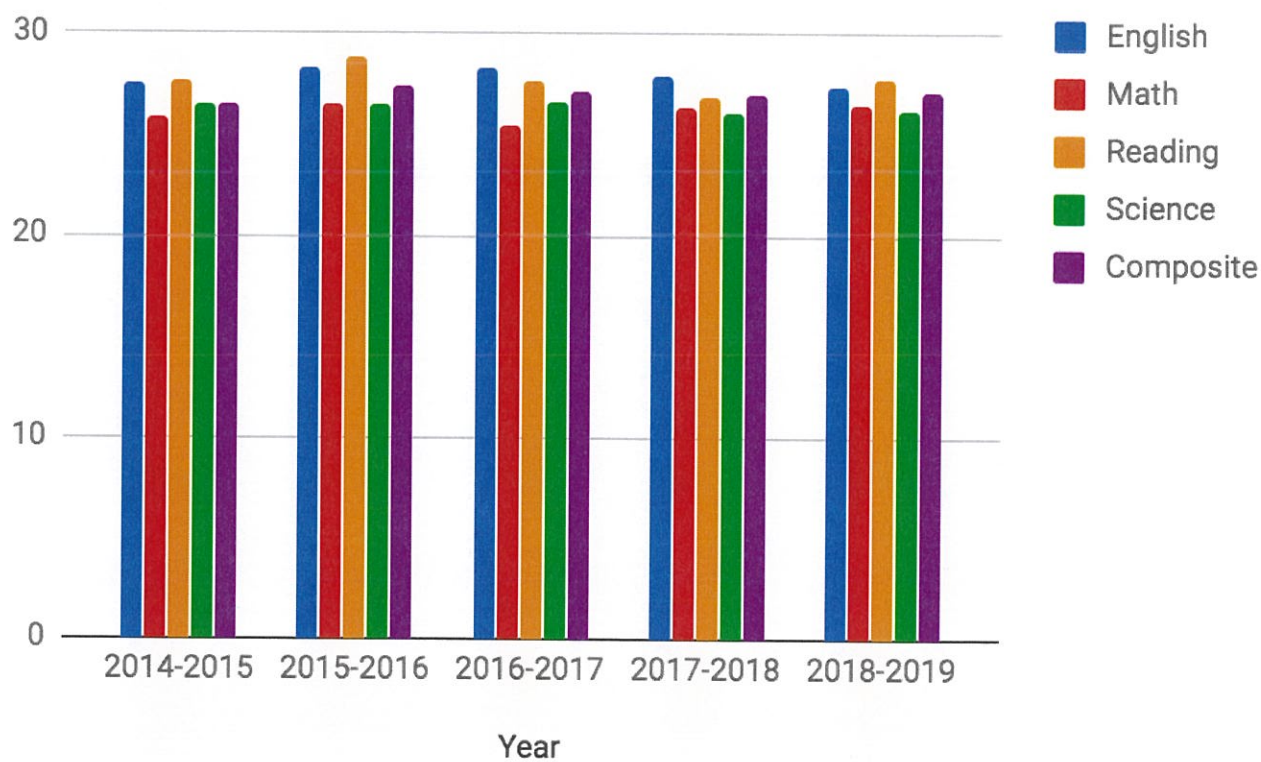
Comparison of Ottawa Hills 2018-2019 and Available Average ACT Scores by Subtest
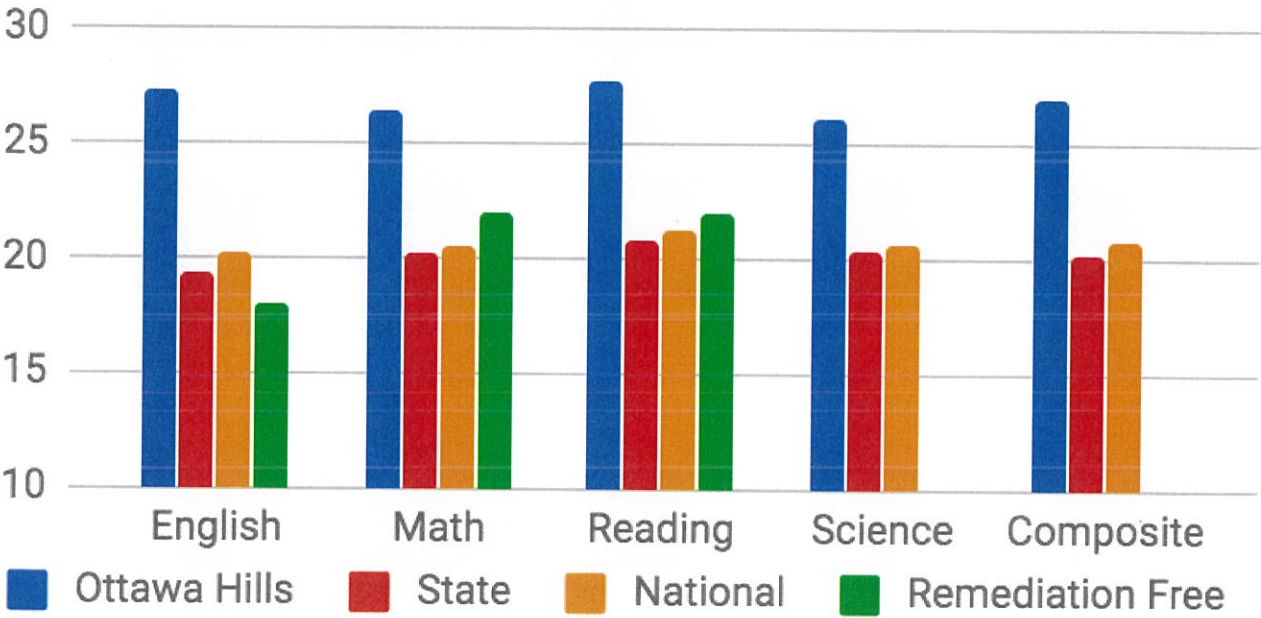
ACT/SAT Five-Year Testing History

Ottawa Hills Average SAT Scores by Year and Subtest
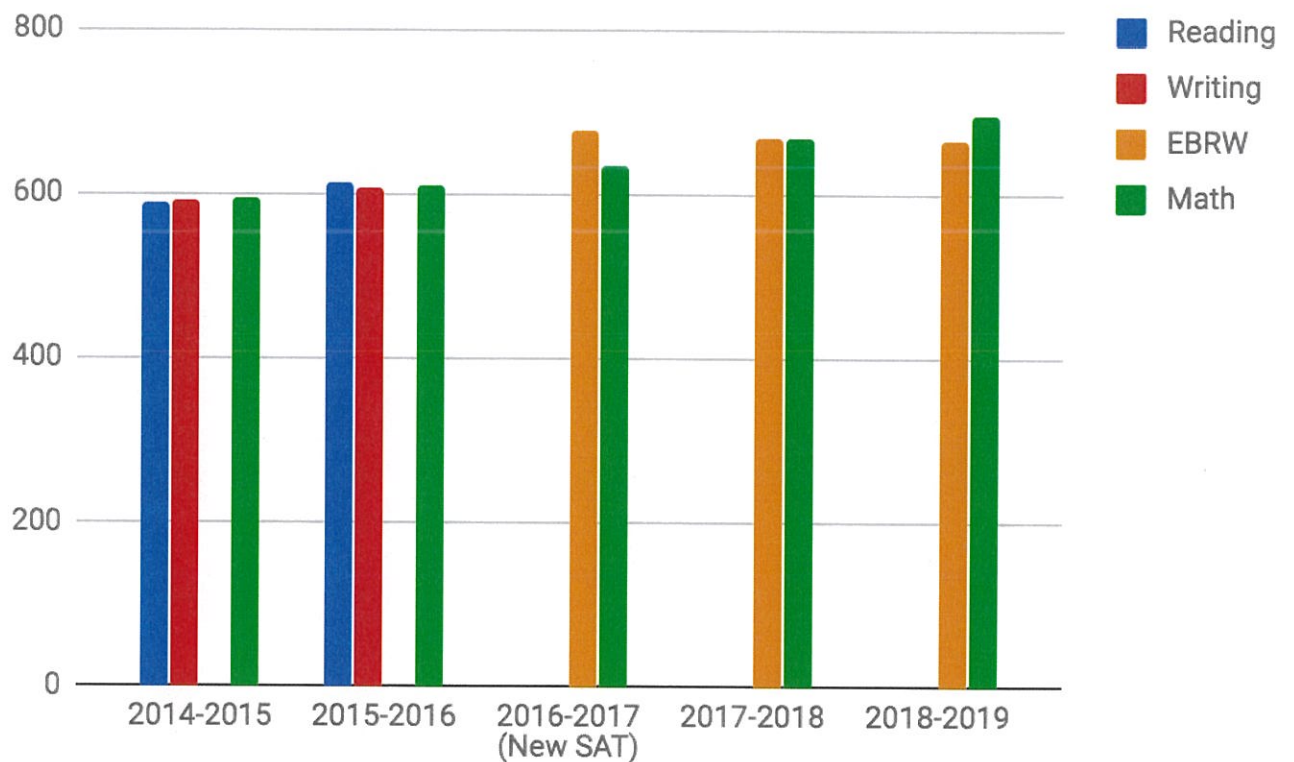
## Comparison of Ottawa Hills 2018-2019 and Available Average SAT Scores by Subtest
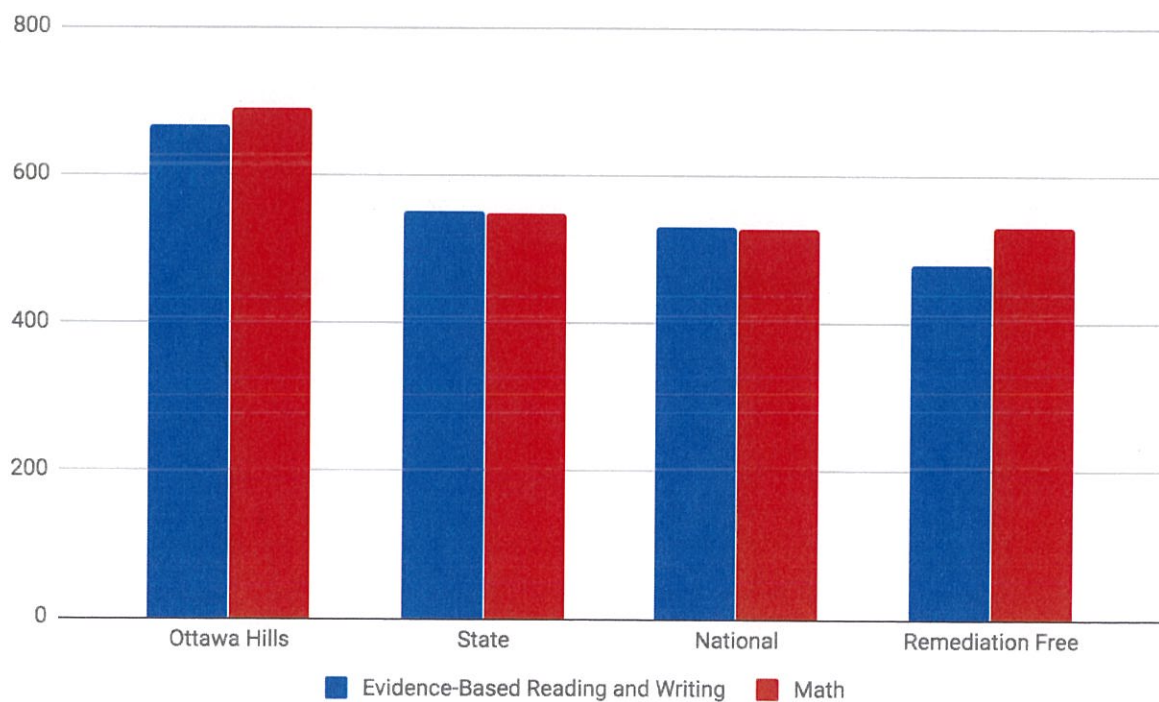
PSAT 8/9, PreACT, and PSAT Summary

In the fall of the 2018-2019 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:

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 Predicting Remediation Free Benchmark (Change from Previous Year)		
PSAT 8/9	8	91	(E) = 88% (-4)	---	(M) = 75% (-4)
PreACT	9	82	(E) = 87% (-8)	(R) = 60% (-24)	(M) = 67% (-3)
PSAT	10	77	(E) = 92% (-5)	---	(M) = 77% (-7)
PSAT	11	63	(E) = 97% (+4)	---	(M) = 89% (+13)

Percentage Predicting "Remediation Free" Score
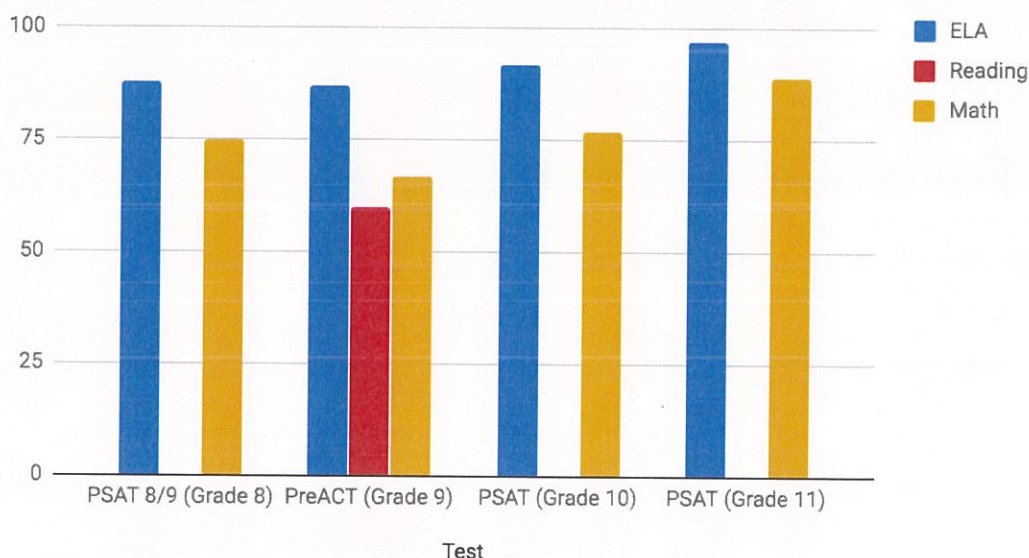
District Report Card

2018-2019

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 2019

Overall Grade

District	Elementary	Junior/Senior High
A	**A**	**A**
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
A	**A**	**B**
Performance Index - A (90.9%) Indicators Met - A (95.5%)	Performance Index - B (92.0%) Indicators Met - A (91.7%)	Performance Index - A (89.8%) Indicators Met - A (84.6%)

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
A	**A**	**A**
Overall - A (8.5 Index) Gifted - A (8.3 Index) Lowest 20% - B (1.5 Index) Students with Disabilities - NR	Overall - B (1.6 Index) Gifted - A (2.5 Index) Lowest 20% - NR Students with Disabilities - NR	Overall - A (14.0 Index) Gifted - A (12.1 Index) Lowest 20% - B (1.5 Index) Students with Disabilities - NR

State Report Card Components -- Spring 2019

Gap Closing

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

Groups with at least 20 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 (2018-19 for the 2019 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 - 94.4%		4 - Year Graduation Rate - 94.4%
5 - Year Graduation Rate - 100%		5 - Year Graduation Rate - 100%

This measure does not apply to the Elementary School. The 4-year rate of 94.4 is inaccurate. The actual rate was 100%. A reporting error was made that was not revised within the required timeframe.

State Report Card Components -- Spring 2019

Prepared for Success		
District	**Elementary**	**Junior/Senior High**
A	**NR**	**A**
Points Earned - 161.4 Graduation Cohort - 160 Percentage - 100.9%		Points Earned - 161.4 Graduation Cohort - 160 Percentage - 100.9%

This measure does not apply to the Elementary School.

The Ohio Department of Education State Report Cards in digital format allows for greater interactivity with the viewer. For more specific information about our district and schools, readers are encouraged to visit that site at

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

(you may need to allow for pop-up windows on your browser for this site).

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Testing Report

2018-2019

Executive Summary

TerraNova® and *InView*™ Test Results (pages 1-3)

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 and 4. We primarily use the scores to identify students who may be gifted, but we may also use the scores 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 and 4. 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 2019 administration of these tests show that **on all but one achievement tests, the greatest percentage of students at each grade level is performing better than 75% of their peers nationally**. Only 2nd grade reading missed that benchmark by less than 2 percentage points. They also show that on 75% 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 50% of the tests the percentage of students in or above the fourth quartile is within 5 percent of the previous cohort.

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 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.

Ohio State Tests Results (pages 4-10)

During the 2018-2019 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 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 average, over 75% of our students scored in the Advanced or Accelerated range.** On seven of the tests, over 50% of the students scored in the Advanced or Accelerated range, and on six of the tests over 80% of the students scored in that 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 7 and pages 21-26).

When compared to other districts (see pages 8-10), the percentages of students passing the tests are among the highest. With regard to "similar" districts, it is above the average on 62% 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 38% of the tests. For the previous year, these percentages were 69%, 100%, and 54%, respectively.**

Ohio End-of-Course Exam Results (pages 11-16)

During the 2018-2019 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 average, over 80% of our students scored in the Advanced or Accelerated range.** On three of the tests, over 70% of the students scored in the Advanced or Accelerated range, and on four of them, 80% or more of the students scored in that range.

Overall, these results are comparable to the performance of the previous year (see page 13 and pages 18-20) with a slight decrease in performance when comparing cohorts of students.

When compared to other districts (see pages 14-16), the percentages of students passing the tests are among the highest. **With regard to "similar" districts, area districts, and the top ten disctricts, they are above the average on 100% of the tests. The same was true in the previous year.**

At the district level, the Performance Index ranks Ottawa Hills at number 5 in the state.

Advanced Placement Tests Summary Report (pages 27- 32)

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 2019, 140 students took 301 AP tests. This is similar to the previous year when 153 students took 301 tests. Of the 301 tests taken, 28% of them earned a top score of 5, and 32 % of them earned a score of 4. Another 29% earned a score of 3, and the remaining 11% 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 29).

When broken down by the 16 different subject area tests (see page 30), there were nine of them in which 100% of the students scored a 3 or more. Of the remaining seven tests, student performance varies, with five of them showing a decrease in results compared to the last administration of the test.

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 2-D Design 3 (N/A) AP Art History 10 (+1); AP Biology 40 (+8); AP Calculus (AB) 22 (-9); AP Chemistry 23 (+7); AP Computer Science Principles 15 (-28); AP English Language 23 (+0); AP English Literature 10 (-10); AP French 9 (-2); AP Music Theory 1 (N/A); AP Physics (1) 11 (-2); AP Spanish 13 (-2); AP Statistics 33 (-18); AP US Government 31 (+5); and AP US History 14 (N/A).

This total enrollment is an overall decrease of 32 students when compared to last year.

ACT and SAT Summary Report (pages 33 - 38)

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 34 and 35).

Specifically, the ACT includes subtests in English, math, reading, and science; and the SAT includes subtests in evidence-based reading and writing and math. The 2018-2019 ACT scores show some increase when compared to the previous year in all areas but English. This trend is echoed in the SAT scores. **All the scores remain higher than the state and national averages** (see pages 36 and 37).

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 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 a means of meeting state graduation testing requirements, the PSAT 8/9 and the PreACT were administered 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 38). This data shows that the percentage of students predicted to achieve remediation free scores varies by class but is consistently at or above 67%.

District Report Card (pages 39-42)

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. A brief list of conclusions follow.

Overall Grade (page 40)

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 fifth highest performance index in the state: 109.1 out of 120 possible points (90.9%). This is up slightly from last year: 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: 58.2 to 59.8. However, the points received for students scoring in the Basic or Limited range also increased: 3.5 to 4.1. Nevertheless, at the district level, **the percentage of students in the top two categories increased (48.3% to 49.6%), while the percentage of students in the bottom two also increased (7.0% to 7.9%).**

However, at the building level, the percentage of students not passing state tests compared to last year presents an opportunity for improvement. Last year 9.1% of elementary students and 5.1% of junior/senior high school students did not pass the state test; this year those numbers are 6.8% and 8.8%, respectively. This improvement in elementary can be attributed to a year-long plan that was implemented last year.

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 and 2019, two of the three component benchmarks were met: growth and achievement. The services component was not met, but the points earned for this component increased from 42 to 51 to 65.

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"

While 5th and 8th grade appear to be areas of continued weakness, it is important to note that the report card indicates a three-year average, so it does not necessarily show improvement on this measure that is being made. For example, 5th grade growth measures have shown marked improvement:

Year	Composite Growth Measure (ELA/MATH)	
	5th grade	8th grade
2017	- 4.49	- 4.21
2018	- 3.81	0.15
2019	3.30	- 0.52

The next report card should remove the 2017 measures from the calculation of the three-year average.

Gap Closing (page 43)

This is an analysis of student performance relative to income, race, ethnicity, and disability. The primary way to meet 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 (2018-2019) and long-term (2025-2026) objectives.**

Group	18-19 ELA PI	25-26 ELA PI	17-18 OH PI	17-18 Math PI	25-26 Math PI	17-18 OH PI
All Students	85.8	100	109.1	86.2	100	108.6
Hispanic	73.4	84.4	100.3	73.8	84.6	96.9
White/Non-Hispanic	87.1	92.4	109.0	88.3	93.1	108.1
Asian or Pac Islander	92.8	95.8	112.2	97.9	98.8	112.6
Multiracial	79.5	88.0	110.0	78.9	87.6	113.1
Students with Disabilities	59.6	76.3	86.5	60.5	76.8	81.5

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 were in reality 100% and are above the state rates. The 4-year graduation rate shows as a 94.4% on the state report card due to a reporting error that was not noticed in time to correct. 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 2017 and 2018, a total of 160 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 161.4 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.