SCHOOL GRADE

Coming in
2018

Achievement

COMPONENT GRADE

D

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

Performance Index
74.1%... C

Indicators Met
25.0%... F

Progress

COMPONENT GRADE

A

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

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

Gap Closing

COMPONENT GRADE

F

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

Annual Measurable Objectives
0.0%... F

Graduation Rate

COMPONENT GRADE

Not Rated

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

Graduation Rates
This school is not evaluated for graduation rate because there are not enough students in the graduating class.

K-3 Literacy

COMPONENT GRADE

D

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

K-3 Literacy Improvement
25.0%... D

Prepared for Success

COMPONENT GRADE

Not Rated

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.

Achievement

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

COMPONENT GRADE

D

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.
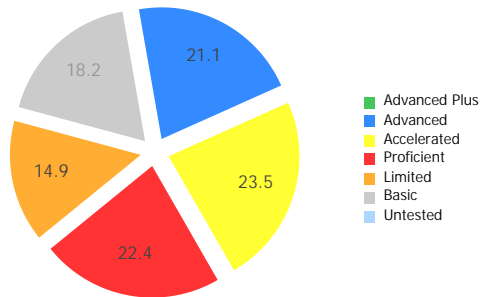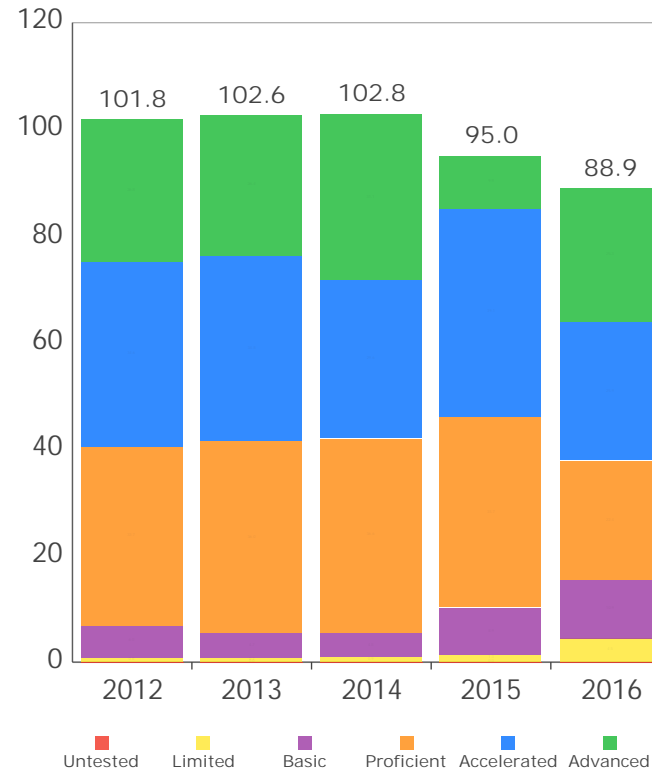
Performance Index
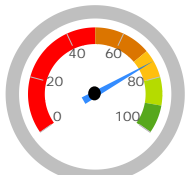
74.1%

88.9 of a possible 120.0

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

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	21.1	x	1.2	=	25.3
Accelerated	23.5	x	1.1	=	25.9
Proficient	22.4	x	1.0	=	22.4
Basic	18.2	x	0.6	=	10.9
Limited	14.9	x	0.3	=	4.5
Untested	0.0	x	0.0	=	0.0
					88.9

Pie chart values: 21.1, 23.5, 22.4, 14.9, 18.2

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

Performance Index Trend

2012	2013	2014	2015	2016
101.8	102.6	102.8	95.0	88.9

Untested Limited Basic Proficient Accelerated Advanced
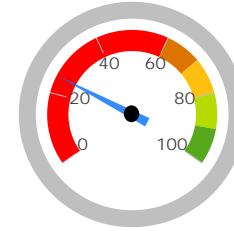

GRADE

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.

Indicators Met %

25.0%

3 out of 12

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

Grades 3-5

3rd Grade	English Language Arts	54.7%	✘
	Mathematics	69.3%	✘
4th Grade	English Language Arts	64.7%	✘
	Mathematics	88.2%	✔
	Social Studies	88.2%	✔
5th Grade	English Language Arts	64.5%	✘
	Mathematics	43.5%	✘
	Science	85.5%	✔

Grades 6-8

6th Grade	English Language Arts	56.9%	✘
	Mathematics	51.0%	✘
	Social Studies	62.7%	✘

High School

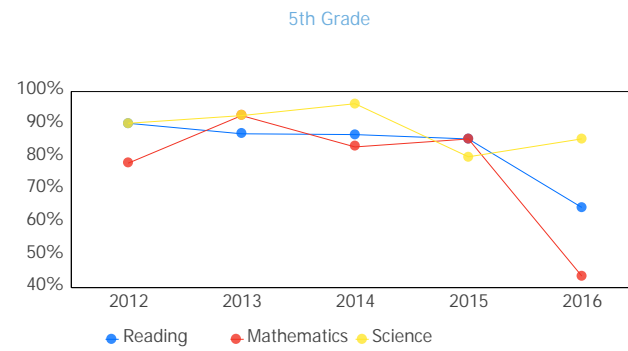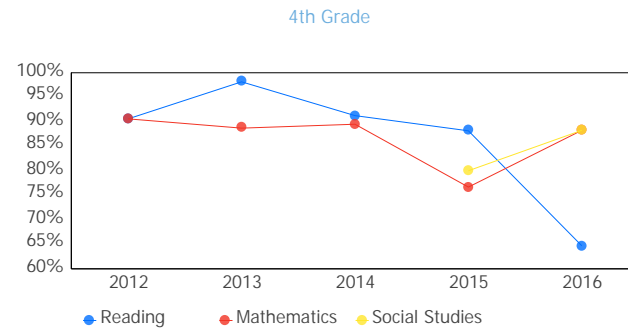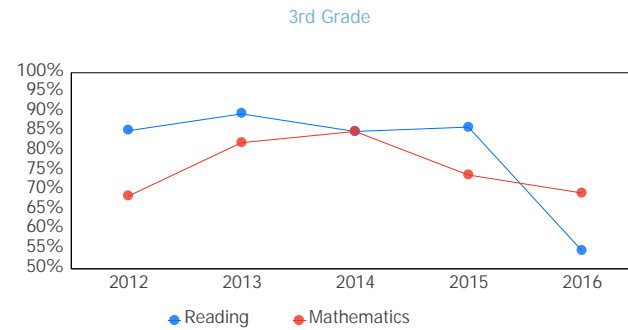This school does not have enough Ohio Graduation Test results to display this table.

GIFTED INDICATOR ✘

Achievement Levels by Grade

3rd Grade

School   District   State Average

4th Grade

School   District   State Average

5th Grade

School   District   State Average
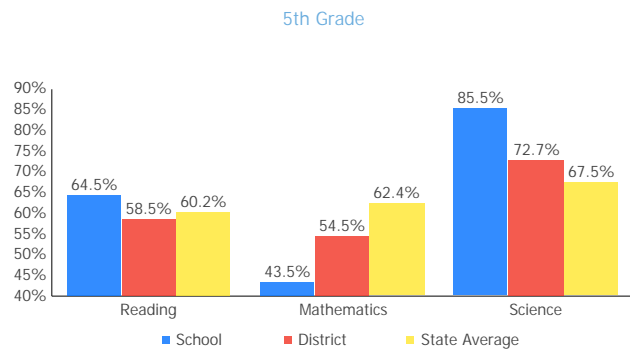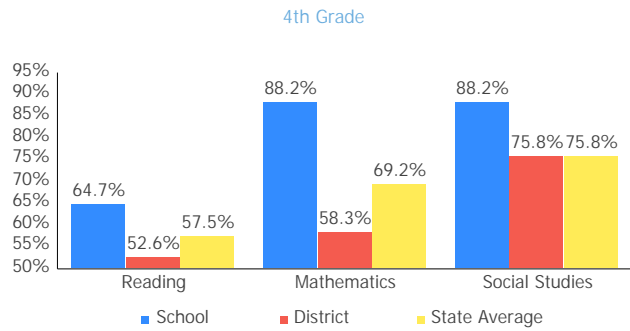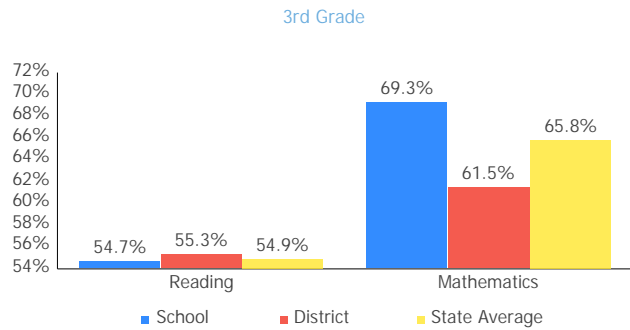
6th Grade

Proficient Percent Trend by Grade

3rd Grade

Reading   Mathematics

4th Grade

Reading   Mathematics   Social Studies

5th Grade

Reading   Mathematics   Science

6th Grade

7th Grade

School / District / State Average

- Reading: School 56.9%, District 52.7%, State Average 54.0%
- Mathematics: School 51.0%, District 51.5%, State Average 56.7%
- Social Studies: School 62.7%, District 63.3%, State Average 61.2%

7th Grade (trend chart)

Reading, Mathematics, Social Studies — 2012 to 2016

8th Grade

School / District / State Average

- Reading: School 0.0%, District 47.6%, State Average 53.6%
- Mathematics: School 0.0%, District 55.9%, State Average 55.3%

8th Grade

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

11th Grade Cumulative OGT

School / District / State Average

- Reading: School 0.0%, District 91.9%, State Average 72.1%
- Writing: School 0.0%, District 88.5%, State Average 89.6%
- Mathematics: School 0.0%, District 87.4%, State Average 88.0%
- Social Studies: School 0.0%, District 87.8%, State Average 87.5%
- Science: School 0.0%, District 85.2%, State Average 83.3%

(additional 8th grade chart)

- Reading: School 0.0%, District 46.8%, State Average 47.5%
- Mathematics: School 0.0%, District 48.1%, State Average 52.7%
- Science: School 0.0%, District 64.4%, State Average 64.9%
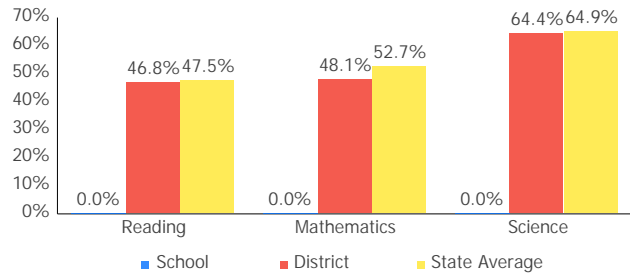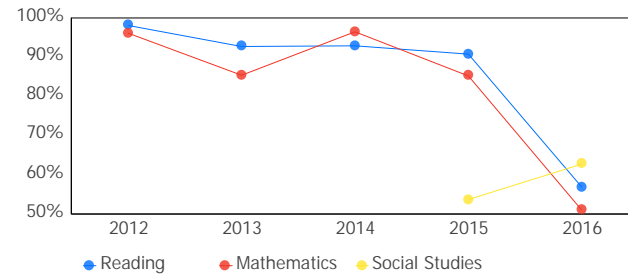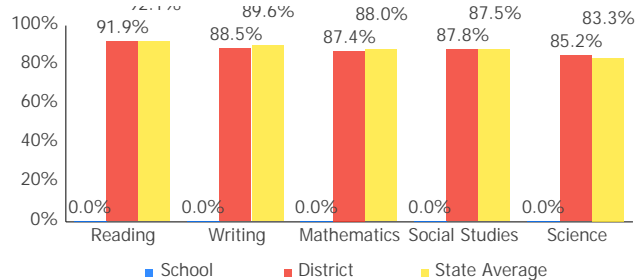
11th Grade Cumulative OGT

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

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:	B
Value Added Met?:	Met

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

Gifted Performance Index

Performance Index:	113.968
Performance Index Met?:	Not Met

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	37.0
Gifted Inputs Met?:	Not Met

Points are earned based on identification and services provided to gifted students. Schools must earn 60 or more 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.
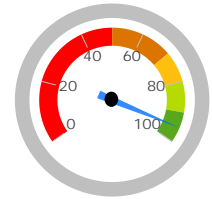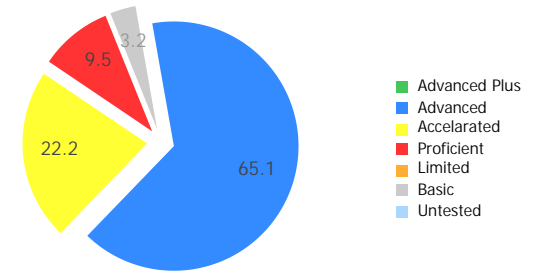
95.0%

113.968 of a possible 120.0

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

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	65.1	x	1.2	=	78.1
Accelerated	22.2	x	1.1	=	24.4
Proficient	9.5	x	1.0	=	9.5
Basic	3.2	x	0.6	=	1.9
Limited	0.0	x	0.3	=	0.0
Untested	0.0	x	0.0	=	0.0
					113.968

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

Pie chart values: 65.1, 22.2, 9.5, 3.2

Gifted Indicator

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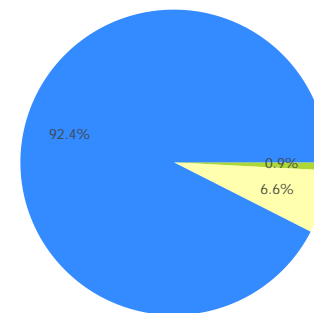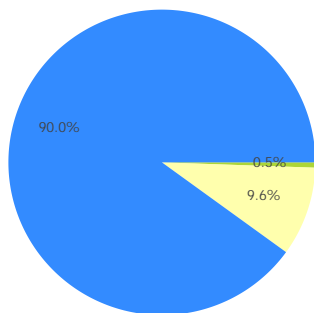
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking

87.5%
2.2%
10.3%

99.6%
0.4%
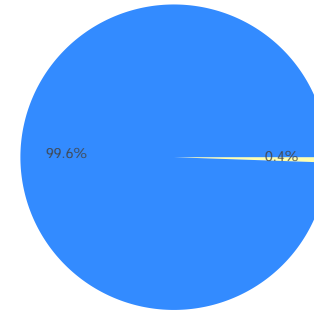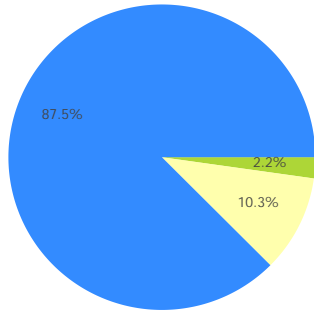
Disadvantaged Students

Minority Students

90.0%
0.5%
9.6%

92.4%
0.9%
6.6%

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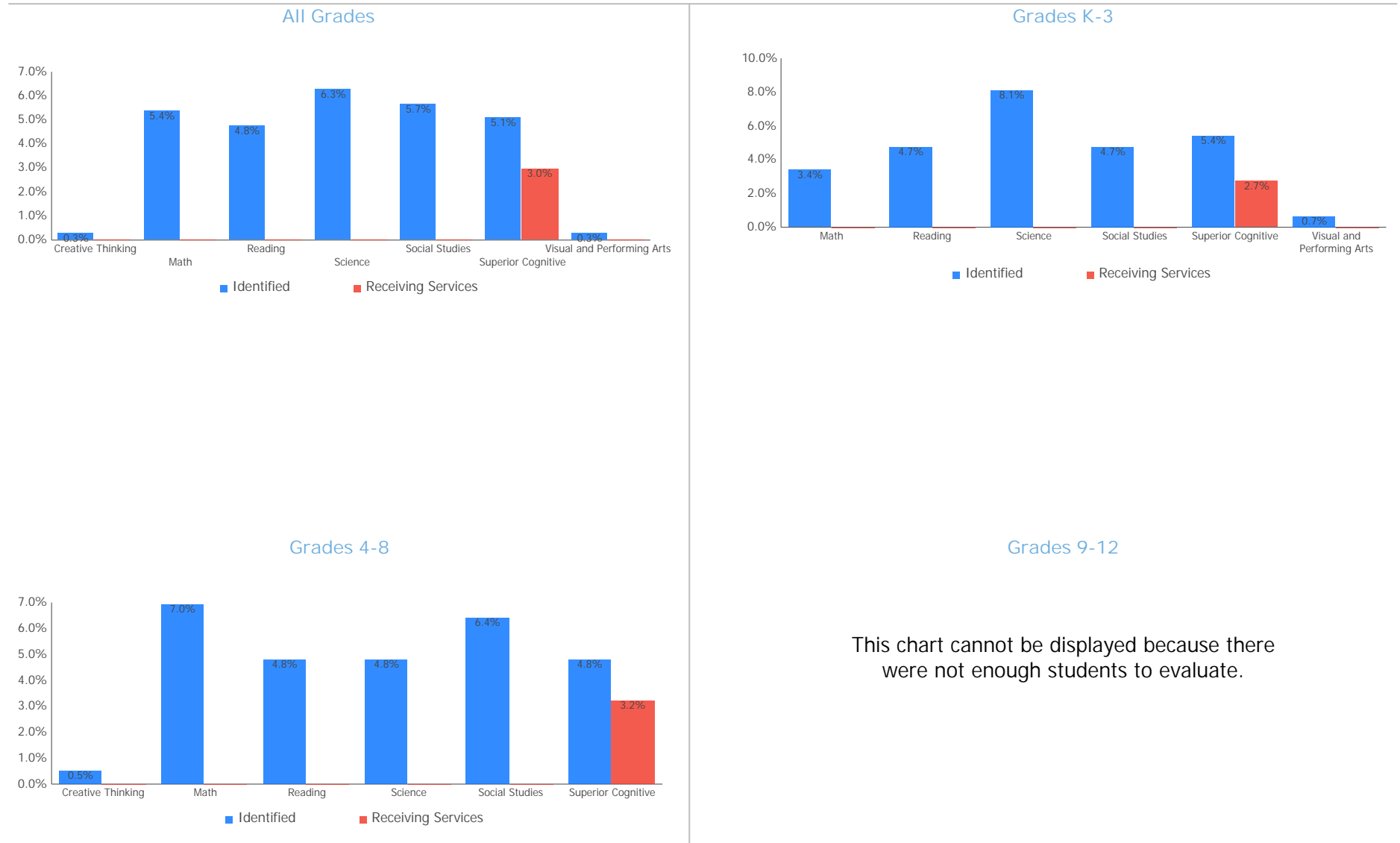- Identified as Gifted, but not receiving services
- Not Identified as Gifted

Identification and Receiving Services

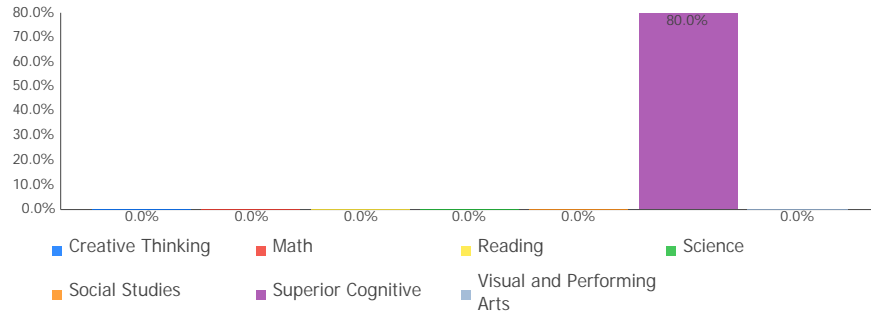These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.
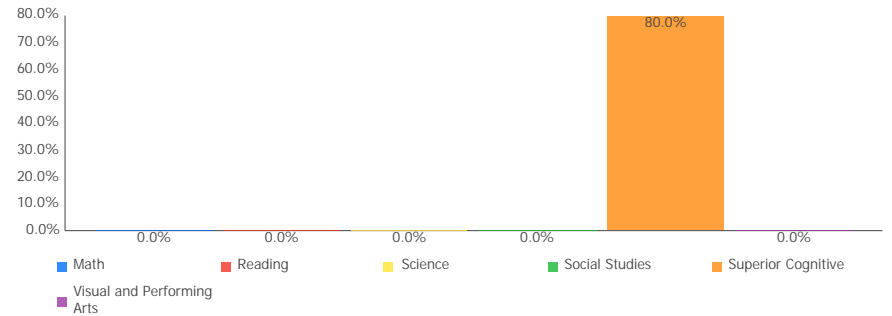
All Grades

Grades K-3

Grades 4-8

Grades 9-12

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

Identified and Receiving Services

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

All Grades

■ Creative Thinking	■ Math	■ Reading	■ Science
■ Social Studies	■ Superior Cognitive	■ Visual and Performing Arts	

Grades K-3

■ Math	■ Reading	■ Science	■ Social Studies	■ Superior Cognitive
■ Visual and Performing Arts				

Grades 4-8

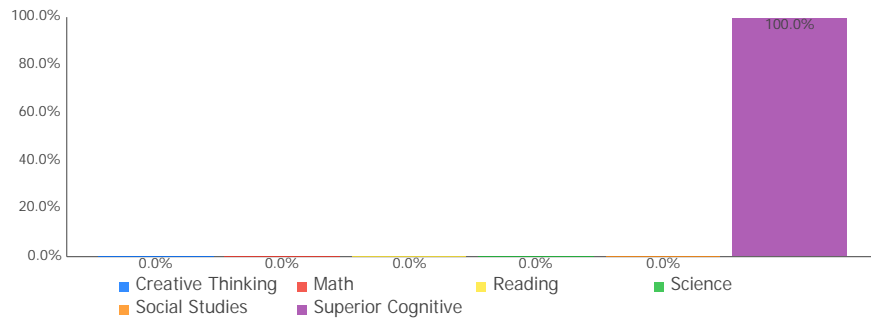|			
■ Creative Thinking	■ Math	■ Reading	■ Science
■ Social Studies	■ Superior Cognitive		

Grades 9-12

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

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

B

Gifted Students

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

GRADE

A

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

A

Students with Disabilities

This measures the progress for students with disabilities.

Progress Details

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

Test Grade	Progress Score				
	English Language Arts	Mathematics	Social Studies	Science	All Tests
All Grades	1.42	-2.85	-1.30	13.36	2.06
4th Grade	2.24	2.23			2.92
5th Grade	0.87	-5.65		13.36	3.40
6th Grade	-1.04	-2.17	-1.30		-2.41

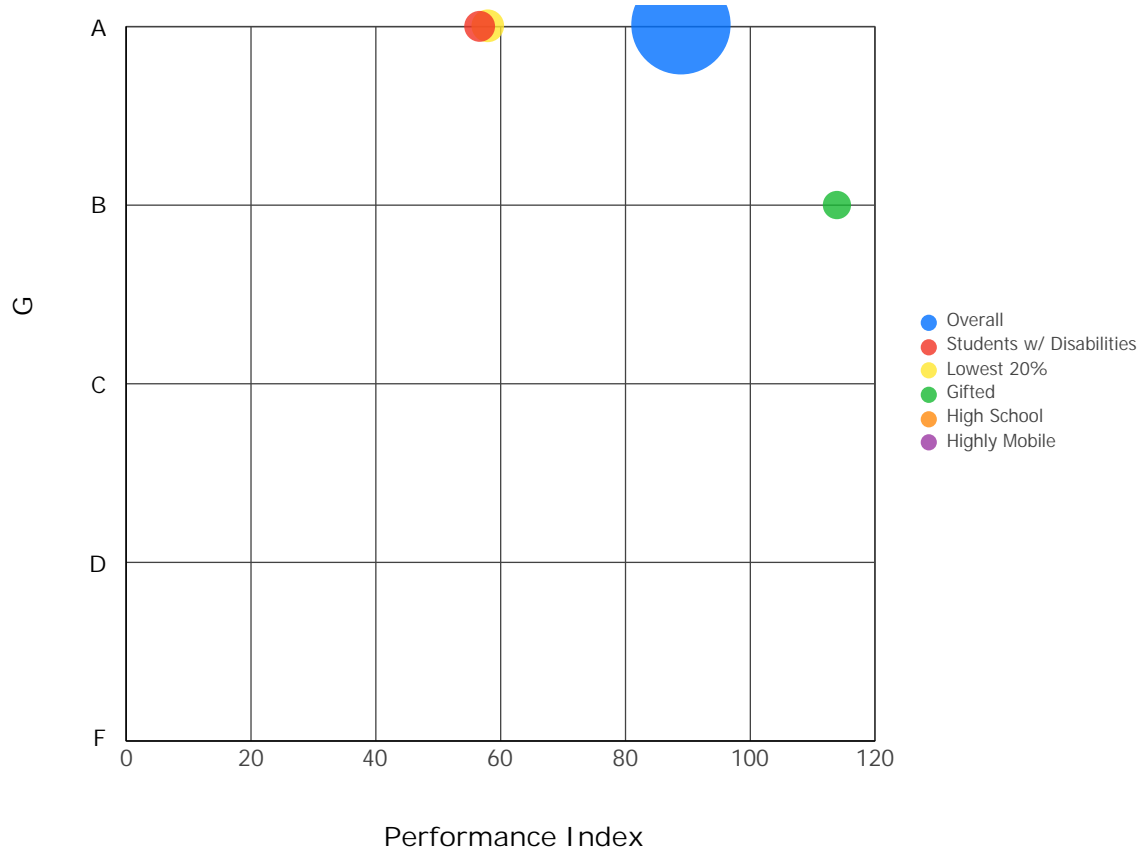High School English Language Arts Value Added data is not available for this school

High School Math Value Added data is not available for this school

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A =   2.00 and up
B =   1.00 to 1.99
C = -1.00 to 0.99
D = -2.00 to -1.01
F =   below -2.00

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

G (vertical axis)

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

F

GRADE
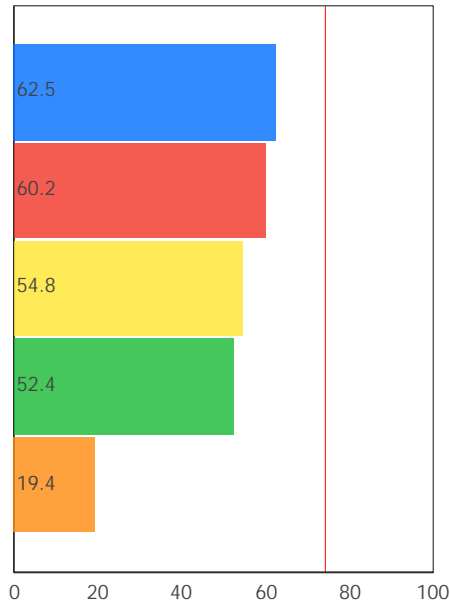
F

Annual Measurable Objectives

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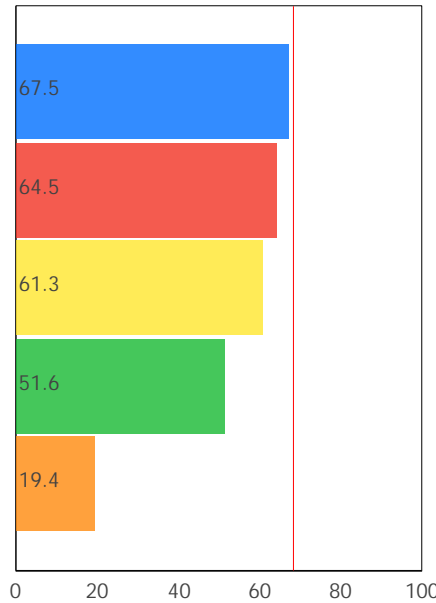
AMO Points

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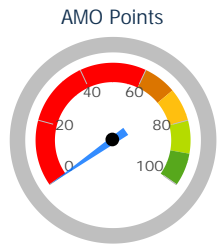
A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 60.0 - 69.9%
F = 0.0 - 59.9%

English Language Arts

Group	Value
White	62.5
All Students	60.2
Hispanic	54.8
Econ Disadvantage	52.4
Students w/ Disab...	19.4

Math

Group	Value
White	67.5
All Students	64.5
Hispanic	61.3
Econ Disadvantage	51.6
Students w/ Disab...	19.4

Graduation Rate

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

Legend: White, All Students, Hispanic, Econ Disadvantage, Students w/ Disab...

The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 74.2%, for Math is 68.5%, and for Graduation Rate is 82.8%. 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

Not Rated

This school has not been assigned
a grade for Graduation Rate
because there were not enough
students to evaluate.

The Graduation Rate graph that would appear in this space cannot be displayed because there were not enough students to evaluate.

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.
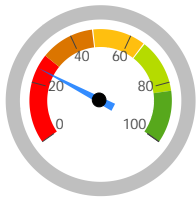
COMPONENT GRADE

D

GRADE

D

K-3 Literacy Improvement

25.0%

9 out of 36

A = 81.4 - 100.0%
B = 62.6 - 81.3%
C = 43.8 - 62.5%
D = 25.0 - 43.7%
F = 0.0 - 24.9%

In Your School...

< 10   kindergarten students were not on-track last year.

NC   of those students improved to on-track in 1st grade.

< 10   first grade students were not on-track last year.

NC   of those students improved to on-track in 2nd grade.

< 10   second grade students were not on-track last year.

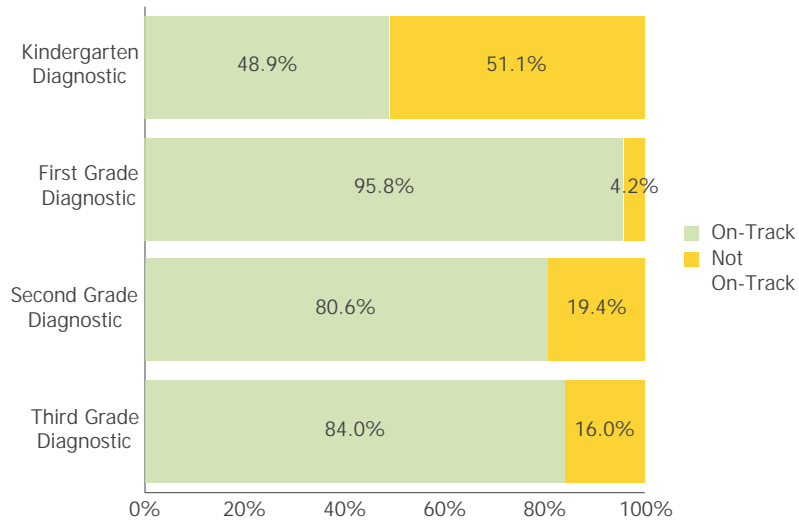NC   of those students improved to on-track in 3rd grade.

< 10   third grade students were not on-track this year.

NC   of those students reached proficiency on the 3rd grade OAA.

Details of Measure

Not On-Track at Point A		Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2014 - 2015	< 10 to	1st Grade Reading Diagnostic, School Year 2015 - 2016	< 10
1st Grade Reading Diagnostic, School Year 2014 - 2015	< 10 to	2nd Grade Reading Diagnostic, School Year 2015 - 2016	< 10
2nd Grade Reading Diagnostic, School Year 2014 - 2015	< 10 to	3rd Grade Reading Diagnostic, School Year 2015 - 2016	< 10
3rd Grade Reading Diagnostic, School Year 2015 - 2016	< 10 to	3rd Grade Reading OST, School Year 2015 - 2016	< 10
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan			< 10
Totals	36		9

Percentage On-Track in Reading Diagnostic

Grade	On-Track	Not On-Track
Kindergarten Diagnostic	48.9%	51.1%
First Grade Diagnostic	95.8%	4.2%
Second Grade Diagnostic	80.6%	19.4%
Third Grade Diagnostic	84.0%	16.0%

Legend: On-Track (green), Not On-Track (yellow)

This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2015-2016.

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?	95.9%
How many third graders scored proficient on the state Reading test?	54.7%

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

Not Rated

COMPONENT GRADE

Not Rated

This data cannot be shown because there are not enough students in the graduating class of 2015 to evaluate.

How Prepared were Your 2014 and 2015 Graduating Classes?

ACT: Participation

ACT: Remediation Free

SAT: Participation

SAT: Remediation Free

This data cannot be shown because there are not enough students in the graduating class of 2015 to evaluate.

Honors Diploma

Industry-Recognized Credential

Advanced Placement: Participation

AP: Exam Score of 3 or Better

Dual Enrollment Credit

International Baccalaureate

IB: Exam Score of 4 or Better

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

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 2013 Graduating Class Entered College within Two Years?	NC	This graph is not displayed because the result is Not Calculated.
What Percentage of the 2009 Graduating Class Graduated from College within Six Years of Leaving High School?	NC	This graph is not displayed because the result is Not Calculated.

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

Principal: Gerald E. Bell

Address: 3535 Mcgregor Ln

Toledo OH 43623-1814

Phone: (419) 473-8279

Directory information current as of the 2015-2016 Report Card publication date.

Your School's Students
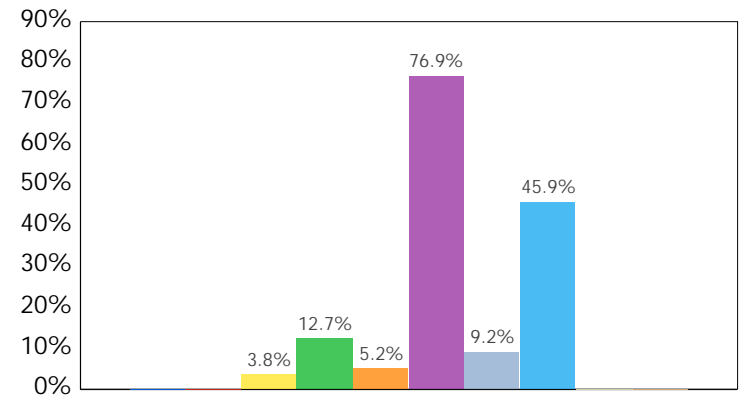
Average Daily Enrollment:

456

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	17	3.8%
Hispanic	58	12.7%
Multiracial	24	5.2%
White, Non-Hispanic	350	76.9%
Students with Disabilities	42	9.2%
Economically Disadvantaged	209	45.9%
Limited English Proficiency	NC	
Migrant	NC	

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

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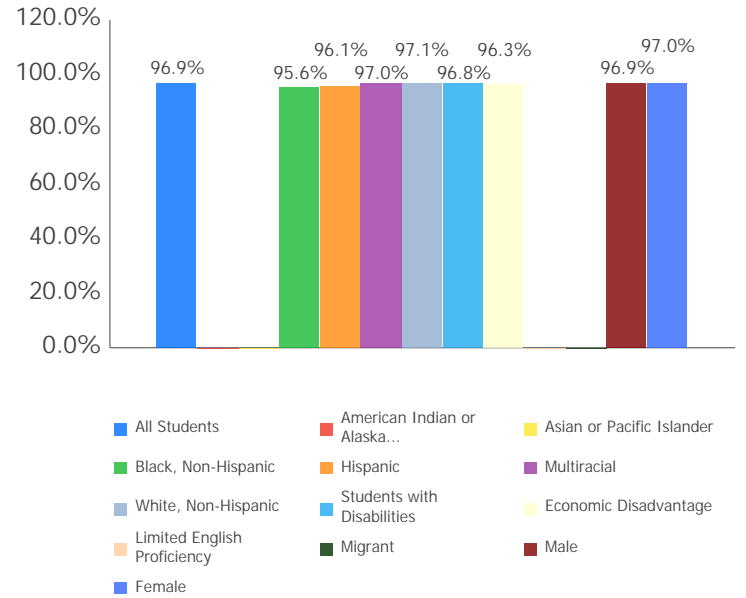
Attendance Rate

Chronic Absenteeism Rate:

2.5%

All Students	96.9%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	95.6%
Hispanic	96.1%
Multiracial	97.0%
White, Non-Hispanic	97.1%
Students with Disabilities	96.8%
Economic Disadvantage	96.3%
Limited English Proficiency	NC
Migrant	NC
Male	96.9%
Female	97.0%

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

Legend:
- All Students
- 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
- Male
- Female

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	0.0%
Hispanic	0.0%
Multiracial	0.0%
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

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

Your School's Teachers

| Your School's Poverty Status: Medium-Low	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	99.1
Percentage of teachers with at least a Master's Degree	72.5	70.2
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	0
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	100
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	0
Lead or Senior Teachers:	0.0	0.0

Number of Teachers by Program Area

	#	State Avg per 1000 Students
General Education Teachers	18.5	46.4
Career-Technical Teachers	0.0	2.3
Special Education Teachers	2.0	10.6
Teacher Aides	3.0	7.0
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	0.8	3.0
Music Teachers	0.8	2.5
Physical Education Teachers	0.8	2.9
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
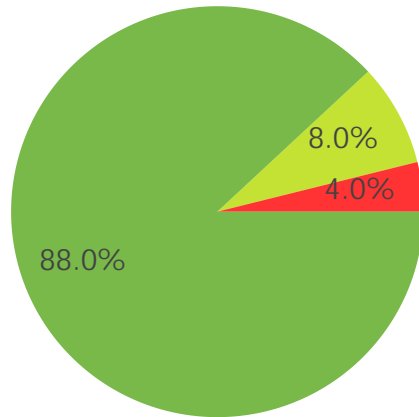
- ■ Accomplished
- ■ Skilled
- ■ Developing
- ■ Ineffective
- ■ Not Complete

Wellness and Physical Education

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

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?	70.1%

District

29.9%

70.1%

State

32.9%

67.1%

■ Classroom Instruction   ■ Non-Classroom Instruction
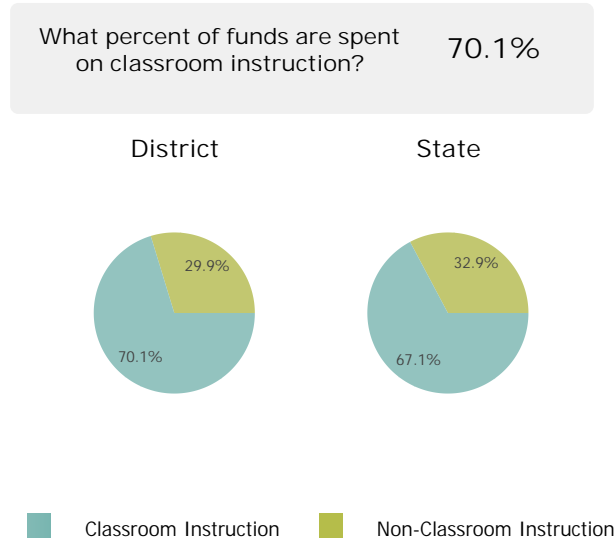
Spending per Pupil Data

	District	State
Operating Spending per Pupil	$9,413	$8,711
Classroom Instruction	$6,602	$5,845
Non-Classroom Spending	$2,811	$2,866

School — $6,602 | $2,811

State — $5,845 | $2,866

$0 $4,000 $8,000 $12,000