2016 - 2017 Report Card for

Sciotoville

SCHOOL GRADE

Coming in 2018

Achievement

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

COMPONENT GRADE

D

Performance Index
61.1%..... D

Indicators Met
0.0%..... F

Progress

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

COMPONENT GRADE

B

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

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

Annual Measurable Objectives
21.3%..... F

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

D

Graduation Rates
65.2% of students graduated in 4 years..... F
88.6% of students graduated in 5 years..... C

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

Not Rated

K-3 Literacy Improvement
NC..... NR

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

F

Achievement

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

COMPONENT GRADE

D

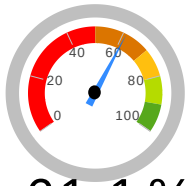
GRADE

D

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

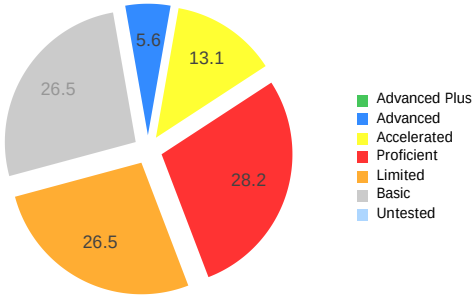


61.1%

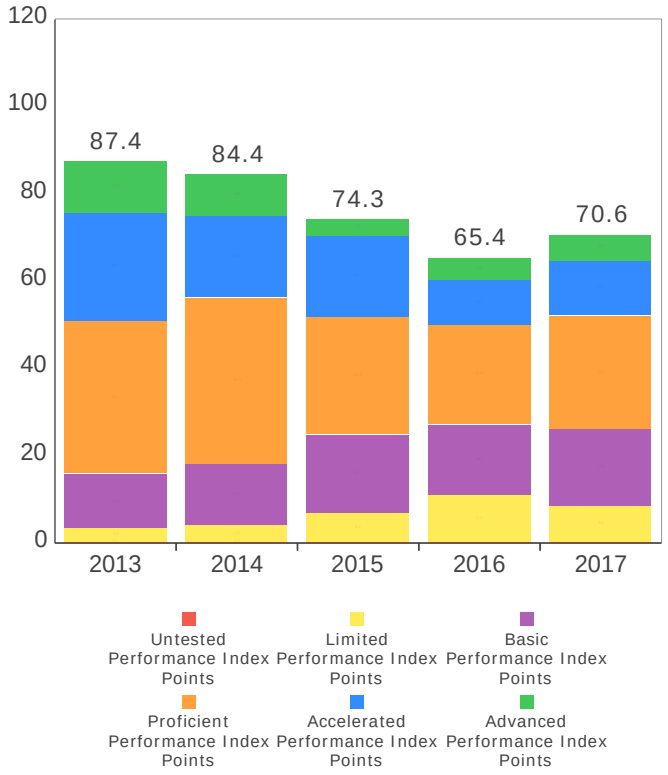
73.3 of a possible 120.0

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	5.6	x	1.2	=	6.7
Accelerated	13.1	x	1.1	=	14.5
Proficient	28.2	x	1.0	=	28.2
Basic	26.5	x	0.6	=	15.9
Limited	26.5	x	0.3	=	8.0
Untested	0.0	x	0.0	=	0.0
					73.3



Performance Index Trend



GRADE

F

Indicators Met

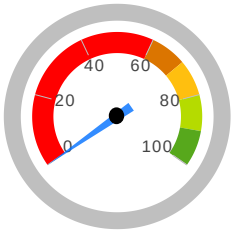
Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

Indicators Met %

0.0 %

0 out of 18

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

5th Grade	English Language Arts	46.2%	✘
	Mathematics	37.5%	✘
	Science	50.0%	✘

Grades 6-8

6th Grade	English Language Arts	50.0%	✘
	Mathematics	50.0%	✘
	Social Studies	35.0%	✘
7th Grade	English Language Arts	53.3%	✘
	Mathematics	42.2%	✘
8th Grade	English Language Arts	51.9%	✘
	Mathematics	66.7%	✘
	Science	70.4%	✘

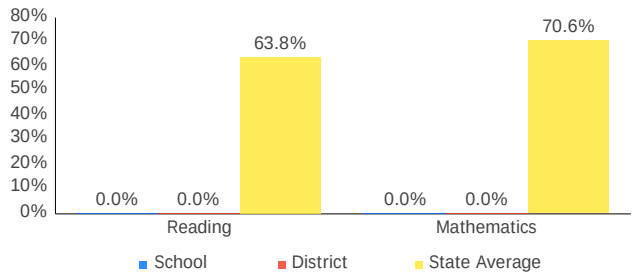
High School

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

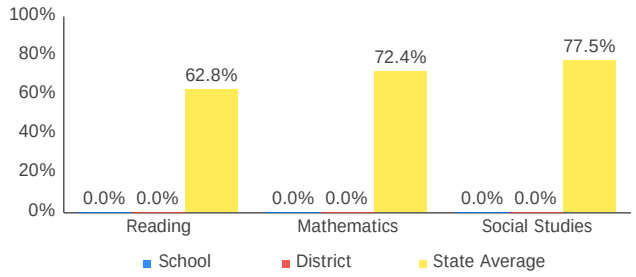
GIFTED INDICATOR NC

Achievement Levels by Grade

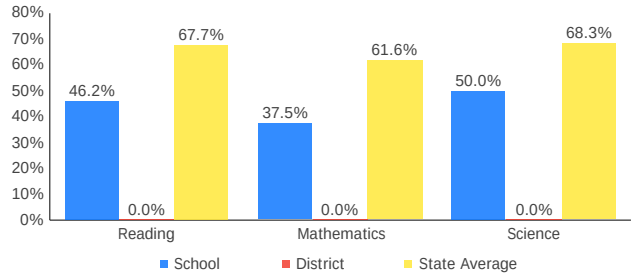
3rd Grade



4th Grade



5th Grade



6th Grade

Proficient Percent Trend by Grade

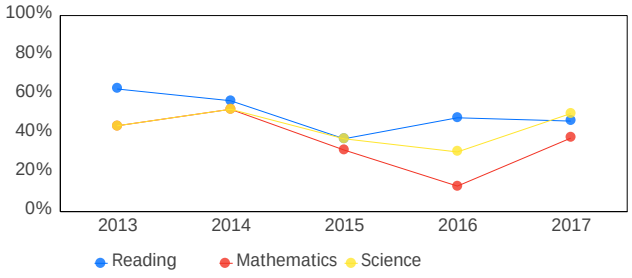
3rd Grade

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

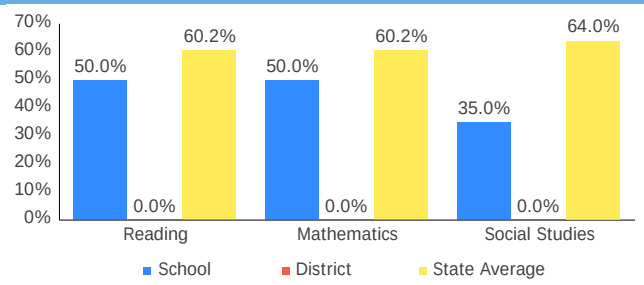
4th Grade

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

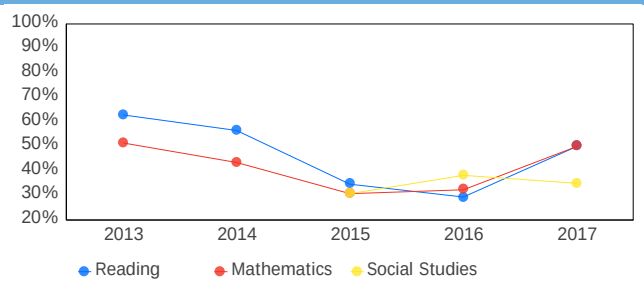
5th Grade



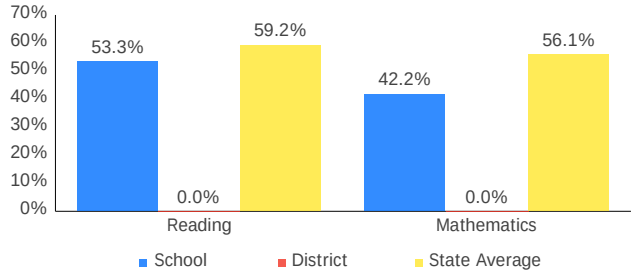
6th Grade



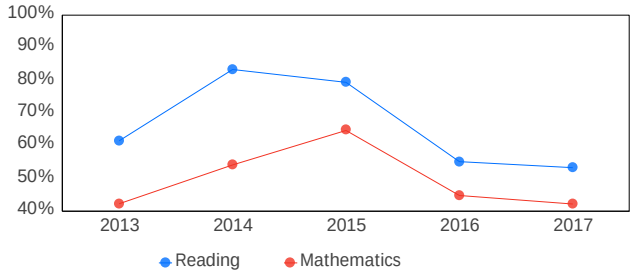
7th Grade



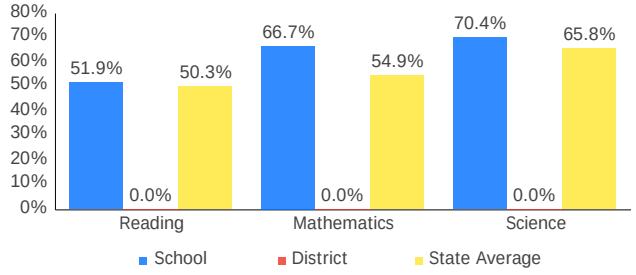
7th Grade



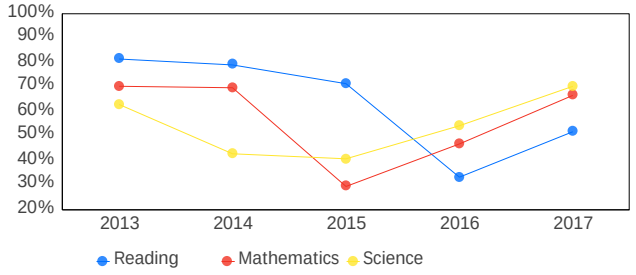
8th Grade



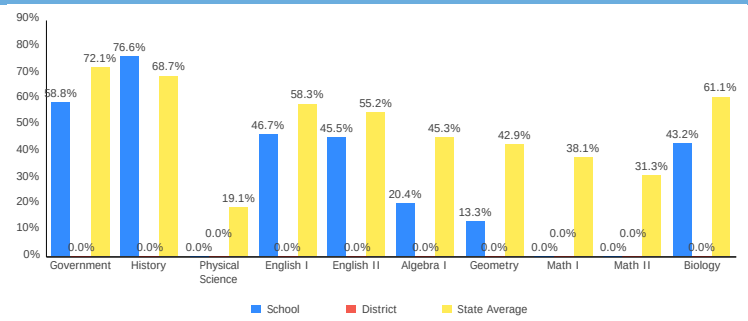
8th Grade

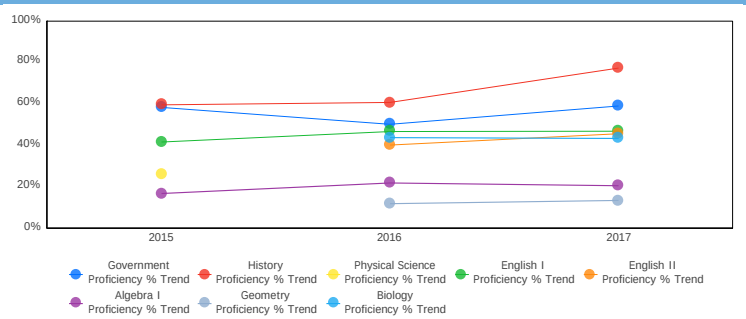


High School



High School


90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
58.8%
72.1%
76.6%
68.7%
0.0%
19.1%
46.7%
58.3%
45.5%
55.2%
20.4%
45.3%
13.3%
42.9%
38.1%
31.3%
43.2%
61.1%
0.0%
Government
History
Physical Science
English I
English II
Algebra I
Geometry
Math I
Math II
Biology
School
District
State Average


100%
80%
60%
40%
20%
0%
2015
2016
2017
Government Proficiency % Trend
History Proficiency % Trend
Physical Science Proficiency % Trend
English I Proficiency % Trend
English II Proficiency % Trend
Algebra I Proficiency % Trend
Geometry Proficiency % Trend
Biology Proficiency % Trend

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
NC

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:	NR
Value Added Met?:	NC

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

Gifted Performance Index

Performance Index:	NC
Performance Index Met?:	NC

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	0.0
Gifted Inputs Met?:	Not Met

Points are earned based on identification and services provided to gifted students. Schools must earn 80 or more points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

INDICATOR
NC

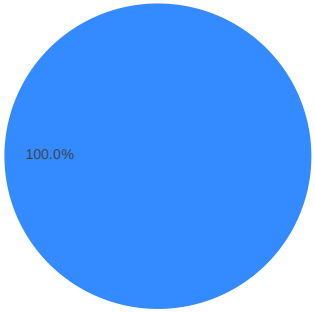
The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

A performance index cannot be calculated for this school because there are not enough students.

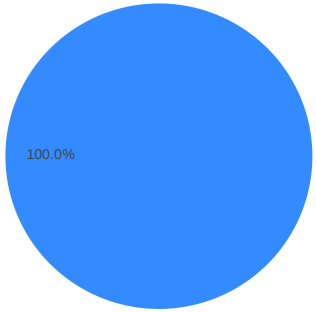
Gifted Indicator

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.

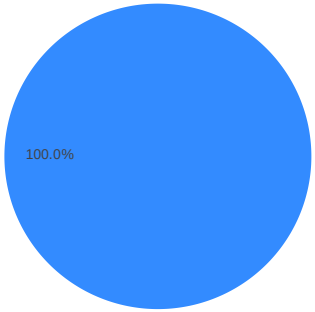
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities



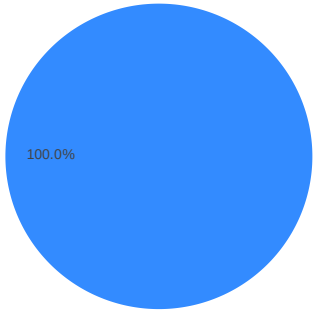
Visual/Performing Arts and Creative Thinking



Disadvantaged Students



Minority Students



Receiving Gifted Services

Identified as Gifted, but not receiving services

Not Identified as Gifted

Progress

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

COMPONENT GRADE

B

GRADE

C

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

NR

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

B

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	Dark Green				
5th Grade					
6th Grade		Dark Green			
7th Grade	Dark Green	Dark Green			Dark Green
8th Grade		Dark Green			

Test Grade		Progress Score
High School	English I	
	English II	

Test Grade		Progress Score
High School	Algebra I	
	Geometry	

What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

Dark Green — Students made more progress than expected – significant evidence

Students made more progress than expected – moderate evidence

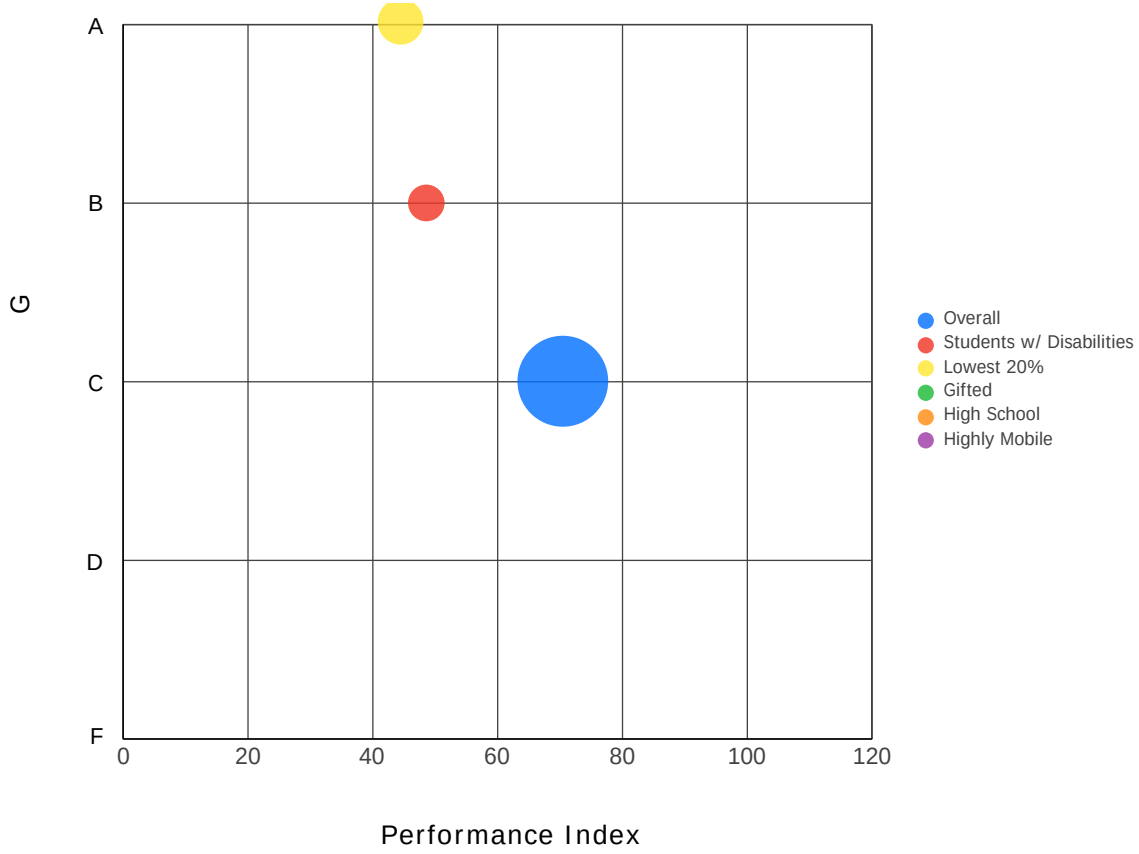
Students made progress similar to the statewide expectation – evidence

Students made less progress than expected – moderate evidence

Students made less progress than expected – significant evidence

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

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.

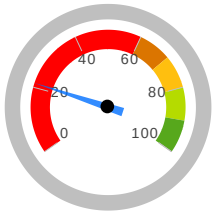
COMPONENT GRADE

F

GRADE

F

AMO Points



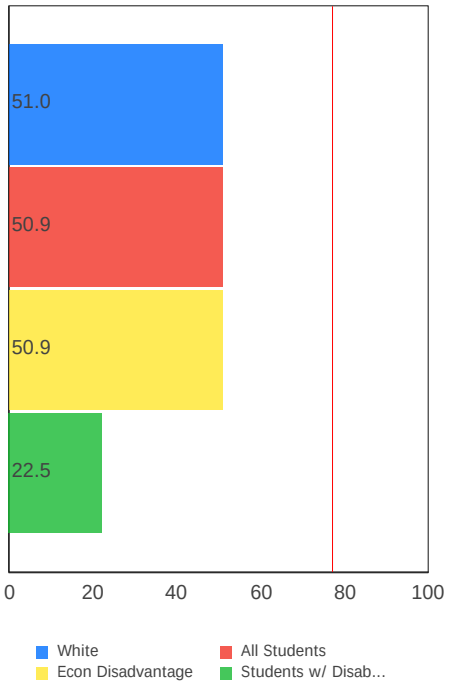
21.3 %

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%

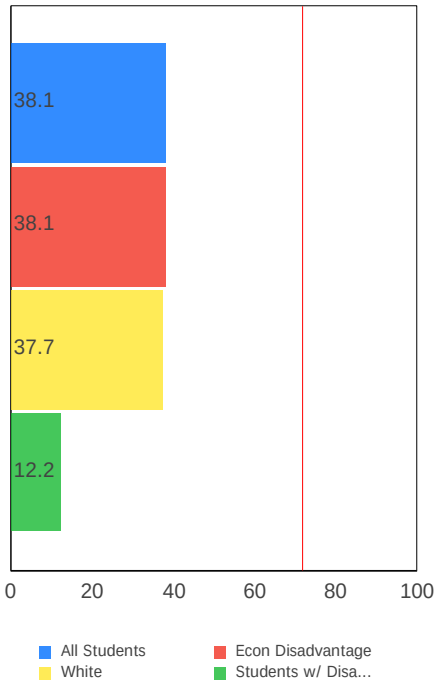
Annual Measurable Objectives

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.

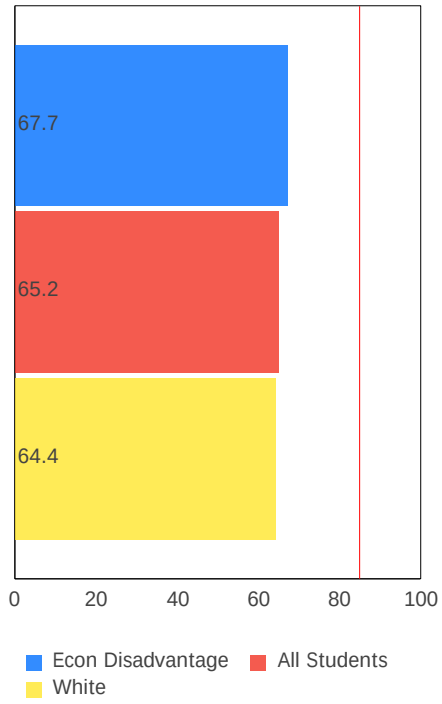
English Language Arts



Math



Graduation Rate



The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%.
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

D

4-Year Graduation Rate

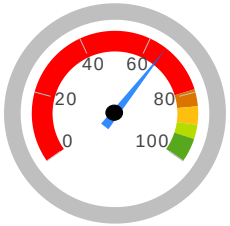
The 4-year graduation rate applies to the Class of 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.

GRADE

F

65.2%

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

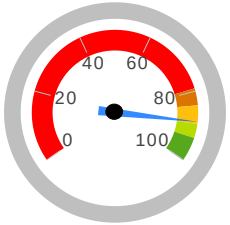
The 5-year graduation rate applies to the Class of 2015 who graduated within five years, i.e. students who entered the 9th grade in 2012 and graduated by 2016.

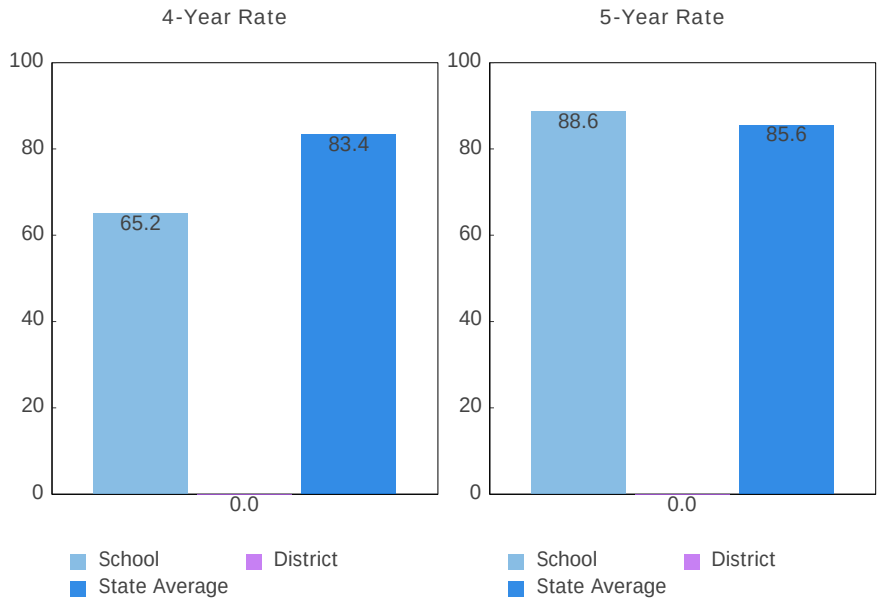
GRADE

C

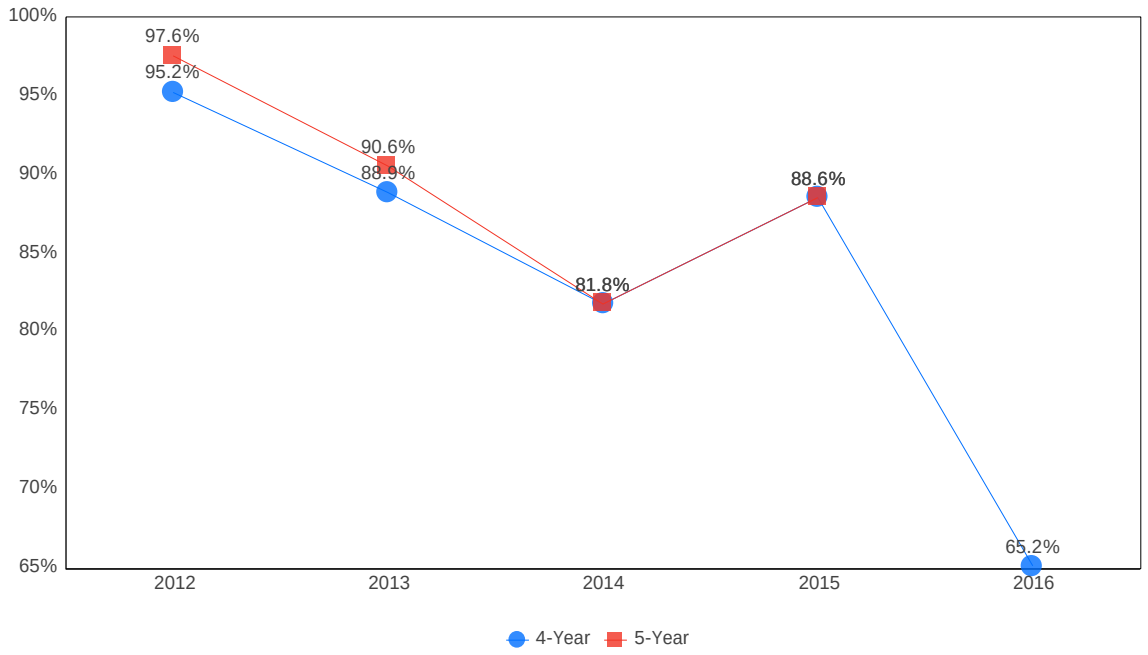
88.6%

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.

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

Not Rated

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Percentage On-Track in Reading Diagnostic

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

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?	NC
How many third graders scored proficient on the state Reading test?	NC

Prepared for Success

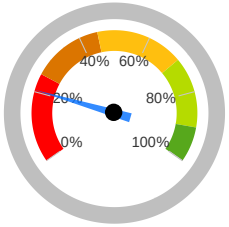
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

F

COMPONENT GRADE

F

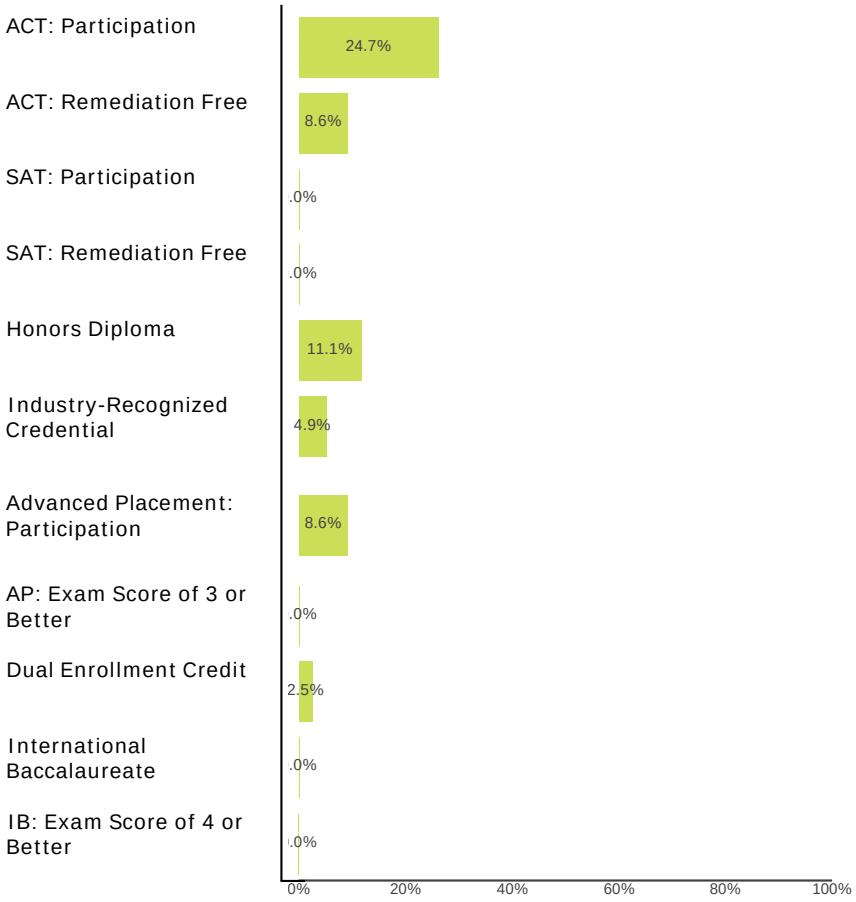


20.5%

A = 90.0% - 100.0%
B = 70.0% - 89.9%
C = 45.0% - 69.9%
D = 25.0% - 44.9%
F = 0.0% - 24.9%

	Number of Students	Point Value	Points Earne
Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential	16	1	16.0
The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school	2	0.3	0.6
		Total Points:	16.6
		Graduation Cohort:	81
		Percentage:	20.5%

How Prepared were Your 2015 and 2016 Graduating Classes?

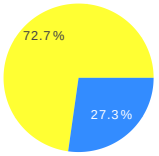
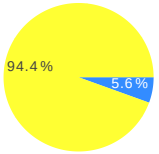


Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

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 2014 Graduating Class Entered College within Two Years?	27.3%	
What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School?	5.6%	

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

Principal: James N. Mahlmeister
Address: 224 Marshall St
Portsmouth OH 45662-5549

Phone: (740) 776-6777
Career Technical Planning District: Scioto County JVSD CTPD

Directory information current as of the 2016-2017 Report Card publication date.

Your School's Students

Average Daily Enrollment:

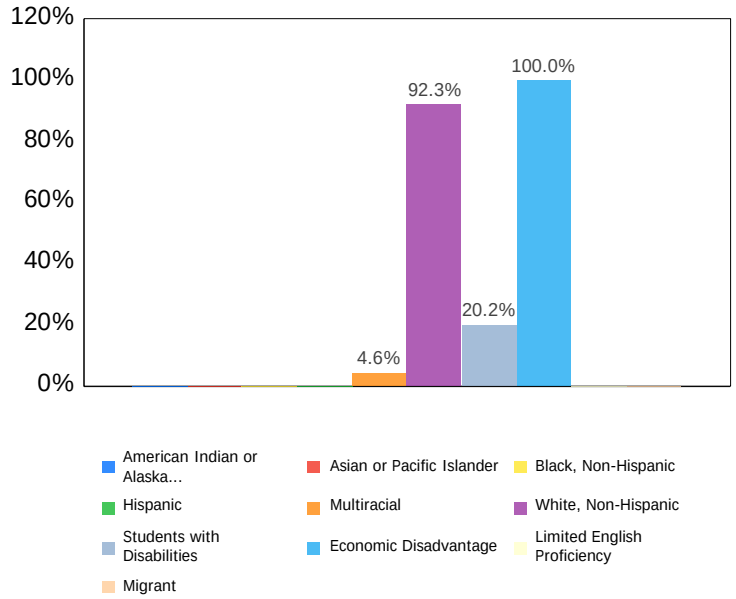
274

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	NC	
Hispanic	NC	
Multiracial	13	4.6%
White, Non-Hispanic	253	92.3%
Students with Disabilities	55	20.2%
Economically Disadvantaged	274	100.0%
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.

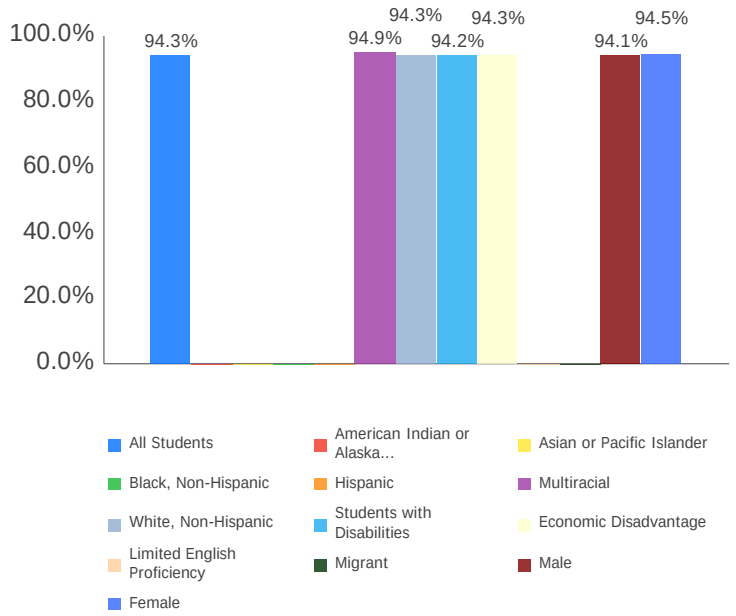
Attendance Rate

Chronic Absenteeism Rate:

14.9%

All Students	94.3%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	94.9%
White, Non-Hispanic	94.3%
Students with Disabilities	94.2%
Economic Disadvantage	94.3%
Limited English Proficiency	NC
Migrant	NC
Male	94.1%
Female	94.5%

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



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	NC
Hispanic	NC
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: High	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	--
Percentage of teachers with at least a Master's Degree	10.2	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	--
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--
Lead or Senior Teachers:	0.0	0.0

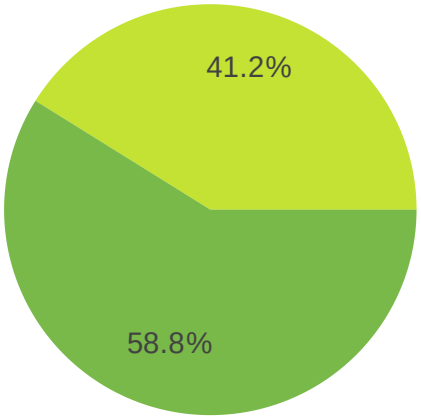
Number of Teachers by Program Area

	#	State Avg per 1000 Students
General Education Teachers	19.5	46.8
Career-Technical Teachers	0.0	2.3
Special Education Teachers	0.0	10.9
Teacher Aides	2.0	7.3
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	1.0	3.0
Music Teachers	2.0	2.5
Physical Education Teachers	0.5	2.8
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	Compliance with the federal requirement for implementing a local wellness policy	Elected to administer BMI screening	Participation in Physical Activity Pilot Program
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?

Comparison Group: Community Schools with Enrollment between 150 and 499

Classroom Spending Data

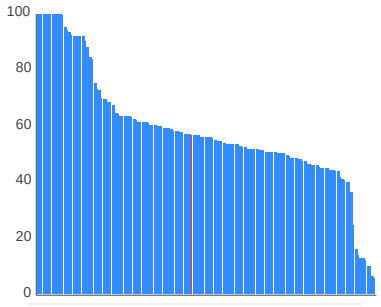
What percent of funds are spent on classroom instruction?

56.9%

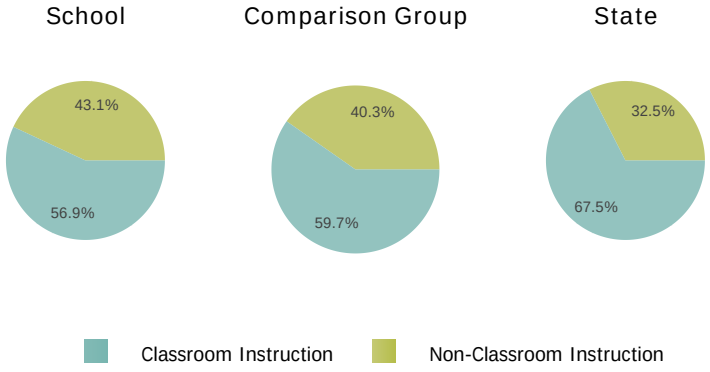
How does this school rank in comparison to other schools of similar size?

68 out of 165

A rank of 1 indicates the highest percent spent on classroom instruction.



Rankings subject to change due to data appeals.



Spending per Pupil Data

	School	State
Operating Spending per Pupil	$7,931	$9,150
Classroom Instruction	$4,510	$6,180
Non-Classroom Spending	$3,421	$2,970

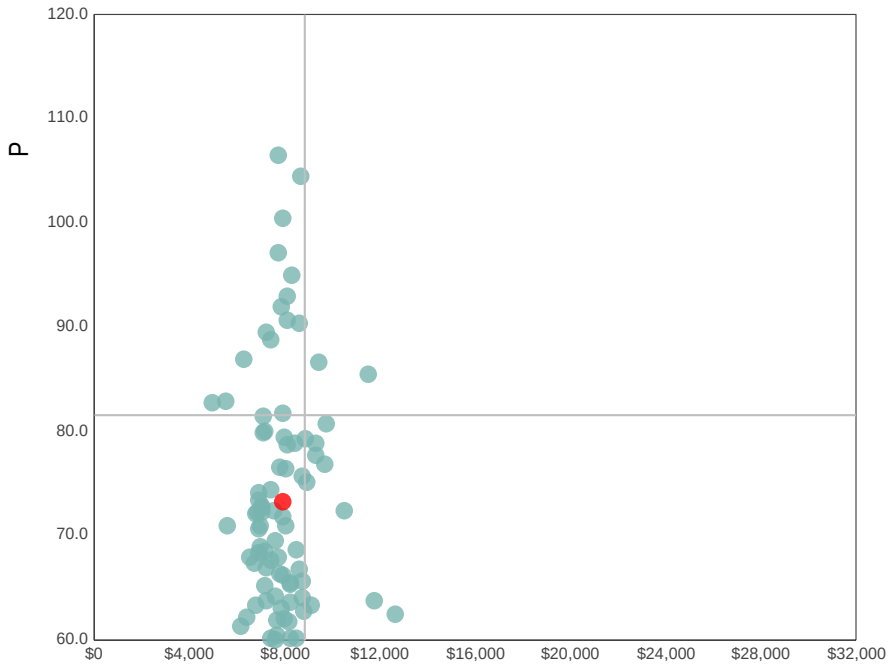
✘ Sciotoville IS NOT among the 20% of traditional community schools with the lowest operating expenditures per pupil.

✔ Sciotoville IS among the 20% of traditional community schools organizations with the highest academic performance index scores.

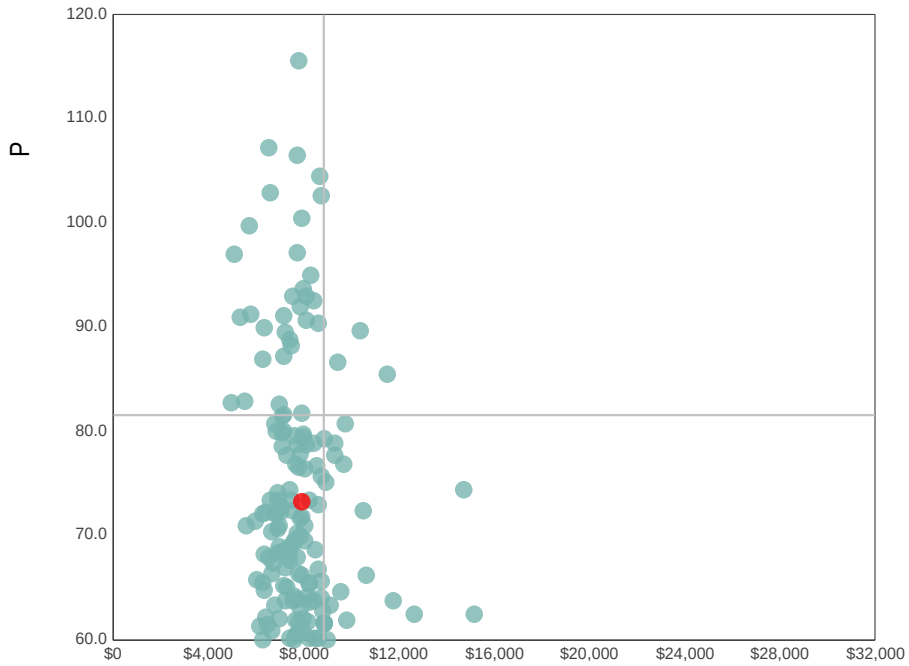
Spending and Performance

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 Community & STEM Schools

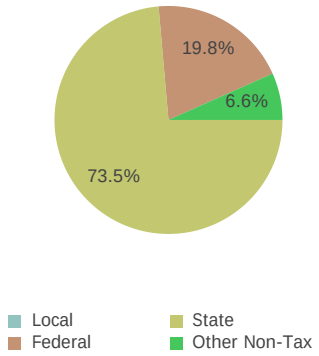
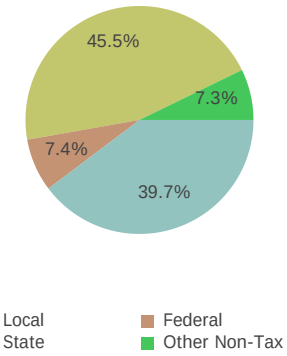


The quadrant lines on these graphs represent the statewide average performance index score and the statewide average spending per pupil for all Community and STEM schools.

Source of Revenue

Source of Funds	School		State Total	
Local	$0	0.0%	$9,013,382,621	39.7%
State	$2,389,793	73.5%	$10,329,964,470	45.5%
Federal	$644,911	19.8%	$1,689,939,468	7.4%
Other Non-Tax	$214,685	6.6%	$1,662,319,384	7.3%
Total	$3,249,388	100.0%	$22,695,605,944	100.0%

School



State