2013 - 2014 Report Card for

# Grandview Heights City School District

DISTRICT GRADE

Coming in 2016

## Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in 2016

Performance Index
91.1% ..... A

Indicators Met
100.0% ..... A

## Progress

This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE

Coming in 2016

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

## Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

COMPONENT GRADE

Coming in 2016

Annual Measurable Objectives
84.9% ..... B

## Graduation Rate

This grade answers the question – How many ninth graders graduate in four years or five years?

COMPONENT GRADE

Coming in 2016

Graduation Rates
98.8% of students graduated in 4 years..... A
96.8% of students graduated in 5 years..... A

## K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

Coming in 2016

K-3 Literacy
46.7% - Provisional Data

A number of districts have identified reporting errors with their submitted data which will affect the grades for all districts. This grade will be released as soon as it is determined to be accurate.

## Prepared for Success

This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in 2016

# Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in 2016

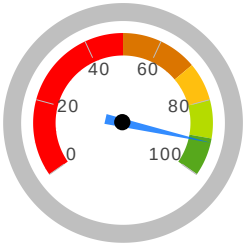
GRADE

A

## Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving performance.

Performance Index

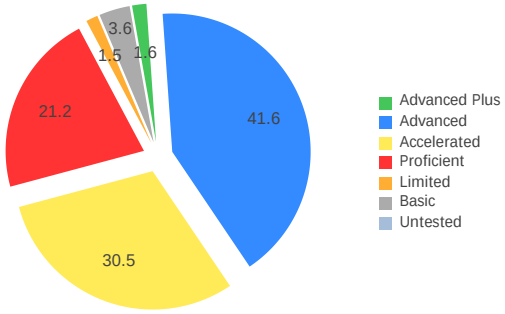



| Achievement Level | Pct of Students | | Points for this Level | | Points Received |
|---|---|---|---|---|---|
| Advanced Plus | 1.6 | x | 1.3 | = | 2.1 |
| Advanced | 41.6 | x | 1.2 | = | 49.9 |
| Accelerated | 30.5 | x | 1.1 | = | 33.5 |
| Proficient | 21.2 | x | 1.0 | = | 21.2 |
| Basic | 3.6 | x | 0.6 | = | 2.2 |
| Limited | 1.5 | x | 0.3 | = | 0.4 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | | 109.4 |

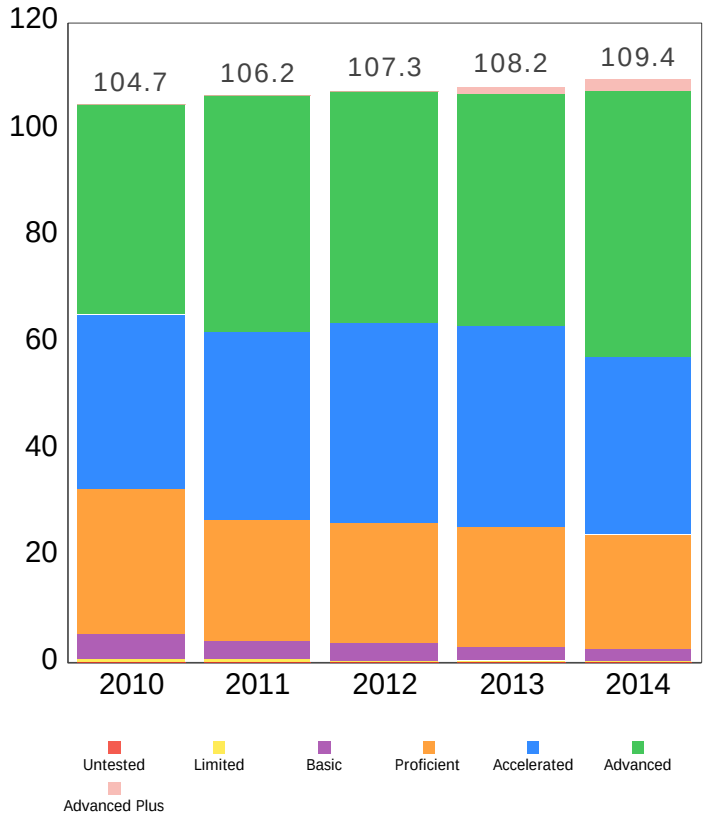
91.1%

109.4 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%




Performance Index Trend



GRADE

A

## Indicators Met

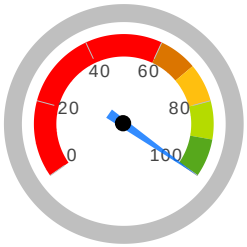
Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %

100.0%

24 out of 24

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%




Grades 3-5

| | | | |
|---|---|---|---|
| ***3rd Grade*** | Mathematics | 93.8% | ✔ |
| | Reading | 97.5% | ✔ |
| ***4th Grade*** | Mathematics | 92.0% | ✔ |
| | Reading | 97.3% | ✔ |
| ***5th Grade*** | Mathematics | 91.7% | ✔ |
| | Reading | 92.9% | ✔ |
| | Science | 91.8% | ✔ |

Grades 6-8

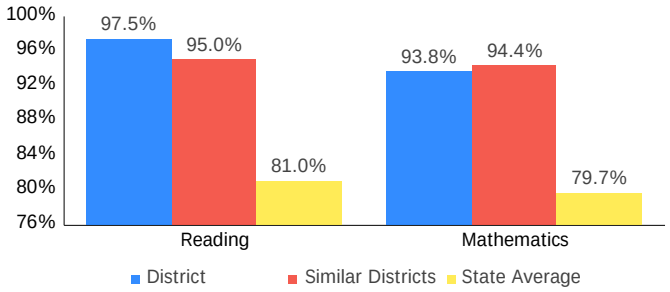
| | | | |
|---|---|---|---|
| ***6th Grade*** | Mathematics | 93.6% | ✔ |
| | Reading | 96.8% | ✔ |
| ***7th Grade*** | Mathematics | 91.9% | ✔ |
| | Reading | 97.4% | ✔ |
| ***8th Grade*** | Mathematics | 94.5% | ✔ |
| | Reading | 97.7% | ✔ |
| | Science | 94.2% | ✔ |

Ohio Graduation Test

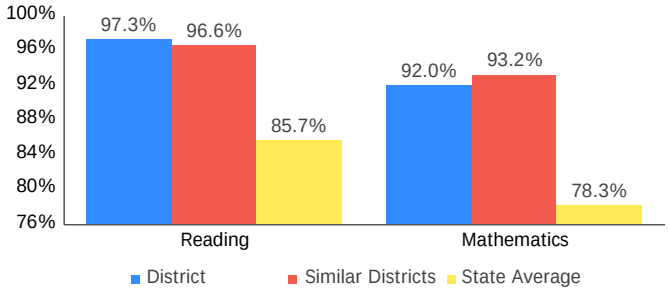
| | | | |
|---|---|---|---|
| ***OGT, 10th Graders*** | Mathematics | 93.1% | ✔ |
| | Reading | 97.2% | ✔ |
| | Science | 93.1% | ✔ |
| | Social Studies | 98.6% | ✔ |
| | Writing | 98.6% | ✔ |
| ***OGT, 11th Graders*** | Mathematics | 100.0% | ✔ |
| | Reading | 98.8% | ✔ |
| | Science | 98.8% | ✔ |
| | Social Studies | 98.8% | ✔ |
| | Writing | 98.8% | ✔ |

## Achievement Levels by Grade

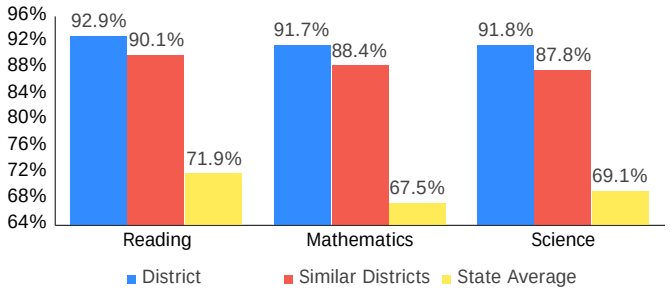
### 3rd Grade




### 4th Grade

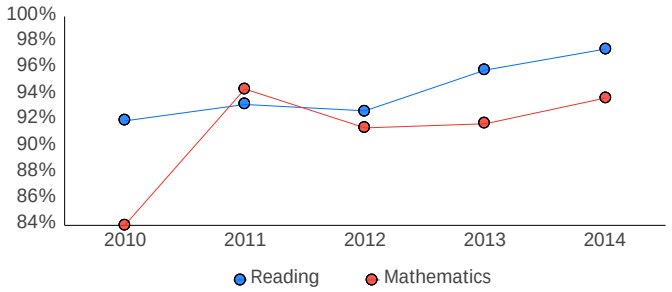



### 5th Grade

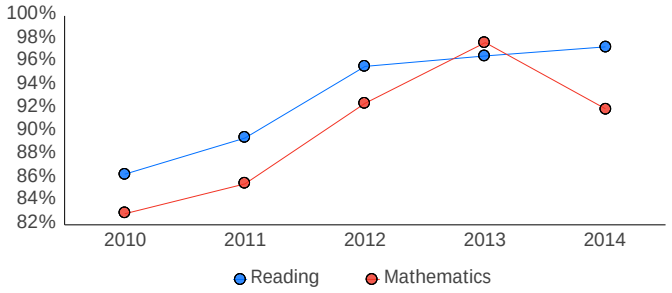



## Proficient Percent Trend by Grade

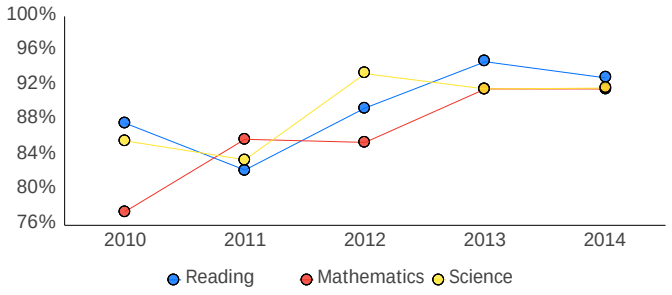
### 3rd Grade



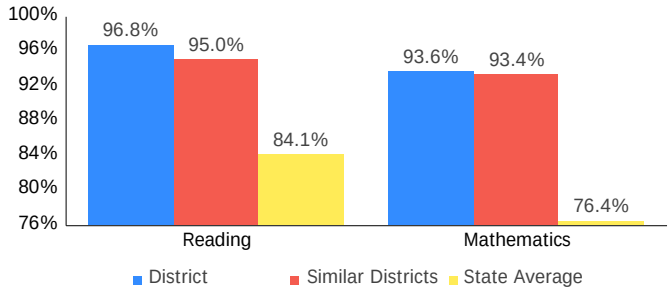

### 4th Grade



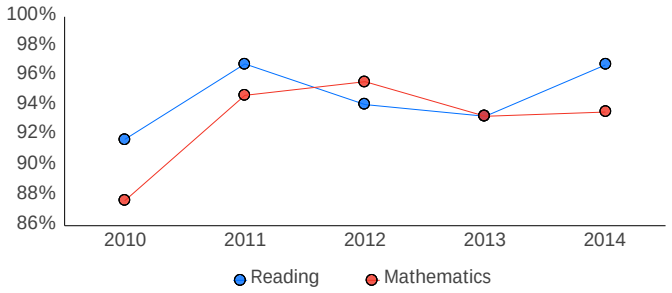

### 5th Grade



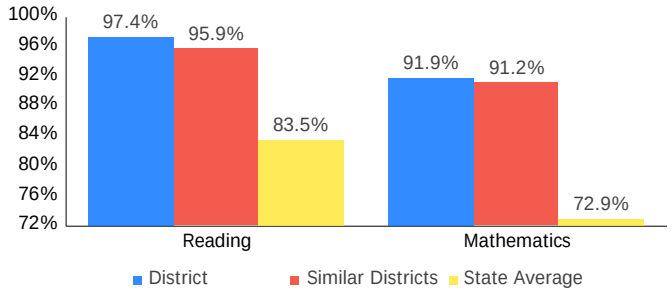
6th Grade



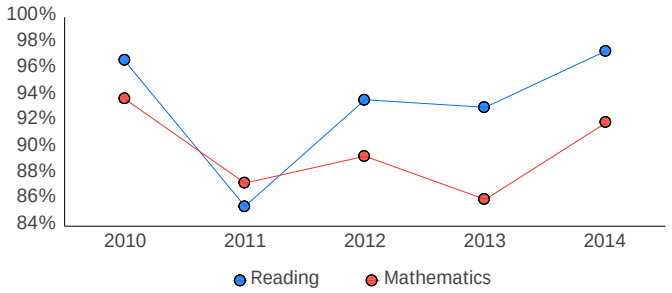

6th Grade



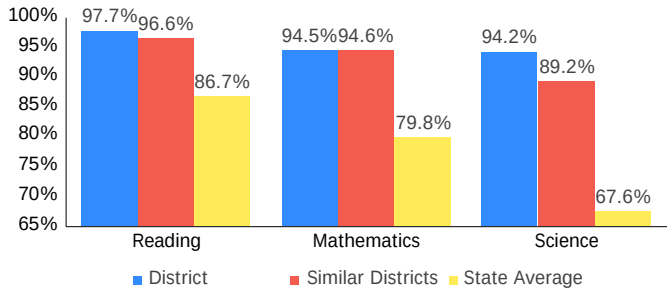

7th Grade



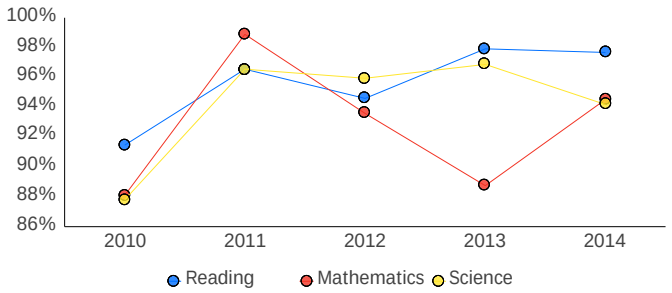

7th Grade



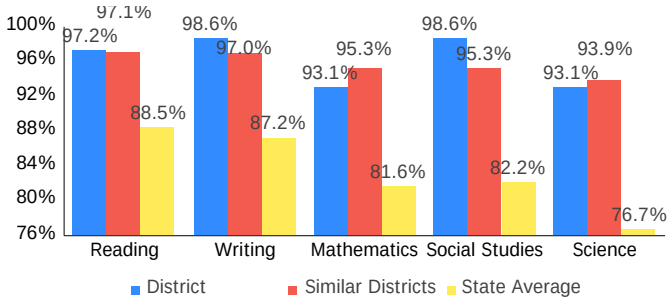

8th Grade



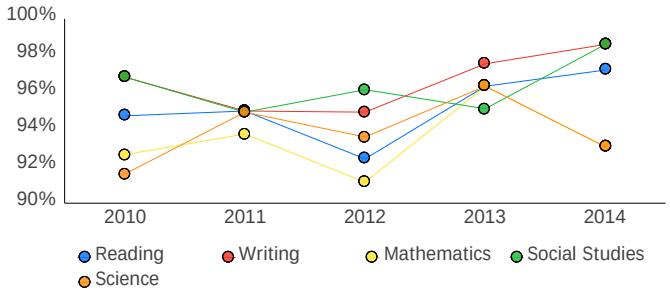

8th Grade



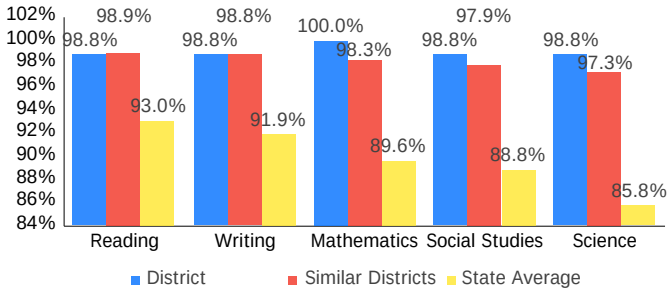
10th Grade OGT



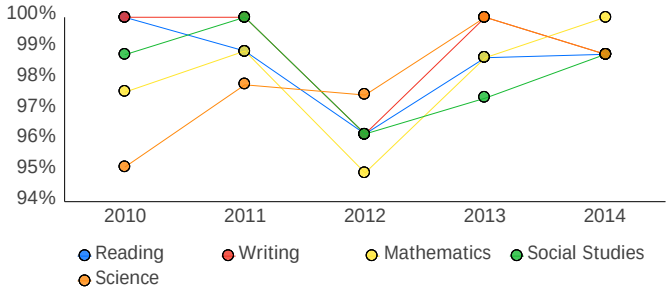

10th Grade OGT




11th Grade Cumulative OGT




11th Grade Cumulative OGT



# Gifted Students

The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

Coming in 2016

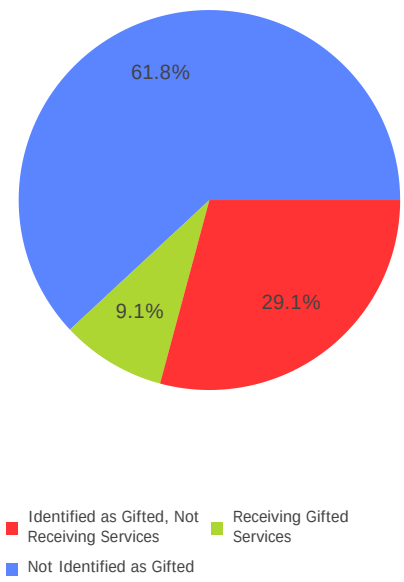
## Gifted Summary

**Students Identified as Gifted**

38.2% of enrollment

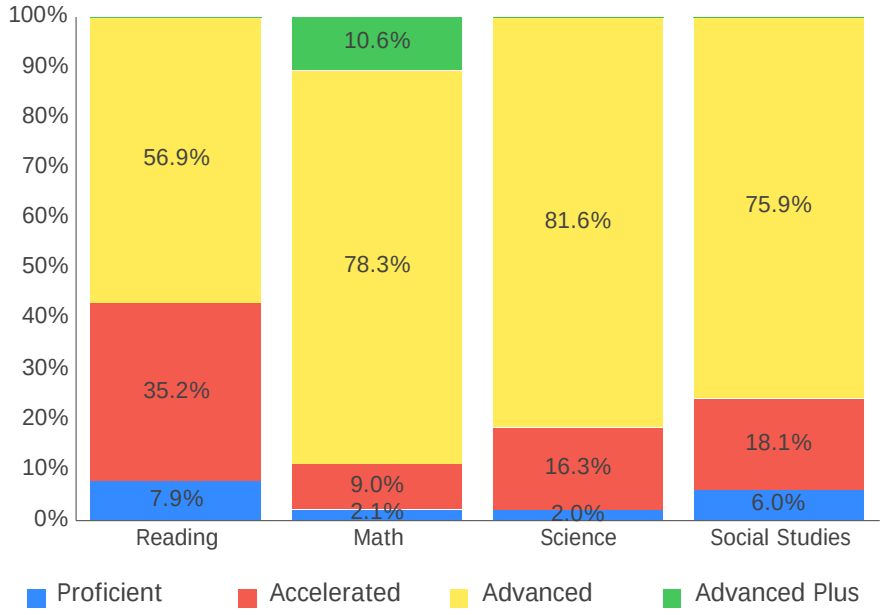
**Students Receiving Gifted Services**

9.1% of enrollment




## Achievement

This chart illustrates the test achievement levels by students identified as gifted in that test's subject. For example, how well do students identified as gifted in Reading do on the state Reading tests?




## Value-Added

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

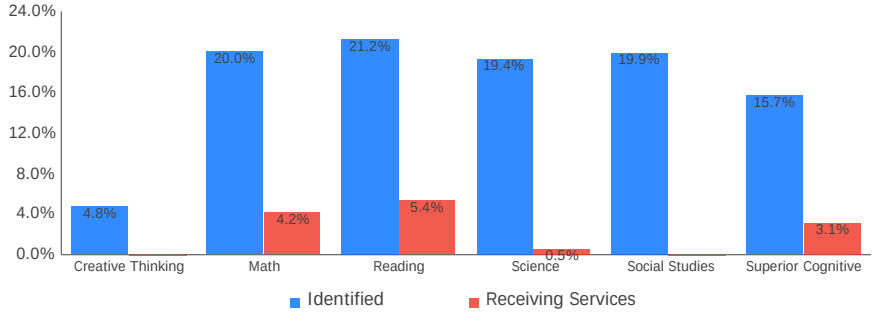
GRADE

B

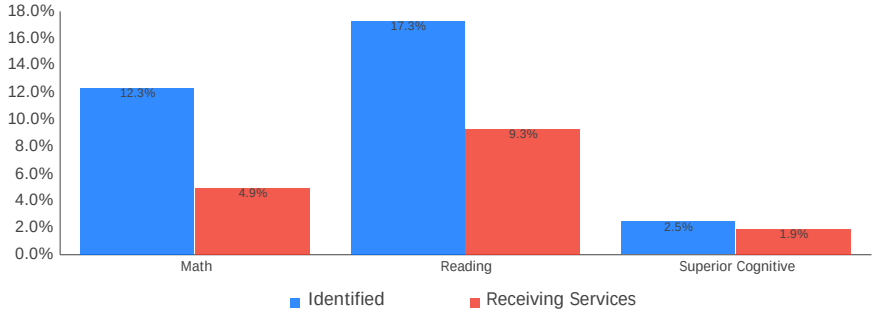
## Enrollment by Gifted Category

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.

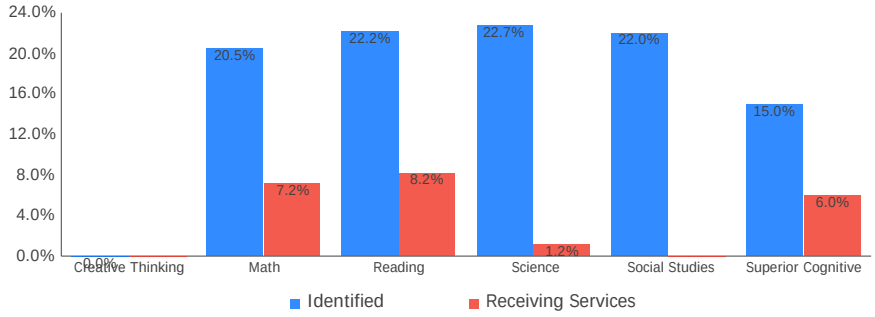
### All Grades



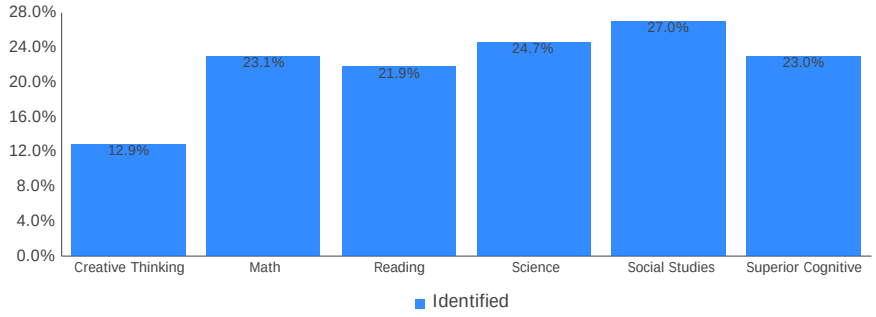

### Grades K-3




### Grades 4-8



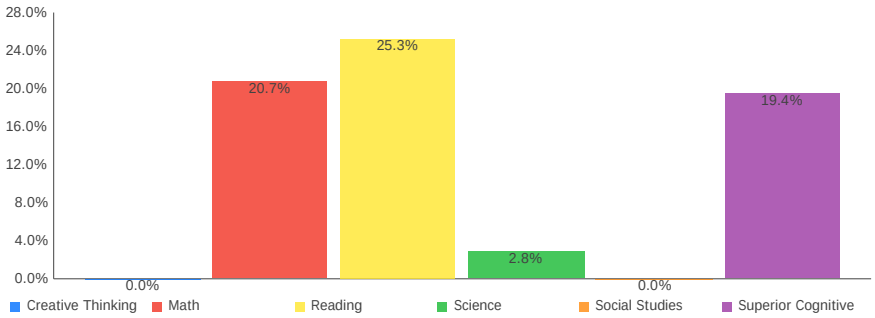

### Grades 9-12



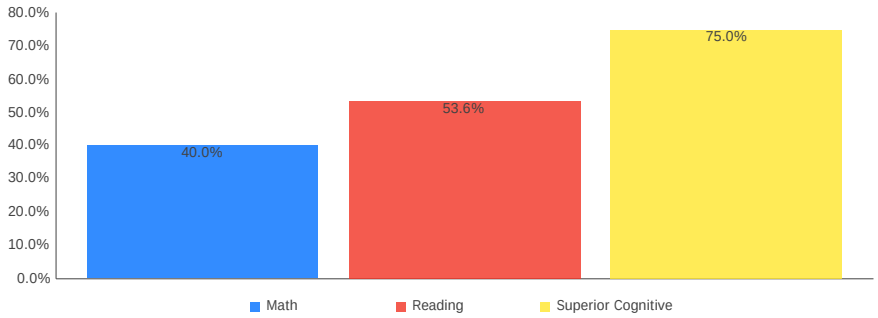
## Identified and Receiving Services

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

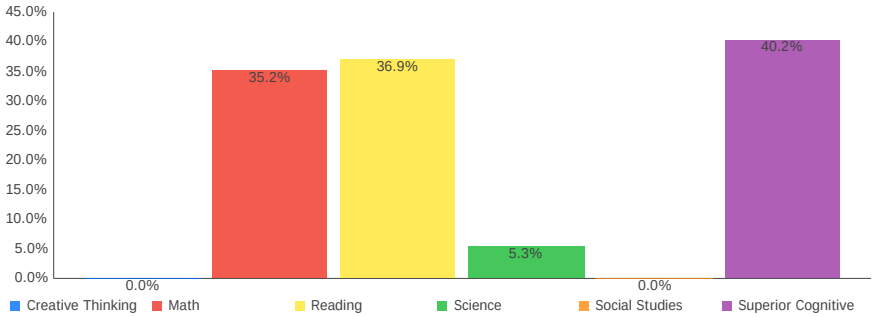
### All Grades




### Grades K-3



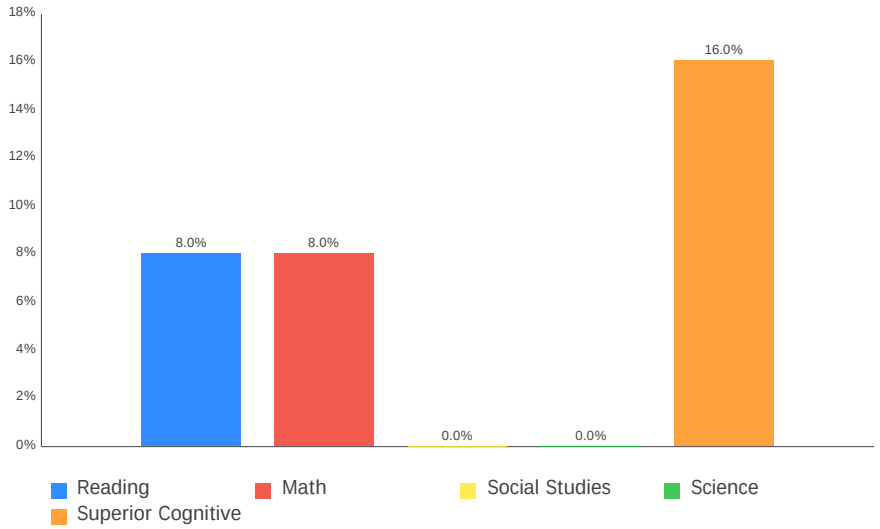

### Grades 4-8




### Grades 9-12

## Screening

This chart shows the percentage of students screened for gifted abilities this school year.




## Acceleration

Number of Subject Accelerated Students:

13

Number of Whole-Grade Accelerated Students:

0

# Progress

This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE

Coming in 2016

GRADE

A

## Overall

This measures the progress for all students in math and reading, grades 4-8.

GRADE

B

## Gifted Students

This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE

NR

## Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

GRADE

C

## Students with Disabilities

This measures the progress for students with disabilities.

GRADE

Coming in 2015

## High School

A High School measure of progress will be reported in the 2014-15 school year.

## Progress Details

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

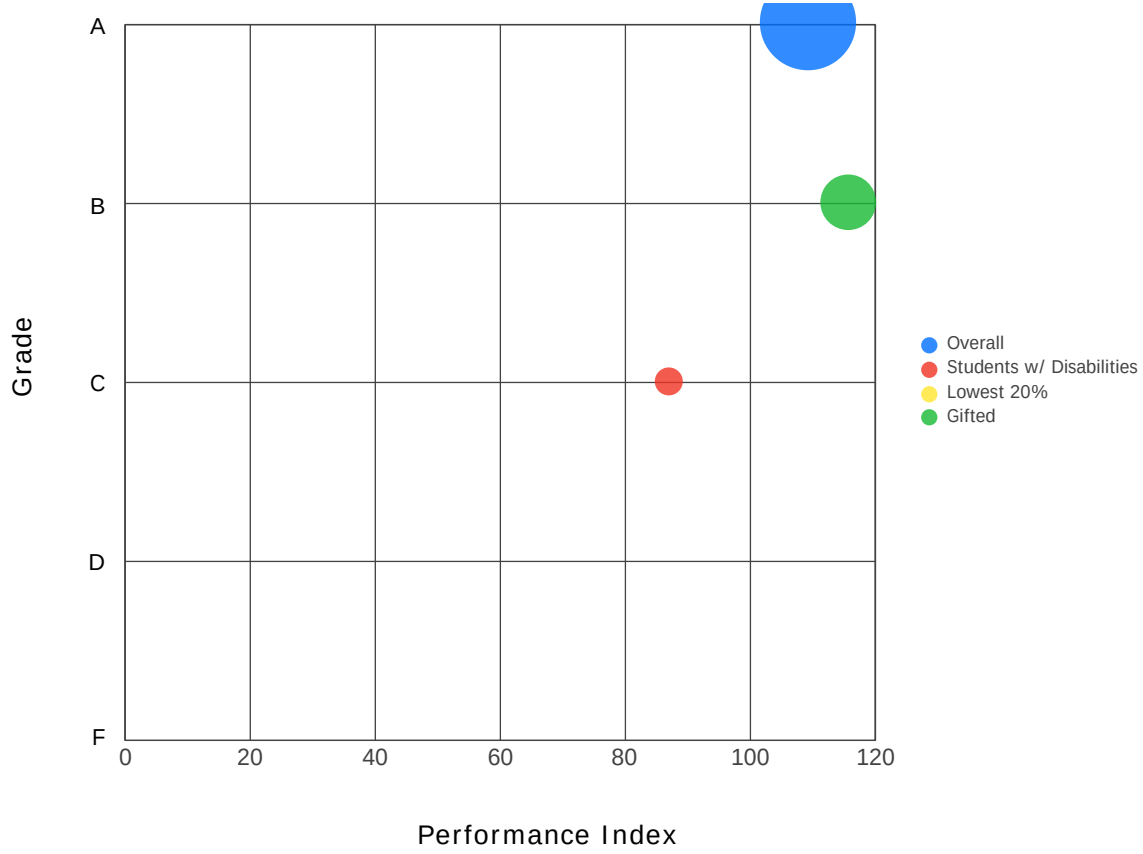
| Test Grade | Progress Score | | |
|---|---|---|---|
| | Reading | Mathematics | All Tests |
| All Grades | 3.94 | 7.07 | 6.99 |
| 4th Grade | -2.12 | 0.20 | -1.32 |
| 5th Grade | 5.38 | 5.09 | 6.78 |
| 6th Grade | -1.27 | 2.60 | 0.71 |
| 7th Grade | 2.56 | -2.66 | 0.06 |
| 8th Grade | 2.01 | 6.93 | 5.83 |

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.00 and up
B = 1.00 to 1.99
C = -1.00 to 0.99
D = -2.00 to -1.01
F = below -2.00

## Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



# Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

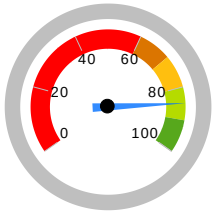
COMPONENT GRADE

Coming in 2016

GRADE

B

AMO Points



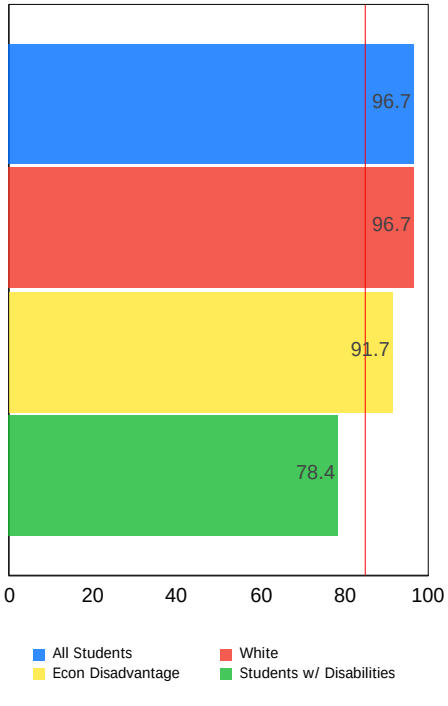

84.9%

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 60.0 - 69.9%
F = 0.0 - 59.9%

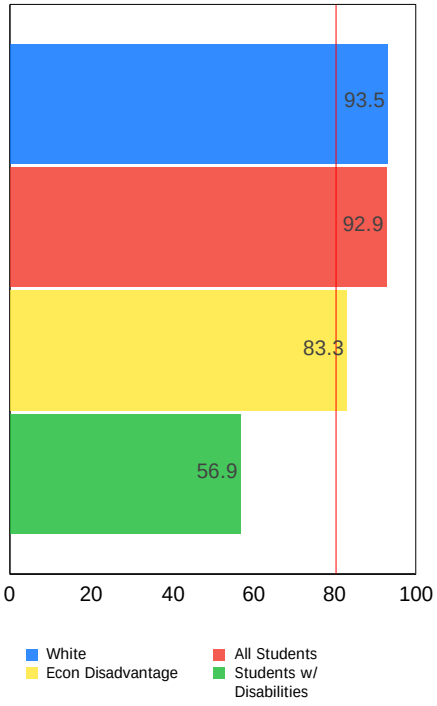
## Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

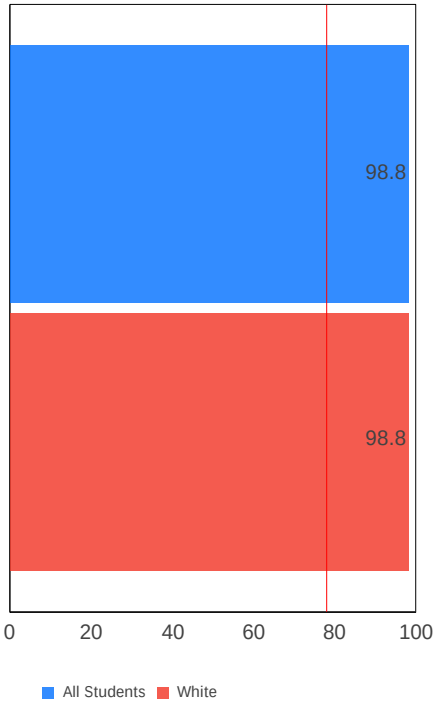
Reading




Math




Graduation Rate




The red line on each graph identifies the Annual Measurable Objective. The 2014 AMO for Reading is 84.9%, for Math is 80.5%, and for Graduation Rate is 78.2%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

# Graduation Rate

This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in 2016

## 4-Year Graduation Rate

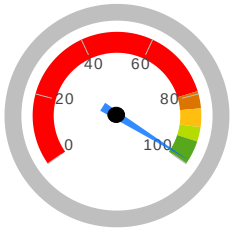
The 4-year graduation rate applies to the Class of 2013 who graduated within four years, i.e. students who entered the 9th grade in 2010 and graduated by 2013.

GRADE

A

98.8%

A = 93.0 - 100.0%
B = 89.0 - 92.9%
C = 84.0 - 88.9%
D = 79.0 - 83.9%
F = 0.0 - 78.9%




## 5-Year Graduation Rate

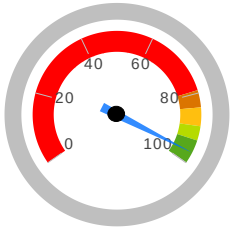
The 5-year graduation rate applies to the Class of 2012 who graduated within five years, i.e. students who entered the 9th grade in 2009 and graduated by 2013.

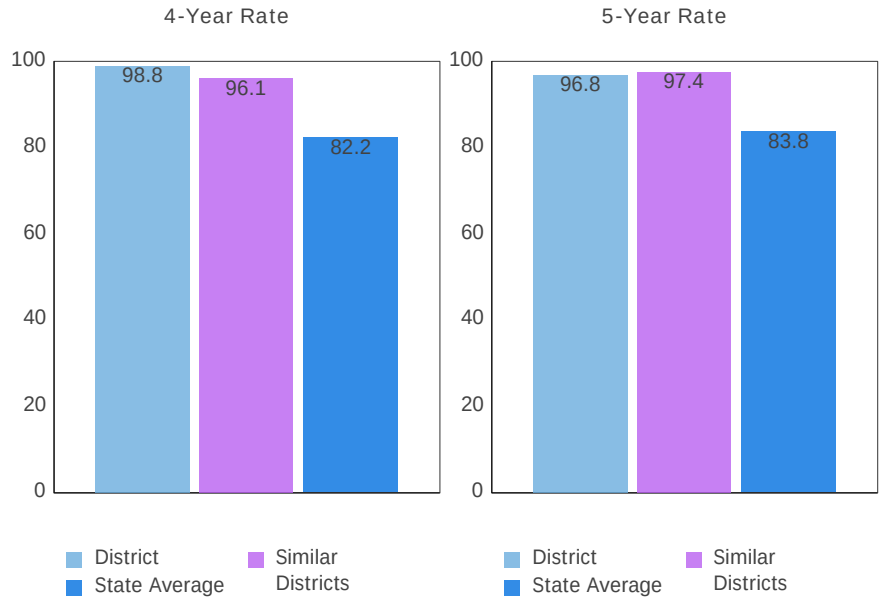
GRADE

A

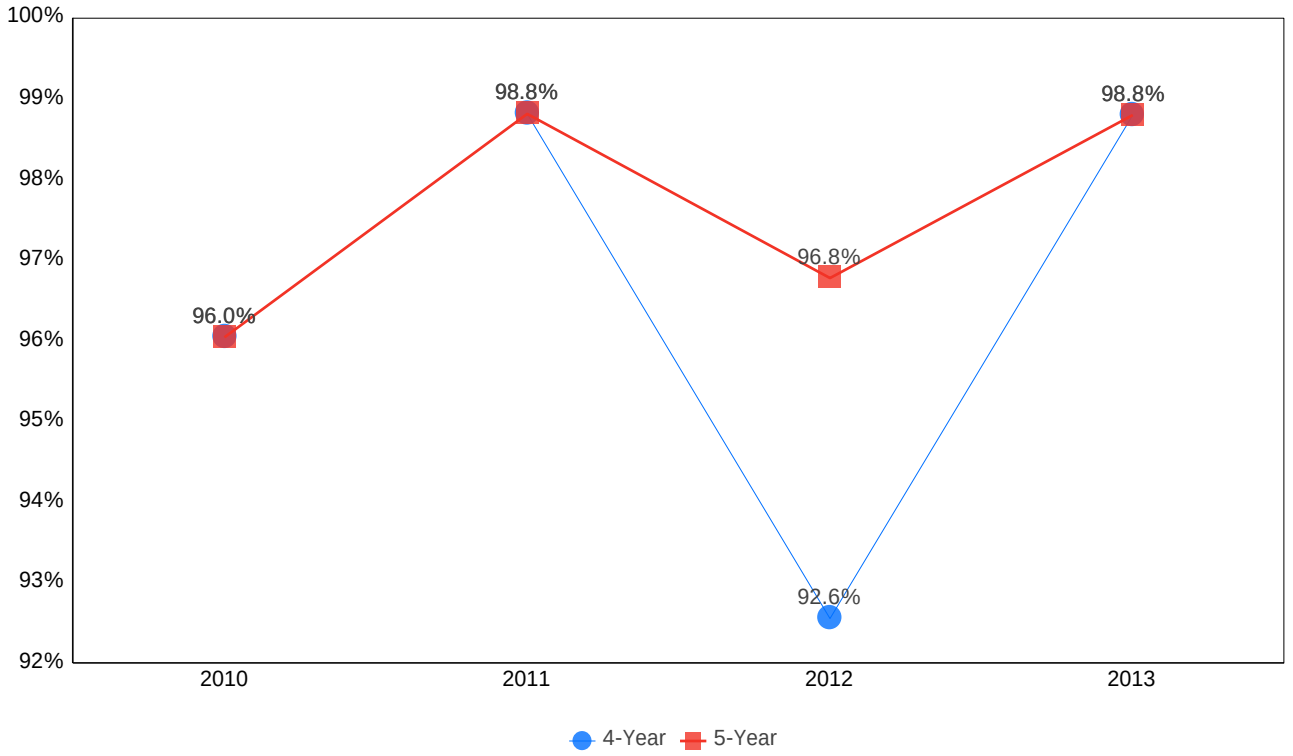
96.8%

A = 95.0 - 100.0%
B = 90.0 - 94.9%
C = 85.0 - 89.9%
D = 80.0 - 84.9%
F = 0.0 - 79.9%



## Graduation Rate Trend




Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

# K-3 Literacy

This grade answers the question - Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

Coming in 2016

GRADE

Coming Soon

K-3 Literacy

46.7%

7 out of 15

The K-3 Literacy measure is a new way to assess reading progress in kindergarten through third grade students. This measure is an important component of Ohio's commitment to early literacy. This is not to be confused with the Third Grade Reading Guarantee, which measures whether third grade students are able to read at a third grade level and will be reported later. A number of districts have identified reporting errors with their submitted data which will affect the grades for all districts. This grade will be released as soon as it is determined to be accurate.

## In Your District...

< 10 kindergarten students were not on-track last year.

NC of those students improved to on-track in 1st grade.

< 10 first grade students were not on-track last year.

NC of those students improved to on-track in 2nd grade.

< 10 second grade students were not on-track last year.

NC of those students improved to on-track in 3rd grade.

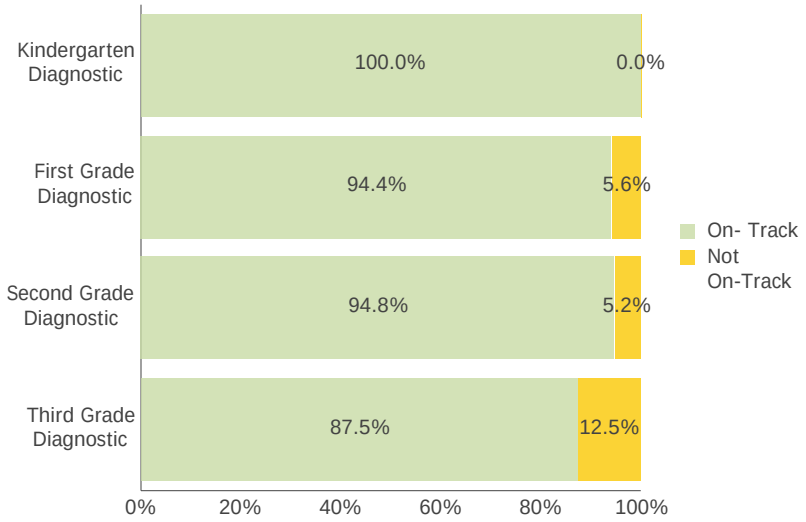
< 10 third grade students were not on-track this year.

NC of those students reached proficiency on the 3rd grade OAA.

## Details of Measure

| | Not On-Track at Point A | | Improving to On-Track at Point B |
|---|---|---|---|
| Kindergarten Reading Diagnostic, School Year 2012 - 2013 | < 10 | to | 1st Grade Reading Diagnostic, School Year 2013 - 2014 < 10 |
| 1st Grade Reading Diagnostic, School Year 2012 - 2013 | < 10 | to | 2nd Grade Reading Diagnostic, School Year 2013 - 2014 < 10 |
| 2nd Grade Reading Diagnostic, School Year 2012 - 2013 | < 10 | to | 3rd Grade Reading Diagnostic, School Year 2013 - 2014 < 10 |
| 3rd Grade Reading Diagnostic, School Year 2012 - 2013 | < 10 | to | 3rd Grade Reading OAA, School Year 2013 - 2014 < 10 |
| Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan | | | NC |
| Totals | 15 | | < 10 |

## Percentage On-Track in Reading Diagnostic




This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2013-2014.

## Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee is a program to identify students from Kindergarten through Grade 3 that are behind in reading. Schools will provide help and support to make sure students are on-track for reading success by the end of third grade. The program ensures that every struggling reader gets the support he or she needs to be able to learn and achieve. In kindergarten through grade three, schools will evaluate all children to determine if they are reading as well as they should be. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement Plan.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

| | |
|---|---|
| How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? | Coming Soon |
| How many third graders scored proficient on the state Reading test? | 97.5% |

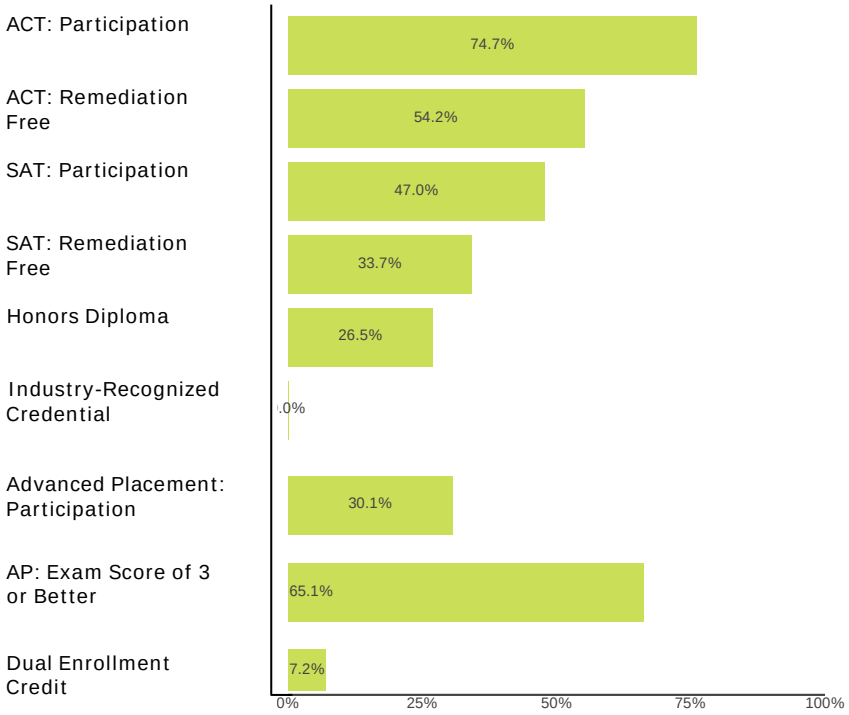
# Prepared for Success

This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in 2016

## How Prepared was Your 2013 Graduating Class?




Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2010.

## Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

Additional data on outcomes after high school are coming soon. These will include college graduation, demographics of college enrollees, workforce and military enlistment.

Superintendent: Andrew K. Culp
Address: 1587 W 3rd Ave
Columbus OH 43212-2825
Phone: (614) 481-3600
County: Franklin

Directory information current as of the 2013-2014 Report Card publication date

## Your District's Students

### Average Daily Enrollment:

1,034

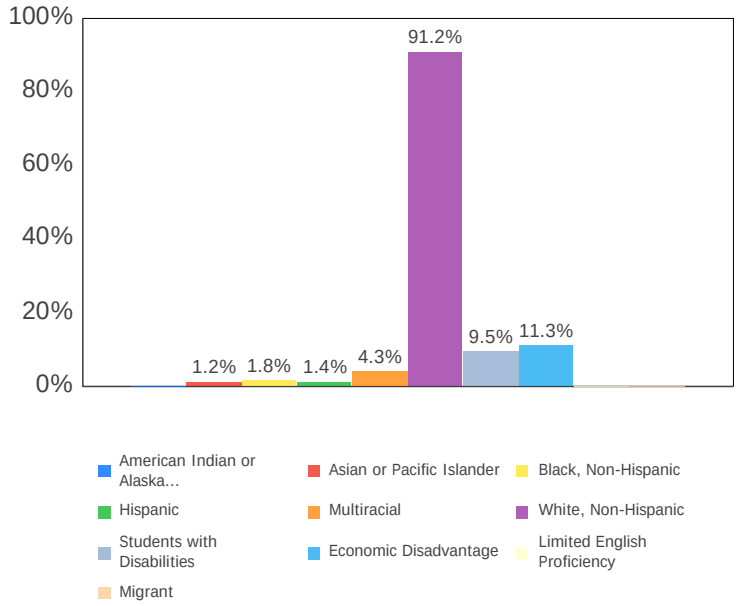
### Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

### Enrollment by Subgroup

| | Enrollment # | Enrollment % |
|---|---|---|
| Am. Indian / Alaskan Native | NC | |
| Asian or Pacific Islander | 12 | 1.2% |
| Black, Non-Hispanic | 19 | 1.8% |
| Hispanic | 15 | 1.4% |
| Multiracial | 44 | 4.3% |
| White, Non-Hispanic | 943 | 91.2% |
| Students with Disabilities | 98 | 9.5% |
| Economically Disadvantaged | 117 | 11.3% |
| Limited English Proficiency | NC | |
| Migrant | NC | |

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

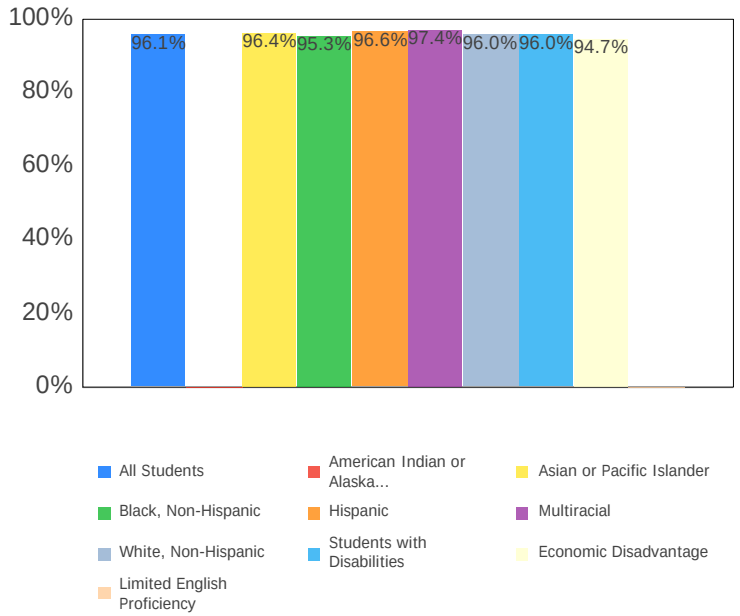



Enrollments of less than 10 students are not shown.

## Attendance

| | Attendance Rate |
|---|---|
| All Students | 96.1% |
| Am. Indian / Alaskan Native | NC |
| Asian or Pacific Islander | 96.4% |
| Black, Non-Hispanic | 95.3% |
| Hispanic | 96.6% |
| Multiracial | 97.4% |
| White, Non-Hispanic | 96.0% |
| Students with Disabilities | 96.0% |
| Economic Disadvantage | 94.7% |
| Limited English Proficiency | NC |
| Migrant | NC |
| Male | 96.0% |
| Female | 96.1% |

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

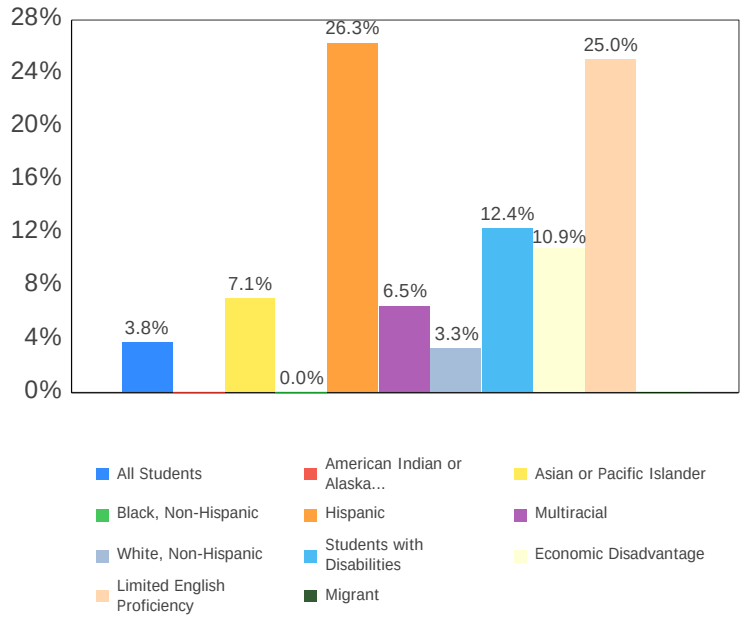



Attendance Rate is not shown if enrollment is less than 10.

## Mobility Rates by Subgroup

| | District Mobility % |
|---|---|
| All Students | 3.8% |
| Am. Indian / Alaskan Native | 0.0% |
| Asian or Pacific Islander | 7.1% |
| Black, Non-Hispanic | 0.0% |
| Hispanic | 26.3% |
| Multiracial | 6.5% |
| White, Non-Hispanic | 3.3% |
| Students with Disabilities | 12.4% |
| Economically Disadvantaged | 10.9% |
| Limited English Proficiency | 25.0% |
| Migrant | |

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




This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

## Your District's Teachers

| | All Schools in the District | High Poverty Schools | Low Poverty Schools |
|---|---|---|---|
| Percentage of teachers with at least a Bachelor's Degree | 98.8 | 0.0 | 98.7 |
| Percentage of teachers with at least a Master's Degree | 77.0 | 0.0 | 76.8 |
| Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers | 0 | -- | 0 |
| Percentage of core academic subject and elementary classes taught by properly certified teachers | 94.6 | -- | 94.6 |
| Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure | 0 | -- | 0 |

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

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

Attendance Rate

95.7%

Average Salary

$72,994

Average Years of Experience

14

## Wellness and Physical Education

| The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards | Compliance with the federal requirement for implementing a local wellness policy | Elected to administer BMI screening | Participation in Physical Activity Pilot Program |
|---|---|---|---|
| Moderate Success | ✔ | ✘ | ✘ |

Superintendent: Andrew K. Culp
Address: 1587 W 3rd Ave
Columbus OH 43212-2825
Phone: (614) 481-3600
County: Franklin

## Your District's Schools

| School | Achievement | | Progress | | | | Gap Closing | Graduation Rate | | K-3 Literacy |
|---|---|---|---|---|---|---|---|---|---|---|
| | Performance Index | Indicators Met | Overall | Gifted | Lowest 20% Achieve | Students with Disabilitie | Annual Measurable Objectives | 4-Year Graduation Rate | 5-Year Graduation Rate | K-3 Literacy |
| Grandview Heights High School | A | A | NR | NR | NR | NR | A | A | A | |
| Larry Larson Middle School | A | A | A | C | NR | B | A | NR | NR | |
| Robert Louis Stevenson Elementary School | A | A | NR | NR | NR | NR | A | NR | NR | |
| Thomas A Edison Intermediate School | A | A | A | A | NR | C | A | NR | NR | |