

# **FY2005**

## **School Building**

# **LRC REPORT**

### **REFERENCE GUIDE**

**(2005 Local Report Card - FY2005 EMIS Data)**

**Rev. Date 6/06 /2005**

Ohio Department of Education - Office of Data Services



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## Building LRC Report Layout

The Accountability and LRC reports are organized with the majority of information on the reports being either required by the No Child Left Behind Act (NCLB) or required by state law. Each building will receive two separate reports during the year-end reporting periods that will be distributed beginning in early June. Reports similar to these will also be generated for each the district.

### The 2 reports are:

- **Building Accountability Report** –contains all data and calculations pertinent to determining a building’s report card rating. This includes the report card indicators, performance index and AYP calculations.
- **Building LRC Report** – contains detailed data behind statistics that appear on the building Accountability Report, additional information that will be on the Local Report Card, and information that could be useful to buildings. Note that the same statistics could appear on both the Accountability Report and the LRC report, but there may be different filters applied to each report. For instance, there may be graduation data available on both the LRC and accountability report, but they may seem to differ across reports, depending upon the filters used, and the calculation employed on the reports.

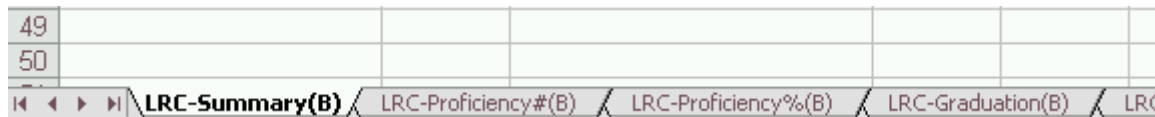
The building LRC report is divided into several Excel worksheets based on the various types of data (i.e. attendance, testing, and/or graduation data). This will allow buildings to focus on data verification of like data one category at a time.

Worksheets included on the LRC Building Report include:

- **Summary** – contains general building and district summary data such as IRN, name, address, etc.
- **Proficiency#** – contains counts of students for each Required Test Type and Performance level. The counts of students at each performance level will appear on the reports as districts begin to report test data. Only students that meet the WKC and Full Academic Year criteria and received a score on the test will be included in these statistics.
- **Grad\_Withdrawal** – includes disaggregated building graduation rates using the lagged graduation rate data for the 2003-04 graduation rate and withdrawal and dropout information for the 2004-05 school year.
- **Attendance** – contains disaggregated attendance rate breakdown. Only students that meet the WKC and Full Academic Year criteria will be included in the attendance rate. This sheet also contains disaggregated ADM totals for the building; this information included all students irregardless of whether they met the “Full Academic Year” criteria.
- **Discipline** – contains discipline data for all students and for each subgroup.
- **Performance Index** - shows the performance index score and how it is calculated for a building based on student performance on statewide tests by subject and grade level.
- **Staff** – contains teacher statistics some of which appears on the published Local Report Card including the HQT statistic.

## Working with the New Report Layout

The data have been broken out into separate worksheets by category of data, as shown here:



The “(B)” located at the end of each worksheet name indicates that it is part of a building-level report (as opposed to the “(D)” that appears on the district reports). To find the data you are looking for, simply select the appropriate worksheet.

**Printing the Reports from Excel**

Excel gives users the option of either printing each worksheet individually or all at once. In the “Print” menu, there is a group of options called “Print What.” If you would only like to print the current worksheet (such as the summary above) you should select the “Active Sheet(s)” option. However, if you would like to print all worksheets at once (the entire report) you should select the “Entire Workbook” option.

**Report Is Designed in Matrix Format**

Whenever possible, the data is laid out in a matrix format with data attributes listed both horizontally across the top of the worksheet and vertically down the left side. This was done to make navigation easier as well as to compact the information. In instances where there is a large amount of data laid out in this fashion (such as on the Proficiency# worksheet shown below) an option in Excel called “Freeze Panes” was chosen (this option can be found in the “Window” menu on the Excel menu bar). By freezing panes, the horizontal and vertical headings remain static while scrolling through data, allowing the user to quickly locate information without having to scroll back up or over to view the data headings.

Includes students in the building October ADM <b>AND</b> Enrolled in the building for 120 or more consecutive school days in SY 04-05 <b>AND</b> Enrolled in the building during the March test administration		Took Standard Test Without Accommodations						Took Standard Test with IEP or LEP allowable Accommodations						Participated in a AAA = Advance	
		Req. Test Type = STR						Req. Test Type = STR, Accommodations = Y2 or Y3							
		Below Basic /Limited	Basic	Prof.	Accel.	Adv.	Total	Below Basic /Limited	Basic	Prof.	Accel.	Adv.	Total	Below Basic /Limited	Bas
3rd Grade Reading	All Students														
	Male														
	Female														
	Asian/Pacific Islander														
	African American														
	American Indian/Alaskan														
	Hispanic														
	White														
	Multi-Racial														
	Economically Disadvantaged														
3rd Grade Mathematics	IEP														
	LEP														
	All Students														
	Male														
	Female														
	Asian/Pacific Islander														
	African American														
	American Indian/Alaskan														
	Hispanic														
	White														
Multi-Racial															

**Note:** When printing, the headings at the top and at the side of each matrix repeat themselves when multiple pages are printed from the same worksheet

**Where Kids Count Methodology**

In order for students to be included in the some of the statistics on the LRC report, the data submitted by the building must pass through several layers and checks. After the data passes all of the error checking done during the aggregation process at the DA-Sites, the data are submitted to ODE. ODE then applies its business rules to the data in the form of “filters”. The purpose of these filters is to determine:

- 1) Whether students are included at the building, district, or state level and then,
- 2) Which students should be included in each calculation.

Since multiple entities can report the same student, the system-wide business rules or “filters” are designed to determine which students should be included in statistics at which entities, and at what level.

Some of the business rules are:

- 1) Students with Student Status = “0”, “1”, “3”, “4”, “5”, “7”, “8”, “9”, “A”, “C”, “D”, “L”, “S”, or “W” **and** Student % of Time > 0.
  - NOTE: Students educated attending through Title I Public School Choice (Student status = W) will be included in the totals in the building and/or district in the educating district.
- Students with an Attending/Home IRN Indicator = “2”, “3”, “4”, or “5” (career-technical education via a contractual arrangement, attending a JVSD, ESC, or Postsecondary Institution) will count in the % Proficient, Performance Index, and Attendance Rate, in the building at the resident district if they meet the ‘Full Academic Year’ criteria at the building level.
- Students with a student status of “B” are counted at the resident district in the % Proficient, Performance Index, and Attendance Rate, if the student meets the ‘Full Academic Year’ criteria at the educating district, however, these students do not count at the building at the resident district.
- Students with a student status of “P” or “T” **and** students with a Attending/Home IRN Indicator of “6” (MR/DD or state school which student is attending) will not count at the building or district level.
- Students with a student status of “M” (Community School) will be included in statistics at the Community School. **If the Community School is a Conversion Community School the students will also be included in the sponsoring district’s accountability calculations.**
- Students that only receive services from a district (student status ‘6’, ‘F’, ‘I’) do not count in calculations for the reporting district or building.
- LEP students enrolled in US schools for the first time on or after the first day of the current school year [students with “L” reported in the LEP element on the student demographic record] are excluded from all assessment related calculations for all groups. Students reported in this manner are exempt from taking the reading and writing tests at that grade level (for the current year) but are required to take the math, citizenship and science tests (if offered), however these tests will not be included in the accountability system.
- Per federal regulations, students who exited the LEP program can be included in the LEP subgroup for up to two years after they exit the program. These are students reported with LEP = “1” or “2”. These are students that were classified as LEP in the 2003-04 school year or the 2002-03 school year but are no longer classified as LEP.

### Key Data Elements Used in Determining Where Kids Count

Refer to Chapter 2 of the FY2005 EMIS Guidelines for additional details on element definitions and/or reporting instructions.

Demograp	Element	Description
Demograp	Reporting IRN	IRN of the building reporting the student.
Demograp	Legal District of Residence	Current school district in which the student’s parent is a resident. For students with disabilities, please refer to the EMIS Guidelines.

	<b>Student Percent of Time</b>	Indicates the average percentage of time per week the student participates in any instruction provided by a certified/licensed employee of the reporting district.
	<b>Student Status</b>	Indicates relationship between the reporting district and the student.
<b>Attendance Record</b>	<b>Attending/Home IRN</b>	Indicates the district to which a student is being sent or a district from which a student is received.
	<b>Attending/Home IRN Indicator</b>	More precisely defines the type of entity identified in the Attending/Home IRN data element.
	<b>Majority of Attendance IRN</b>	IRN of the Building in which the student was enrolled for 120 consecutive school days during the current school year. This will be reported as a district IRN if the student was not enrolled in a building for 120 consecutive days but was enrolled in the district for 120 days. This will be '*****' if the student was not enrolled in a building or the district for 120 days.
	<b>Accountability IRN</b>	Building IRN for a building within the district reported in special circumstances if a building other than the building in which the student was enrolled is the building where the student's test results would count for accountability purposes. See detail on next page for calculations that use the Accountability IRN.

### Elements Calculated Using Full Academic Year Criteria

The “% proficient”, performance Index, and Attendance Rate are calculated based upon the student being enrolled in a building and/or district for a “Full Academic Year”. (The “Full Academic Year” criterion does not apply to the Participation Rate.)

#### “Full Academic Year”

The definition of a “Full Academic Year” is:

- 1) The student is enrolled in the building/district during the October count week and the district received funding for the student during the October count week,
  - a. To be included in the building level - [Building IRN on Student Attendance Record reported in October]
  - b. To be included in the district level - Reporting district submitted a Student Attendance Record during the October K reporting period

**and**

- 2) Is enrolled in the building/district for 120 or more consecutive school days during the 2004-05 school year
  - a. To be included in the building level - [Majority of attendance IRN = Building IRN],
  - b. To be included in the district level - Majority of attendance IRN = DIRN or the IRN of a building within the district (NOT = \*\*\*\*\*)

**and**

- 3) Is also enrolled in a building within the district during the March mathematics test administration
  - a. To be included in the building level - [Building IRN where student was enrolled during March test administration on Mathematics test record = Building IRN].
  - b. To be included in the district level - [Building IRN where student was enrolled during March test administration on Mathematics test record = a Building IRN of a building within the district (not = \*\*\*\*\*)].

The following steps are taken to determine if the student met the full academic year criteria at the building level, and then at the district level:

- Once data are submitted to ODE, the data will go through a series of checks to see if the student meets the full academic year criteria at the building level. If the student met the criteria at one building in the district the student would count at the building, district and state.
- If the student does not meet the full academic year criteria at the building level, then the programs will check to see if the student meets the full academic year criteria at the district level. If the student did not meet the criteria at the building level but was still enrolled in the district for a 'Full Academic Year' the student would count in the district and state totals, but not in the building totals.
- If the student was not in the district for a 'Full Academic Year' and was not at another Ohio district for a 'Full Academic Year' then the student would only be included in the totals at the state level.

**Determining where student was enrolled during the March Test Administration**

In determining where the student was enrolled during the March test administration ODE will look at the element *"BUILDING WHERE THE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION"* on the **Proficiency, Achievement, and OGT Mathematics** records. The exception to this is for 5th Grade students, for which ODE will use the **5th Grade Reading Achievement Test Record**, since there is not a Mathematics test for 2004-05.

**Examples: Full Academic Year Definition Applied**

**Example A:**

**SITUATION:** A student was enrolled in Building A in October, was at that building for 120 consecutive days and then moved to Building B (in the same district) **before** the March test administration.

**Where students count:** The student's test results would **not** be included in the % Proficient Calculation, the Performance Index or the Attendance Rate for either Building A or Building B (because the student was not enrolled in either building for a 'Full Academic Year') but **would** be included in the district level % Proficient Calculation, Performance Index, and Attendance Rate. (The student would be included in Building B for the Participation Rate.)

	<b>% Proficient</b>	<b>Performance Index</b>	<b>Attendance Rate</b>	<b>Participation Rate</b>
Building A	No	No	No	No
Building B	No	No	No	<b>Yes</b>
District level	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**Example B:**

**SITUATION:** A student transfers into Building A (from out of state) at the beginning of November and remains at Building A for the rest of the school year.

**Where Student Counts:** The student would have been in Building A for the March test administration and for 120 consecutive days but was **not** enrolled during the October count week. The student would **not** be included in the totals for Building A and would **not** be included in the district totals. (The student **would** be included in Building A's Participation Rate). Because the student was not in the district during October Count Week, the student did not meet the Full Academic Year criteria, so is not included in the % Proficient, Performance Index, or Attendance Rate for the district.

	<b>% Proficient</b>	<b>Performance Index</b>	<b>Attendance Rate</b>	<b>Participation Rate</b>
Building A	No	No	No	<b>Yes</b>
District level	No	No	No	<b>Yes</b>



### **Full Academic Year for Non-Tested Grade Levels (Attendance Rate)**

Attendance for students in non-tested grade levels will be included in the building/district Attendance Rate if they meet the criteria for a "Full Academic Year".

Two criteria will be used to determine if a student in a non-tested grade level (grades in which no state test is being administered):

- 1) the student is enrolled and funded in the building/district during the October count week, **and**
- 2) Is enrolled a minimum of 120 consecutive school days in the 2003-04 school year.

For grade levels that do not have a state test we will not be using the 3<sup>rd</sup> criterion "enrolled during the March test administration".

### **Use of the Accountability IRN**

If the 'Full Academic Year' criteria are met at the building level, and the district has reported another building IRN in the Accountability IRN element, then ODE will use the Accountability IRN to determine in which building the student's attendance and test results will be included.

### **District Data Entry of the Accountability IRN**

In the Accountability IRN data element field, a district may enter the IRN of a specific building within their district to be accountable for a specific student's performance results when both of the following criteria are true:

1. Student was enrolled in a building for a 'Full Academic Year'.
2. Student is simultaneously enrolled in two or more buildings in the district.

OR

The student participates in a special program in another building (other than the building in which they were enrolled 120 consecutive days). An example of this would be an IEP student that attends a different building because the IEP program that they are in is housed in that building. If the district does not enter an IRN in the accountability IRN field the student would be included in the results for the building that the program is in, however, the district may enter the IRN of the building that the student would be attending if the student were not in that program (the resident building IRN); the student would then count at the resident building.

NOTE: It is not necessary for districts to manually enter the Accountability IRN if the student was not enrolled in a building within the district for 120 or more consecutive days, but was enrolled in the district. ONLY a **building** IRN of a building within the district can be entered into the Accountability IRN, or else a fatal error will occur.

### **Students Court-placed or Parent-placed into an Institution**

For students court placed into a district (Student Percent of Time > 0% and Student Status = 'P' or 'T', i.e. Attending Home Status = '1P' or '1T'), the "Where Kids Count IRN" will be set to '\*\*\*\*\*'. These students do NOT count at either the district or building level but in a state total for students court-placed or parent-placed into an institution.

### **Students with disabilities Educated Via A Cooperative Agreement**

For students with disabilities being educated via a cooperative agreement in a district other than the district of residence (Student Percent of Time > 0% and Student Status = 'B', i.e. Attending Home Status = '1B'), the "Where Kids Count IRN" will be the **Resident District IRN** if the student met the 'Full Academic Year' criteria in the **educating** district. **These students count at the educating district for participation rate, graduation rate, average daily attendance, and discipline calculations.**

## Elements Calculated Using Reporting IRN

The Building IRN reported by school districts on the **Student Demographic Record** is considered the “reporting IRN” and defined as follows:

*The state-assigned six-digit Information Retrieval Number (IRN - found in the Ohio Educational Directory) for the school building which is reporting the student.*

### Please note that:

- This IRN must be a **public school building** located **within the district** which is reporting the student.
- The **district IRN** can be reported if the student is being educated full-time by employees outside of the reporting district.
- For **ESC’s** reporting students, the IRN of the ESC is to be used in the *Building* IRN field.

### Graduation Rate

The graduation rate, both the numerator and denominator include students who are instructed by the district [STUDENT STATUS = ‘0’, ‘1’, ‘3’, ‘4’, ‘5’, ‘7’, ‘8’, ‘9’, ‘A’, ‘B’, ‘C’, ‘D’, ‘L’, ‘M’, ‘S’, ‘W’] AND [STUDENT PERCENT OF TIME > 0] OR resident students attending an ESC, JVS or a post-secondary institution [ATTENDING/HOME IRN INDICATOR = ‘2’, ‘3’, ‘4’, ‘5’]. The numerator and denominator do not include non-resident career -technical contract students, non -public students, non-resident public students receiving vocational evaluation services only, or students only receiving non-instructional support, supplementary or related services [which are students with STUDENT STATUS = ‘2’, ‘6’, ‘F’, ‘I’, respectively].

The **Graduation Rate** is calculated based upon the criteria above – regardless of whether the student was enrolled for a “full academic year” in the building and/or district.

## Other Notes

### Comparison Groupings

**Similar districts** are a unique group of up to 20 “similar districts” from around the state that are “statistically similar” to the reporting district. Five factors are used to determine the “similar districts” comparison group:

- district size
- poverty level
- socioeconomic status (median income, education, occupational data)
- factors related to urban or rural location (population density, % of mining property value, % of agricultural property, cost of doing business adjustment factor)
- overall property wealth (non-agricultural and non-residential tax capacity)

**Similar District “Best in Group”** represents the district with the highest or best result for the indicated data element within the “similar district” comparison group.

**Similar District Average** includes an average of the indicated data element for all districts in the “similar district” comparison group.

**District Results** include the results for the district to which the building belongs.

**State Results (%)** is an average of results for all Ohio public school districts and for students at community schools that submitted FY2005 June data, *including* those NOT in operation for two or more years, for each grade and subject.

## Disaggregations and Filters

Many data elements throughout the LRC Reports are broken down into subgroups, either because they are required to be reported by law or simply for data verification purposes. Common student disaggregations and filters can be found in the tables at the end of this document.

## Community Schools

Students attending Community Schools will be included in the community school data reports. **If the Community School is a Conversion Community School the students will also be included in the sponsoring district's totals.** Community schools will get the same LRC and Accountability reports as traditional public schools buildings.

### “0” vs. “--”

In instances where no data have been reported by a building for a particular data element, a double-dash (“--”) will appear. In instances where data have actually been reported for an element, but the value of that element is zero, a zero (“0”) will appear.

### “NR”

In instances where the subgroup size is fewer than 10 for a data element used in a calculation, “NR” (Not Reported) will appear instead of the calculated result. For instance, if there are 5 LEP students eligible for graduation, the graduation rate for LEP students will be reported as “NR” since the subgroup size is fewer than 10.

## Student Counts on Statewide Tests (Proficiency# Worksheet)

Count of Students Required to Take the Statewide Test (Proficiency, Achievement, OGT)	
<b>Definition</b>	<p>Raw proficiency exam Headcount of students required to take a test (the “STR” and “ALT” Required Test Types) disaggregated by accommodations received, performance level and accountability subgroups.. <b>Only students the meet the Where Kids Count business rules and ‘Full Academic Year’ criteria will be included in these totals.</b></p> <p><i>Note: The 9th Grade Proficiency tests are no longer included in these reports.</i></p>
<b>Students Included</b>	<p>Includes students who are instructed by the district [<i>STUDENT STATUS = ‘0’, ‘1’, ‘3’, ‘4’, ‘5’, ‘7’, ‘8’, ‘9’, ‘A’, ‘C’, ‘D’, ‘L’, ‘M’, ‘S’, ‘W’</i>] <b>AND</b> [<i>STUDENT PERCENT OF TIME &gt; 0%</i>] <b>OR</b> resident students attending an ESC, JVS (or contract career-technical) or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR = ‘2’, ‘3’, ‘4’, ‘5’</i>]. <b>Does not</b> include non-resident career-technical contract students, non-public students, non-resident public students receiving vocational evaluation services only, or students only receiving non-instructional support, supplementary or related services [which are students with <i>STUDENT STATUS = ‘2’, ‘6’, ‘F’, ‘I’,</i> respectively]</p> <p>All performance calculations on this sheet/page are based upon the ‘Full Academic Year’ Criteria.</p> <p><i>Note: Students reported with Student Status B count at the Resident District but are not included in any building level totals at the resident district.</i></p>

## Student Graduation Data (Graduation Worksheet)

Building Graduation Rates	
<b>Definition</b>	<p>The percentage of students who entered high school who received a diploma during the 2003-2004 school year, INCLUDING summer 2004 graduates. Summer 2004 graduates were reported during the FY2005 October K reporting period.</p> <p><i>Graduates:</i> Are students in grades 10, 11, 12, or 23 reported with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE (EXCLUDING GRADE 13 AND PROFICIENCY ONLY STUDENTS)</i>.</p> <p>NOTE: The graduation rate calculation is adjusted for dropouts who return before October of the following year, and for students previously reported as dropouts.</p>
<b>Calculation</b>	$  \begin{array}{l}  \text{Graduation Rate} = \frac{\text{\# of FY2004 Graduates (Summer Graduates Included)}}{\text{\# of FY2004 Graduates + \# of Grade 13 Graduates} \\  \text{\# of Grade 9 Dropouts in FY2001 - \# of Grade 9 Ret. Withdrawals} \\  \text{\# of Grade 10 Dropouts in FY2002 - \# of Grade 10 Ret. Withdrawals} \\  \text{\# of Grade 11 Dropouts in FY2003 - \# of Grade 11 Ret. Withdrawals} \\  \text{\# of Grade 12 Dropouts in FY2004 - \# of Grade 12 Ret. Withdrawals} \\  \text{- Students previously reported as dropouts (program code 500001 or 500002)}} \times 100  \end{array}  $

**Building Graduation Rates**

The **Graduation Rate** is calculated based upon the building reporting the student data – regardless of whether the student was enrolled for a ‘Full Academic Year’ in the building and/or district.

**Numerator** includes students who:

- received a diploma [*DIPLOMA TYPE = ‘1’ (Regular diploma), or ‘2’ (diploma with honors)*] (*EXCLUDING GRADE 13 AND PROFICIENCY ONLY STUDENTS*).**AND**
- are instructed by the district [*STUDENT STATUS = ‘0’, ‘1’, ‘3’, ‘4’, ‘5’, ‘7’, ‘8’, ‘9’, ‘A’, ‘B’, ‘C’, ‘D’, ‘L’, ‘M’, ‘S’, ‘W’*] **AND** [*STUDENT PERCENT OF TIME > 0*] **OR**
- contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [*ATTENDING/HOME IRN INDICATOR = ‘2’, ‘3’, ‘4’, ‘5’*] **AND**
- are in grades 10, 11 or 12; [*STATE EQUIVALENT GRADE LEVEL = ‘10’, ‘11’, ‘12’*] **OR**
- have been identified as having a disability condition, who have completed educational requirements and elect to remain for further training, are under age 22, and have not graduated. [*STATE EQUIVALENT GRADE LEVEL ≠ ‘23’*] **OR**
- Completed educational requirements in summer school and received a diploma.

**Denominator** includes:

- FY2004 Graduates (as described in the numerator); this will include summer graduates reported in October K FY2005.
- **# of Grade 9 dropouts in FY2001** - taken from FY2001 data files, includes students with STATE EQUIVALENT GRADE LEVEL = ‘09’ that meet the criteria under “other criteria for Dropouts” and adjusted for Returning Withdrawals
- **# of Grade 10 Dropouts in FY2002** - taken from FY2002 data files, includes students with STATE EQUIVALENT GRADE LEVEL = ‘10’ that meet the criteria under “other criteria for Dropouts” and adjusted for Returning Withdrawals
- **# of Grade 11 Dropouts in FY2003** - taken from FY2003 data files, includes students with STATE EQUIVALENT GRADE LEVEL = ‘11’ that meet the criteria under “other criteria for Dropouts” below and adjusted for Returning Withdrawals
- **# of Grade 12 Dropouts in FY2004** - taken from FY2004 data files, includes students with STATE EQUIVALENT GRADE LEVEL = ‘12’ that meet the criteria under “other criteria for Dropouts” below.
- Students reported with a program code of 500001 or 500002 are subtracted from the denominator.
- **Grade 13 Graduates** – Reported in FY2004 Yearend and summer Grade 13 graduates reported in FY2005 October K reporting period.

**Other Criteria for Dropouts (FY2001, FY2002, FY2003, FY2004)**

Includes students who:

- are instructed by the district [*STUDENT STATUS = ‘0’, ‘1’, ‘3’, ‘4’, ‘5’, ‘7’, ‘8’, ‘9’, ‘A’, ‘B’, ‘C’, ‘D’, ‘L’, ‘M’, ‘S’, ‘W’*] **AND** [*STUDENT PERCENT OF TIME > 0*]
- contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [*ATTENDING/HOME IRN INDICATOR = ‘2’, ‘3’, ‘4’, ‘5’*]
- have a *WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, OR ‘74’.*

**Students Included**

<b>Student Withdrawal Data</b>	
<b>Definition</b>	<p>Total number of students in the building reported with each Withdrawal Reason who had a Withdrawal Date between August 30, 2004 and June 30, 2005 who transferred or withdrew and did not re-enroll in the district.</p> <p><b>Note:</b> The Graduation Rate data is for the 2003-04 school year and the <b>Student Withdrawal Data is for the 2004-05 school year.</b></p>
<b>Students Included</b>	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• <i>STUDENT STATUS</i> = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W', <b>AND</b> [<i>STUDENT PERCENT OF TIME</i> &gt; 0]</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR</i> = '2', '3', '4', '5']</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with <i>WITHDRAWAL DATE</i> between August 30, 2004 and June 30, 2005, who did not re-enroll in the district. [Students reported with a <i>WITHDRAWAL DATE</i> after the <i>ADMISSION DATE</i>].</li> </ul> <p>AND <i>WITHDRAWAL REASON</i> =</p> <ul style="list-style-type: none"> <li>○ 40 Transferred to a District Outside of Ohio</li> <li>○ 41 Transferred to Another District</li> <li>○ 42 Transferred to a Private School</li> <li>○ 43 Transferred to Home Schooling</li> <li>○ 44 Transferred to a Public Community School</li> <li>○ 45 Transferred by Court Order</li> <li>○ 46 Transferred out of the United States</li> <li>○ 47 Withdrew Pursuant to Yoder vs. Wisconsin</li> <li>○ 48 Expelled</li> <li>○ 51 Verified Medical Reasons</li> <li>○ 52 Death</li> </ul> <p>By student grade level groupings:</p> <ul style="list-style-type: none"> <li>▪ <b>Grades PK-6</b> – Includes students with [<i>STATE EQUIVALENT GRADE LEVEL</i> = 'PK - 5 year old child in kindergarten receiving preschool services', 'KG- kindergarten student', 'KH- (kindergarten student with a disability, served in a school age Special Education program), '01', '02', '03', '04', '05', '06'.]</li> <li>▪ <b>Grades 7-8:</b> Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '07' AND '08'.</li> <li>▪ <b>9<sup>th</sup>:</b> Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '09'.</li> <li>▪ <b>10<sup>th</sup>:</b> Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '10'.</li> <li>▪ <b>11<sup>th</sup>:</b> Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '11'.</li> <li>▪ <b>12<sup>th</sup>:</b> Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '12'.</li> <li>▪ <b>9-12 Total:</b> Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '09', '10', '11', '12'.</li> </ul> <p><b>PK-12:</b> Includes students with [<i>STATE EQUIVALENT GRADE LEVEL</i> = 'PK - 5 year old child in kindergarten receiving preschool services', 'KG- kindergarten student', 'KH- (kindergarten student with a disability, served in a school age Special Education program), '01', '02', '03', '04', '05', '06', '07', '08', '09', '10', '11', '12'].</p>

<b>Student Dropout/Truancy Data</b>	
<b>Definition</b>	<p>This is a count of students by grade level who dropped out during the school year or during the summer prior to the school year.</p>
<b>Students Included</b>	<p>Students reported with:</p> <ul style="list-style-type: none"> <li>• <i>STUDENT STATUS</i> = '0', '1', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W', <b>AND</b> [<i>STUDENT PERCENT OF TIME</i> &gt; 0]</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• contract vocational students and resident students attending an ESC, JVS or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR</i> = '2', '3', '4', '5']</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>▪ <i>WITHDRAWAL DATE</i> between August 30, 2004 and June 30, 2005, who did not re-enroll in the building. [Students reported with a <i>WITHDRAWAL DATE</i> after the <i>ADMISSION DATE</i>].</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>▪ <i>WITHDRAWAL/TRUANCY REASON</i> = <ul style="list-style-type: none"> <li>○ 71 Withdrew due to truancy/non-attendance</li> <li>○ 72 Pursued employment/work permit</li> <li>○ 73 Over 18 Years of age</li> <li>○ 74 Moved, not known to be continuing</li> <li>○ 75 Student completed course requirements but did <b>not</b> pass the appropriate statewide assessment required for graduation.</li> </ul> </li> </ul> <p>By student grade level groupings:</p> <ul style="list-style-type: none"> <li>○ <b>Grades PK-6</b> – Includes students with [<i>STATE EQUIVALENT GRADE LEVEL</i> = 'PK - 5 year old child in kindergarten receiving preschool services', 'KG-kindergarten student', 'KH- (kindergarten student with a disability, served in a school age Special Education program)', '01', '02', '03', '04', '05', '06'.]</li> <li>○ <b>Grades 7-8</b>: Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '07' AND '08'.</li> <li>○ <b>9<sup>th</sup></b>: Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '09'.</li> <li>○ <b>10<sup>th</sup></b>: Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '10'.</li> <li>○ <b>11<sup>th</sup></b>: Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '11'.</li> <li>○ <b>12<sup>th</sup></b>: Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '12'.</li> <li>○ <b>9-12 Total</b>: Includes students with <i>STATE EQUIVALENT GRADE LEVEL</i> = '09', '10', '11', '12'.</li> </ul> <p><b>PK-12</b>: Includes students with [<i>STATE EQUIVALENT GRADE LEVEL</i> = 'PK - 5 year old child in kindergarten receiving preschool services', 'KG-kindergarten student', 'KH- (kindergarten student with a disability, served in a school age Special Education program)', '01', '02', '03', '04', '05', '06', '07', '08', '09', '10', '11', '12'].</p>



## Student Attendance Data (Attendance Worksheet)

Student Attendance Rates	
Definition	<p>“STUDENT ATTENDANCE RATE” MEANS THE RATIO OF THE NUMBER OF ENROLLED STUDENTS ACTUALLY IN ATTENDANCE (AGGREGATE ATTENDANCE) DURING THE COURSE OF A SCHOOL YEAR TO THE NUMBER OF ENROLLED STUDENTS (AGGREGATE MEMBERSHIP) THAT SCHOOL YEAR.” <b>ORC 3301-18-01</b> This number is expressed as a percentage.</p> <p><b>NOTE:</b> Only students that meet the “Full Academic Year” criteria are included in this calculation.</p>
Calculation	<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <p>Student Attendance Rate =</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <math display="block">\frac{\text{Aggregate Attendance (Total attendance days of students)}}{\text{Aggregate Membership (Total attendance days of students + excused absence days of students + unexcused absence days of students)}} \times 100</math> </div> </div> <p><b>Numerator</b> = Total <i>ATTENDANCE DAYS</i> for all students who were enrolled in the building for a “full academic year”.</p> <p><b>Denominator</b> = Total of student <i>ATTENDANCE DAYS</i> + <i>EXCUSED ABSENCE DAYS</i> + <i>UNEXCUSED ABSENCE DAYS</i> for all students enrolled in the building and meet the Where Kids Count and Full Academic Year criteria. .</p>
Students Included	<p>Both the numerator and denominator include students who are educated in the building [<i>STUDENT STATUS</i> = ‘0’, ‘1’, ‘3’, ‘4’, ‘5’, ‘7’, ‘8’, ‘9’, ‘A’, ‘C’, ‘D’, ‘L’, ‘M’, ‘S’, ‘W’] <b>AND</b> [<i>STUDENT PERCENT OF TIME</i> &gt; 0] <b>OR</b> resident students attending an ESC, JVS (or contract career-technical) or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR</i> = ‘2’, ‘3’, ‘4’, ‘5’]. <b>The numerator and denominator do not</b> include non-public students, non-resident public students receiving vocational evaluation services only, or students only receiving non-instructional support, supplementary or related services [which are students with <i>STUDENT STATUS</i> = ‘6’, ‘F’, ‘I’, respectively]</p> <p>Note: Students reported with Student Status B count at the Resident District but not at any building in the resident district.</p> <ul style="list-style-type: none"> <li>• Students in grades K-12;</li> </ul> <p>[State Equivalent Grade Level = ‘PK - 5 year old child in kindergarten receiving preschool services’, ‘PH - preschool child with a disability, served in Preschool Special Education, ‘KG-kindergarten student’, ‘KH- (kindergarten student with a disability, served in a school age Special Education program), ‘01’, ‘02’, ‘03’, ‘04’, ‘05’, ‘06’, ‘07’, ‘08’, ‘09’, ‘10’, ‘11’, ‘12’]</p> <ul style="list-style-type: none"> <li>• students who are enrolled, and have completed course requirements but have not achieved at least at the proficient level on the proficiency, [State Equivalent Grade Level = ‘13’]</li> <li>• Students who have been identified as having a disability condition, who have completed educational requirements and elect to remain for further training, are under age 22, and have not graduated. [State Equivalent Grade Level = ‘23’]</li> </ul> <p><b>ATTENDANCE RATE IS BASED UPON THE WHERE KIDS COUNT AND FULL ACADEMIC YEAR CRITERIA.</b></p>

### Average Daily Membership

**Definition**

Average daily enrollment for **all** students enrolled in the building and reported during year-end 2005, This includes all students enrolled in the building at any point during the current school year that meet the Where Kids Count criteria.

Note: The "Full Academic Year" criterion does not apply to this calculation.

ADM is calculated for each student that meets the criteria below and was enrolled in the building at any time during the school year. Since the days in session information is on the yearend building general information record all ADM calculations are done at a student level then a building level ADM is calculated.

Days in Session Determination: There are multiple days in session/hours in session elements in the yearend building general information record and the following logic is used to determine which element to use to calculate the ADM for that student. This logic is repeated for each student in the building.

Students In Grade 1-8:

If not a community school or if the actual hours per day (grades 1-8) = 0

Then use actual days in session (Grades 1-8)

Otherwise

Days in Session = actual hours in session / actual hours per day

If Days in Session < 20 Then we make Days in Session = 180

This logic is duplicated for grads 9-11 and grade 12 using the appropriate grade level days in session/hours in session elements.

Students in KG:

If not a community school or if the actual hours per day (Half-day everyday) = 0

Then use actual days in session (Half-day everyday)

Otherwise

Days in Session = actual hours in session (half-day everyday) / actual hours per day (half-day everyday)

This logic is repeated for the alternate full day and full day everyday elements and then the higher of the 3 days in session calculations are used for the KG days in session. After the higher of the 3 calculations is determined additional checks and calculations are performed to arrive at a final KG days in session element.

If KG days in session < 96 then multiply KG days in session by 2

If KG days in session < 50 then use the days in session for grades 1-8.

Once the Days in Session is determined then the ADM calculation is as follows:

(Remember that ADM is calculated per student then summed up to the building level.)

$$\text{Average Daily Membership} = \left[ \frac{\text{Total Attendance Days} + \text{Total Authorized Absence} + \text{Total Unauthorized Absence Days}}{\text{Days in session}} \right]$$

<b>Students Included</b>	<p>Both the numerator and denominator include students who are enrolled in the building <b>and</b> have a <i>STUDENT STATUS</i> = '0', '1', '2', '3', '4', '5', '7', '8', '9', 'A', 'B', 'C', 'D', 'L', 'M', 'S', 'W'] <b>AND</b> <i>STUDENT PERCENT OF TIME</i> &gt; 0] <b>OR</b> resident students attending an ESC, JVS (or contract career-technical) or a post-secondary institution [<i>ATTENDING/HOME IRN INDICATOR</i> = '2', '3', '4', '5']. <b>The numerator does not</b> include non-public students, non-resident public students receiving vocational evaluation services only, or students only receiving non-instructional support, supplementary or related services [which are students with <i>STUDENT STATUS</i> = '6', 'F', 'I', respectively]</p> <p>The grades included in the calculation are: PK, KG, 1-12 and grade levels 13 and 23. (PS and PH students are not included in the calculations).</p> <p>Average Daily Membership is based upon the Where Kids Count criteria, the 'Full Academic Year' criteria <b>does not</b> need to be met in order for a student to be counted..</p>
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## Student Discipline Data (Discipline Worksheet)

Student Discipline Type and Incident Type Matrix	
Discipline Type Definition	<p><b># of Expulsions, by discipline reason:</b> The number of times students have been expelled [Type of Discipline = 1 = Expulsion], by reason. (A student can have multiple incidents, and multiple disciplinary actions administered.)</p> <p><b># of Out of School Suspensions, by discipline reason:</b> The number of times students have been disciplined by serving an out of school suspension [Type of Discipline = "2 = Out of school suspension"].</p> <p><b># of In-school Suspensions, by discipline reason:</b> The number of times students have been disciplined by serving an in-school suspension. [Type of Discipline = 3 = In school suspension].</p> <p><b># of In-school alternative programs, by discipline reason:</b> The number of times students have been disciplined by attending a special class, program, or building that specifically addresses the behavior(s) that resulted in discipline. This is counted by discipline reason. [Type of Discipline = "4 = In school alternative discipline class/program/building"]</p> <p><b># of Emergency removals by District personnel, by discipline reason:</b> The number of times students have been disciplined by emergency removal, as per ORC. 3313.66(C) because "... a pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises." This statistic is listed by discipline reason. [Type of Discipline = "6 - Emergency removal by District personnel"]</p> <p><b># of Removals by a Hearing Officer, by discipline reason:</b> The number of times students have been disciplined in which an <b>impartial state appointed hearing officer</b> orders the removal of <b>children with disabilities</b> from their current educational placement to an appropriate alternative educational setting. . [Type of Discipline = "7 - Removal by a Hearing Officer"].</p>

<b>Student Discipline Type and Incident Type Matrix</b>	
<b>Incident Type Definition</b>	<p>One discipline incident is reported per discipline record. One incident includes the type of discipline administered (i.e. suspension) and the reasons for which the student receives a disciplinary action. There may be multiple reasons for which a student is disciplined for a particular incident. One incident can have up to five reasons. For the purposes of this report, only the most serious discipline reason will be counted for each incident (one discipline reason per incident.)</p> <p>The hierarchy of seriousness (from high to low) is as follows:</p> <ul style="list-style-type: none"> <li>• 06 = Use, possession, sale or distribution of a firearm</li> <li>• 07 = Use, possession, sale or distribution of a dangerous weapon other than a firearm or explosive, incendiary or poison gas</li> <li>• 08 = Use, possession, sale or distribution of any explosive, incendiary or poison gas</li> <li>• 03 = Fighting/Violence</li> <li>• 21 = Unwelcome Sexual Conduct</li> <li>• 19 = Harassment/Intimidation</li> <li>• 14 = False Alarms/Bomb Threat</li> <li>• 10 = Use, possession, sale or distribution of alcohol</li> <li>• 09 = Use, possession, sale or distribution of tobacco</li> <li>• 11 = Use, possession, sale or distribution of drugs other than tobacco or alcohol</li> <li>• 05 = Theft (Stealing Personal or School Property)</li> <li>• 04 = Vandalism (Damage to School or Personal Property)</li> <li>• 20 = Firearm look-a-likes</li> <li>• 18 = Disobedient/Disruptive Behavior</li> <li>• 01 = Truancy</li> </ul> <p>For example, a student may be cited for both 'Truancy' and for 'Behavioral Problems' and suspended in school. Both of these DISCIPLINE REASONS would be reported to EMIS on the Discipline Record, and the TYPE OF DISCIPLINE reported would be 'in-school suspension'. In this case, the discipline incident would be counted under "in-school suspension" for "behavioral problems".</p> <p>In addition, a single student may have more than one disciplinary record because they may have received disciplinary action on more than one date throughout the school year.</p>
<b>Students Included</b>	<p>All student discipline records reported by the building where the discipline was administered.</p>

## Student Discipline Data Disaggregated by Subgroup (Discipline Worksheet)

<b>Disaggregated Discipline Data (per 100 students)</b>	
<b>Discipline Type Definition</b>	<p><b>Out of School Suspensions (per 100 students):</b> The number of times (per 100 students) that students have been disciplined by serving an out of school suspension [Type of Discipline = “2 = Out of school suspension”].</p> <p><b>Expulsions (per 100 students):</b> The number of times (per 100 students) that students have been expelled [Type of Discipline = 1 = Expulsion, by reason. (A student can have multiple incidents, and multiple disciplinary actions administered.)</p> <p><b>All Other Disciplinary Action (per 100 students):</b> The number of times (per 100 students) that students have been disciplined for discipline types other than Out of School Suspensions and Expulsions. The discipline types included are: Type of Discipline = “3”, “4”, “6”, and “7”.</p>
<b>Incident Type</b>	$\text{Discipline per 100 students by Discipline Type and Subgroup} = \frac{\text{Count of Discipline Type by Subgroup and Discipline Type}}{100}$
<b>Students Included</b>	<p>All student discipline records reported by the building where the discipline was administered.</p>

**Performance Index Calculation (Performance\_Index Worksheet)**

The Performance Index (PI) is a calculation that measures proficiency/achievement test performance at the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> (OGT) grade levels based upon the number of students at each performance level. The PI is calculated by assigning a weighted score to each performance level in the following manner:

- Untested students - 0 points
- Below Basic/Limited - 0.3 points
- Basic - 0.6 points
- Proficient - 1.0 points
- Accelerated – 1.1 points
- Advanced - 1.2

The percentage of students at each performance level is then multiplied by their respective weight, and the totals for each performance level are summed to get the building’s overall Performance Index score.

**Note:** All proficiency tests have 4 performance levels (Advanced, Proficient, Basic, and Below Basic). The proficiency tests are 4<sup>th</sup> grade Math, Citizenship, Science, and all 5 6<sup>th</sup> grade tests. All Achievement tests and the OGT have 5 performance levels (Advanced, Accelerated, Proficient, Basic, and Limited). The Achievement tests are 4<sup>th</sup> grade reading and writing, and all tests in grades 3, 5, 7, and 8.

**% of Students at Level \* Weight = Score**  
**EXAMPLE: 20 \* .3 = 6.0**

Example:

Performance Level	% of Students at Level	Weight	Score
Untested	5	0.0	0.0
Below Basic/Limited	20	0.3	6.0
Basic	25	0.6	15.0
Proficient	35	1.0	35.0
Accelerated	5	1.1	5.5
Advanced	10	1.2	12.0

**Performance Index Score: 73.5**

This is obtained by summing the scores:  
 0+ 6 + 15 + 35+ 5.5 + 18 = 73.5

The **maximum** possible PI score is 120 (100% of students at advanced level). The **minimum** is zero (all students untested).

On this worksheet/page each grade is calculated separately to allow the building to see how each grade level performed, however, for the purposes of calculating the Performance Index Indicator all students are combined for the grades included (All grades that have statewide assessments, except the 9<sup>th</sup> grade proficiency tests) and the calculations are performed on the combined data.



Data elements:	<p><i>STATE EQUIVALENT GRADE LEVEL</i></p> <p><i>STUDENT STATUS</i></p> <p><i>ATTENDING/HOME IRN INDICATOR</i></p> <p><i>STUDENT PERCENT OF TIME</i></p> <p><i>DISTRICT IRN (FROM OCTOBER ATTENDANCE RECORD)</i></p> <p><i>BUILDING IRN WERE STUDENT WAS ENROLLED DURING MARCH TEST ADMINISTRATION</i></p> <p><i>MAJORITY OF ATTENDANCE IRN</i></p> <p><i>ACCOUNTABILITY IRN</i></p> <p><i>REQUIRED TEST TYPE</i></p> <p><i>WITHDRAWAL DATE</i></p> <p><i>LEP</i></p> <p><i>REASON "SUBJECT" TEST NOT TAKEN (WAIVER REASON)</i></p> <p><i>SCALED/RAW SCORE</i></p> <p><i>TEST SUBJECT TYPE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Student Status = "0", "1", "3", "4", "5", "7", "8", "9", "A", "C", "D", "L", "M", "S", "W"; <b>AND</b> Student Percent of Time &gt; 0</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• <i>ATTENDING/HOME IRN INDICATOR</i> = "2", "3", "4", and "5".</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Resident students reported by an educating district with student status = "B". These are resident students in a special education cooperative program educated at another district.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Student is enrolled in the district for a full academic year. A full academic year is defined as: enrolled and funded in the building during the October count week, and enrolled in the district a minimum of 120 consecutive school days using the Majority of Attendance IRN element and enrolled in the building during the March mathematics test administration. Refer to "Full Academic Year" definition for additional details.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Students with <i>REQUIRED TEST TYPE</i> = "STR" or "ALT". This calculation includes all students with disabilities required to take the test, regardless of whether they actually took the test.</li> <li>• Excludes LEP students reported as enrolled in US schools for the first time on or after the first day of school of the current school year <b>and</b> student tests reported with <i>REASON "SUBJECT" TEST NOT TAKEN (WAIVER REASON)</i> = A- Medical reasons.</li> </ul>

## Staff / Teacher Data (Staff Worksheet)

Teacher Attendance Rate (Yearend Reporting) %	
Definition	<p>The ratio of the number of teachers actually in attendance, including professional meetings approved by the district, during the period from July 1 to June 30, to the number of teachers employed by the building. Absences are maintained according to district policy, but when reporting for June, partial attendance is rounded to the nearest tenth. Includes absences that are covered by sick leave, personal leave, or other forms of leave. Staff are not counted as absent prior to the actual starting date of their contract. Adult education teachers are not included.</p>
Calculation	<div style="text-align: center;"> <math display="block">\text{Teacher Attendance Rate (\%)} = \left[ \frac{\text{Total Attendance Days}}{\text{Total Attendance Days} + \text{Total Absence Days} - \text{Long-term Absence Days}^*} \right] \times 100</math> </div> <p>*The long-term absences are subtracted only if they are less than or equal to the regular absence days.</p>
Students Included	<p><b><u>Both numerator and denominator:</u></b> include teachers with</p> <p>[POSITION STATUS = 'C – ACTIVE/CONTINUING POSITION', 'N – NEW TO DISTRICT', 'R – RETURNING FROM LEAVE OF ABSENCE', 'D - ACTIVE/NEW POSITON IN DISTRICT', 'O – RETIRED AND THEN REHIRED WITHIN A THREE MONTH PERIOD', 'A – CONTRACTED PERSONNEL – AGENCY', <b>OR</b> 'I – CONTRACTED PERSONNEL – INDIVIDUAL']</p> <p><b>AND</b></p> <p>[TYPE OF APPOINTMENT = '1 – CERTIFICATED/LICENSED', '3 – INTERNSHIP', '4 – SIX-HOUR LAY TEACHER', OR '5- Veteran per ORC 3319.283]</p> <p><b>AND</b></p> <p>[POSITION TYPE = 'R – Regular', or 'T- temporary']</p> <p><b>AND</b></p> <p>[POSITION CODE = '205 – Regular Teaching Assignment', '206 – Special Education/Learning Center Teaching Assignment', '207 – Vocational Education Teaching Assignment', '211 – Educational Services Teacher', <b>OR</b> '212 – Supplemental Service Teaching Assignment']</p> <p><b>AND</b> [POSITION FUND SOURCE #1 <b>AND</b> POSITION FUND SOURCE #2 <b>AND</b> POSITION FUND SOURCE #3 <b>NOT</b> = 'A – State Auxiliary Funds'] <b>AND</b> (Because positions could have up to 3 assignment areas, any combination of adult education is eliminated.) [ASSIGNMENT AREAS #1, #2, AND/OR #3 <b>NOT</b> = '999020 – Adult/Continuing Education',] (Even if a teacher has only one of these three assignment areas, that teacher would not be included.)</p>

<b>Average Number of Students per Classroom Teacher</b>	
<b>Definition</b>	<p>This is ratio of the number of students for every one teacher, who is certificated/licensed, has an internship, or is a six-hour lay teacher. Includes regular and temporary position types, as well as contract personnel. Excludes teachers whose position status was reported as "leave of absence" or "no longer employed." (Teachers funded by State Auxiliary Fund, Federal VI-B Funds, Federal Preschool Funds, Title I Funds, and other Federal Funds are not included.)</p>
<b>Calculation</b>	<div style="text-align: center;"> <math display="block">\text{Average Number of Students Per Teacher (K-12)} = \left[ \frac{\text{Pupils*}}{\text{Net K-12 Teachers**}} \right]</math> </div> <div style="text-align: center; margin-top: 10px;"> <math display="block">\text{*Pupils} = \text{Kdg x .5} + \text{Resident Contract Vocational x .25} + \text{Grades 1 through 12} + \text{Open enrollment students attending district} - (\text{JVSD x .75}) - \text{The FTE of students reported under (A)(2)***}</math> </div> <div style="text-align: right; margin-top: 10px;"> <p>The ADM of students reported under (B)(5)(6) (7) OR (8)****</p> <p style="text-align: center;">3317.023</p> </div> <p>This is the current year formula ADM. "ADM" means total average daily membership by school building and district as certified by the department from data collected from districts the first full week of October of the fiscal year.</p> <p>***Community School Students, Cleveland Scholarship Students, Post-Secondary Option Students, Students leaving District under open enrollment, Students attending an ESC or cooperative education district, Students attending another district under a compact, cooperative agreement, or contract</p> <p>****Students reported in Special Education Category 1 (Learning Disabled + Other Health Impaired + Developmentally Handicapped); Students in Special Education Category 2 (Hearing Impaired + Orthopedically Handicapped + Visually Handicapped + Multihandicapped + Severe Behavior Handicapped); Students in Special Education Category 3 (Autism + Traumatic Brain Injury + Deaf-Blind); and students enrolled in Career Technical education programs operated by the district or by another district other than a JVSD or an ESC.</p> <div style="text-align: center; margin-top: 10px;"> <math display="block">\text{**Net K-12 Teachers} = \text{Total K-12 Teachers} - \text{Music/Art/PE K-4 Teachers (Educational Service Personnel)}</math> </div>

**Average Number of Students per Classroom Teacher**

Teachers Included

**Numerator: See formula above.**

**Denominator: K-12 teachers have a [POSITION CODE = '205 – Regular Teaching Assignment'] AND**

- [POSITION TYPE = 'R - Regular' OR 'T – Temporary'] AND
- [TYPE OF APPOINTMENT = '1 – Certificated/licensed', '3 – Internship', OR '4 – Six-hour lay teacher'] AND
- [POSITION STATUS NOT= 'P – Leave of absence' OR 'U – No longer employed by district in this position'] AND
- [POSITION FUND SOURCE NOT= 'F – Federal VI-B Funds', 'G – Title I Funds', 'P – Federal Preschool Funds', 'O – Other Federal Funds', OR 'A – State Auxiliary Funds', AND
- [GRADE LEVELS ASSIGNED = 'KG – Kindergarten', '01' – '12'.]

Music/Art/PE K-4 teachers have a [POSITION CODE = '205 – Regular Teaching Assignment'] AND [SUBJECT CODE = '02XXXX – Visual Arts', '08XXXX – Physical Education' '12XXXX – Music'] These should have been given a POSITION CODE = '211 - Educational Services Teacher (Assignment Area required)].

NOTE: The following POSITION CODES are not included:

- '202 – Counseling Assignment'
- '203 – Librarian/Media Assignment'
- '204 – Remedial Specialist Assignment'
- '206 – Special Education/Learning Center Teaching Assignment',
- '207 – Vocational Education Teaching Assignment',
- '208 – Tutor/Small Group Instructor Assignment'
- '211 – Educational Services Teacher [Assignment Area Required' (Music/Art/PE K-8 Teachers)
- '212 – Supplemental Service Teaching Assignment'
- '320 – Registered Nursing Assignment'
- '323 – Social Work Assignment'
- '330 – Visiting Teacher'

<b>Average Number of Years of Teaching Experience (#)</b>	
<b>Definition</b>	<p>"Average Number of Years of Teaching Experience" indicates the average total number of authorized and certificated/licensed years of teaching experience as defined in section 3.1.1.11 of the EMIS manual.</p>
<b>Calculation</b>	$\text{Average Years Teaching} = \left[ \frac{\text{Total Teacher Experience}}{\text{Teacher FTE}} \right]$
<b>Teachers Included</b>	<p><b><u>Both numerator and denominator</u></b> include teachers with</p> <ul style="list-style-type: none"> <li>• [POSITION STATUS = 'C – ACTIVE/CONTINUING POSITION', 'N – NEW TO DISTRICT', 'D – ACTIVE/NEW POSITION IN DISTRICT', 'O – RETIRED AND THEN REHIRED WITH IN A THREE MONTH PERIOD', 'R – RETURNING FROM LEAVE OF ABSENCE', 'A – CONTRACTED PERSONNEL – AGENCY', OR 'I – CONTRACTED PERSONNEL – INDIVIDUAL'] AND</li> <li>• [TYPE OF APPOINTMENT = '1 – CERTIFICATED', '3 – INTERNSHIP', OR '4 – SIX-HOUR LAY TEACHER'] AND</li> <li>• [POSITION TYPE = 'R – Regular' OR 'T – Temporary'] AND</li> <li>• ['POSITION CODE = '205 – Regular Teaching Assignment', '206 – Special Education/Learning Center Teaching Assignment', '207 – Vocational Education Teaching Assignment', '211 – Educational Services Teacher', OR '212 – Supplemental Service Teaching Assignment'] AND</li> <li>• [POSITION FUND SOURCE #1 AND POSITION FUND SOURCE #2 AND POSITION FUND SOURCE #3 NOT = 'A – State Auxiliary Funds'] AND</li> <li>• (Because positions could have up to 3 assignment areas, any combination of adult education is eliminated.) [ASSIGNMENT AREAS #1, #2, AND/OR #3 NOT = '999020 – Adult/Continuing Education'] (Even if a teacher has only one of these three assignment areas, that teacher would not be included.)</li> </ul>

<b>Average Teacher Salary (\$)</b>	
<b>Definition</b>	<p><b>"Average Teacher Salary"</b> is the average salary for teaching staff with Regular Teaching Assignments, Special Education/Learning Center Teaching Assignments (Including Gifted and Talented teachers), Vocational Education Teaching Assignments, Educational Services Teachers, and Supplemental Service Teaching Assignments.</p> <ul style="list-style-type: none"> <li>• A <b>"Regular Teaching Assignment"</b> is an assignment to a staff member to instruct pupils in a regular classroom environment.</li> <li>• A <b>"Special Education/Learning Center Teaching Assignment"</b> is an assignment to a staff member to provide specially designed instruction to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.</li> <li>• A <b>"Vocational Education Teaching Assignment"</b> is an assignment to a staff member to provide instruction that gives students the opportunity to develop the knowledge, skills, and attitudes needed for employment in an occupational area.</li> <li>• An <b>"Educational Services Teaching Assignment"</b> is a teaching assignment in physical education, music, or art at the self-contained grade levels.</li> <li>• A <b>"(Special Education) Special Education Supplemental Services Teacher"</b> provides supplemental aids and services necessary to enable students with disability to receive an appropriate education in the regular classroom environment in accordance with an individualized education program.</li> </ul>
<b>Calculation</b>	$\text{Average Teacher Salary} = \left[ \frac{\text{Total Teacher Salaries*}}{\text{Total Teacher FTE}} \right]$ <p>Include salaries (calculated from Contracted Pay Amount and Contracted Pay Type)</p>
<b>Teachers Included</b>	<ul style="list-style-type: none"> <li>• [POSITION STATUS = 'C – ACTIVE/CONTINUING POSITION', 'N – NEW TO DISTRICT', 'D – ACTIVE/NEW POSITION IN DISTRICT', 'O – RETIRED AND THEN REHIRED WITH IN A THREE MONTH PERIOD', 'R – RETURNING FROM LEAVE OF ABSENCE', 'A – CONTRACTED PERSONNEL – AGENCY', OR 'I – CONTRACTED PERSONNEL – INDIVIDUAL'] AND</li> <li>• [TYPE OF APPOINTMENT = '1 – CERTIFICATED', '3 – INTERNSHIP', OR '4 – SIX-HOUR LAY TEACHER'] AND</li> <li>• [POSITION TYPE = 'R – Regular' OR 'T – Temporary'] AND</li> <li>• ['POSITION CODE = '205 – Regular Teaching Assignment', '206 – Special Education/Learning Center Teaching Assignment', '207 – Vocational Education Teaching Assignment', '211 – Educational Services Teacher', OR '212 – Supplemental Service Teaching Assignment'] AND</li> <li>• [POSITION FUND SOURCE #1 AND POSITION FUND SOURCE #2 AND POSITION FUND SOURCE #3 NOT = 'A – State Auxiliary Funds'] AND</li> <li>• (Because positions could have up to 3 assignment areas, any combination of adult education is eliminated.) [ASSIGNMENT AREAS #1, #2, AND/OR #3 NOT = '999020 – Adult/Continuing Education'] (Even if a teacher has only one of these three assignment areas, that teacher would not be included.)</li> </ul>

<b>% of Core Courses Taught By Highly Qualified Teachers</b>	
<b>Definition</b>	<p>The statistic “<b>Percentage of core academic subject elementary and secondary school classes taught by highly qualified teachers</b>” is the percentage of “<b>core</b>” classes taught by teachers that have been reported as meeting the federal definition of a Highly Qualified Teacher. Information on which courses are designated as “core” courses is in Appendix C of the EMIS Manual. Any staff member that has been reported as teaching a “core” course would be included in the denominator of this statistic.</p>
<b>Calculation</b>	$\text{\% of core academic Elementary/Secondary School Classes Taught by Highly Qualified Teachers} = \left[ \frac{\text{\# of core classes taught by Highly Qualified teachers}}{\text{\# of core classes}} \right] \times 100$ <p>Numerator = A count is taken of K-12 “core” classes (as defined in Appendix C of the EMIS manual) that are taught by teachers that have been reported as being Highly Qualified. The Highly Qualified data element is reported for each “core” course that is offered through out the district. Only “core” courses taught by staff that have been reported as Highly Qualified will be included in the numerator.</p> <p>Denominator = A count is taken of K-12 “core” classes (as defined in Appendix C of the EMIS manual) that are offered in the building..</p>
<b>Courses/Teachers Included</b>	<p><b>Courses:</b></p> <p>All core courses as listed in appendix C of the EMIS manual are included with the following exceptions:</p> <p>If the course has a course type of: G01, G02, S01, I00, D00, X01, X02, X03, X04 then these courses will not be evaluated for HQT calculations.</p> <p>If the course has enrollment data, then the determination as to whether the course is an elementary course or a high school course is made based upon the grade level range of the majority of students in the course. If the majority of the students are in KG-6 then it will be considered an elementary course and if the majority of students in the course are in the grade range of 7-23 then the course will be considered a high school course.</p> <p><b>Staff:</b></p> <p>All staff that are reported through the course master as teaching an included core course will be included in this calculation (regardless of position code) with the following exceptions:</p> <p>Any course master with ‘999999999’ as a staff state ID will be eliminated from the calculation.</p> <p>If the associated position status from the staff employment record is a ‘P’ or a ‘U’ then the course masters for that staff member will be excluded from the HQT calculatons.</p>

<b>% of Core Courses Taught By Properly Certified Teachers</b>	
<b>Definition</b>	<p>The statistic “<b>Percentage of core academic subject elementary and secondary school classes taught by fully certified/licensed teachers</b>” is the percentage of “<b>core</b>” classes taught by teachers that are fully certified/licensed. To determine whether the teacher is certified/licensed ODE will check the certification/licensure file to determine whether the teacher is fully certified/licensed to teach the subject reported in the staff course master file (reported by the district through EMIS). Information on which courses are designated as “core” courses is in Appendix C of the EMIS Manual. Any staff member that has been reported as the teacher of record for a “core” course would be included in the denominator of this statistic.</p>
<b>Calculation</b>	<p style="text-align: center;"> <math display="block">\begin{array}{l} \text{\% of core academic} \\ \text{Elementary/Secondary} \\ \text{y School Classes} \\ \text{Taught by Fully} \\ \text{Certified/Licensed} \\ \text{Teachers} \end{array} = \left[ \frac{\text{\# of core classes taught by Fully} \\ \text{Certified/Licensed Teachers}}{\text{\# of core classes}} \right] \times 100</math> </p> <p>Numerator = A count is taken of K-12 “core” classes (as defined in Appendix C of the EMIS manual) that are taught by teachers that are fully certified/licensed to teach that class. To determine whether the teacher is certified/licensed ODE will check the certification/licensure file to determine whether the teacher is fully certified/licensed to teach the subject reported in the course master file (reported by the district through EMIS). Only “core” courses taught by staff that are fully certified/licensed to teach the class will be included in the numerator.</p> <p>Denominator = A count is taken of K-12 “core” classes (as defined in Appendix C of the EMIS manual) that are offered in the building.</p>



<b>% of Core Courses Taught By Teachers with Temporary or Conditional Credentials</b>	
<b>Definition</b>	<p>The statistic “<b>Percentage of core academic subject elementary and secondary school classes taught by teachers with temporary or conditional credentials</b>” is the percentage of “<b>core</b>” classes taught by teachers that hold only a temporary or conditional credential for the course. To determine whether the teacher is certified/licensed ODE will check the certification/licensure file to determine whether the teacher holds a temporary or conditional credential to teach the subject reported in the staff course master file (reported by the district through EMIS). Information on which courses are designated as “core” courses is in Appendix C of the EMIS Manual. Any staff member that has been reported as the teacher of record for a “core” course would be included in the denominator of this statistic.</p>
<b>Calculation</b>	<p style="text-align: center;"> <b>% of core academic Elementary/Secondary School Classes Taught by Teachers with a Temporary or Conditional Credential</b> = <math>\left[ \frac{\text{\# of core classes taught by Teachers with a Temporary or Conditional Credential}}{\text{\# of core classes}} \right] \times 100</math> </p> <p>Numerator = A count is taken of K-12 “core” classes (as defined in Appendix C of the EMIS manual) that are taught by teachers that hold only a temporary or conditional credential teach that class. To determine whether the teacher is certified/licensed ODE will check the certification/licensure file to determine whether the teacher holds only a temporary or conditional credential to teach the subject reported in the course master file (reported by the district through EMIS). Only “core” courses taught by staff that are fully certified/licensed to teach the class will be included in the numerator.</p> <p>Denominator = A count is taken of K-12 “core” classes (as defined in Appendix C of the EMIS manual) that are offered at the building.</p>

<b>Percentage of teachers who have participated in High Quality Professional Development</b>	
<b>Definition</b>	This is the percentage of teachers (FTE) that were reported in EMIS as having participated in High Quality Professional Development during the 2004-2005 school year.
<b>Calculation</b>	$\% \text{ of teachers that participated in High Quality Professional Development} = \left( \frac{\# \text{ (FTE) of Teachers that participated in High Quality Professional Development}}{\# \text{ (FTE) of Teachers}} \right)$
<b>Teachers Included</b>	<ul style="list-style-type: none"> <li>• [POSITION STATUS = 'C – ACTIVE/CONTINUING POSITION', 'N – NEW TO DISTRICT', 'D – ACTIVE/NEW POSITION IN DISTRICT', 'O – RETIRED AND THEN REHIRED WITH IN A THREE MONTH PERIOD', 'R – RETURNING FROM LEAVE OF ABSENCE', 'A – CONTRACTED PERSONNEL – AGENCY', OR 'I – CONTRACTED PERSONNEL – INDIVIDUAL'] AND</li> <li>• [TYPE OF APPOINTMENT = '1 – CERTIFICATED', '3 – INTERNSHIP', OR '4 – SIX-HOUR LAY TEACHER'] AND</li> <li>• [POSITION TYPE = 'R – Regular' OR 'T – Temporary'] AND</li> <li>• ['POSITION CODE = '205 – Regular Teaching Assignment', '206 – Special Education/Learning Center Teaching Assignment', '207 – Vocational Education Teaching Assignment', '211 – Educational Services Teacher'] AND</li> <li>• [POSITION FUND SOURCE #1 AND POSITION FUND SOURCE #2 AND POSITION FUND SOURCE #3 NOT = 'A – State Auxiliary Funds'] AND</li> <li>• (Because positions could have up to 3 assignment areas, any combination of adult education is eliminated.) [ASSIGNMENT AREAS #1, #2, AND/OR #3 NOT = '999020 – Adult/Continuing Education'] (Even if a teacher has only one of these three assignment areas, that teacher would not be included.)</li> </ul>

<b>Percentage of Title I paraprofessionals that are Qualified</b>	
<b>Definition</b>	This is the percentage of Title I Paraprofessionals (FTE) that are reported in EMIS as being Qualified. Please refer to the "Paraprofessionals Included" section on this page to determine which paraprofessionals are included in this calculation.
<b>Calculation</b>	$\text{Percentage of Title I Paraprofessionals that are Qualified} = \frac{\text{\# (FTE) of Title I Paraprofessionals that are Qualified}}{\text{\# (FTE) of Title I Paraprofessionals that are required to be Qualified}}$
<b>Paraprofessionals Included</b>	<ul style="list-style-type: none"> <li>• Position Code = 415</li> <li style="text-align: center;">AND</li> <li>• [POSITION STATUS = 'C – ACTIVE/CONTINUING POSITION', 'N – NEW TO DISTRICT', 'D – ACTIVE/NEW POSITION IN DISTRICT', 'O – RETIRED AND THEN REHIRED WITH IN A THREE MONTH PERIOD', 'R – RETURNING FROM LEAVE OF ABSENCE', 'A – CONTRACTED PERSONNEL – AGENCY', OR 'I – CONTRACTED PERSONNEL – INDIVIDUAL']</li> <li style="text-align: center;">AND</li> <li>• CCIP Type of Service = Schoolwide Title I</li> <li style="text-align: center;">OR</li> <li>• CCIP Type of Service = Targeted Assistance Title I <b>and</b> Fund Source = "G" – Federal Title I"</li> <li style="text-align: center;">OR</li> <li>• Assignment Area = 999140 (Title I Programs)</li> </ul>

<b>Teacher Professional Qualifications</b>	
<b>Definition</b>	<p>This is the total FTE of teachers reported in EMIS with a Bachelor's degree or a Master's degree.</p> <p><b>At least a Bachelor's Degree</b> – The percentage of teachers that have a Bachelor's degree, but not a Master's or higher degree.</p> <p><b>At least a Master's Degree</b> – The percentage of teachers that have a Master's degree.</p>
<b>Calculation</b>	$\text{At Least a Bachelor's Degree} = \frac{\# \text{ (FTE) of Teachers with the Education Level data element} = 2 \text{ (Bachelor Degree)}}{\text{FTE of Teachers}}$ $\text{At Least a Master's Degree} = \frac{\# \text{ (FTE) of Teachers with the Education Level data element} = 3 \text{ (Masters degree)}}{\# \text{ (FTE) of Teachers}}$
<b>Teachers Included</b>	<ul style="list-style-type: none"> <li>• [POSITION STATUS = 'C – ACTIVE/CONTINUING POSITION', 'N – NEW TO DISTRICT', 'D – ACTIVE/NEW POSITION IN DISTRICT', 'O – RETIRED AND THEN REHIRED WITH IN A THREE MONTH PERIOD', 'R – RETURNING FROM LEAVE OF ABSENCE', 'A – CONTRACTED PERSONNEL – AGENCY', OR 'I – CONTRACTED PERSONNEL – INDIVIDUAL'] AND</li> <li>• [TYPE OF APPOINTMENT = '1 – CERTIFICATED', '3 – INTERNSHIP', OR '4 – SIX-HOUR LAY TEACHER'] AND</li> <li>• [POSITION TYPE = 'R – Regular' OR 'T – Temporary'] AND</li> <li>• ['POSITION CODE = '205 – Regular Teaching Assignment', '206 – Special Education/Learning Center Teaching Assignment', '207 – Vocational Education Teaching Assignment', '211 – Educational Services Teacher', OR '212 – Supplemental Service Teaching Assignment'] AND</li> <li>• [POSITION FUND SOURCE #1 AND POSITION FUND SOURCE #2 AND POSITION FUND SOURCE #3 NOT = 'A – State Auxiliary Funds'] AND</li> <li>• (Because positions could have up to 3 assignment areas, any combination of adult education is eliminated.) [ASSIGNMENT AREAS #1, #2, AND/OR #3 NOT = '999020 – Adult/Continuing Education'] (Even if a teacher has only one of these three assignment areas, that teacher would not be included.)</li> </ul>

<b>Teacher Ethnicity/Gender Counts and Percentages</b>	
<b>Definition</b>	<p>“Teacher Ethnicity” is the % of teacher FTE by racial/ethnic categories.</p> <p>There are five categories for teachers, which include: White, (Non-Hispanic); Black, (Non-Hispanic); Hispanic; Asian or Pacific Islander; American Indian or Alaskan Native.</p> <p>“Teacher Gender” is the % of teacher (FTE) for male teachers and the % of teacher (FTE) for female teachers.</p>
<b>Teachers Included</b>	<p>These counts include teachers that meet the following criteria:</p> <p><b>POSITION CODE =</b></p> <ul style="list-style-type: none"> <li>• 205 – Regular Teaching Assignment</li> <li>• 206 – Special Education/Learning Center Teaching Assignment</li> <li>• 207 – Vocational Education Teaching Assignment</li> <li>• 211 – Educational Services Teacher , <b>OR</b></li> <li>• 212 – Supplemental Service Teaching Assignment</li> </ul> <p><b>POSITION FUND SOURCE =</b></p> <ul style="list-style-type: none"> <li>• Includes all valid state, federal, and local fund sources, except does NOT include “A – State Auxiliary Funds</li> </ul> <p><b>POSITION STATUS =</b></p> <ul style="list-style-type: none"> <li>• R - Returning from leave of absence</li> <li>• N - New to district</li> <li>• C - Active/continuing position (even if different position)</li> <li>• A - Contracted personnel - Agency</li> <li>• I - Contracted personnel – Individual</li> </ul> <p><b>TYPE OF APPOINTMENT =</b></p> <ul style="list-style-type: none"> <li>• 1 - Certificated</li> <li>• 3 - Internship</li> <li>• 4 - Six-hour lay teacher</li> <li>• 5 - Veteran per ORC 3319.283</li> </ul> <p><b>POSITION TYPE =</b></p> <ul style="list-style-type: none"> <li>• R = Regular</li> <li>• T = Temporary</li> </ul>
<b>Teachers Excluded</b>	<p>The following Staff are <b>EXCLUDED</b> from these counts:</p> <ul style="list-style-type: none"> <li>• Unclassified Staff [<i>TYPE OF APPOINTMENT = 2 – Classified</i>]</li> <li>• Teachers no longer in this position or on leave of absence [<i>POSITION STATUS =</i> <ul style="list-style-type: none"> <li>• P - Leave of absence</li> <li>• U - No longer employed by district in this position]</li> </ul> </li> <li>• <b>POSITION TYPE = S – Supplemental</b></li> <li>• Adult Education Teachers [<i>ASSIGNMENT AREA(S) =</i> <ul style="list-style-type: none"> <li>• 999020 – Adult/Continuing Education</li> </ul> </li> </ul>

**Teacher Ethnicity/Gender Counts and Percentages**

**Teacher Categories**

**White** - Teachers that meet the criteria above that also have *RACIAL/ETHNIC CATEGORY* = "W" - White, Non-Hispanic: Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

**African-American** - Teachers that meet the criteria above that also have with *RACIAL/ETHNIC CATEGORY* = "B" - Black, Non-Hispanic: Persons having origins in any of the black racial groups in Africa.

**Hispanic**- Teachers that meet the criteria above that also have with *RACIAL/ETHNIC CATEGORY* = "H" - Hispanic: Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

**Asian**- Teachers that meet the criteria above that also have with *RACIAL/ETHNIC CATEGORY* = "A" - Asian or Pacific Islander: Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

**American Indian**- Teachers that meet the criteria above that also have with *RACIAL/ETHNIC CATEGORY* = "I" - American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

**Female**- Teachers that meet the criteria above that also have with *GENDER* = "F"

**Male**- Teachers that meet the criteria above that also have with *GENDER* = "M"

## Common Student Attributes and Filters

Table 1 - Student Grade Level Filters	
<b>PK</b>	5 year old child in kindergarten receiving preschool services
<b>PS</b>	Preschool student
<b>PH</b>	Preschool student with a disability, served in a Preschool Special Education Program
<b>KH</b>	Kindergarten student with a disability, served in a school age Special Education program
<b>KG</b>	Kindergarten student
<b>1<sup>st</sup></b>	1 <sup>st</sup> grade student (reported as '01')
<b>2<sup>nd</sup></b>	2 <sup>nd</sup> grade student (reported as '02')
<b>3<sup>rd</sup></b>	3 <sup>rd</sup> grade student (reported as '03')
<b>4<sup>th</sup></b>	4 <sup>th</sup> grade student (reported as '04')
<b>5<sup>th</sup></b>	5 <sup>th</sup> grade student (reported as '05')
<b>6<sup>th</sup></b>	6 <sup>th</sup> grade student (reported as '06')
<b>7<sup>th</sup></b>	7 <sup>th</sup> grade student (reported as '07')
<b>8<sup>th</sup></b>	8 <sup>th</sup> grade student (reported as '08')
<b>9<sup>th</sup></b>	9 <sup>th</sup> grade student (reported as '09')
<b>10<sup>th</sup></b>	10 <sup>th</sup> grade student (reported as '10')
<b>11<sup>th</sup></b>	11 <sup>th</sup> grade student (reported as '11')
<b>12<sup>th</sup></b>	12 <sup>th</sup> grade student (reported as '12')
<b>13<sup>th</sup></b>	Enrolled, completed course requirements but did not pass proficiency (reported as '13')
<b>23<sup>rd</sup></b>	Student who has been identified as having a disability condition, who has completed educational requirements and elects to remain for further training, is under age 22, and has not graduated (reported as '23')

Table 2 – Proficiency/Achievement Test Grade Level Filters	
<b>3<sup>rd</sup> Grade Test</b>	Test grade level = '03' AND student grade level = '03' or 'UG'
<b>4<sup>th</sup> Grade Test</b>	Test grade level = '04' AND student grade level = '04' or 'UG'
<b>5<sup>th</sup> Grade Test</b>	Test grade level = '05' AND student grade level = '05' or 'UG'
<b>6<sup>th</sup> Grade Test</b>	Test grade level = '06' AND student grade level = '06' or 'UG'
<b>7<sup>th</sup> Grade Test</b>	Test grade level = '07' AND student grade level = '07' or 'UG'
<b>8<sup>th</sup> Grade Test</b>	Test grade level = '08' AND student grade level = '08' or 'UG'
<b>10<sup>th</sup> Grade Test - OGT</b>	Test grade level = '10' AND student grade level = '10' or 'UG'

Table 3 – Proficiency/Achievement/OGT Test Subject Filters <i>For scaled score information please see section 2.1.3.8 of EMIS guide</i>	
<b>Citizenship/Social Studies</b>	Test Subject Type = 'C'
<b>Mathematics</b>	Test Subject Type = 'M'
<b>Reading</b>	Test Subject Type = 'R'
<b>Science</b>	Test Subject Type = 'S'
<b>Writing</b>	Test Subject Type = 'W'

Table 4 – Required Test Type Filter	
<b>Standard Test</b>	Required Test Type = “STR”
<b>Alternate Assessment</b>	Required Test Type = “ALT”
<b>LEP student enrolled for the first time in US schools on or after the first day of the current school year</b>	Required Test Type = “NLP”
<b>All Other Required Test Types are not used for Accountability Calculations</b>	

Table 5 - Type of Accommodations Filters	
<b>Student took the test with No Accommodations</b>	Type of Accommodations = NO
<b>Student took the test with 504 Accommodations</b>	Type of Accommodations = Y1
<b>Student took the test with IEP Accommodations</b>	Type of Accommodations = Y2
<b>Student took the test with LEP Accommodations</b>	Type of Accommodations = Y3 (Only Valid during the Match administration)

Table 6 – Reason “Subject” Test Not Taken	
<b>Medical</b>	Reason “Subject” Test Not Taken = “A”
<b>Parent Refusal</b>	Reason “Subject” Test Not Taken = “B”
<b>Student Refusal</b>	Reason “Subject” Test Not Taken = “C”
<b>Suspension/Expulsion</b>	Reason “Subject” Test Not Taken = “D”
<b>Truancy</b>	Reason “Subject” Test Not Taken = “E”
<b>Other</b>	Reason “Subject” Test Not Taken = “F”

Table 7 - Ethnicity Subgroup Filters	
<b>Asian/Pacific Islander</b>	Ethnicity = ‘A’
<b>African American</b>	Ethnicity = ‘B’
<b>American Indian/Alaskan</b>	Ethnicity = ‘I’
<b>Hispanic</b>	Ethnicity = ‘H’
<b>White</b>	Ethnicity = ‘W’
<b>Multi-Racial</b>	Ethnicity = ‘M’

Table 8 - Gender Subgroup Filters	
<b>Male</b>	Gender = ‘M’
<b>Female</b>	Gender = ‘F’



<b>Table 9 - Other Subgroup Filters</b>	
<b>Economically Disadvantaged</b>	Disadvantagement = '1' or '3'
<b>IEP</b>	Disability Condition <> '**'
<b>LEP</b>	Limited English Proficiency = 'Y', '1', '2' or 'L'

<b>Table 10 - Graduate Subgroup Filters</b>	
<b>Regular Graduate</b>	Diploma Type = '1'
<b>Honors Graduate</b>	Diploma Type = '2'

<b>Table 11 – Scaled Score</b>	
Actual Scaled Score	<b>0 – 999</b>
Invalidated Test	<b>INV</b>
The student did not take the test	<b>***</b>

<b>Table 12 – Raw Score</b>	
Actual Raw Score	<b>0 – 99.9</b>
Invalidated Test	<b>INV</b>
Non Scorable Assessment	<b>NSA</b>
The student did not take the test	<b>***</b>