## 2012-2013 Report Card for Parma High School

### SCHOOL GRADE

#### Coming in 2015

<table>
<thead>
<tr>
<th>Achievement</th>
<th>COMPONENT GRADE</th>
<th>Progress</th>
</tr>
</thead>
</table>
| 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** 80.1% | **Value Added** Overall 80.1%  
Lowest 20% in Achievement 80.3%  
Students with Disabilities 87.2% |

<table>
<thead>
<tr>
<th>Indicators Met</th>
<th>COMPONENT GRADE</th>
<th>Values Added</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.3%</td>
<td><strong>B</strong></td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gap Closing</th>
<th>COMPONENT GRADE</th>
<th>Prepared for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td><strong>Annual Measurable Objectives</strong> 56.9%</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K-3 Literacy</th>
<th>COMPONENT GRADE</th>
<th>Prepared for Success</th>
</tr>
</thead>
</table>
| 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. | **Overall** 68.5%  
**Graduation Rates** 80.3% of students graduated in 4 years  
87.2% of students graduated in 5 years | 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?

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.

Achievement Level | Pct of Students | Points for this Level | Points Received
--- | --- | --- | ---
Advanced Plus | 0.3 | x | 1.3 = 0.4
Advanced | 15.5 | x | 1.2 = 18.5
Accelerated | 26.1 | x | 1.1 = 28.7
Proficient | 37.6 | x | 1.0 = 37.6
Basic | 16.0 | x | 0.6 = 9.6
Limited | 4.4 | x | 0.3 = 1.3
Untested | 0.2 | x | 0.0 = 0.0

80.1% of students achieved a Performance Index of 96.2 of a possible 120.0.

Grade:

B

Performance Index Trend

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%

98.4
98.6
96.2
### 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 %**

<table>
<thead>
<tr>
<th>Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics</td>
<td>Reading</td>
<td>Mathematics</td>
</tr>
<tr>
<td>6th Grade</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Mathematics</td>
<td>NC</td>
<td>NC</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Mathematics</td>
<td>76.9%</td>
<td></td>
</tr>
</tbody>
</table>

This school does not have enough test results in 3rd, 4th, or 5th grade to display this table.

**Ohio Graduation Test**

**OGT, 10th Graders**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>86.7%</td>
</tr>
<tr>
<td>Reading</td>
<td>91.0%</td>
</tr>
<tr>
<td>Science</td>
<td>80.3%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>84.9%</td>
</tr>
<tr>
<td>Writing</td>
<td>83.5%</td>
</tr>
</tbody>
</table>

**OGT, 11th Graders**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>89.5%</td>
</tr>
<tr>
<td>Reading</td>
<td>93.5%</td>
</tr>
<tr>
<td>Science</td>
<td>86.1%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>87.4%</td>
</tr>
<tr>
<td>Writing</td>
<td>93.5%</td>
</tr>
</tbody>
</table>
2012-2013 Report Card for Parma High School

Proficiency Percent Comparison by Grade

8th Grade

Proficient Percent Trend by Grade

10th Grade OGT

11th Grade Cumulative OGT
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: 15.0% of enrollment
- Students Receiving Gifted Services: 0.0% 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?

<table>
<thead>
<tr>
<th>Test Subject</th>
<th>Advanced Plus</th>
<th>Advanced</th>
<th>Accelerated</th>
<th>Proficient</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.9%</td>
<td>15.2%</td>
<td>70.7%</td>
<td>27.2%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Math</td>
<td>12.3%</td>
<td>47.8%</td>
<td>59.6%</td>
<td>70.7%</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**GRADE**
C
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

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

Grades 4-8

Grades 9-12

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

Grades K-3

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

Grades 4-8

Grades 9-12

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Coming in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>2015</td>
</tr>
<tr>
<td>Gifted Students</td>
<td>2016</td>
</tr>
<tr>
<td>Students in the Lowest 20% in Achievement</td>
<td>2016</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>2016</td>
</tr>
<tr>
<td>High School</td>
<td>2016</td>
</tr>
</tbody>
</table>

### 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>-3.5</td>
</tr>
<tr>
<td>8th Grade</td>
<td>-3.5</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
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?

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.

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**

- **D**
  - 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%

- **80.3%**

**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**

- **C**
  - 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%

- **87.2%**
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 School's Students

Average Daily Enrollment: 1,674

Enrollment by Subgroup

<table>
<thead>
<tr>
<th>Enrollment #</th>
<th>Enrollment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Indian / Alaskan Native</td>
<td>NC</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>35</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>46</td>
</tr>
<tr>
<td>Hispanic</td>
<td>89</td>
</tr>
<tr>
<td>Multiracial</td>
<td>43</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>1,460</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>319</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>713</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>16</td>
</tr>
<tr>
<td>Migrant</td>
<td>NC</td>
</tr>
</tbody>
</table>

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

Directory information current as of the 2012-2013 Report Card publication date
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 School's Teachers

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Your School</th>
<th>Your District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers with at least a Bachelor’s Degree</td>
<td>100.0</td>
<td>99.3</td>
</tr>
<tr>
<td>Percentage of teachers with at least a Master’s Degree</td>
<td>71.0</td>
<td>68.0</td>
</tr>
<tr>
<td>Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers</td>
<td>0</td>
<td>0.2</td>
</tr>
<tr>
<td>Percentage of core academic subject and elementary classes taught by properly certified teachers</td>
<td>99.6</td>
<td>99.8</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>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

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 Parma City, not just Parma High School.

Comparison Group: Enrollment 10,000 or more

Classroom Spending Data
Percentage Spent on Classroom Instruction: 72.7%
Rank in comparison group for highest % spent: 3 out of 10

Spending per Pupil Data

- Operating Spending per Pupil:
  - District: $10,016
  - State: $8,814
- Classroom Instruction:
  - District: $7,279
  - State: $5,953
- Non-Classroom Spending:
  - District: $2,737
  - State: $2,861

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>$7,279</td>
<td>$2,737</td>
</tr>
<tr>
<td>State</td>
<td>$5,953</td>
<td>$2,861</td>
</tr>
</tbody>
</table>

Graphs showing the breakdown of spending per pupil in District and 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?

**Comparison Group**

![Comparison Group Graph]

**All Public Districts**

![All Public Districts Graph]

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

Parma 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>$90,378,653</td>
<td>$7,953,216,862</td>
</tr>
<tr>
<td>State</td>
<td>$40,443,378</td>
<td>$8,725,275,316</td>
</tr>
<tr>
<td>Federal</td>
<td>$9,363,945</td>
<td>$1,701,436,355</td>
</tr>
<tr>
<td>Other Non-Tax</td>
<td>$0</td>
<td>$1,442,122,710</td>
</tr>
<tr>
<td>Total</td>
<td>$140,185,976</td>
<td>$19,822,051,242</td>
</tr>
</tbody>
</table>

### District
- Local: 60.9%, State: 27.3%, Federal: 6.3%

### State
- Local: 40.1%, State: 44.0%, Federal: 7.3%

### Additional Information
- **District**
  - Total Revenue: $140,185,976
- **State**
  - Total Revenue: $19,822,051,242

**Source of Funds**

- Local: 60.9%
- State: 27.3%
- Federal: 6.3%
- Other Non-Tax: 0.0%

**State Total**

- Local: 40.1%
- State: 44.0%
- Federal: 7.3%
- Other Non-Tax: 0.0%

**Revenue Distribution**

- **District**
  - Local: $90,378,653
  - State: $40,443,378
  - Federal: $9,363,945
  - Other Non-Tax: $0

- **State**
  - Local: $7,953,216,862
  - State: $8,725,275,316
  - Federal: $1,701,436,355
  - Other Non-Tax: $1,442,122,710