

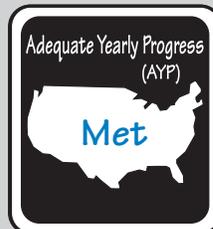


# Sciotoville

224 Marshall St, Portsmouth, OH 45662-5549—Grades 5-12—Scioto County

## 2011-2012 School Year Report Card

Current Administrator: Rick Bowman (740) 776-6777



The School Report Card for the 2011-2012 school year shows the progress schools have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



State Indicators

To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher

on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your School 2011-2012	School Comparison Group* 2011-2012	State 2011-2012
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	--	78.3%	79.0%
2. Mathematics	--	64.1%	79.8%
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	--	76.4%	83.3%
4. Mathematics	--	71.5%	78.4%
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
5. Reading	48.6%	66.4%	76.8%
6. Mathematics	22.9%	44.8%	67.5%
7. Science	31.4%	69.0%	72.5%
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
8. Reading	81.8% ✓	77.9%	86.7%
9. Mathematics	77.3% ✓	65.2%	79.9%
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	77.8% ✓	71.0%	79.5%
11. Mathematics	63.0%	63.4%	73.6%
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	74.3%	77.0%	83.0%
13. Mathematics	62.9%	69.7%	79.6%
14. Science	48.6%	63.1%	71.5%
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	81.6% ✓	85.2%	86.0%
16. Mathematics	78.9% ✓	79.0%	82.6%
17. Writing	81.6% ✓	84.0%	87.1%
18. Science	76.3% ✓	56.3%	76.7%
19. Social Studies	65.8%	71.6%	81.6%
<b>Ohio Graduation Tests (11th Grade)*</b>			
<i>The state requirement is 85 percent</i>			
20. Reading	91.8% ✓	94.7%	92.6%
21. Mathematics	83.7%	92.6%	89.9%
22. Writing	94.0% ✓	96.8%	93.0%
23. Science	91.8% ✓	85.1%	85.6%
24. Social Studies	81.6%	90.4%	87.8%
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
25. All Grades	91.8%	94.9%	94.5%
<b>2010-11 Four-Year Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
26. School	86.2%	86.2%	79.7%

Any result at or above the state standard is indicated by a ✓

\* Your school comparison group is based on the performance of all schools in Portsmouth City.

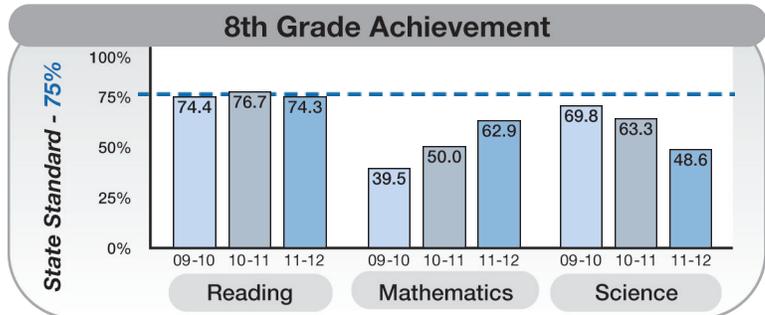
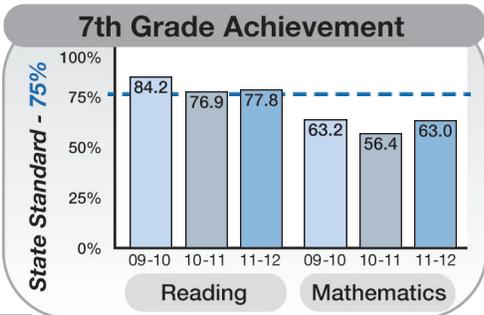
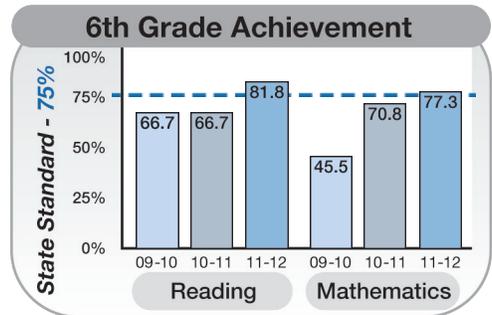
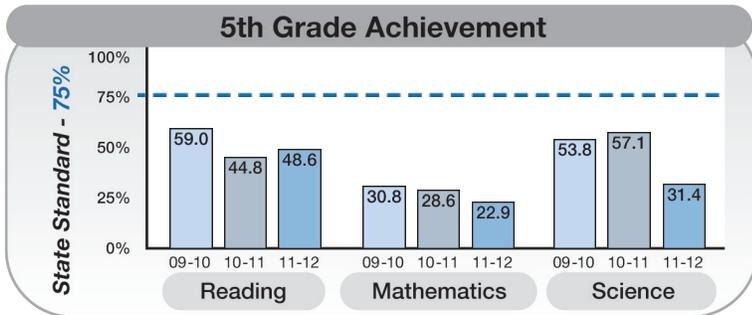
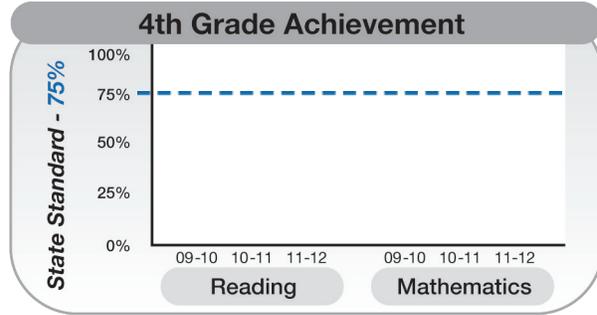
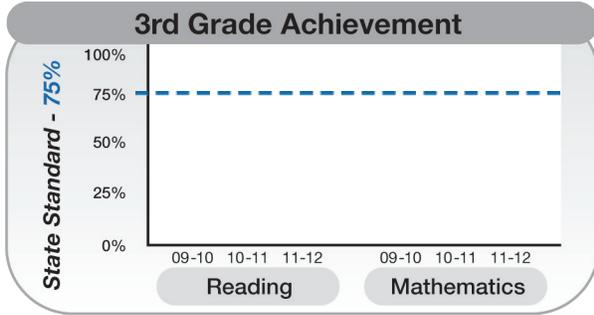
-- = Not Calculated/Not Displayed when there are fewer than 10 in the group. \*\* Cumulative results for students who took the tests as 10th or 11th graders.

On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your School's Assessment Results Over Time

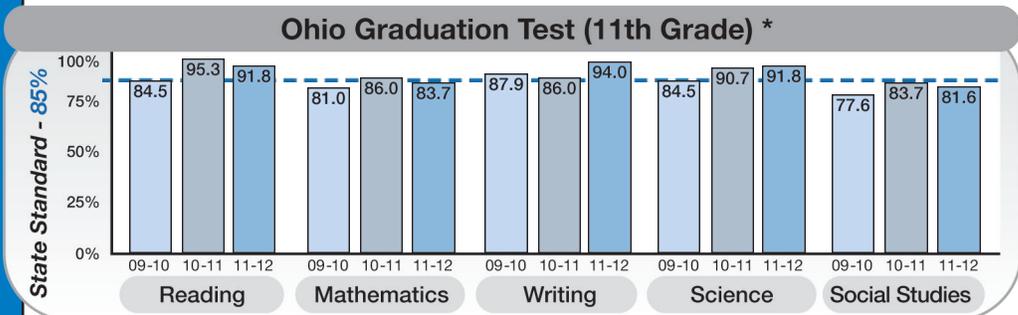
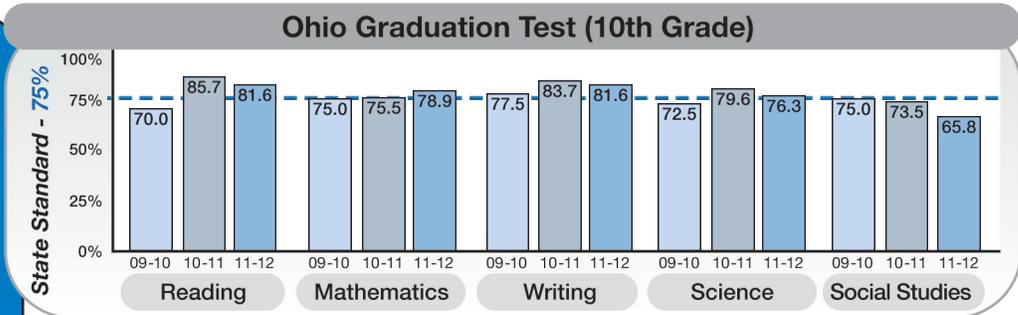


All students in the school for a full academic year are included in the results.



## The State Indicators

are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.



\* Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2011-2012 School Year



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show school achievement trends.

Performance Level Across Grades 3-8 and 10 for All Tested Subjects <small>(Includes every student enrolled in the school for a full academic year)</small>	Percentage	X	Weight	=	Points
Untested	0.0	X	0.0	=	0.0
Limited	15.9	X	0.3	=	4.8
Basic	19.9	X	0.6	=	11.9
Proficient	38.6	X	1.0	=	38.6
Accelerated	15.9	X	1.1	=	17.4
Advanced	9.8	X	1.2	=	11.8

**Your School's Performance Index 84.5**

### Performance Index Over Time

2011-2012	2010-2011	2009-2010
84.5	88.4	84.4

# Value-Added Measure



## Overall Composite



Scores reflect grade level and overall composite ratings for the 2011-2012 school year.

### Reading

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	✓	✓	✓	✓

### Mathematics

	-	+	✓	✓
--	---	---	---	---

Note: Value-Added results are computed only for buildings that include students in grades 4 through 8.



Your school's Value-Added rating represents the progress your school has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved. Value-Added results are computed only for buildings that include sufficient testing data for students in any grade 4 through 8.

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator	
Percent Proficient	Reading	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR	Reading Proficiency:	Met
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR	Mathematics Proficiency:	Met
Percent Tested	Reading	Met	Met	NR	NR	NR	NR	NR	Met	NR	NR	Reading Participation:	Met
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	NR	NR	Mathematics Participation:	Met
Graduation Rate		Met	Met	NR	NR	NR	NR	NR	Met	NR	NR	Graduation Rate:	Met
Attendance Rate*		N/A										Attendance Rate:	N/A
AYP Determination by Subgroup		Met	Met	NR	NR	NR	NR	NR	Met	Met	NR	AYP Determination for Your School:	Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For the non-test attendance rate indicator, AYP can be met in one of three ways:

- 1) meeting the AYP target with the current year results;
- 2) meeting the AYP target with two-year combined results;
- 3) making improvement over the previous year.

\* Attendance Rate is evaluated only for the All Students subgroup.

For the non-test graduation rate indicator, AYP can be met in one of two ways:

- 1) meeting the AYP target with the current year results;
- 2) making a 2 percentage point improvement over the previous year.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

### Class of 2011 Four-Year Graduation Rate Information

All Students	American Indian/Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtdgd
86.2%	--	--	--	83.3%
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities	White, non-Hispanic
--	--	--	--	86.0%

### Class of 2010 Five-Year Graduation Rate Information

All Students	American Indian/Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtdgd
73.5%	--	--	--	71.4%
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities	White, non-Hispanic
--	--	--	--	72.9%

# State and Federally Required School Information

## Your School's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtd	Econ. Disadvtd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	--	--	--	--	--	15.7	12.7	32.3	--	7.1	18.6	--	9.5	22.9
Writing	--	--	--	--	--	2.6	0.0	--	--	--	3.1	--	5.3	0.0
Mathematics	--	--	--	--	--	20.3	15.1	45.2	--	17.9	21.7	--	14.9	26.5
Science	--	--	--	--	--	9.6	5.7	33.3	--	0.0	13.6	--	8.0	13.8
Social Studies	--	--	--	--	--	18.4	16.7	--	--	--	21.9	--	26.3	10.5
<b>Percentage of Students Scoring Basic</b>														
Reading	--	--	--	--	--	11.1	11.9	9.7	--	7.1	12.4	--	10.8	12.0
Writing	--	--	--	--	--	15.8	6.7	--	--	--	15.6	--	10.5	21.1
Mathematics	--	--	--	--	--	19.0	16.7	29.0	--	14.3	20.2	--	17.6	20.5
Science	--	--	--	--	--	36.5	40.2	19.0	--	45.0	34.1	--	36.0	36.2
Social Studies	--	--	--	--	--	15.8	13.3	--	--	--	18.8	--	15.8	15.8
<b>Percentage of Students Scoring Proficient</b>														
Reading	--	--	--	--	--	45.8	43.7	48.4	--	39.3	45.7	--	51.4	38.6
Writing	--	--	--	--	--	65.8	73.3	--	--	--	65.6	--	57.9	73.7
Mathematics	--	--	--	--	--	36.6	41.3	12.9	--	32.1	36.4	--	41.9	30.1
Science	--	--	--	--	--	28.8	29.9	19.0	--	30.0	27.3	--	32.0	24.1
Social Studies	--	--	--	--	--	28.9	23.3	--	--	--	25.0	--	26.3	31.6
<b>Percentage of Students Scoring Accelerated</b>														
Reading	--	--	--	--	--	18.3	20.6	6.5	--	39.3	13.2	--	16.2	19.3
Writing	--	--	--	--	--	15.8	20.0	--	--	--	15.6	--	26.3	5.3
Mathematics	--	--	--	--	--	13.7	14.3	12.9	--	21.4	12.4	--	16.2	12.0
Science	--	--	--	--	--	13.5	11.5	23.8	--	10.0	14.8	--	12.0	15.5
Social Studies	--	--	--	--	--	21.1	26.7	--	--	--	21.9	--	21.1	21.1
<b>Percentage of Students Scoring Advanced</b>														
Reading	--	--	--	--	--	9.2	11.1	3.2	--	7.1	10.1	--	12.2	7.2
Writing	--	--	--	--	--	0.0	0.0	--	--	--	0.0	--	0.0	0.0
Mathematics	--	--	--	--	--	10.5	12.7	0.0	--	14.3	9.3	--	9.5	10.8
Science	--	--	--	--	--	11.5	12.6	4.8	--	15.0	10.2	--	12.0	10.3
Social Studies	--	--	--	--	--	15.8	20.0	--	--	--	12.5	--	10.5	21.1

## Your School's Students 2011-2012

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
286	--	--	--	--	--	95.9%	79.8%	--	18.4%	--

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

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Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## School Teacher Information

Your Building's Poverty Status*: High Poverty	Your Building	State
Percentage of teachers with at least a Bachelor's Degree	100.0%	99.7%
Percentage of teachers with at least a Master's Degree	25.4%	65.9%
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0%	0.8%
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0%	98.3%
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	4.0%	0.2%

\*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.  
-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

# Determining Your School's Designation

Determining your school's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the Performance Index and 3) AYP determination.



Indicators Met		Performance Index		AYP Designation		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent or Effective</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective or Continuous Improvement</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your school and your school's Performance Index. AYP then is evaluated to determine its effect on the preliminary designation. There are two ways in which AYP can affect the preliminary designation.

1. If a school meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If an Excellent or Effective school does not meet AYP for the same two (or more) subgroups for three consecutive years, its rating will be decreased to Effective or Continuous Improvement (respectively).

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the school's final designation.

1. If your school's designation either is increased or decreased due to AYP, Value-Added has no impact on the designation and the preliminary designation becomes the final designation.
2. If your school experiences above expected growth in the current year, your school's final designation will increase by one designation.
3. If your school experiences below expected growth for at least two consecutive years, your school's final designation will decrease by one designation.

Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth in the current year	<b>Excellent with Distinction</b>
		or	
		Below expected growth for 2 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth in the current year	<b>Excellent</b>
		or	
		Below expected growth for 2 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth in the current year	<b>Effective</b>
		or	
		Below expected growth for 2 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth in the current year	<b>Continuous Improvement</b>
		or	
		Below expected growth for 2 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth in the current year	<b>Academic Watch</b>
		or	
		Below expected growth for 2 consecutive years	<b>Academic Emergency</b>

\*In all other cases, Value-Added will have no impact on the designation and the preliminary designation will become the final designation.

## The National Assessment of Educational Progress (NAEP),

often referred to as “The Nation’s Report Card,” is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio’s most recent  
NAEP results, go to:

<http://education.ohio.gov>

and search for key word “NAEP”