2011-2012 State Report Card



25 South Front Street, Columbus, Ohio 43215-4183



Ohio Department of Education

Ohio's schools are moving into a new era of accountability with momentum from steady academic gains as indicated on the 2011-2012 State Report Card.

Our schools registered improvements in 14 of 26 indicators and met the state's performance goal on 21 out of the 26 indicators. There were especially strong gains in eighth-grade math and science. The number of districts and schools exceeding expected growth in Value-Added also grew significantly. The Performance Index, the statewide measure of all students' test scores, increased again to 95.8.

Yet we know Ohio's schools have much room to grow. The performance of our state's economically disadvantaged students and minorities remains unacceptably low. Too many students drop out of high school and too many who enroll in college need to take remedial courses. We can and must do better.

The data released this year include a number of new ranking reports as stipulated in state law and Ohio's May 2012 waiver from the U.S. Department of Education from certain elements of the No Child Left Behind Act. Among these elements are 90 schools that have performed well while serving a significant number of economically disadvantaged students.

These success stories illustrate a simple but profound truth: children from any background and schools in any community can be successful. The essential ingredients are dedicated students, caring teachers, committed parents and leaders who insist upon high standards.

Ohio's accountability system will be changing in 2013. This fall, we will begin a transition to a new era of performance reporting that will include an easy to understand A-F grading system. The new report cards will take a broader look at the key indicators of school effectiveness and will be based upon standards that ensure all students graduate ready for college and careers.

Please note that some 2011 and 2012 report cards may be revised later due to a recent data reporting inquiry by the Auditor of State. While the vast majority of districts were found to be in compliance, report cards for nine school districts and their buildings have been watermarked.

This is a time of unprecedented change for Ohio's public education system. We have made great progress but there is more to do to make sure that all of our children will enjoy the bright futures we want for them. Ohio's minimal competency system must continue to reform for Ohio's students to be competitive with their peers.

Michael L. Sawyers
Acting Superintendent of Public Instruction

School and District Performance

			Distr	icts		
Designation	2011- 2012	2010- 2011	2009- 2010	2008- 2009	2007- 2008	2006- 2007
Excellent with Distinction	138	86	81	116	74	_
Excellent	249	266	215	154	152	139
Effective	173	214	240	251	292	347
Continuous Improvement	37	37	64	79	83	113
Academic Watch	11	6	9	9	9	11
Academic Emergency	2	0	1	1	0	0

			Scho	ols		
Designation	2011- 2012	2010- 2011	2009- 2010	2008- 2009	2007- 2008	2006- 2007
Excellent with Distinction	468	316	305	215	158	_
Excellent	1,350	1,453	1,278	1,258	1,116	1,143
Effective	746	841	912	998	1,164	1,255
Continuous Improvement	431	439	525	562	589	693
Academic Watch	203	204	222	220	230	230
Academic Emergency	175	160	217	223	234	182

The State and Local Report Cards illustrate the performance of districts and schools using measures. This is the basis for assigning state designations to schools and districts.

The six designations are Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency.

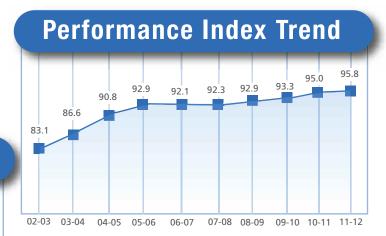
State Indicators: Districts and schools earn credit for performance indicators by meeting goals for the percentage of students meeting or exceeding proficient.

State Indicators

	Percentage of S above the Pro	
Measure	State	Did Ohio meet
	2011-2012	the Standard?
3rd Grade Achievement	The state requireme	ent is 75 percent
1. Reading	79.0 %	YES
2. Mathematics	79.8 %	YES
4th Grade Achievement	The state requireme	nt is 75 percent
3. Reading	83.3 %	YES
4. Mathematics	78.4 %	YES
5th Grade Achievement	The state requireme	nt is 75 percent
5. Reading	76.8 %	YES
6. Mathematics	67.5 %	NO
7. Science	72.5 %	NO
6th Grade Achievement	The state requireme	nt is 75 percent
8. Reading	86.7 %	YES
9. Mathematics	79.9 %	YES
7th Grade Achievement	The state requireme	ent is 75 percent
10. Reading	79.5 %	YES
11. Mathematics	73.6 %	NO
8th Grade Achievement	The state requireme	nt is 75 percent
12. Reading	83.0 %	YES
13. Mathematics	79.6 %	YES
14. Science	71.5 %	NO
Ohio Graduation Tests (10th Grade)	The state requirement	nt is 75 percent
15. Reading	86.0 %	YES
16. Mathematics	82.6 %	YES
17. Writing	87.1 %	YES
18. Science	81.6 %	YES
19. Social Studies	76.7 %	YES
Ohio Graduation Tests (11th Grade)	The state requireme	nt is 85 percent
20. Reading	92.6 %	YES
21. Mathematics	89.9 %	YES
22. Writing	93.0 %	YES
23. Science	87.8 %	YES
24. Social Studies	85.6 %	YES
Attendance Rate	The state requireme	,
25. All Grades	94.5 %	YES
2009-10 Graduation Rate 26. State	The state requireme	
/n STOTO	79.7 %	NO

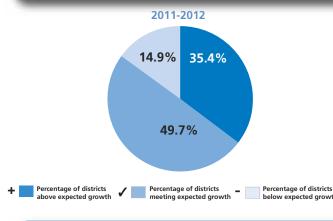
¹Cumulative results for students who took the tests as 10th or 11th graders.

Performance Index: This is a weighted score that rewards the achievement of every student, not just those who score proficient or higher. Districts, buildings and community schools earn points based on how well each student does on all tested subjects.

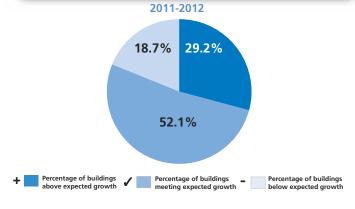


Value Added: This measure reflects how much progress was made since the prior year. Value-Added results are calculated for districts and schools with grades 4-8 in reading and mathematics.

District Value-Added Data



Building Value-Added Data



For more detailed information about Ohio's report card calculations, download the *Guide to Understanding Ohio's Accountability System* at http://reportcard.ohio.gov.

Adequate Yearly Progress (AYP): AYP is a federally required measure. AYP goals are established for reading and mathematics proficiency and test participation, attendance rate and graduation rate. Every school and district must meet these goals for all students, as well as for individual demographic groups of students.

Adequate Yearly Progress (AYP) 2011-2012

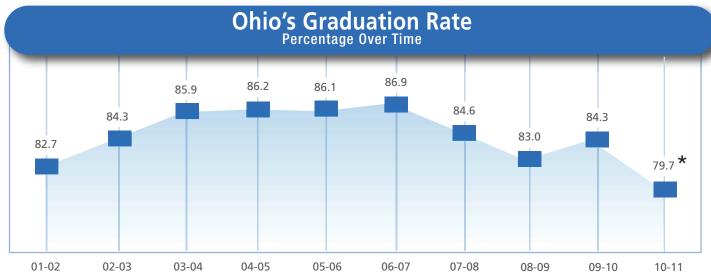
Dist	ricts	Sch	ools
Met	Not Met	Met	Not Met
245	366	2,056	1,530
40.1%	59.9%	57.3%	42.7%

These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP.

Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.

Attendance and Graduation Rates

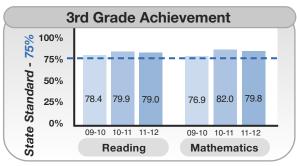
	2011-2012 Attendance Rate	2010-2011 4-year Graduation Rate	2009-2010 5-year Graduation Rate
All Students	94.5%	79.7%	80.6%
Economically Disadvantaged	93.0	65.2	67.2
Asian or Pacific Islander	96.8	87.8	88.0
Black, non-Hispanic	92.7	58.8	60.1
American Indian or Alaskan Native	93.1	70.7	66.3
Hispanic	93.9	65.8	63.5
Multiracial	94.0	70.8	71.5
White, non-Hispanic	94.9	85.3	86.0
IEP	93.0	66.9	70.7
Limited English Proficient	95.5	63.1	64.0
Migrant	92.9	60.4	42.6
Female	94.5	82.0	82.6
Male	94.5	77.6	78.6

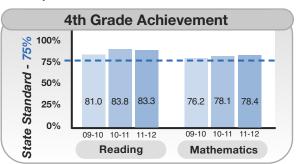


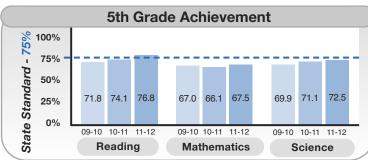
^{*}In 2010-2011, Ohio began using the 4-year adjusted cohort graduation rate.

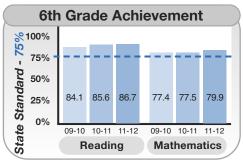
Ohio's Assessments Results Over Time

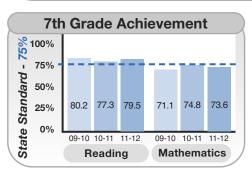
All students in Ohio enrolled for a full academic year are included in the results.

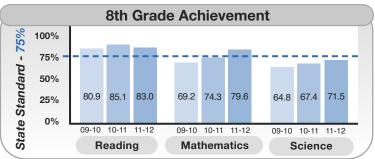








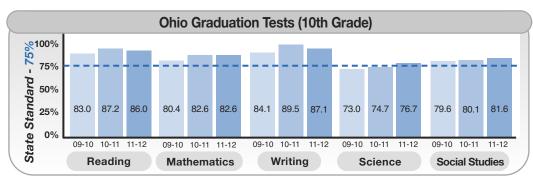


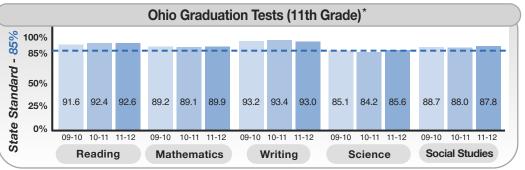


The State Indicators are based on state assessments, as well as on attendance and graduation rates.

To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment.

For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.





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

State and Federally Required Information

Objeta Davasatasia	of Students at Each	Daufaumannaalaural
Unio s Percentage	or Singenis at Each	Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi- Racial	White, non-Hispanic	Non- Disabled Students	Students with Disabilities	Migrant	Non- Econ. Disadvtgd	Econ. Disadvtgd	Limited English Proficient	Female	Male
Percen	tage of	Student	s Scorii	ng Limit	ed									
Reading Writing Mathematics Science Social Studies	16.7 5.8 21.8 14.5 20.3	7.1 3.1 11.5 4.2 11.2	4.7 3.0 3.8 3.0 4.8	11.4 4.8 13.6 8.5 13.5	7.5 2.8 10.0 5.0 9.5	4.6 1.9 5.6 2.8 6.1	4.2 0.7 5.2 2.7 4.6	21.9 13.5 27.6 16.9 31.0	17.9 10.5 18.2 13.4 17.9	2.6 1.2 3.4 1.7 3.9	11.6 4.8 14.3 8.7 15.3	14.3 8.0 14.8 10.4 16.9	5.3 1.3 8.0 4.6 8.3	8.3 4.0 9.1 5.2 8.8
Percen	tage of	Student	s Scorii	ng Basid										
Reading Writing Mathematics Science Social Studies	20.9 20.0 26.1 42.3 18.2	13.6 17.8 15.6 26.1 13.4	6.2 7.5 6.5 12.3 5.3	16.1 14.7 20.0 32.4 14.8	12.6 11.7 17.0 26.6 11.4	8.9 8.1 11.3 16.7 8.0	8.2 5.8 11.3 17.7 7.6	27.4 35.3 29.6 42.9 22.4	20.7 17.5 22.8 33.8 17.9	6.0 5.6 8.0 12.1 6.0	16.9 17.0 20.8 32.9 15.4	18.1 24.9 19.8 36.6 17.1	9.6 7.1 14.0 22.5 10.6	12.6 13.3 14.2 20.5 9.2
Percen	tage of	Student	s Scorii	ng Profi	cient									
Reading Writing Mathematics Science Social Studies	40.6 55.3 32.9 26.6 34.0	41.1 52.0 35.1 30.1 35.7	26.1 30.7 19.8 20.4 19.3	41.0 53.1 35.2 29.8 33.4	40.1 50.1 34.6 30.3 32.3	36.0 45.0 31.1 28.2 27.2	37.5 48.1 32.7 29.1 28.9	33.3 39.6 24.7 21.3 26.2	35.1 45.6 35.3 33.1 33.9	32.3 41.1 28.1 26.1 24.3	42.0 55.0 35.4 30.1 34.5	41.1 53.3 33.4 29.0 36.5	36.1 44.0 32.6 29.4 30.8	37.6 49.6 30.5 26.5 26.2
Percen	tage of	Student	s Scorii	ng Acce	lerated									
Reading Writing Mathematics Science Social Studies	15.4 18.1 11.5 11.7 14.6	24.6 25.3 19.2 23.0 18.3	28.9 54.0 20.2 26.1 20.8	21.3 26.5 16.8 18.7 17.3	24.9 34.2 18.5 22.9 20.3	30.0 43.4 22.8 27.6 22.2	30.3 44.5 22.7 27.1 22.8	9.6 7.3 8.4 10.9 9.2	19.0 24.6 11.1 14.6 8.9	33.4 50.4 24.4 29.7 23.2	20.2 22.2 16.2 18.5 17.2	18.2 13.1 15.8 16.0 16.2	28.5 46.1 20.8 24.4 21.2	25.9 31.8 20.3 24.9 20.3
	tage of	Student	s Scorii	ng Adva	nced									
Reading Writing Mathematics Science Social Studies	6.4 0.9 7.8 4.9 12.9	13.7 1.8 18.7 16.5 21.4	34.1 4.8 49.7 38.3 49.8	10.2 0.9 14.4 10.7 21.0	15.0 1.2 19.9 15.2 26.5	20.6 1.5 29.2 24.7 36.6	19.8 0.9 28.0 23.4 36.1	7.8 4.3 9.8 7.9 11.1	7.3 1.8 12.5 5.1 21.4	25.8 1.7 36.0 30.3 42.6	9.3 1.0 13.3 9.7 17.5	8.4 0.6 16.2 8.0 13.2	20.4 1.5 24.6 19.1 29.1	15.7 1.3 25.9 22.9 35.5
Percen	tage of	Student	ts Not To	ested										
	0.9	0.5	0.4	0.6	0.5	0.3	0.3	1.0	0.3	0.3	0.6	0.4	0.4	0.5

Ohio's Students 2011-2012

Average Daily Student Enrollment	Black, non- Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non- Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrants
1,717,323	15.9%	0.1%	1.8%	3.7%	4.2%	74.2%	46.4%	2.2%	14.9%	< 0.1%

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

Federally Required School Teacher Information

Percentage of classes taught in:	*High-Poverty Schools	*Low-Poverty Schools
Percentage of teachers with at least a Bachelor's Degree	99.6%	99.8%
Percentage of teachers with at least a Master's Degree	60.3%	72.7%
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	2.5%	0.3%
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	95.9%	99.1%
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0.8%	0.0%

*High-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

National Assessment of Educational Progress (NAEP) 2011 Ohio Results

2011 NAEP Mathematics Pass Rate

(4th C	Grade		8th Grade					
All Students	Below Basic 14	Basic 41	Proficient 38	Advanced 7	Below Basic 21	Basic 40	Proficient 31	Advanced 8		
Male	14	39	38	9	21	39	31	9		
Female	13	43	39	5	22	41	29	8		
White	9	38	45	8	14	40	36	10		
Black	32	48	18	2	50	38	11	1		
Latino/Hispanic	24	49	23	4	39	35	22	4		
Asian	8	34	47	11	NA	NA	NA	NA		
Native American	NA	NA	NA	NA	NA	NA	NA	NA		
Economically Disadvantaged	23	47	27	3	35	43	20	2		
Students with Disabilities	41	39	19	1	55	34	10	1		
Limited English Proficient	28	46	25	1	71	25	4	0		

2011 NAEP Reading Pass Rate

		4th C	Grade		8th Grade					
All Students	Below Basic 29	Basic 38	Proficient 27	Advanced 7	Below Basic 21	Basic 43	Proficient 33	Advanced 4		
Male	31	37	26	6	26	42	29	3		
Female	26	39	27	8	15	43	38	4		
White	22	39	31	8	15	42	39	4		
Black	54	33	12	1	44	42	13	1		
Latino/Hispanic	41	40	18	1	35	48	17	0		
Asian	NA	NA	NA	NA	NA	NA	NA	NA		
Native American	NA	NA	NA	NA	NA	NA	NA	NA		
Economically Disadvantag	ed 43	38	17	2	33	46	20	1		
Students with Disabilities	70	22	7	1	55	34	11	0		
Limited English Proficient	47	39	14	0	73	22	5	0		

NA = Data not available

The National Assessment of Educational Progress (NAEP), often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results.

The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.