

2012-2013 Report Card for Washington Elementary School

SCHOOL GRADE

Coming in
2015



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 | 81.2% | B |
| Indicators Met | 100.0% | A |

COMPONENT GRADE

Coming in
2015



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 | B |
| Gifted | | NR |
| Students with Disabilities | | C |
| Lowest 20% in Achievement | | C |

COMPONENT GRADE

Coming in
2015



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 | 89.9% | B |
|------------------------------|-------|---|

COMPONENT GRADE

Coming in
2015



Graduation Rate

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

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

COMPONENT GRADE

Coming in
2015



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.

COMPONENT GRADE

Coming in
2015



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.

COMPONENT GRADE

Coming in
2015

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

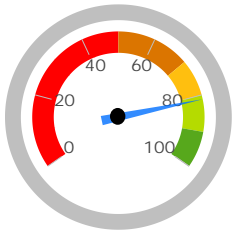
GRADE

B

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

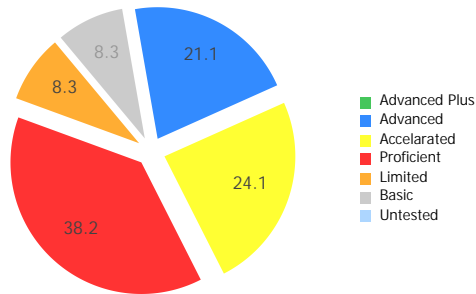


81.2%

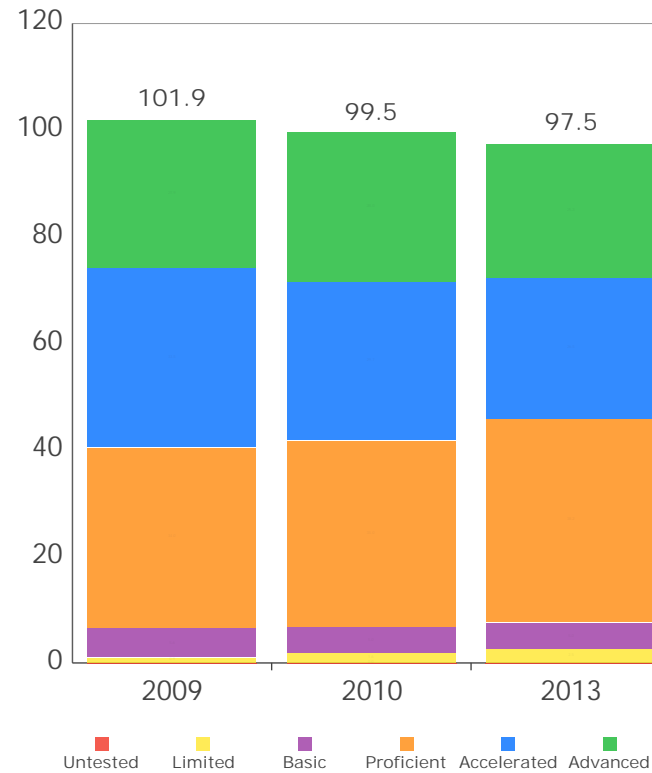
97.5 of a possible 120.0

- 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 | 24.1 | x | 1.1 | = | 26.5 |
| Proficient | 38.2 | x | 1.0 | = | 38.2 |
| Basic | 8.3 | x | 0.6 | = | 5.0 |
| Limited | 8.3 | x | 0.3 | = | 2.5 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | = | <u>97.5</u> |



Performance Index Trend



GRADE

A

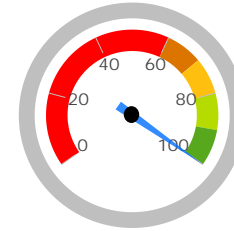
Indicators Met

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.

Indicators Met %

100.0%
4.0 out of 4.0

- 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%



Grades 3-5

| | | | |
|------------------|-------------|-------|---|
| 3rd Grade | Mathematics | 83.1% | ✓ |
| | Reading | 86.2% | ✓ |
| 4th Grade | Mathematics | 75.5% | ✓ |
| | Reading | 87.8% | ✓ |
| 5th Grade | Mathematics | NC | |
| | Reading | NC | |
| | Science | NC | |

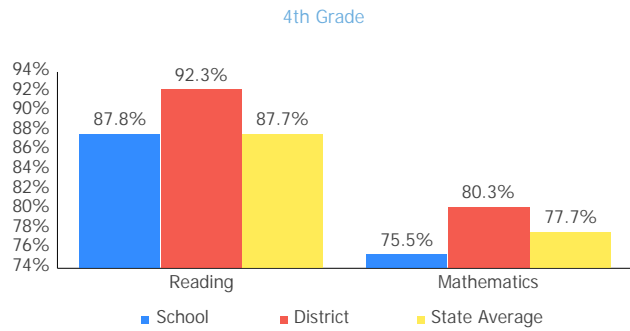
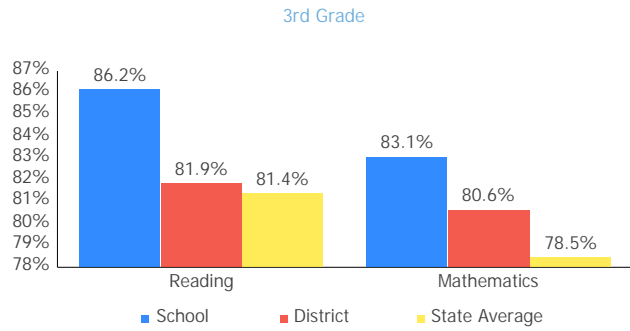
Grades 6-8

This school does not have enough test results in 6th, 7th, or 8th grade to display this table.

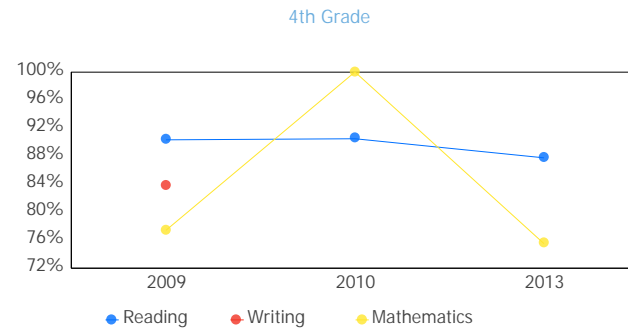
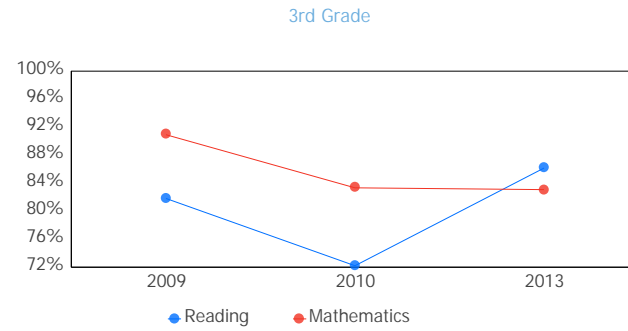
Ohio Graduation Test

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

Proficiency Percent Comparison by Grade



Proficient Percent Trend by Grade



Gifted Students



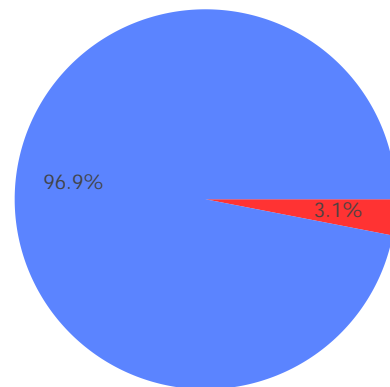
The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students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

INDICATOR
Coming in
2015

Gifted Overview

Students Identified as Gifted
3.1% of enrollment

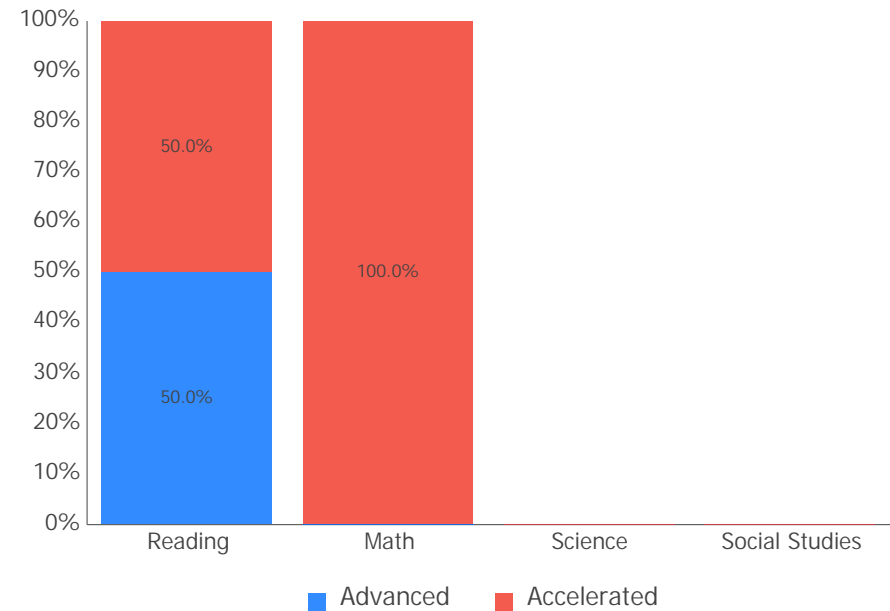
Students Receiving Gifted Services
0.0% of enrollment



■ Identified as Gifted, Not Receiving Services
■ Receiving Gifted Services
■ Not Identified as Gifted

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

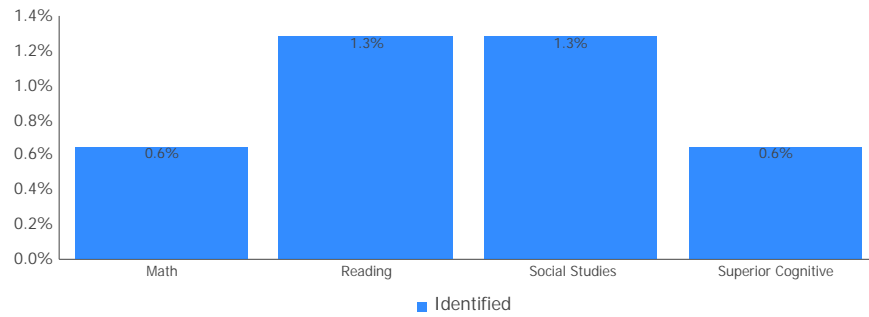
Value Added measures the progress for all students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE
NR

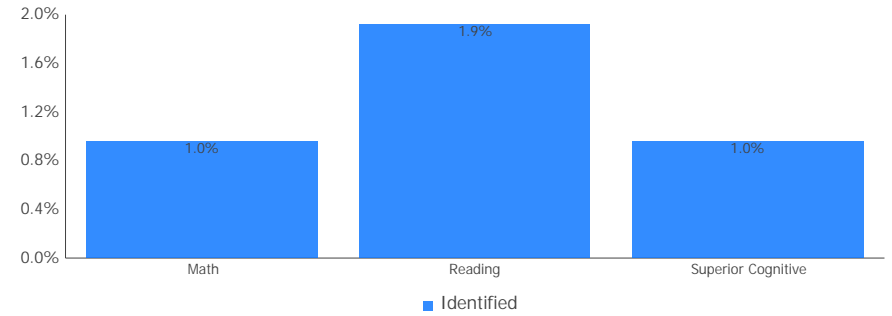
Enrollment by Gifted Category

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

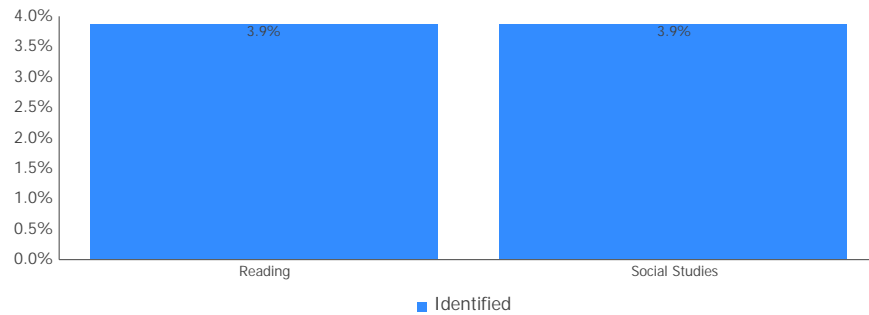
All Grades



Grades K-3



Grades 4-8



Grades 9-12

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

Progress



This is your school'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

| | |
|-------------------|---|
| GRADE | Overall |
| B | This measures the progress for all students in math and reading, grades 4-8. |
| GRADE | Gifted Students |
| NR | This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability. |
| GRADE | Students in the Lowest 20% in Achievement |
| C | This measures the progress for students identified as the lowest 20% statewide in reading and math achievement. |
| GRADE | Students with Disabilities |
| C | This measures the progress for students with disabilities. |
| GRADE | High School |
| Coming in 2016 | 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.

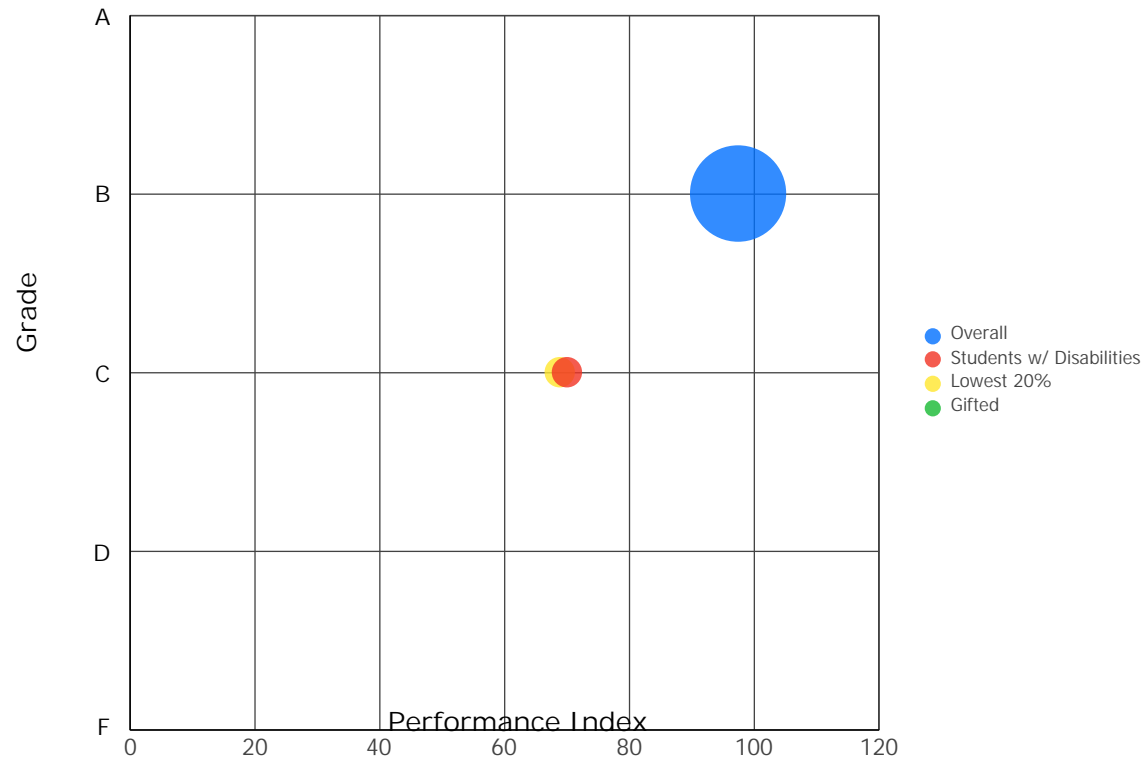
| Test Grade | Progress Score | | |
|------------|----------------|-------------|-----------|
| | Reading | Mathematics | All Tests |
| All Grades | 3.2 | -0.9 | 1.6 |
| 4th Grade | 2.7 | 1.6 | 2.8 |

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

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.



Gap Closing



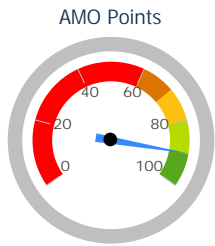
This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

COMPONENT GRADE
Coming in
2015

GRADE
B

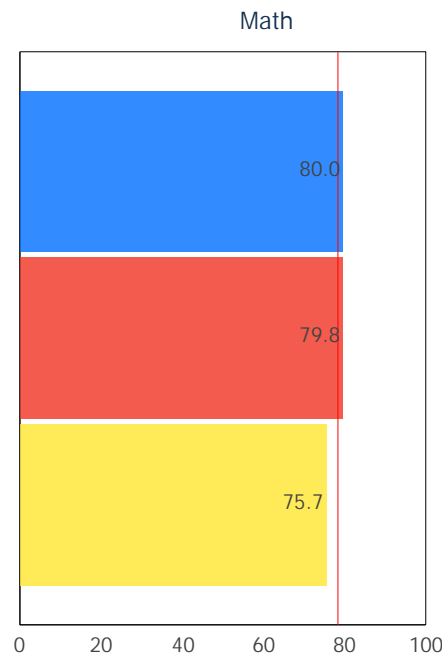
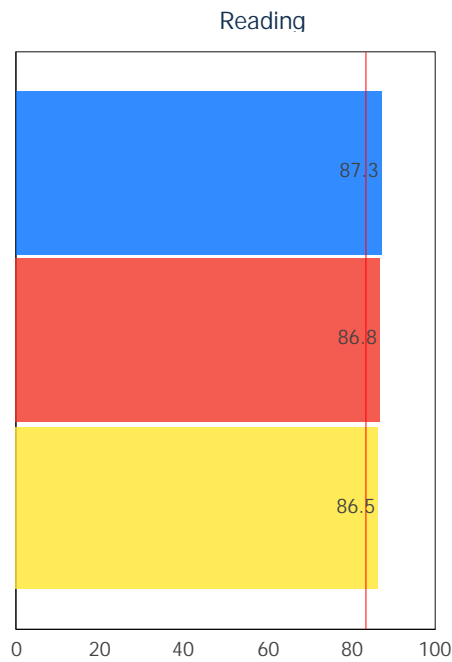
Annual Measurable Objectives

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.



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%



Graduation Rate

This school has no no Annual Measurable Objectives for Graduation Rate because there were not enough students to evaluate.

White
Econ Disadvantage
All Students

White
Econ Disadvantage
All Students

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.

COMPONENT GRADE

Coming in
2015

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.



Principal: James W. Wolfe

Phone: (740) 474-2851

Address: 7990 Stoutsville Pike
 Circleville OH 43113-9266

Directory information current as of the 2012-2013 Report Card publication date

Your School's Students

Average Daily Enrollment:

218

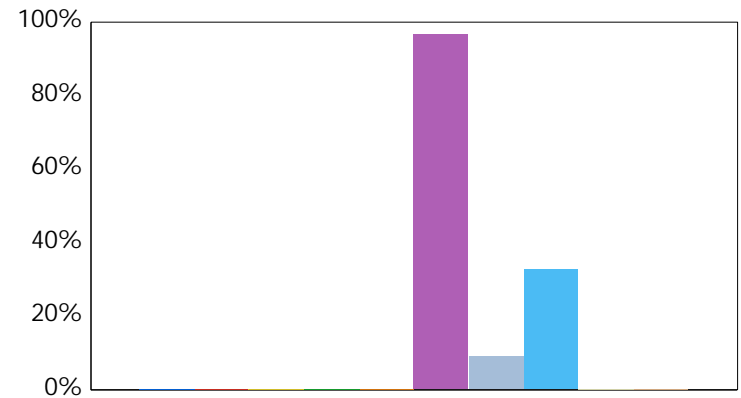
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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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 | 211 | 96.9% |
| Students with Disabilities | 20 | 9.3% |
| Economically Disadvantaged | 71 | 32.7% |
| Limited English Proficiency | NC | |
| Migrant | NC | |

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



- 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

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 |

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%.

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

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 | 100.0 |
| Percentage of teachers with at least a Master's Degree | 78.6 | 81.7 |
| 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 | 99.4 |
| Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure | 0 | 0 |

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

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?

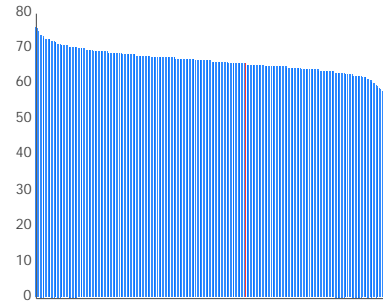
Note: Financial data is district level data. The data on this page is for Logan Elm Local, not just Washington Elementary School.

Comparison Group: Enrollment between 1000 and 2499

Classroom Spending Data

Percentage Spent on Classroom Instruction
65.7%

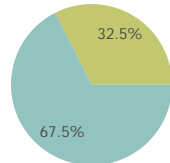
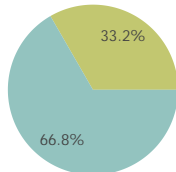
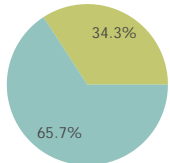
Rank in comparison group for highest % spent
169 out of 282



District

Comparison Group

State



■ Classroom Instruction ■ Non-Classroom Instruction

Spending per Pupil Data

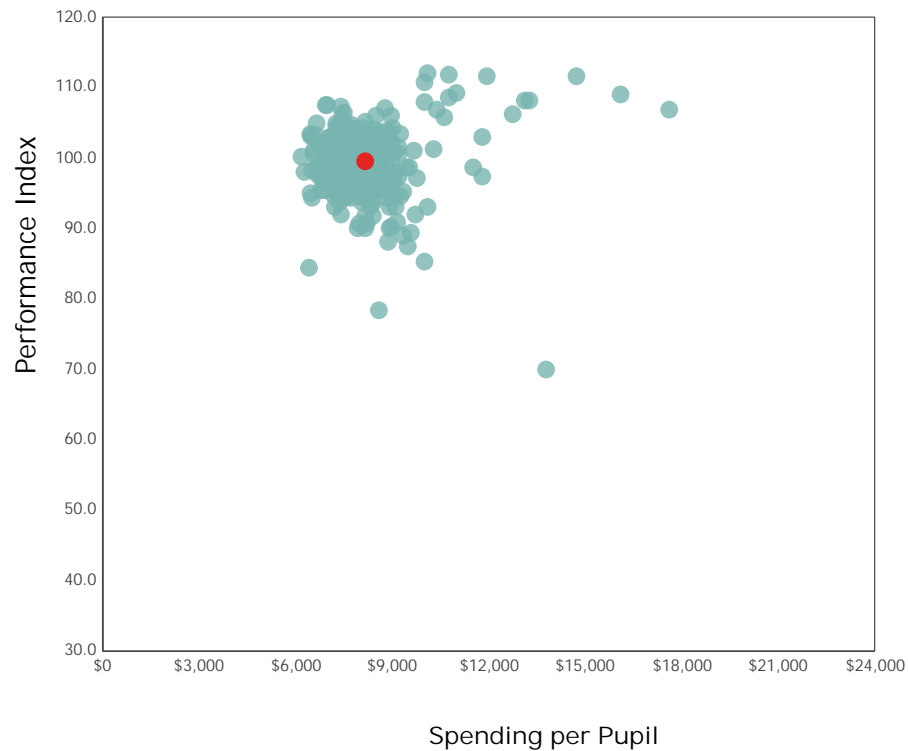
| | District | State |
|------------------------------|----------|---------|
| Operating Spending per Pupil | \$8,204 | \$8,814 |
| Classroom Instruction | \$5,393 | \$5,953 |
| Non-Classroom Spending | \$2,811 | \$2,861 |



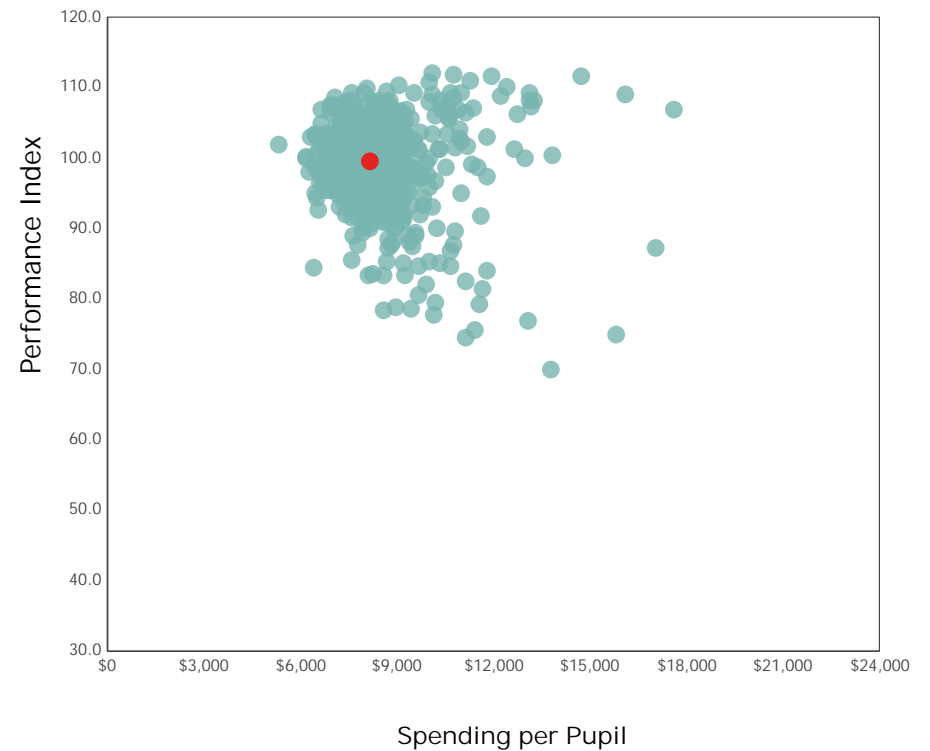
Spending and Performance

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?

Comparison Group



All Public Districts



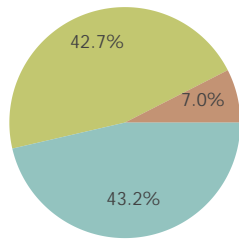
✘ Logan Elm Local IS NOT among the 20% of traditional public districts with the highest academic performance index scores.

✘ Logan Elm Local IS NOT among the 20% of traditional public districts with the lowest operating expenditures per pupil.

Source of Revenue

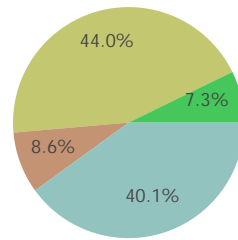
| Source of Funds | District | | State Total | |
|-----------------|--------------|--------|------------------|--------|
| Local | \$8,822,323 | 43.2% | \$7,953,216,862 | 40.1% |
| State | \$8,718,440 | 42.7% | \$8,725,275,316 | 44.0% |
| Federal | \$1,437,552 | 7.0% | \$1,701,436,355 | 8.6% |
| Other Non-Tax | \$0 | 0.0% | \$1,442,122,710 | 7.3% |
| Total | \$18,978,316 | 100.0% | \$19,822,051,242 | 100.0% |

District



Local State
Federal Other Non-Tax

State



Local Federal
State Other Non-Tax