SCHOOL GRADE

Coming in
2018

Achievement

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

COMPONENT GRADE

C

Performance Index
75.7%.. **C**
Indicators Met
42.9%.. **F**

Progress

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

COMPONENT GRADE

A

Value Added
Overall..**A**
Gifted..**NR**
Students with Disabilities..**NR**
Lowest 20% in Achievement...**NR**

Gap Closing

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

COMPONENT GRADE

B

Annual Measurable Objectives
89.9%.. **B**

Graduation Rate

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

COMPONENT GRADE

A

Graduation Rates
93.8% of students graduated in 4 years...........................**A**
100.0% of students graduated in 5 years..........................**A**

K-3 Literacy

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

COMPONENT GRADE

Not Rated

K-3 Literacy Improvement
NC...**NR**

Prepared for Success

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

COMPONENT GRADE

C

Achievement

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

COMPONENT GRADE

C
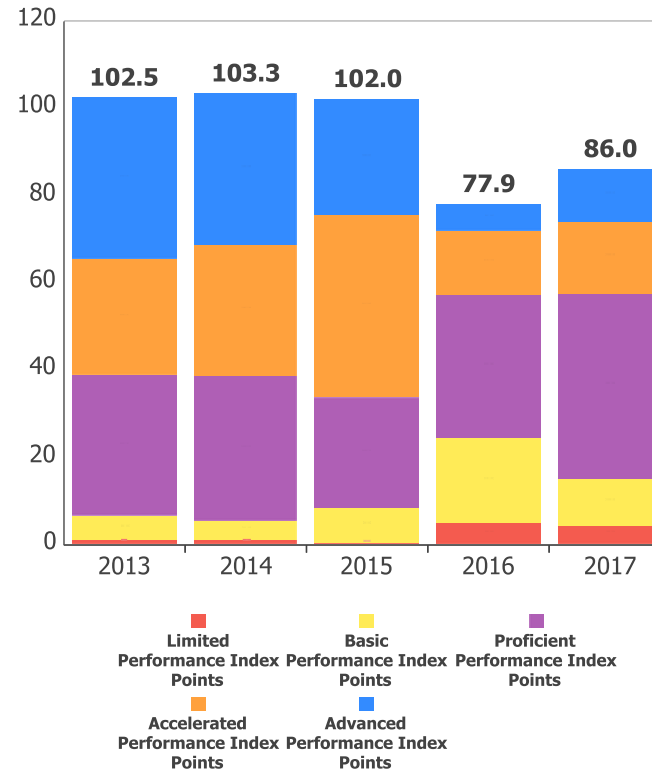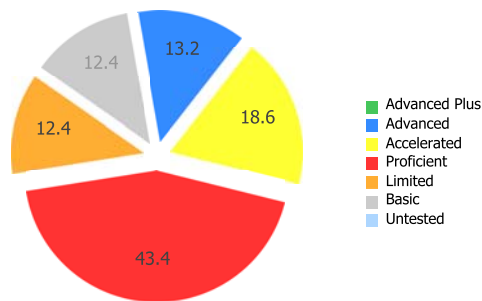

GRADE

C

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.
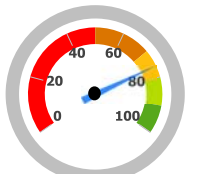
75.7%

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

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	13.2	x	1.2	=	15.8
Accelerated	18.6	x	1.1	=	20.5
Proficient	43.4	x	1.0	=	43.4
Basic	12.4	x	0.6	=	7.4
Limited	12.4	x	0.3	=	3.7
Untested	0.0	x	0.0	=	0.0
					90.9

Pie chart values:
- Advanced: 13.2
- Accelerated: 18.6
- Proficient: 43.4
- Limited: 12.4
- Basic: 12.4

Legend:
- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Bar chart (Performance Index totals by year):
- 2013: 102.5
- 2014: 103.3
- 2015: 102.0
- 2016: 77.9
- 2017: 86.0

Legend:
- Limited Performance Index Points
- Basic Performance Index Points
- Proficient Performance Index Points
- Accelerated Performance Index Points
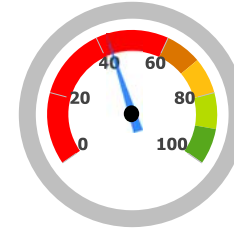- Advanced Performance Index Points

GRADE

F

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.
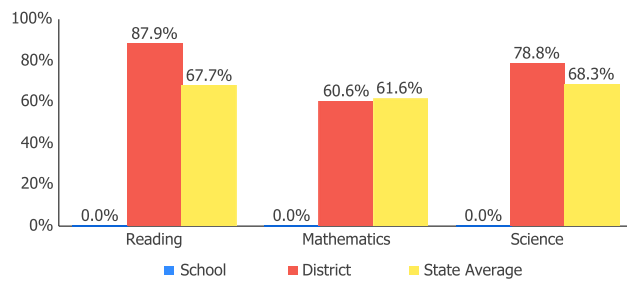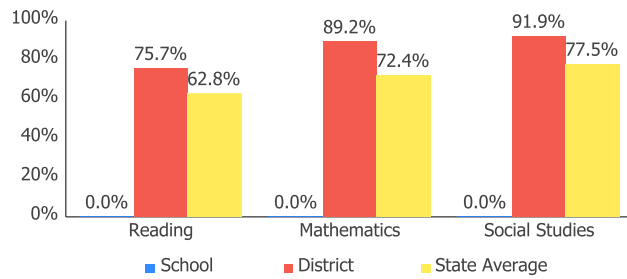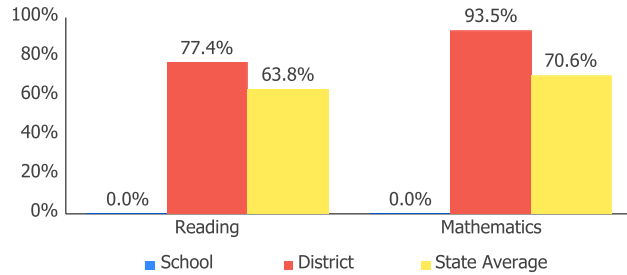
42.9%

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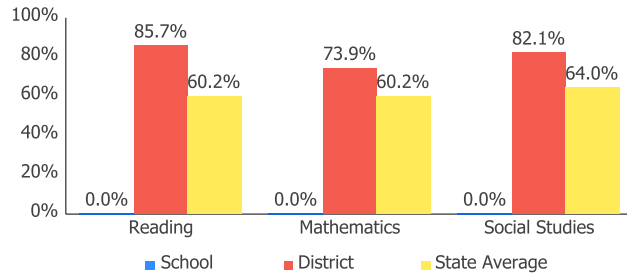
GIFTED INDICATOR   **NC**

Achievement Levels by Grade

Proficient Percent Trend by Grade

100%

93.5%
80% 77.4%
70.6%
60% 63.8%

40%

20%

0% 0.0% 0.0%
Reading Mathematics

■ School ■ District ■ State Average

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

100%
91.9%
89.2%
80% 75.7% 77.5%
72.4%
60% 62.8%

40%

20%

0% 0.0% 0.0% 0.0%
Reading Mathematics Social Studies

■ School ■ District ■ State Average

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

100%
87.9%
80% 78.8%
67.7% 68.3%
60% 60.6% 61.6%

40%

20%

0% 0.0% 0.0% 0.0%
Reading Mathematics Science

■ School ■ District ■ State Average

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

Chart 1:

	Reading	Mathematics	Social Studies
School	0.0%	0.0%	0.0%
District	85.7%	73.9%	82.1%
State Average	60.2%	60.2%	64.0%

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

Chart 2:

	Reading	Mathematics
School	0.0%	0.0%
District	71.4%	51.2%
State Average	59.2%	56.1%

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

Chart 3:

	Reading	Mathematics	Science
School	0.0%	0.0%	0.0%
District	55.2%	65.4%	66.7%
State Average	50.3%	54.9%	65.8%

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

Bar chart — School / District / State Average:

Subject	School	District	State Average
Government	86.5%	86.5%	72.1%
History	84.6%	84.6%	68.7%
Physical Science	0.0%	0.0%	19.1%
English I	80.9%	80.9%	58.3%
English II	70.2%	70.2%	55.2%
Algebra I	52.8%	61.4%	45.3%
Geometry	60.5%	60.5%	42.9%
Math I	0.0%	0.0%	38.1%
Math II	0.0%	0.0%	31.3%
Biology	52.0%	52.0%	61.1%

Legend: School, District, State Average

Line chart legend:
Government Proficiency % Trend, History Proficiency % Trend, Physical Science Proficiency % Trend, English I Proficiency % Trend, English II Proficiency % Trend, Algebra I Proficiency % Trend, Geometry Proficiency % Trend, Biology Proficiency % Trend

Gifted Students

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

INDICATOR

NC

Overview

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

Gifted Value Added

Value Added Grade:	NR
Value Added Met?:	NC

Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.

Gifted Performance Index

Performance Index:	NC
Performance Index Met?:	NC

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	48.0
Gifted Inputs Met?:	Not Met

Points are earned based on identification and services provided to gifted students. Schools must earn 80 or more points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

INDICATOR

NC

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

A performance index cannot be calculated for this school because there are not enough students.

Gifted Indicator

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.
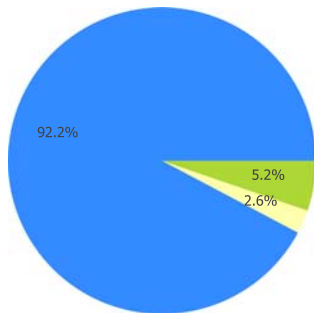
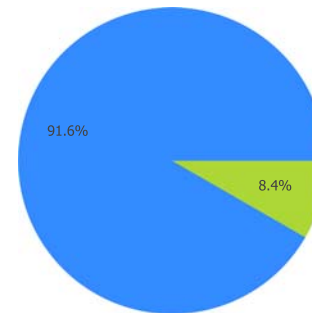**Reading, Math, Science, Social Studies, and Superior Cognitive Abilities**

85.5%
6.6%
7.9%
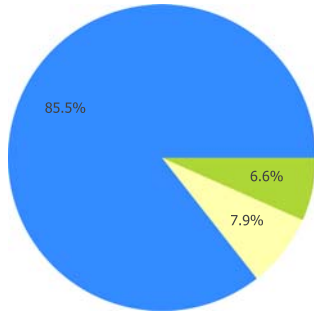
Visual/Performing Arts and Creative Thinking

100.0%

Disadvantaged Students

92.2%
5.2%
2.6%
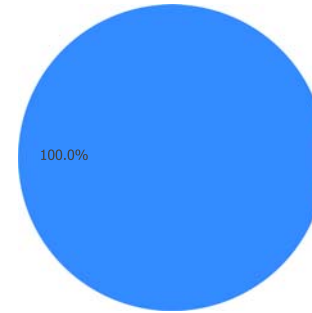
Minority Students

91.6%
8.4%

Receiving Gifted Services

Identified as Gifted, but not receiving services

Not Identified as Gifted

Identification and Receiving Services

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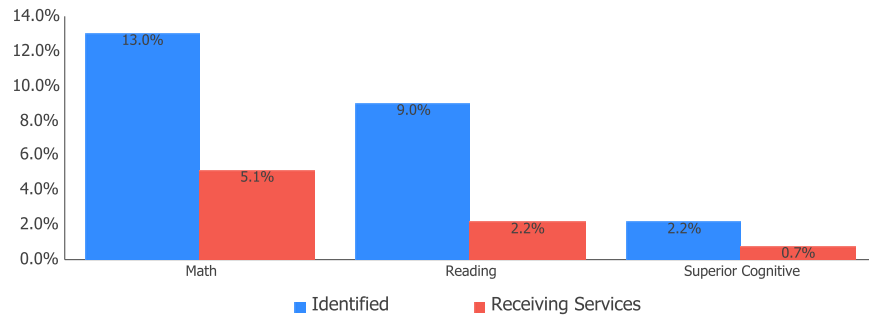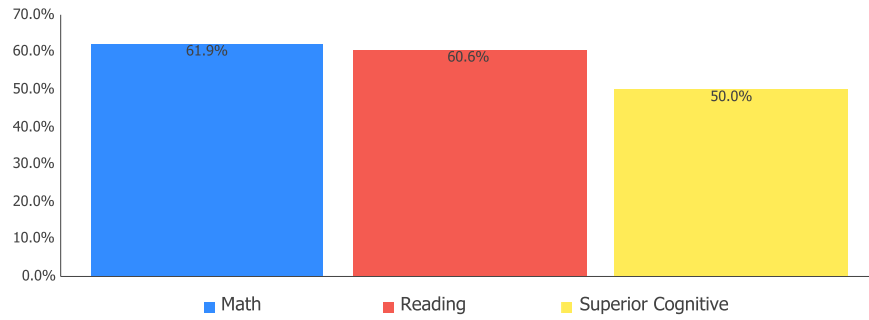
All Grades

Grades K-3
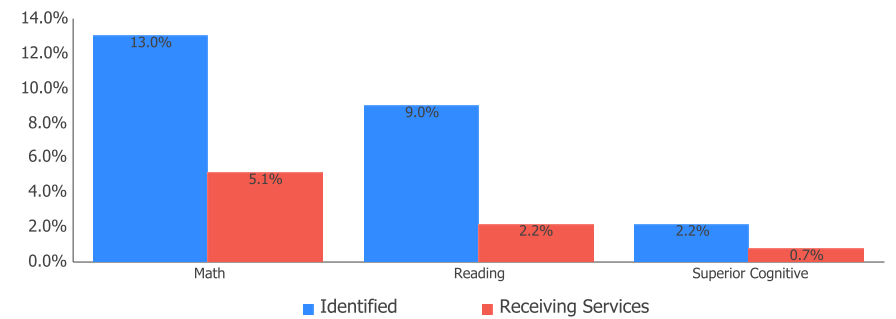
Grades 4-8

Grades 9-12

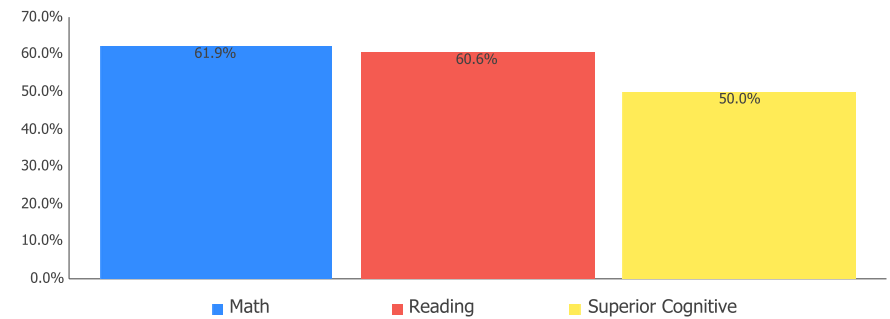## Identified and Receiving Services

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

All Grades

- Math: 61.9%
- Reading: 60.6%
- Superior Cognitive: 50.0%

Grades K-3

Grades 4-8

Grades 9-12

- Math: 61.9%
- Reading: 60.6%
- Superior Cognitive: 50.0%

Progress

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

COMPONENT GRADE

A

GRADE

A

Overall

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

GRADE

NR

Gifted Students

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

GRADE

NR

Students in the Lowest 20% in Achievement

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

GRADE

NR

Students with Disabilities

This measures the progress for students with disabilities.

Progress Details

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

Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	Dark Green		Dark Green

Test Grade		Progress Score
High School	English I	
	English II	

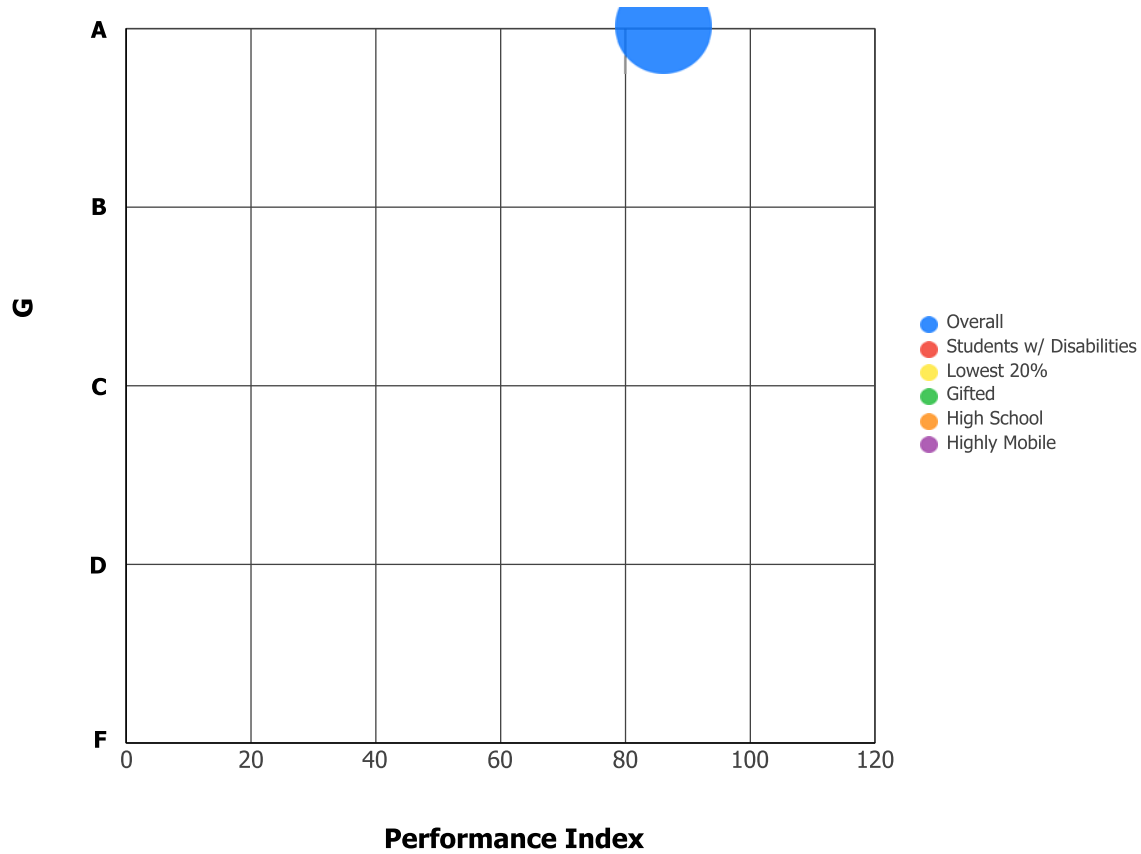| Test Grade		Progress Score
High School	Algebra I	
	Geometry	

What do the colors mean?

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

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

---

Progress vs. Performance Index

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

Legend:
- Overall
- Students w/ Disabilities
- Lowest 20%
- Gifted
- High School
- Highly Mobile

Performance Index

Gap Closing

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

COMPONENT GRADE

B

GRADE

B

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.
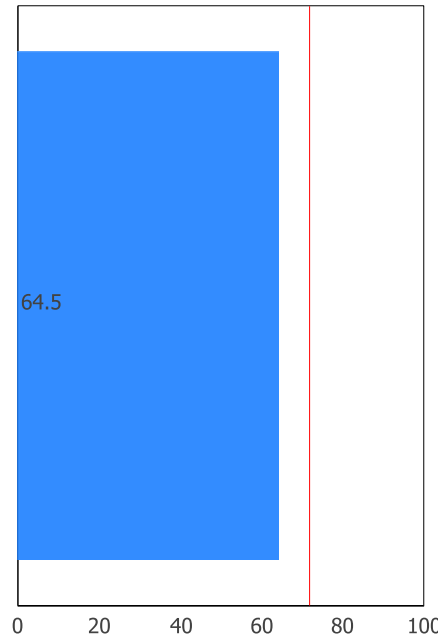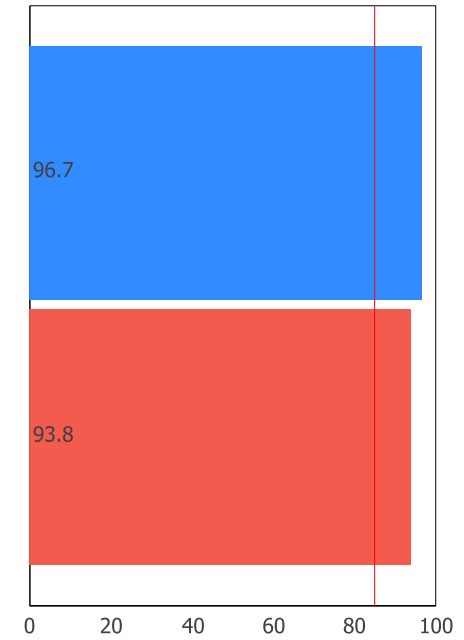
89.9%

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

82.4

81.6

64.5

96.7

93.8
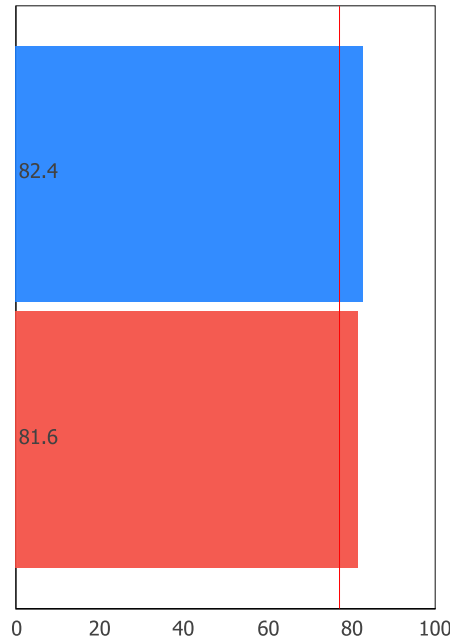
| ▇ White | ▇ All Students |

| ▇ All Students |

| ▇ White | ▇ All Students |

The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%.
Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate

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

COMPONENT GRADE
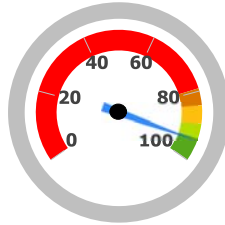
A

4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.
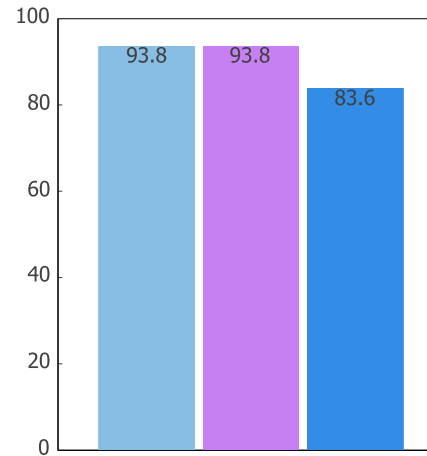
GRADE

A

93.8%

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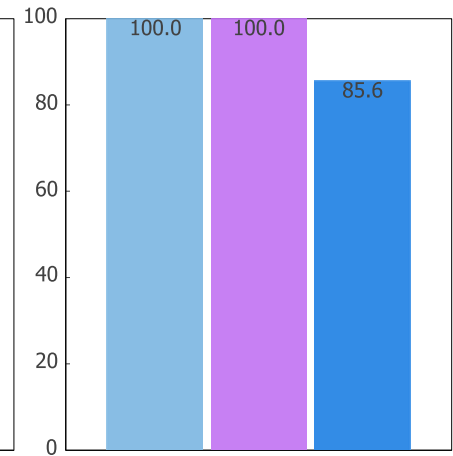B = 89.0 - 92.9%
C = 84.0 - 88.9%
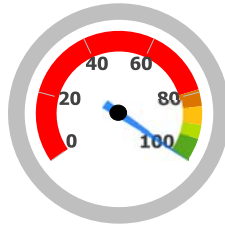D = 79.0 - 83.9%
F = 0.0 - 78.9%

5-Year Graduation Rate

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

GRADE

A

100.0%

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

4-Year Rate

	School	District	State Average
	93.8	93.8	83.6

5-Year Rate

	School	District	State Average
	100.0	100.0	85.6

Graduation Rate Trend
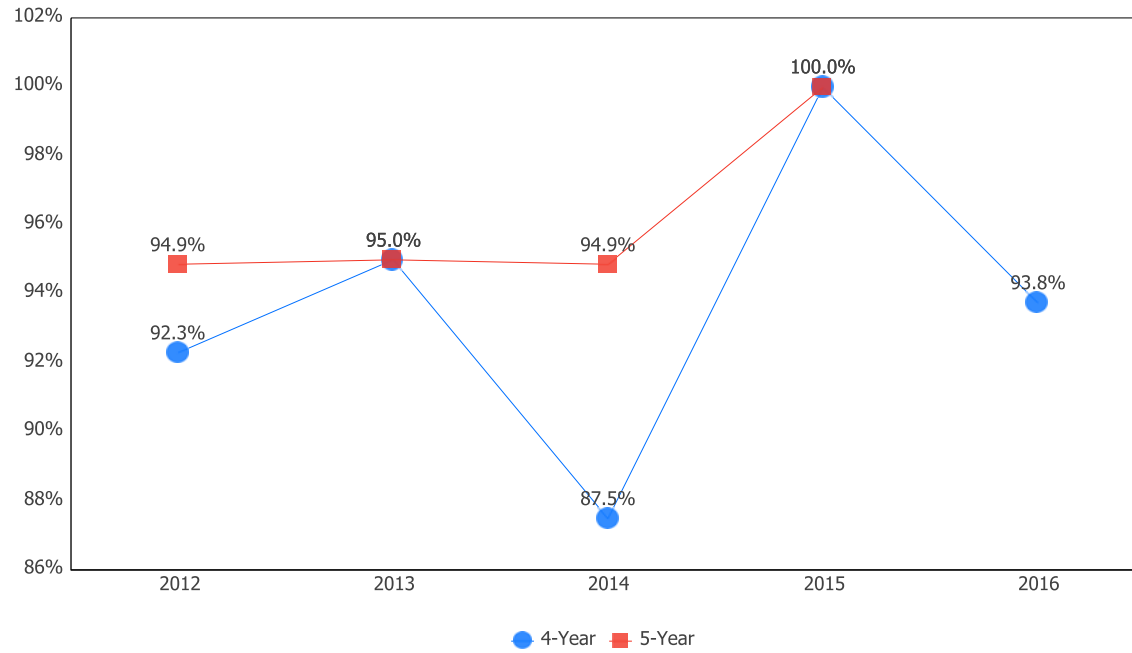
Year	4-Year	5-Year
2012	92.3%	94.9%
2013	95.0%	95.0%
2014	87.5%	94.9%
2015	100.0%	100.0%
2016	93.8%	

Legend: ● 4-Year ■ 5-Year

K-3 Literacy

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

COMPONENT GRADE

Not Rated

Percentage On-Track in Reading Diagnostic

Third Grade Reading Guarantee

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

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

|	
How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?	**NC**
How many third graders scored proficient on the state Reading test?	**NC**

Prepared for Success

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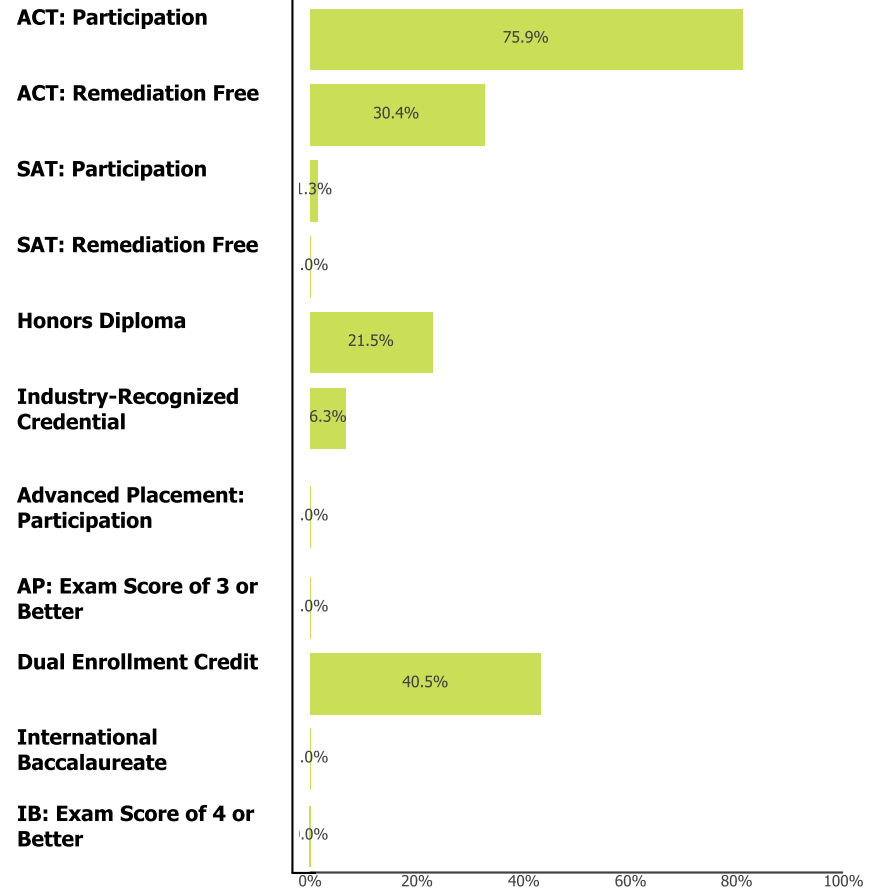
COMPONENT GRADE

C

COMPONENT GRADE

C
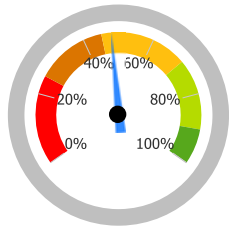
48.0%

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

	Number of Students	Point Value	Points Earned
Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential	31	1	31.0
The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school	23	0.3	6.9

Total Points: 37.9
Graduation Cohort: 79
Percentage: 48.0%

How Prepared were Your 2015 and 2016 Graduating Classes?

|	
ACT: Participation	75.9%
ACT: Remediation Free	30.4%
SAT: Participation	1.3%
SAT: Remediation Free	.0%
Honors Diploma	21.5%
Industry-Recognized Credential	6.3%
Advanced Placement: Participation	.0%
AP: Exam Score of 3 or Better	.0%
Dual Enrollment Credit	40.5%
International Baccalaureate	.0%
IB: Exam Score of 4 or Better	.0%

Outcomes after High School Graduation

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

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.
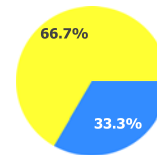
What Percentage of the 2014 Graduating Class Entered College within Two Years?

67.5%
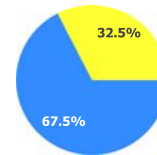
What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School?

33.3%

Principal: Joseph G. Miller	**Phone:** (419) 798-4037
Address: 9451 E Harbor Rd	
Lakeside Marblehead OH 43440-1310	**Career Technical Planning District:** EHOVE JVSD CTPD

## Your School's Students

Average Daily Enrollment:

138

Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	NC	
Hispanic	NC	
Multiracial	NC	
White, Non-Hispanic	126	91.2%
Students with Disabilities	20	14.3%
Economically Disadvantaged	38	27.8%
Limited English Proficiency	NC	
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group
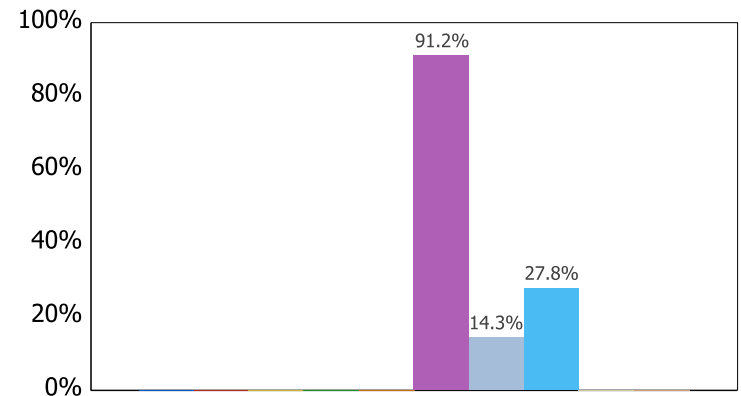
Legend:
- American Indian or Alaska...
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- Limited English Proficiency
- Migrant

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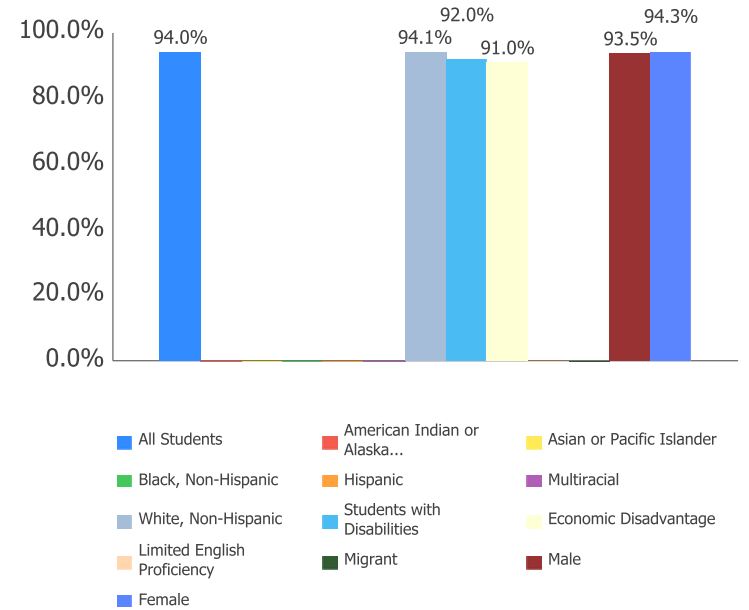
Attendance Rate

Chronic Absenteeism Rate:

19.0%

All Students	94.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	94.1%
Students with Disabilities	92.0%
Economic Disadvantage	91.0%
Limited English Proficiency	NC
Migrant	NC
Male	93.5%
Female	94.3%

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

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

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	0.0%
Students with Disabilities	0.0%
Economically Disadvantaged	0.0%
Limited English Proficiency	NC
Migrant	NC

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

Your School's Teachers

| Your School's Poverty Status: Low	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	--
Percentage of teachers with at least a Master's Degree	80.0	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	--
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--
Lead or Senior Teachers:	0.0	0.0

Number of Teachers by Program Area

	#	State Avg per 1000 Students
General Education Teachers	13.0	46.8
Career-Technical Teachers	1.0	2.3
Special Education Teachers	1.0	10.9
Teacher Aides	1.0	7.3
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	1.0	3.0
Music Teachers	1.0	2.5
Physical Education Teachers	2.0	2.8
ELL Specialists	0.0	0.3

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

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

Teacher Evaluations

7.1%

92.9%
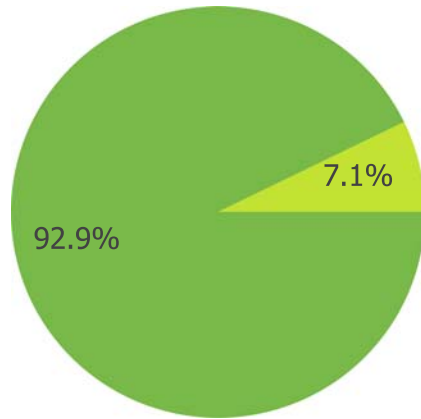
- Accomplished
- Skilled
- Developing
- Ineffective
- Not Complete

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	Compliance with the federal requirement for implementing a local wellness policy	Elected to administer BMI screening	Participation in Physical Activity Pilot Program
Moderate Success	✘	✘	✘

Financial Data

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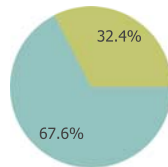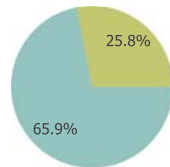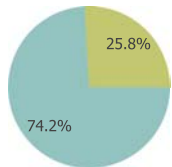

Classroom Spending Data

What percent of funds are spent on classroom instruction?	74.2%

School

25.8%

74.2%

District

25.8%

65.9%

State

32.4%

67.6%

Classroom Instruction Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	$14,538	$9,149

School $10,791 $3,747

State $6,181 $2,968

$0 $8,000 $16,000