Huron City School District

2012-2013 Report Card for

Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

Performance Index
86.1% .............................................................. B

Indicators Met
100.0% .............................................................. A

Progress

This is your district’s average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year’s worth of growth? Did they get more? Did they get less?

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

Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

Annual Measurable Objectives
84.1% .............................................................. B

Graduation Rate

This grade answers the question – How many ninth graders graduate in four years or five years?

Graduation Rates
93.8% of students graduated in 4 years................................. A
97.4% of students graduated in 5 years................................. A

K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade? The 2014 report card will report some results. The 2015 report card will display one grade for kindergarten through grade 3.

Prepared for Success

This grade answers the question – Are students who graduate from our district ready for college or a career? There are six ways to show that graduates are prepared. In the 2014 school year, the report card will show results for the six areas. The 2015 report card will display one grade combining the results of all six ways of showing graduates are prepared.
Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in 2015

Achievement Level

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Pct of Students</th>
<th>Points for this Level</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Plus</td>
<td>0.6</td>
<td>x 1.3</td>
<td>0.8</td>
</tr>
<tr>
<td>Advanced</td>
<td>28.1</td>
<td>x 1.2</td>
<td>33.7</td>
</tr>
<tr>
<td>Accelerated</td>
<td>30.9</td>
<td>x 1.1</td>
<td>33.9</td>
</tr>
<tr>
<td>Proficient</td>
<td>29.1</td>
<td>x 1.0</td>
<td>29.1</td>
</tr>
<tr>
<td>Basic</td>
<td>8.4</td>
<td>x 0.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Limited</td>
<td>2.7</td>
<td>x 0.3</td>
<td>0.8</td>
</tr>
<tr>
<td>Untested</td>
<td>0.3</td>
<td>x 0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>103.4</strong></td>
</tr>
</tbody>
</table>

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 performance.

Performance Index Trend

- 2009: 102.3
- 2010: 102.1
- 2013: 103.4

86.1%

103.4 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%
## Indicators Met

Indicators Met measures how many students have passed the state tests at a minimum level, called proficient, or higher. Test results are reported for each student in a grade and subject. At least 75 percent of students must pass to get credit for the indicator. Starting in the 2013-14 school year, a district or school needs to have 80 percent of their students pass at a minimum level or higher in order to "meet" an indicator.

### Grades 3-5

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>Mathematics</td>
<td>93.4%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>96.7%</td>
</tr>
<tr>
<td>4th</td>
<td>Mathematics</td>
<td>82.7%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>88.3%</td>
</tr>
<tr>
<td>5th</td>
<td>Mathematics</td>
<td>76.9%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>86.5%</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>83.5%</td>
</tr>
</tbody>
</table>

### Grades 6-8

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Mathematics</td>
<td>86.6%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>94.6%</td>
</tr>
<tr>
<td>7th</td>
<td>Mathematics</td>
<td>82.9%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>91.2%</td>
</tr>
<tr>
<td>8th</td>
<td>Mathematics</td>
<td>90.9%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>93.9%</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>86.8%</td>
</tr>
</tbody>
</table>

### Ohio Graduation Test

<table>
<thead>
<tr>
<th>Test</th>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGT, 10th Graders</td>
<td>Mathematics</td>
<td>92.5%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>94.6%</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>87.8%</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>90.5%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>87.1%</td>
</tr>
<tr>
<td>OGT, 11th Graders</td>
<td>Mathematics</td>
<td>98.3%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>97.4%</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>99.1%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>98.3%</td>
</tr>
</tbody>
</table>
Proficiency Percent Comparison by Grade

3rd Grade

- Reading: District 96.7%, Similar Districts 93.1%, State Average 81.4%
- Mathematics: District 93.4%, Similar Districts 88.4%, State Average 78.5%

4th Grade

- Reading: District 88.3%, Similar Districts 93.9%, State Average 87.7%
- Mathematics: District 87.0%, Similar Districts 77.7%

5th Grade

- Reading: District 86.5%, Similar Districts 84.6%, State Average 74.2%
- Mathematics: District 83.5%, Similar Districts 74.2%, State Average 68.7%
- Science: District 67.7%

Proficient Percent Trend by Grade

3rd Grade

- Reading: 2009-2013
- Mathematics: 2009-2013

4th Grade

- Reading: 2009-2013
- Writing: 2009-2013
- Mathematics: 2009-2013

5th Grade

- Reading: 2009-2013
- Mathematics: 2009-2013
- Social Studies: 2009-2013
- Science: 2009-2013
2012-2013 Report Card for Huron City School District

10th Grade OGT

- Reading: 90.0%
- Writing: 87.6%
- Mathematics: 94.6%
- Social Studies: 93.3%
- Science: 87.8%

Similar Districts:
- Reading: 84%
- Writing: 86%
- Mathematics: 90%
- Social Studies: 92%
- Science: 94%

State Average:
- Reading: 98%
- Writing: 98%
- Mathematics: 98%
- Social Studies: 98%
- Science: 98%

11th Grade Cumulative OGT

- Reading: 90.0%
- Writing: 89.2%
- Mathematics: 94.6%
- Social Studies: 92.1%
- Science: 85.1%

Similar Districts:
- Reading: 97.9%
- Writing: 97.2%
- Mathematics: 95.5%
- Social Studies: 95.4%
- Science: 94.6%

State Average:
- Reading: 100.0%
- Writing: 98.3%
- Mathematics: 97.4%
- Social Studies: 97.2%
- Science: 96.5%
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.

Gifted Overview

Students Identified as Gifted
21.0% of enrollment

Students Receiving Gifted Services
6.2% of enrollment

Achievement

This chart illustrates the test achievement levels by students identified as gifted in that test’s subject. For example, how well do students identified as gifted in Reading do on the Reading achievement tests?

Value Added

Value Added measures the progress for all students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE

B
Enrollment by Gifted Category

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

**Grades K-3**

- Math
- Reading
- Science
- Superior Cognitive

**Grades 4-8**

- Math
- Reading
- Science
- Social Studies

**Grades 9-12**

- Math
- Reading
- Science
- Superior Cognitive
- Visual and Performing Arts
Progress

This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE

Coming in 2015

Overall
This measures the progress for all students in math and reading, grades 4-8.

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

Students in the Lowest 20% in Achievement
This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

Students with Disabilities
This measures the progress for students with disabilities.

High School
A High School measure of progress will be implemented in the 2015-16 school year.

Progress Details

This table shows the Progress scores by test grade and subject.

<table>
<thead>
<tr>
<th>Test Grade</th>
<th>Progress Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>All Grades</td>
<td>3.4</td>
</tr>
<tr>
<td>4th Grade</td>
<td>-1.0</td>
</tr>
<tr>
<td>5th Grade</td>
<td>4.2</td>
</tr>
<tr>
<td>6th Grade</td>
<td>8.9</td>
</tr>
<tr>
<td>7th Grade</td>
<td>-8.0</td>
</tr>
<tr>
<td>8th Grade</td>
<td>1.2</td>
</tr>
</tbody>
</table>

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 = 2.0 and up
B = 1.0 to 1.9
C = -1.0 to 0.9
D = -2.0 to -1.1
F = below -2.0
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.
**Gap Closing**

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question - Is every student succeeding, regardless of income, race, culture or disability?

**COMPONENT GRADE**

Coming in 2015

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**Annual Measurable Objectives**

Annual Measurable Objectives (AMOs) compare the performance of all students 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.

**Grades**

- **B**

**AMO Points**

84.1%

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%

The red line on each graph identifies the Annual Measurable Objective. The 2013 AMO for Reading is 83.4%, for Math is 78.5%, and for Graduation Rate is 75.9%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.
Graduation Rate

This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2012 who graduated within four years, i.e. students who entered the 9th grade in 2009 and graduated by 2012.

GRADE

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 2011 who graduated within five years, i.e. students who entered the 9th grade in 2008 and graduated by 2012.

GRADE

97.4%

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%
Graduation Rate Trend

Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.
### Your District's Students

#### Enrollment by Subgroup

<table>
<thead>
<tr>
<th>Enrollment by Subgroup</th>
<th>Enrollment #</th>
<th>Enrollment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Indian / Alaskan Native</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>14</td>
<td>1.0%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>20</td>
<td>1.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43</td>
<td>2.9%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>29</td>
<td>2.0%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>1,362</td>
<td>92.6%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>147</td>
<td>10.0%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>442</td>
<td>30.1%</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>Migrant</td>
<td>NC</td>
<td></td>
</tr>
</tbody>
</table>

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

Enrollments of less than 10 students are not shown.
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

<table>
<thead>
<tr>
<th>Percentage of teachers with at least a Bachelor's Degree</th>
<th>All Schools in the District</th>
<th>High Poverty Schools</th>
<th>Low Poverty Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers with at least a Master's Degree</td>
<td>63.7</td>
<td>0.0</td>
<td>62.6</td>
</tr>
<tr>
<td>Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers</td>
<td>0</td>
<td>--</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of core academic subject and elementary classes taught by properly certified teachers</td>
<td>100</td>
<td>--</td>
<td>100</td>
</tr>
<tr>
<td>Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure</td>
<td>0</td>
<td>--</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

## Wellness and Physical Education

<table>
<thead>
<tr>
<th>The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards</th>
<th>Compliance with the federal requirement for implementing a local wellness policy</th>
<th>Elected to administer BMI screening</th>
<th>Participation in Physical Activity Pilot Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate Success</td>
<td>✅</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>
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 between 1000 and 2499

Classroom Spending Data

Percentage Spent on Classroom Instruction 66.1%
Rank in comparison group for highest % spent 157 out of 282

Spending per Pupil Data

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Spending per Pupil</td>
<td>$9,256</td>
<td>$8,814</td>
</tr>
<tr>
<td>Classroom Instruction</td>
<td>$6,114</td>
<td>$5,953</td>
</tr>
<tr>
<td>Non-Classroom Spending</td>
<td>$3,142</td>
<td>$2,861</td>
</tr>
</tbody>
</table>

Classroom Instruction
Non-Classroom Instruction

District
State
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?

Huron City IS NOT among the 20% of traditional public districts with the highest academic performance index scores.

Huron City IS NOT among the 20% of traditional public districts with the lowest operating expenditures per pupil.
## Source of Revenue

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>District</th>
<th>State Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>$9,360,091</td>
<td>$7,953,216,862</td>
</tr>
<tr>
<td>State</td>
<td>$4,719,153</td>
<td>$8,725,275,316</td>
</tr>
<tr>
<td>Federal</td>
<td>$740,942</td>
<td>$1,701,436,355</td>
</tr>
<tr>
<td>Other Non-Tax</td>
<td>$1,502,938</td>
<td>$1,442,122,710</td>
</tr>
<tr>
<td>Total</td>
<td>$16,323,124</td>
<td>$19,822,051,242</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>57.3%</td>
<td>40.1%</td>
</tr>
<tr>
<td>State</td>
<td>28.9%</td>
<td>44.0%</td>
</tr>
<tr>
<td>Federal</td>
<td>4.5%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Other Non-Tax</td>
<td>9.2%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>School</td>
<td>Achievement Indicators Met</td>
<td>Performance Index</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Huron High School</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>McCormick Junior High</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Shawnee Elementary</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>Woodlands Intermediate School</td>
<td>B</td>
<td>A</td>
</tr>
</tbody>
</table>