**DISTRICT GRADE**

Coming in
**2018**

---

### Achievement

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

**COMPONENT GRADE**

**C**

**Performance Index**
78.5%.................................................................................. C

**Indicators Met**
37.5%.............................................................................. 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.................................................. B
Lowest 20% in Achievement........................................... B

---

### 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**
80.5%................................................................................. 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**

**C**

**K-3 Literacy Improvement**
48.5%.................................................................................C

---

### 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

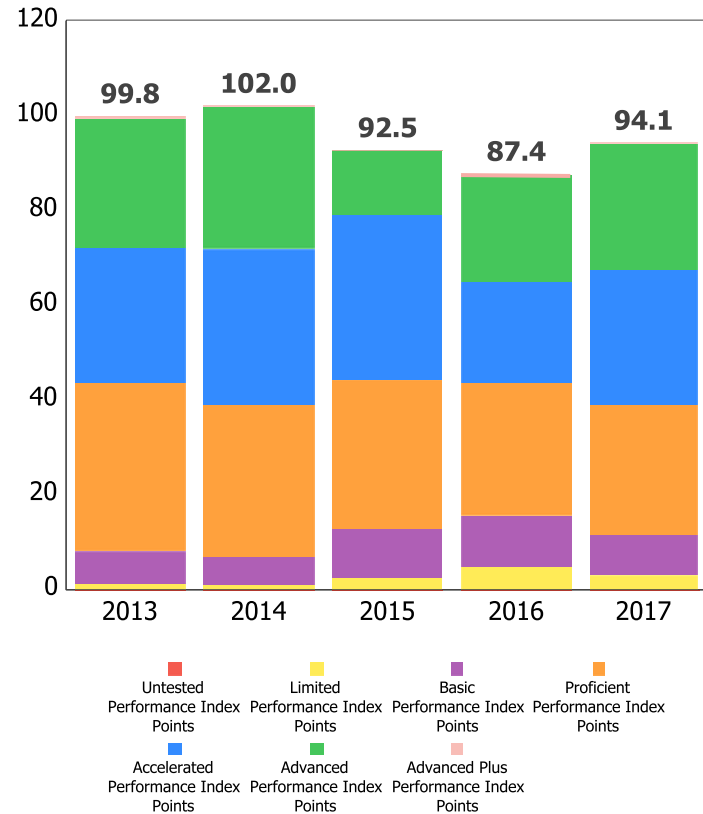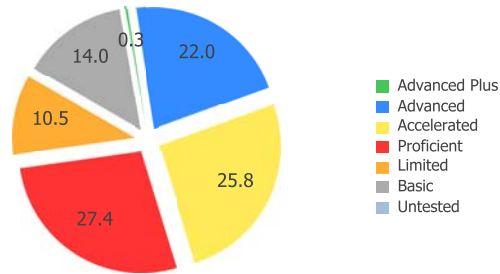**GRADE**

# 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.

# 78.5%

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 | 0.3 | x | 1.3 | = | 0.4 |
| Advanced | 22.0 | x | 1.2 | = | 26.4 |
| Accelerated | 25.8 | x | 1.1 | = | 28.4 |
| Proficient | 27.4 | x | 1.0 | = | 27.4 |
| Basic | 14.0 | x | 0.6 | = | 8.4 |
| Limited | 10.5 | x | 0.3 | = | 3.1 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | | **94.1** |

Pie chart values: 0.3, 22.0, 25.8, 27.4, 10.5, 14.0

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

Bar chart values by year:
- 2013: 99.8
- 2014: 102.0
- 2015: 92.5
- 2016: 87.4
- 2017: 94.1

Legend:
- Untested Performance Index Points
- Limited Performance Index Points
- Basic Performance Index Points
- Proficient Performance Index Points
- Accelerated Performance Index Points
- Advanced Performance Index Points
- Advanced Plus 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%.

# 37.5%

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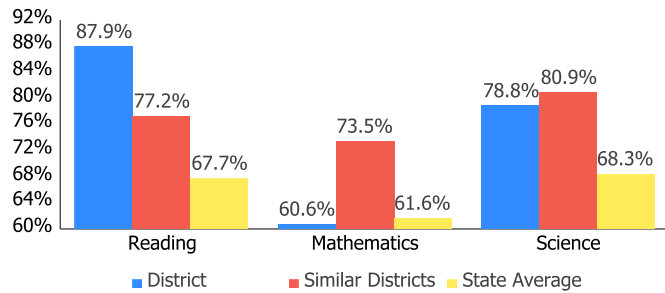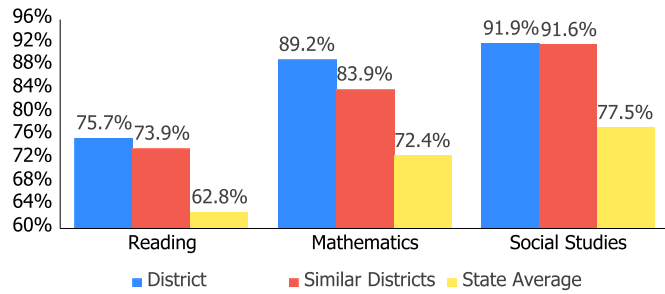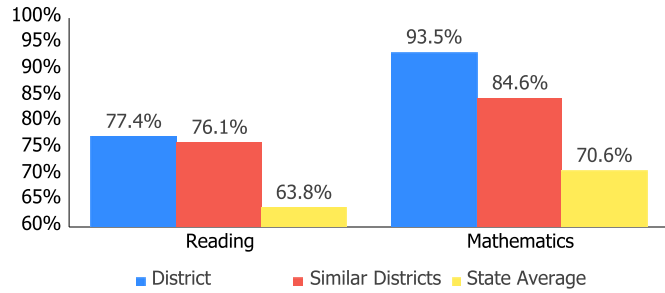D = 50.0 - 69.9%
F = 0.0 - 49.9%

| 3rd Grade | English Language Arts | 77.4% | ✘ |
|---|---|---|---|
| | Mathematics | 93.5% | ✔ |
| 4th Grade | English Language Arts | 75.7% | ✘ |
| | Mathematics | 89.2% | ✔ |
| | Social Studies | 91.9% | ✔ |
| 5th Grade | English Language Arts | 87.9% | ✔ |
| | Mathematics | 60.6% | ✘ |
| | Science | 78.8% | ✘ |

| 6th Grade | English Language Arts | 85.7% | ✔ |
|---|---|---|---|
| | Mathematics | 73.9% | ✘ |
| | Social Studies | 82.1% | ✔ |
| 7th Grade | English Language Arts | 71.4% | ✘ |
| | Mathematics | 51.2% | ✘ |
| 8th Grade | English Language Arts | 55.2% | ✘ |
| | Mathematics | 65.4% | ✘ |
| | Science | 66.7% | ✘ |

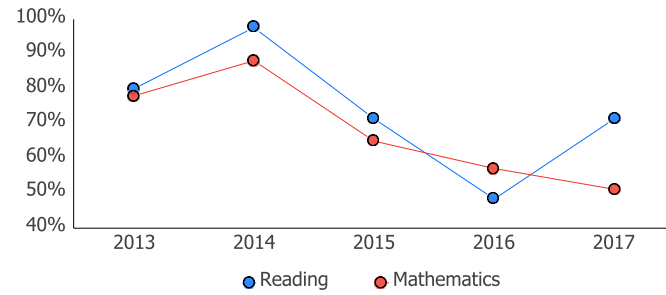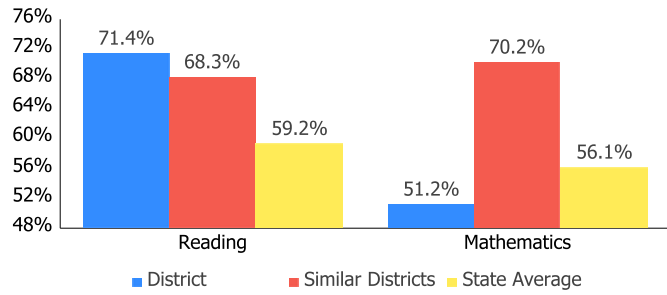| HS | Algebra I | 61.4% | ✘ |
|---|---|---|---|
| | Biology | 52.0% | ✘ |
| | English I | 80.9% | ✔ |
| | English II | 70.2% | ✘ |
| | Geometry | 60.5% | ✘ |
| | Government | 86.5% | ✔ |
| | History | 84.6% | ✔ |
| | Physical Science | NC | |

GIFTED INDICATOR ✘

## Achievement Levels by Grade

**Grade 1 (approx.)**

| | Reading | Mathematics |
|---|---|---|
| District | 77.4% | 93.5% |
| Similar Districts | 76.1% | 84.6% |
| State Average | 63.8% | 70.6% |

Legend: ■ District ■ Similar Districts ■ State Average

**Grade 2 (approx.)**

| | Reading | Mathematics | Social Studies |
|---|---|---|---|
| District | 75.7% | 89.2% | 91.9% |
| Similar Districts | 73.9% | 83.9% | 91.6% |
| State Average | 62.8% | 72.4% | 77.5% |

Legend: ■ District ■ Similar Districts ■ State Average

**Grade 3 (approx.)**

| | Reading | Mathematics | Science |
|---|---|---|---|
| District | 87.9% | 60.6% | 78.8% |
| Similar Districts | 77.2% | 73.5% | 80.9% |
| State Average | 67.7% | 61.6% | 68.3% |

Legend: ■ District ■ Similar Districts ■ State Average

## Proficient Percent Trend by Grade

Trend chart 1 (2013–2017): Legend ● Reading ● Mathematics

Trend chart 2 (2013–2017): Legend ● Reading ● Mathematics ● Social Studies

Trend chart 3 (2013–2017): Legend ● Reading ● Mathematics ● Science

## Chart 1 (top left) — Bar chart

| Subject | District | Similar Districts | State Average |
|---|---|---|---|
| Reading | 85.7% | 70.1% | 60.2% |
| Mathematics | 73.9% | 73.8% | 60.2% |
| Social Studies | 82.1% | 72.1% | 64.0% |

Legend: District, Similar Districts, State Average

## Chart 2 (top right) — Line chart

Legend: Reading, Mathematics, Social Studies (years 2013–2017)

## Chart 3 (middle left) — Bar chart

| Subject | District | Similar Districts | State Average |
|---|---|---|---|
| Reading | 71.4% | 68.3% | 59.2% |
| Mathematics | 51.2% | 70.2% | 56.1% |

Legend: District, Similar Districts, State Average

## Chart 4 (middle right) — Line chart

Legend: Reading, Mathematics (years 2013–2017)

## Chart 5 (bottom left) — Bar chart

| Subject | District | Similar Districts | State Average |
|---|---|---|---|
| Reading | 55.2% | 62.3% | 50.3% |
| Mathematics | 65.4% | 69.0% | 54.9% |
| Science | 66.7% | 77.0% | 65.8% |

Legend: District, Similar Districts, State Average

## Chart 6 (bottom right) — Line chart

Legend: Reading, Mathematics, Science (years 2013–2017)

## District Comparison Chart

| Subject | District | Similar Districts | State Average |
|---------|----------|-------------------|---------------|
| Government | 86.5% | 83.1% | 72.1% |
| History | 84.6% | 81.1% | 68.7% |
| English I | 80.9% | 73.7% | 58.3% |
| English II | 70.2% | 66.1% | 55.2% |
| Algebra I | 61.4% | 55.6% | 45.3% |
| Geometry | 60.5% | 54.2% | 42.9% |
| Biology | 52.0% | 74.4% | 61.1% |

Legend: District, Similar Districts, State Average

## Proficiency Trend Chart (2015–2017)

Legend:
- Government Proficient %
- History Proficient %
- Physical Science Proficient %
- English I Proficient %
- English II Proficient %
- Algebra I Proficient %
- Geometry Proficient %
- Biology Proficient %

# Gifted Students

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

**INDICATOR**

## Not Met

---

## Overview

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

### Gifted Value Added

| | |
|---|---|
| **Value Added Grade:** | NR |
| **Enrollment:** | 462 |
| **Value Added Met?** | NC |

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

### Gifted Performance Index

| | |
|---|---|
| **Performance Index:** | 117.419 |
| **Performance Index Met?:** | Met |

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

### Gifted Inputs

| | |
|---|---|
| **Total Points:** | 28.0 |
| **Gifted Inputs Met?:** | Not Met |

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

### Gifted Indicator Final Result

**INDICATOR**

## Not Met

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.

---

## Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.
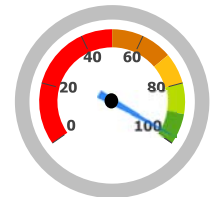
**97.8%**

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

| Achievement Level | Pct of Students | | Points for this Level | | Points Received |
|---|---|---|---|---|---|
| Advanced Plus | 3.2 | x | 1.3 | = | 4.2 |
| Advanced | 69.4 | x | 1.2 | = | 83.2 |
| Accelerated | 25.8 | x | 1.1 | = | 28.4 |
| Proficient | 1.6 | x | 1.0 | = | 1.6 |
| Basic | 0.0 | x | 0.6 | = | 0.0 |
| Limited | 0.0 | x | 0.3 | = | 0.0 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | | **117.419** |



Pie chart legend:
- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
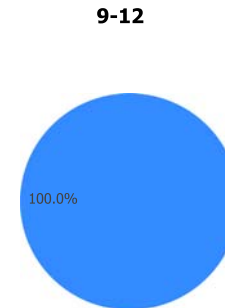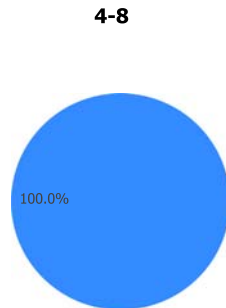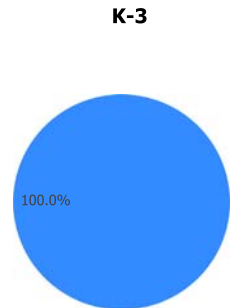- Untested

Pie values: 3.2, 1.6, 25.8, 69.4

---
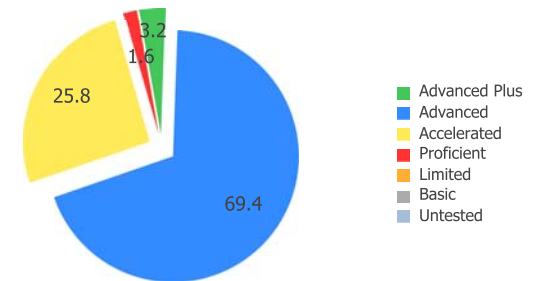
# Gifted Indicator

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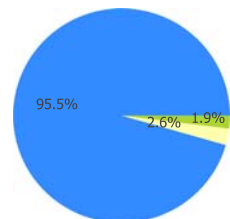
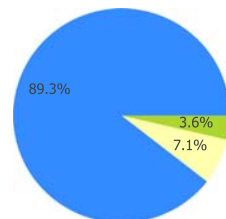**Reading, Math, Science, Social Studies, and Superior Cognitive Abilities**

| K-3 | 4-8 | 9-12 |
|-----|-----|------|

4.7%
95.3%

1.7%
12.0%
86.3%

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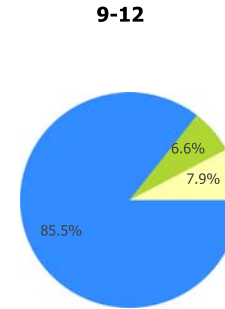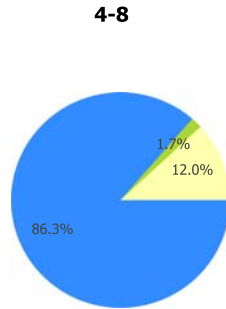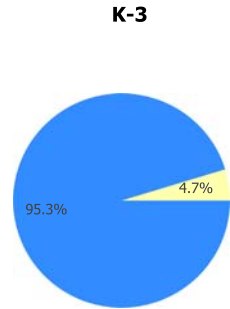
**Visual/Performing Arts and Creative Thinking**

| K-3 | 4-8 | 9-12 |
|-----|-----|------|

100.0%

100.0%

100.0%

**Disadvantaged Students**        **Minority Students**

95.5%
2.6%   1.9%

89.3%
3.6%
7.1%

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

## Identification and Services

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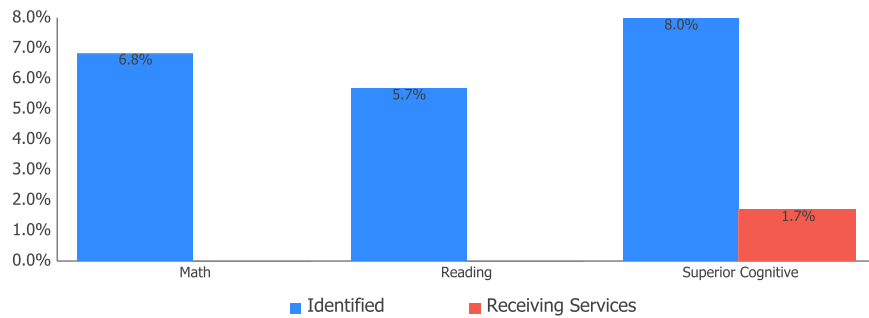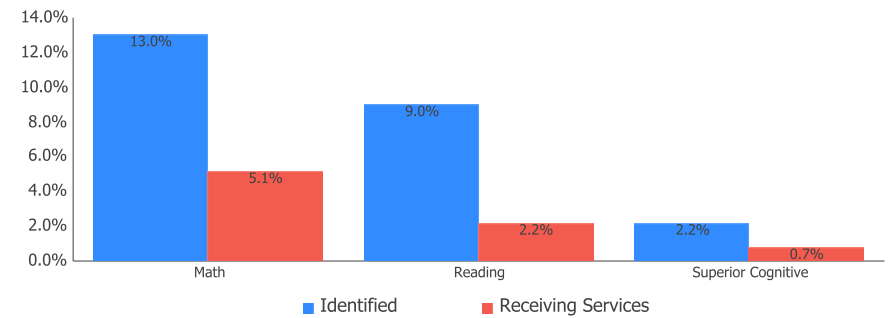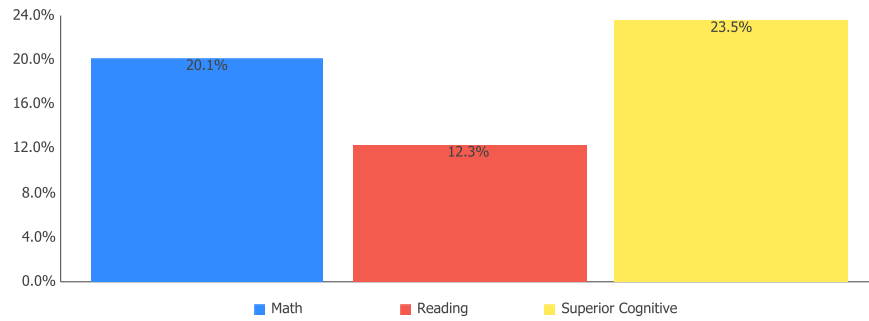
### All Grades



Math: Identified 9.0%, Receiving Services 1.8%
Reading: Identified 6.3%, Receiving Services 0.8%
Superior Cognitive: Identified 4.4%, Receiving Services 1.0%

■ Identified   ■ Receiving Services

### Grades K-3



Math: 6.8%
Reading: 2.7%

■ Identified

### Grades 4-8



Math: Identified 6.8%
Reading: Identified 5.7%
Superior Cognitive: Identified 8.0%, Receiving Services 1.7%

■ Identified   ■ Receiving Services

### Grades 9-12



Math: Identified 13.0%, Receiving Services 5.1%
Reading: Identified 9.0%, Receiving Services 2.2%
Superior Cognitive: Identified 2.2%, Receiving Services 0.7%

■ Identified   ■ Receiving Services

## Identified and Receiving Services

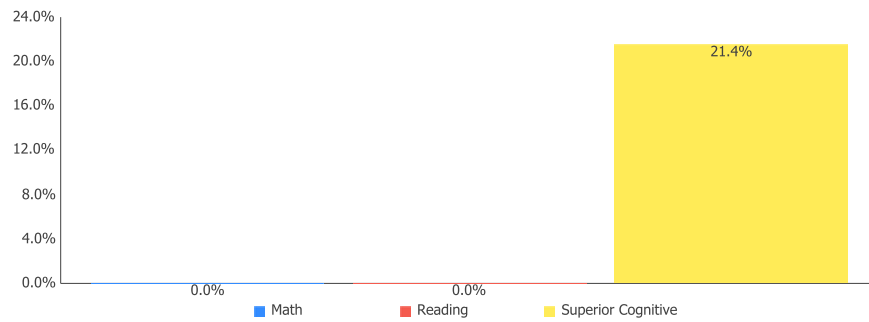These charts show, of the students identified as gifted, the percentage of students receiving gifted services.
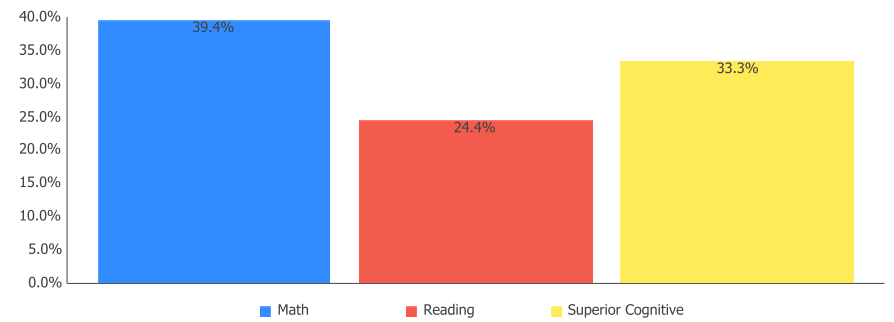
### All Grades

| | | |
|---|---|---|
| Math | Reading | Superior Cognitive |

- Math: 20.1%
- Reading: 12.3%
- Superior Cognitive: 23.5%

### Grades K-3

| | |
|---|---|
| Math | Reading |

- Math: 0.0%
- Reading: 0.0%

### Grades 4-8

| | | |
|---|---|---|
| Math | Reading | Superior Cognitive |

- Math: 0.0%
- Reading: 0.0%
- Superior Cognitive: 21.4%

### Grades 9-12

| | | |
|---|---|---|
| Math | Reading | Superior Cognitive |

- Math: 39.4%
- Reading: 24.4%
- Superior Cognitive: 33.3%
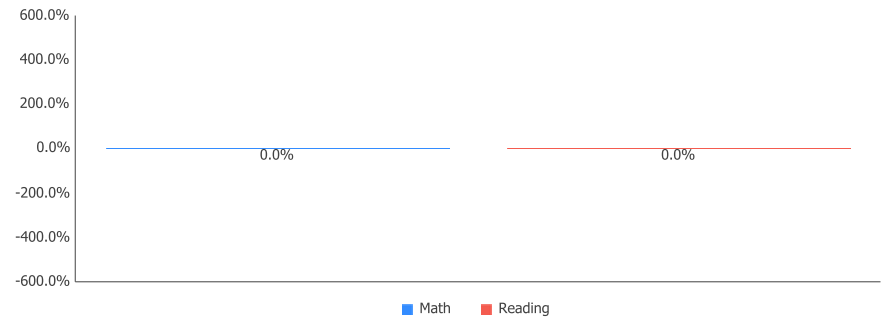
## Screening

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



- Reading
- Math
- Social Studies
- Science
- Superior Cognitive
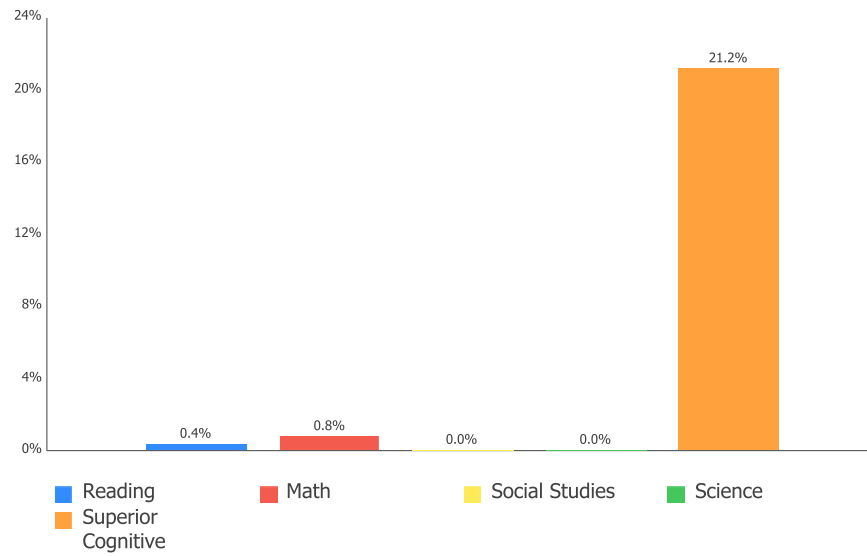
## Acceleration

Number of Subject
Accelerated Students:

**17**

Number of Whole-Grade
Accelerated Students:

**0**

# Progress

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

**COMPONENT GRADE**

# A

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## Overall

**GRADE**

# A

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.

## Gifted Students

**GRADE**

# Not Rated

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

## Students in the Lowest 20% in Achievement

**GRADE**

# B

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

## Students with Disabilities

**GRADE**

# B

This measures the progress for students with disabilities.

---

## Progress Details

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

| Test Grade | Progress Score | | | | |
|---|---|---|---|---|---|
| | English Language Arts | Mathematics | Social Studies | Science | All Tests |
| All Grades | green | yellow | green | lime green | green |
| 4th Grade | yellow | green | | | green |
| 5th Grade | green | red | | green | lime green |
| 6th Grade | green | lime green | green | | green |
| 7th Grade | green | red | | | yellow |
| 8th Grade | lime green | green | | yellow | green |

| Test Grade | | Progress Score |
|---|---|---|
| High School | English I | Dark Green |
| | English II | lime green |

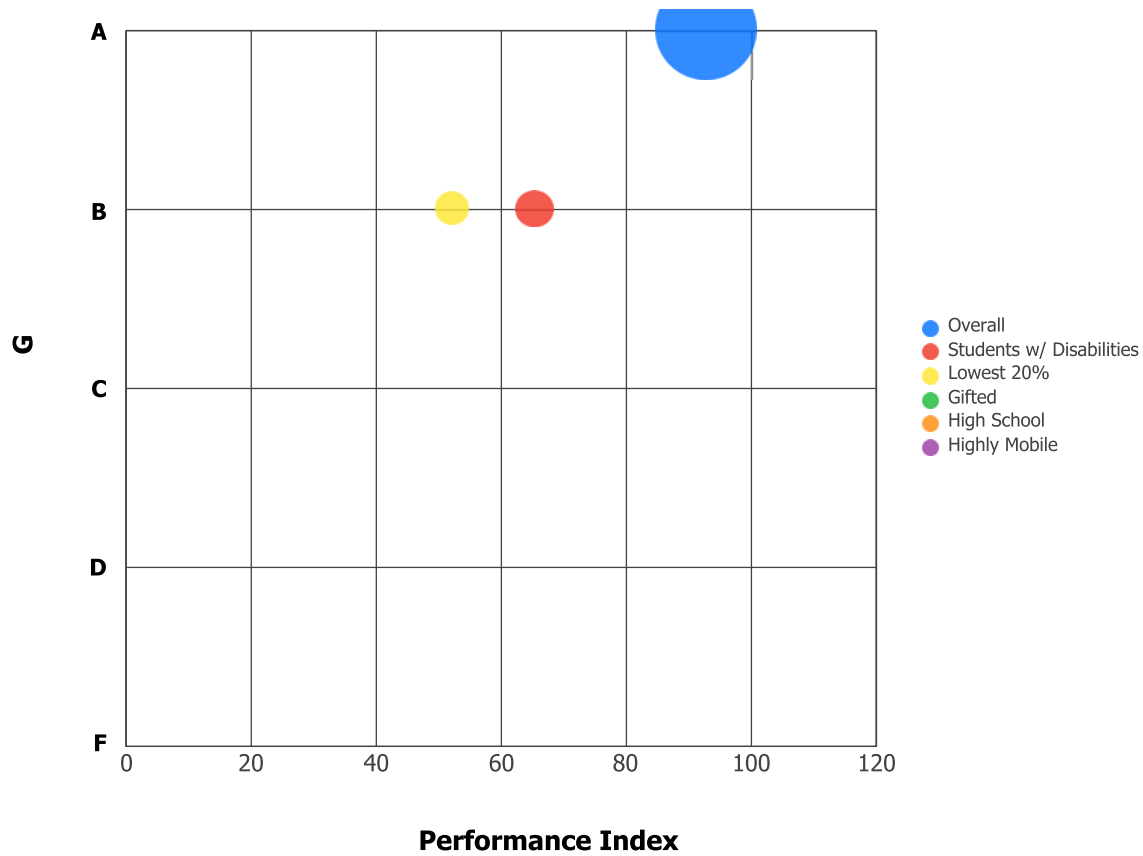| Test Grade | | Progress Score |
|---|---|---|
| High School | Algebra I | orange |
| | Geometry | yellow |

### 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 |
| (lime green) | Students made more progress than expected – moderate evidence |
| (yellow) | Students made progress similar to the statewide expectation – evidence |
| (orange) | Students made less progress than expected – moderate evidence |
| (red) | 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.



- ● 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.
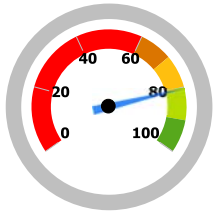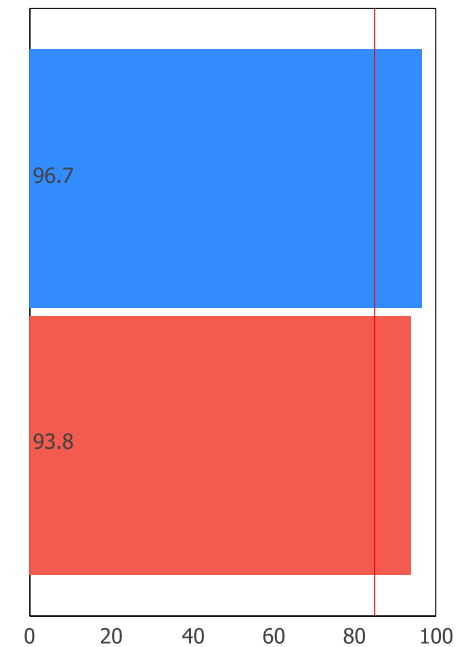
**80.5%**

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%

**Chart 1 (ELA)**

| Group | Value |
|-------|-------|
| White | 76.9 |
| All Students | 76.5 |
| Econ Disadvantage | 70.7 |
| Students w/ Disabilities | 37.2 |

Legend:
- White
- All Students
- Econ Disadvantage
- Students w/ Disabilities

**Chart 2 (Math)**

| Group | Value |
|-------|-------|
| All Students | 70.5 |
| White | 70.5 |
| Econ Disadvantage | 61.3 |
| Students w/ Disabilities | 34.1 |
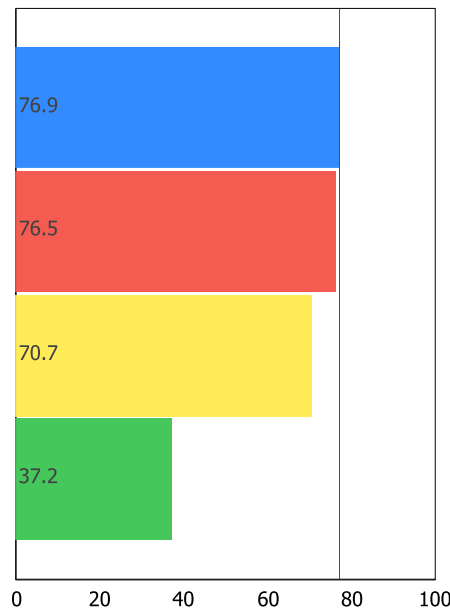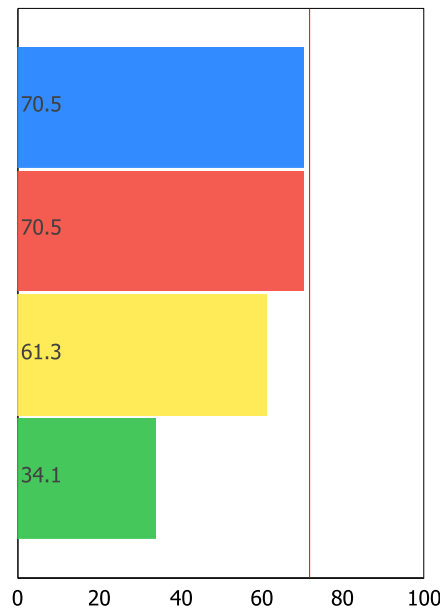
Legend:
- All Students
- White
- Econ Disadvantage
- Students w/ Disabilities

**Chart 3 (Graduation Rate)**

| Group | Value |
|-------|-------|
| White | 96.7 |
| All Students | 93.8 |

Legend:
- 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
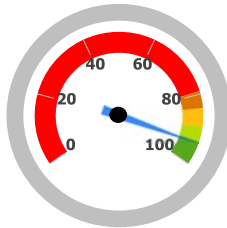
**A**

## 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.
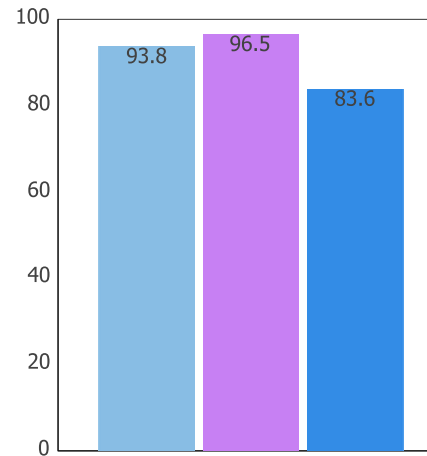
GRADE

**A**

**93.8%**

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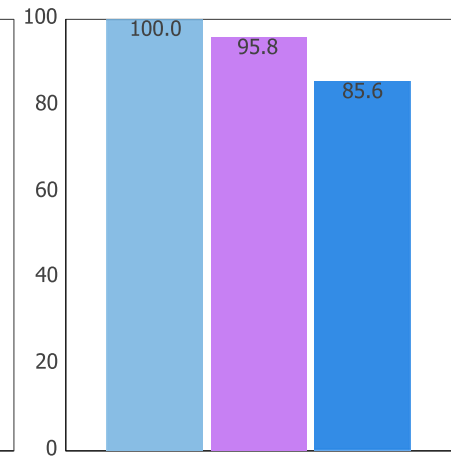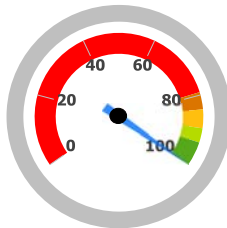B = 89.0 - 92.9%
C = 84.0 - 88.9%
D = 79.0 - 83.9%
F = 0.0 - 78.9%

## 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.
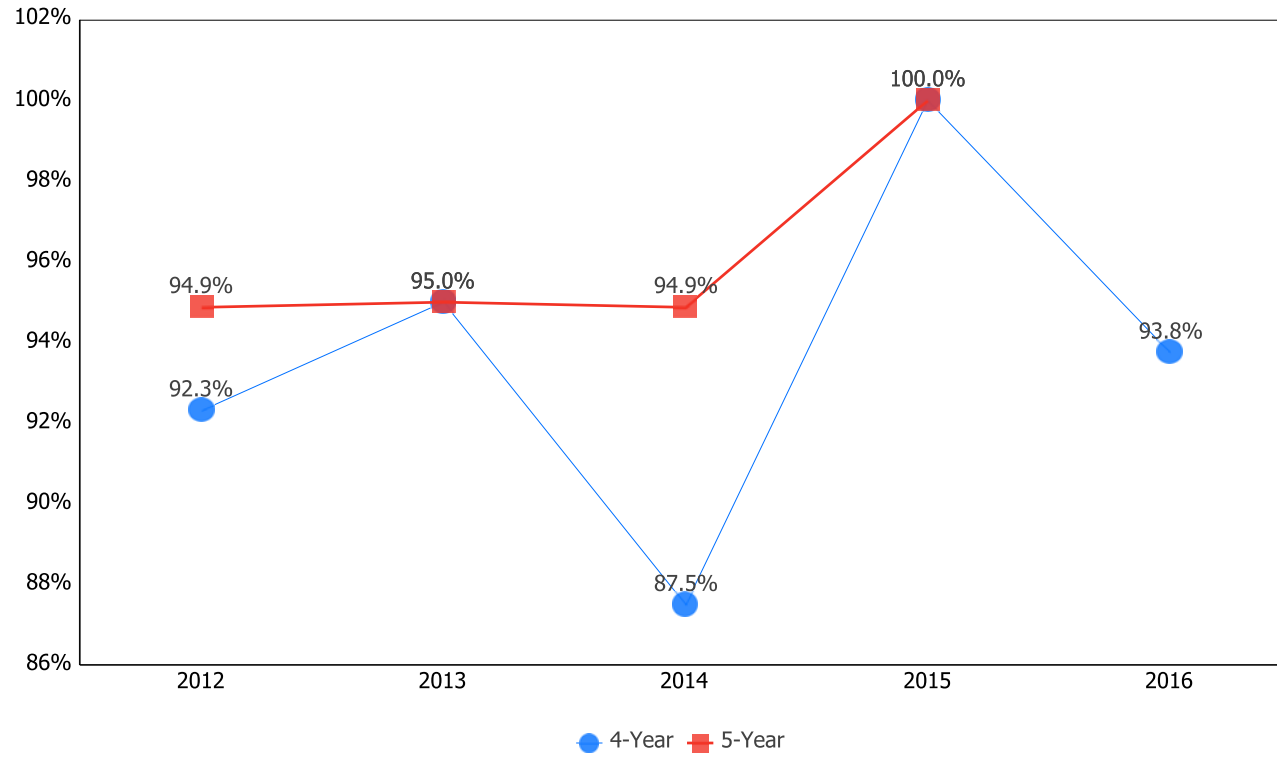
GRADE

**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

- District: 93.8
- Similar Districts: 96.5
- State Average: 83.6

### 5-Year Rate

- District: 100.0
- Similar Districts: 95.8
- State Average: 85.6

Legend:
- District
- Similar Districts
- State Average

**Graduation Rate Trend**



Graph showing graduation rate trend from 2012 to 2016.

4-Year values: 2012: 92.3%, 2013: 95.0%, 2014: 87.5%, 2015: 100.0%, 2016: 93.8%

5-Year values: 2012: 94.9%, 2013: 95.0%, 2014: 94.9%
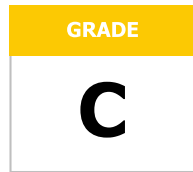
Legend: 4-Year, 5-Year

## 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.
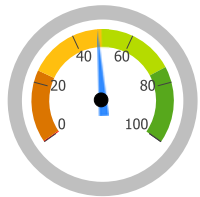
**COMPONENT GRADE**

# C

---

**GRADE**

# C

## In Your District...

16 Students Moved to On Track - 0 RIMP Deductions

33 Students Started Off Track

= **48.5%**

### 48.5%

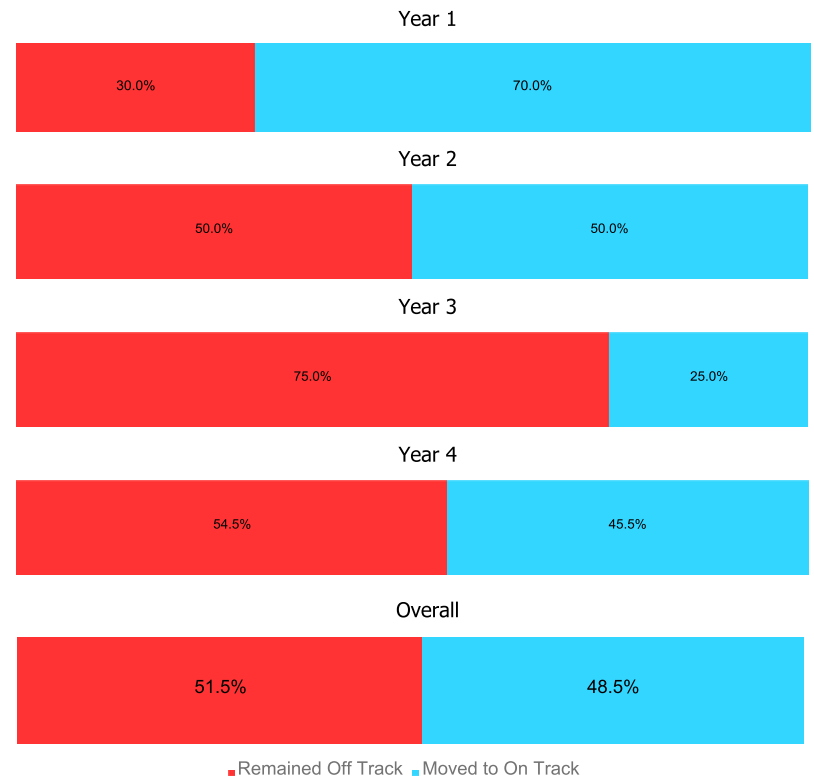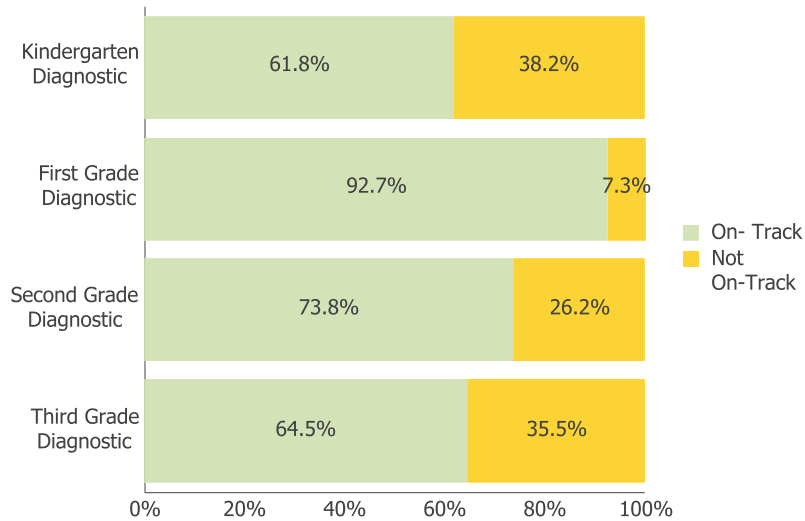A = 74.7 - 100.0%
B = 49.3 - 74.6%
C = 23.9 - 49.2%
D = -1.5 - 23.8%
F = <= -1.6%

| 51.5% | 48.5% |
|-------|-------|

■ Remained Off Track ■ Moved to On Track

## Details of Measure

**Year 1**

| 30.0% | 70.0% |
|-------|-------|

**Year 2**

| 50.0% | 50.0% |
|-------|-------|

**Year 3**

| 75.0% | 25.0% |
|-------|-------|

**Year 4**

| 54.5% | 45.5% |
|-------|-------|

**Overall**

| 51.5% | 48.5% |
|-------|-------|

■ Remained Off Track ■ Moved to On Track

### Percentage On-Track in Reading Diagnostic

| Grade Level | On-Track | Not On-Track |
|---|---|---|
| Kindergarten Diagnostic | 61.8% | 38.2% |
| First Grade Diagnostic | 92.7% | 7.3% |
| Second Grade Diagnostic | 73.8% | 26.2% |
| Third Grade Diagnostic | 64.5% | 35.5% |

Legend: On-Track, Not On-Track

This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2016-2017.

### Third Grade Reading Guarantee

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

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

| | |
|---|---|
| How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? | **100.0 %** |
| How many third graders scored proficient on the state Reading test? | **77.4%** |

# 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
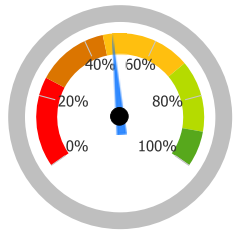
### 48.0%

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%

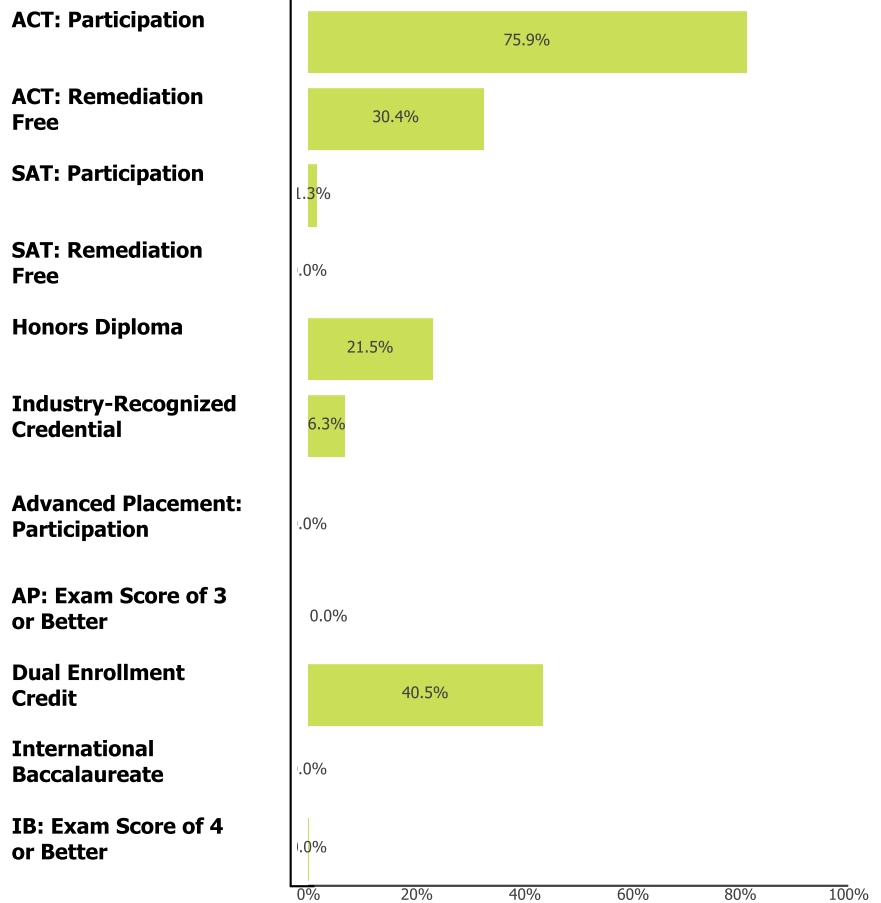| | Number of Students | Point Value | Points Earned |
|---|---|---|---|
| Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential | 31 | 1 | 31.0 |
| The number of "bonus" students that count an 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 | 0.0% |
| Dual Enrollment Credit | 40.5% |
| International Baccalaureate | .0% |
| IB: Exam Score of 4 or Better | .0% |

### How Prepared were Your 2015 and 2016 Graduating Classes?

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

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

What Percentage of the 2014 Graduating Class Entered College within Two Years? **67.5%**

32.5%
67.5%
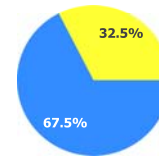
What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School? **33.3%**
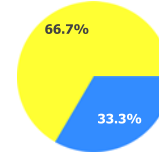
66.7%
33.3%

**Superintendent:** Daniel P. Parent
**Address:** 9451 E Harbor Rd
Lakeside Marblehead OH 43440-1310

**Phone:** (419) 798-5185
**County:** Ottawa
**Career Tech
Planning District:** EHOVE JVSD CTPD

## Your District's Students

**Average Daily Enrollment:**

524

**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 | 16 | 3.0% |
| Multiracial | 11 | 2.1% |
| White, Non-Hispanic | 491 | 93.7% |
| Students with Disabilities | 87 | 16.6% |
| Economically Disadvantaged | 154 | 29.4% |
| Limited English Proficiency | NC |  |
| Migrant | NC |  |

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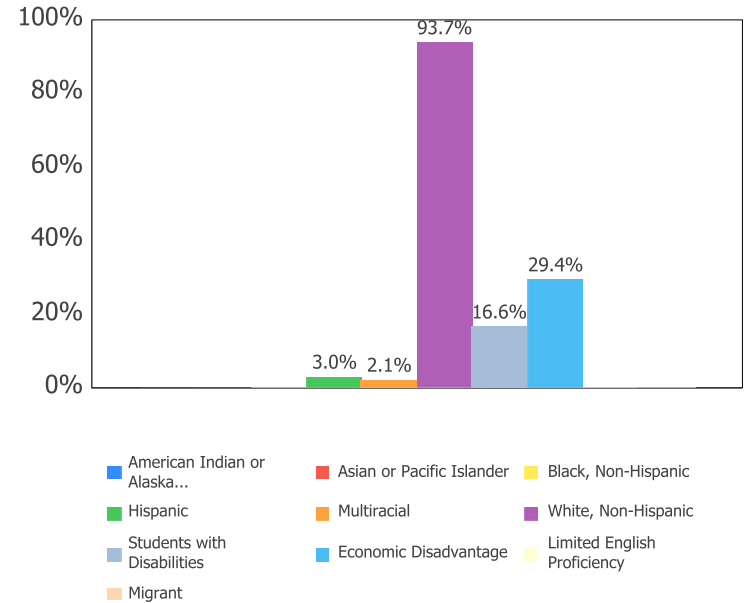


Enrollments of less than 10 students are not shown.

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.
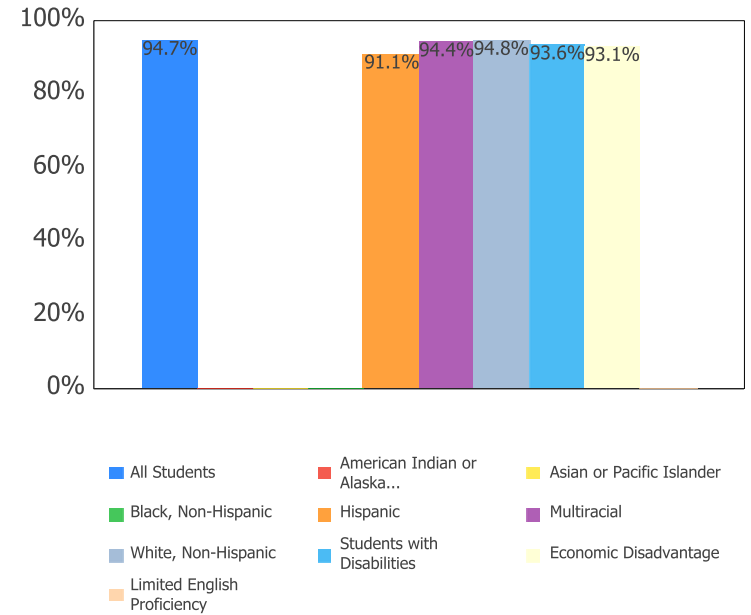
# Attendance

## Chronic Absenteeism Rate:

### 12.7%

| | Attendance Rate |
|---|---|
| **All Students** | 94.7% |
| **Am. Indian / Alaskan Native** | NC |
| **Asian or Pacific Islander** | NC |
| **Black, Non-Hispanic** | NC |
| **Hispanic** | 91.1% |
| **Multiracial** | 94.4% |
| **White, Non-Hispanic** | 94.8% |
| **Students with Disabilities** | 93.6% |
| **Economic Disadvantage** | 93.1% |
| **Limited English Proficiency** | NC |
| **Migrant** | NC |
| **Male** | 94.6% |
| **Female** | 94.8% |

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

| | District Mobility % |
|---|---|
| **All Students** | 6.4% |
| **Am. Indian / Alaskan Native** | NC |
| **Asian or Pacific Islander** | NC |
| **Black, Non-Hispanic** | NC |
| **Hispanic** | 0.0% |
| **Multiracial** | 0.0% |
| **White, Non-Hispanic** | 6.5% |
| **Students with Disabilities** | 5.6% |
| **Economically Disadvantaged** | 9.4% |
| **Limited English Proficiency** | NC |
| **Migrant** | NC |

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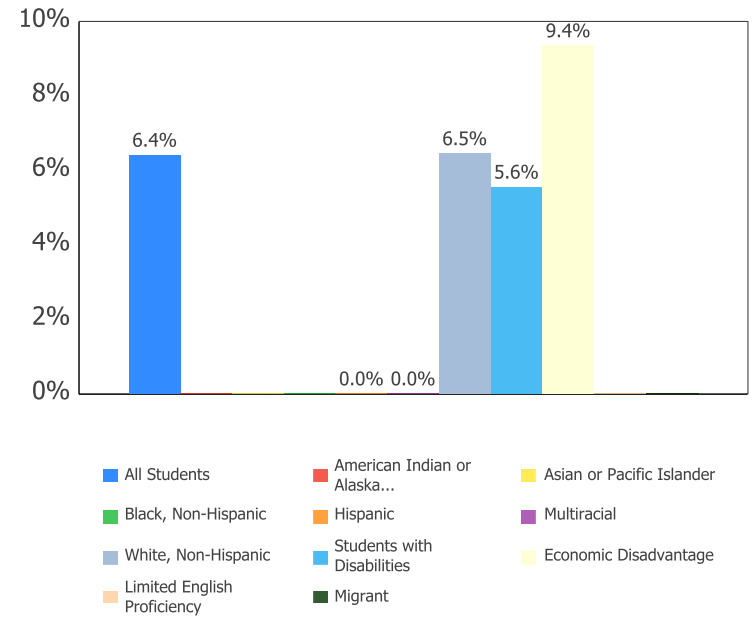


This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

## Your District's Teachers

| | All Schools in the District | High Poverty Schools | Low Poverty Schools |
|---|---|---|---|
| Percentage of teachers with at least a Bachelor's Degree | 100.0 | 0.0 | 100.0 |
| Percentage of teachers with at least a Master's Degree | 65.8 | 0.0 | 70.4 |
| Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers | 1.1 | -- | 1.6 |
| Percentage of core academic subject and elementary classes taught by properly certified teachers | 98.9 | -- | 98.4 |
| Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure | 0 | -- | 0 |

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

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

**Attendance Rate**

**94.2%**

**Average Salary**

**$73,631**

**Average Years of Experience**

**15**

**Lead or Senior Teachers**

**0.0**

## Educators in your District

| | # | Per 1000 Students | State Avg per 1000 Students |
|---|---|---|---|
| School Counselors | 2.0 | 2.0 | 2.3 |
| School Nurses | 1.0 | 1.0 | 1.1 |
| School Psychologists | 1.0 | 1.0 | 1.1 |
| Interpreters | 0.0 | 0.0 | 0.2 |
| Library or Media Specialists | 1.0 | 1.0 | 1.4 |
| Audiologist | 0.0 | 0.0 | 0.0 |
| Physical/Occupational Therapist | 0.0 | 0.0 | 0.8 |
| Social Worker | 0.0 | 0.0 | 0.2 |
| General Education Teachers | 31.0 | 31.0 | 46.8 |
| Career-Technical Teachers | 1.0 | 1.0 | 2.3 |
| Special Education Teachers | 1.7 | 1.7 | 10.9 |
| Teacher Aides | 12.0 | 12.0 | 7.3 |
| Gifted Intervention Specialists | 0.0 | 0.0 | 0.6 |
| Fine Arts Teachers | 3.0 | 3.0 | 3.0 |
| Music Teachers | 2.0 | 2.0 | 2.5 |
| Physical Education Teachers | 2.0 | 2.0 | 2.8 |
| ELL Specialists | 0.0 | 0.0 | 0.3 |
| Adaptive Physical Education Teachers | 0.0 | 0.0 | 0.0 |
| Speech Language Pathologists | 0.6 | 0.6 | 1.4 |

## Your District's Principals

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

**Teacher Evaluations**

73.2%

26.8%

- Accomplished
- Skilled
- Developing
- Ineffective
- Not Complete

**Principal Evaluations**

100.0%
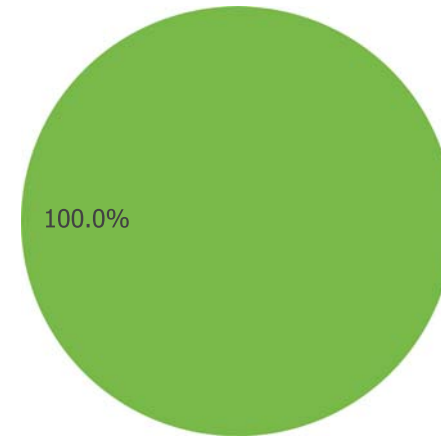
- Accomplished
- Skilled
- Developing
- Ineffective
- Not Complete

## 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 | ✔ | ✘ | ✘ |

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

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

### Districts and STEM Schools

**406** students enrolled in the district where they lived

**45** students enrolled in another public district through Open Enrollment

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

### Community Schools

**6** students enrolled in an online community school

**2** students enrolled in a site-based community school

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

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

### Non-Public Schools*

**0** students participated in the EdChoice Scholarship or Cleveland Scholarship Program

**0** students participated in the EdChoice Expansion Program

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

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

## Financial Data

These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?
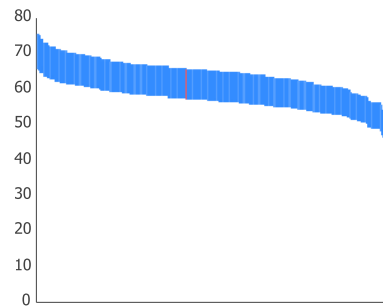
**Comparison Group:** Enrollment less than 1000

---

### Classroom Spending Data

**What percent of funds are spent on classroom instruction?**

**65.9%**

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

**70 out of 163**



| District | Comparison Group | State |
|----------|------------------|-------|
| 34.1% / 65.9% | 35.0% / 65.0% | 32.4% / 67.6% |
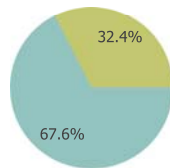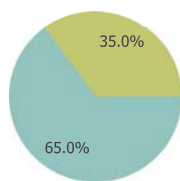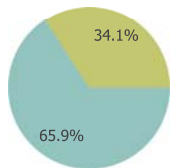
Legend:
- Classroom Instruction
- Non-Classroom Instruction

### Spending per Pupil Data

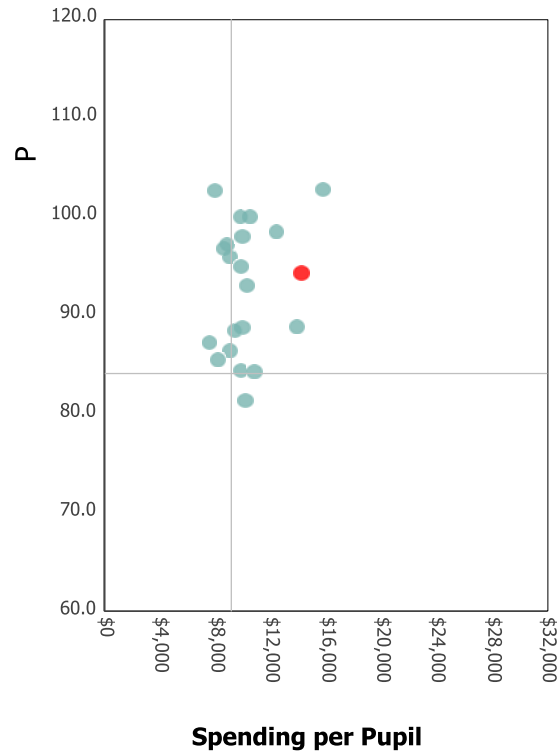|  | District | State |
|--|----------|-------|
| Operating Spending per Pupil | $14,304 | $9,149 |
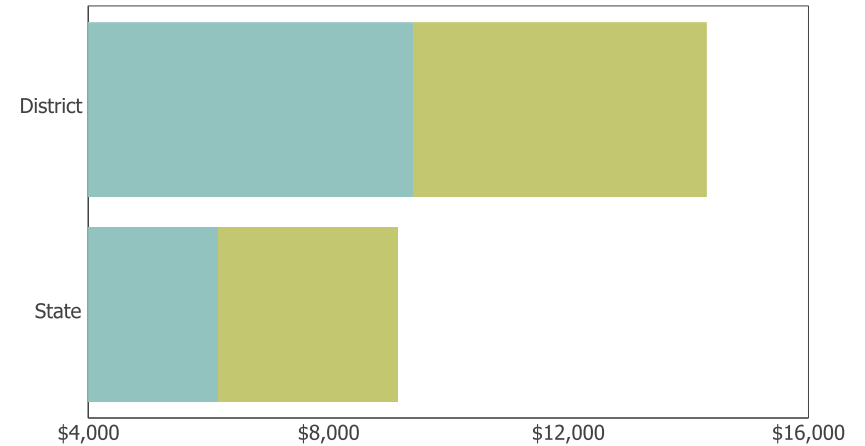


✖ Danbury Local IS NOT among the 20% of public districts with the lowest operating expenditures per pupil

✖ Danbury Local IS NOT among the 20% of public districts with the highest academic performance index scores.
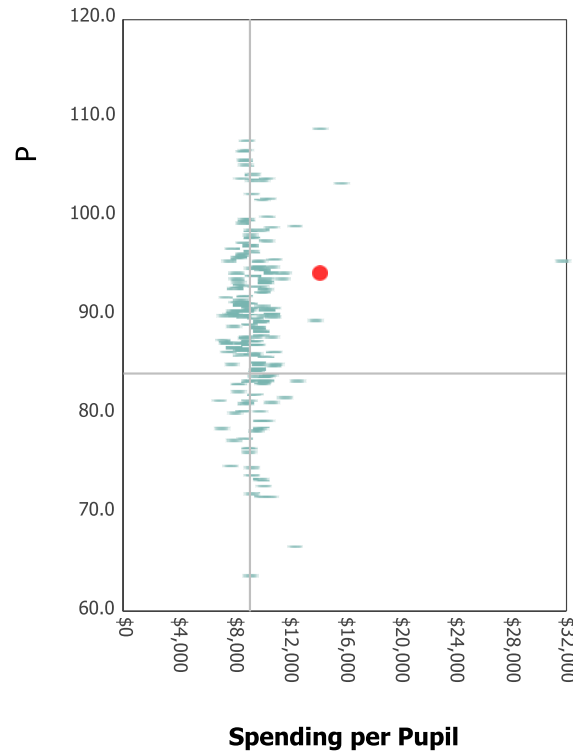
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# Spending and Performance

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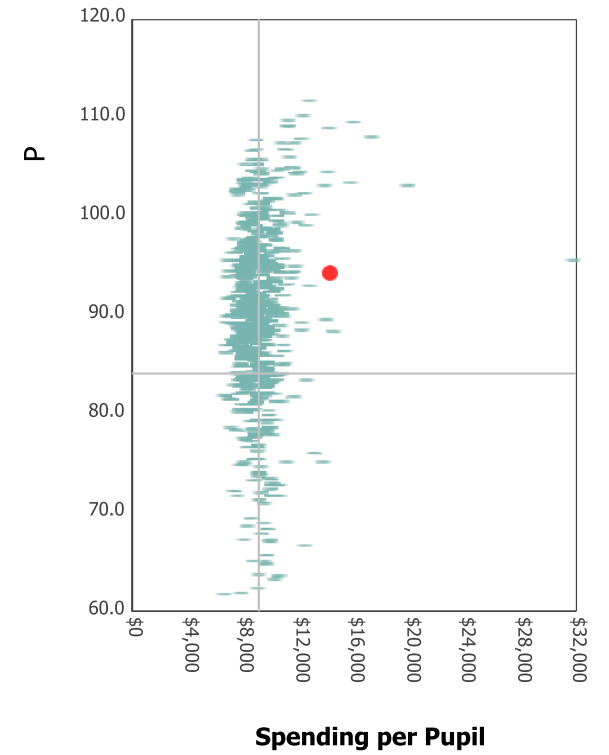
## Similar Districts



P

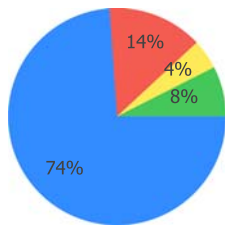Spending per Pupil

## Comparison Group



P

Spending per Pupil

## All Districts



P

Spending per Pupil

# Source of Revenue

| Source of Funds | District | | State Total | |
|---|---|---|---|---|
| Local | $8,200,966 | 73.9% | $9,013,382,621 | 39.7% |
| State | $1,578,311 | 14.2% | $10,330,371,036 | 45.5% |
| Federal | $482,010 | 4.3% | $1,689,769,806 | 7.4% |
| Other Non-Tax | $829,160 | 7.5% | $1,662,080,608 | 7.3% |
| Total | $11,090,448 | 100.0% | $22,695,604,071 | 100.0% |

## District



Local — State — Federal — Other Non-Tax

14% 4% 8% 74%
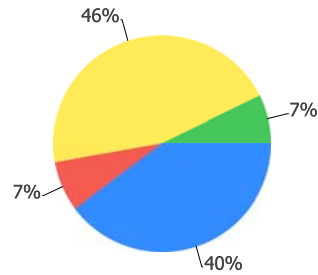
## State



Local — Federal — State — Other Non-Tax

46% 7% 7% 40%

**Superintendent:** Daniel P. Parent

**Address:** 9451 E Harbor Rd
Lakeside Marblehead OH  43440-1310

**Phone:** (419) 798-5185

**County:** Ottawa

## Your District's Schools

| School | Achievement | Progress | Gap Closing | Graduation Rate | K-3 Literacy | Prepared for Success |
|---|---|---|---|---|---|---|
| Danbury Elementary School | B | B | A | NR | C | NR |
| Danbury High School | C | A | B | A | NR | C |
| Danbury Middle School | C | A | F | NR | NR | NR |

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