

2012-2013 Report Card for Danbury High School

SCHOOL GRADE

Coming in
2015



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?

Performance Index	85.4%	B
Indicators Met	100.0%	A

COMPONENT GRADE

Coming in
2015



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?

Value Added	
Overall	NR
Gifted	NR
Students with Disabilities	NR
Lowest 20% in Achievement	NR

COMPONENT GRADE

Coming in
2015



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, culture or disability?

Annual Measurable Objectives	100.0%	A
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COMPONENT GRADE

Coming in
2015



Graduation Rate

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

Graduation Rates	
92.3% of students graduated in 4 years	B
87.5% of students graduated in 5 years	C

COMPONENT GRADE

Coming in
2015



K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade? The 2014 report card will report some results. The 2015 report card will display one grade for kindergarten through grade 3.

COMPONENT GRADE

Coming in
2015



Prepared for Success

This grade answers the question – Are students who graduate from our district ready for college or a career? There are six ways to show that graduates are prepared. In the 2014 school year, the report card will show results for the six areas. The 2015 report card will display one grade combining the results of all six ways of showing graduates are prepared.

COMPONENT GRADE

Coming in
2015

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
2015

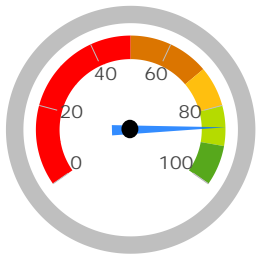
GRADE

B

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.

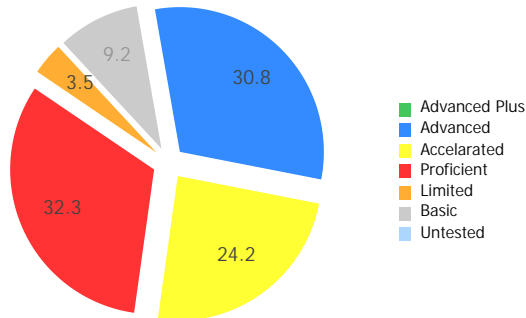
Performance Index



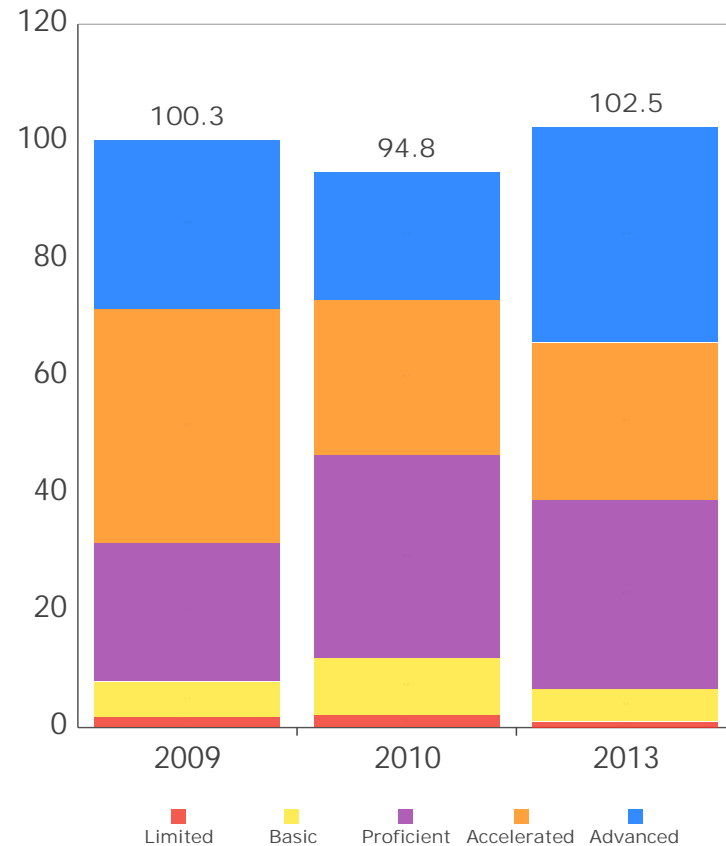
85.4%
102.5 of a possible 120.0

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

Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus	0.0	x 1.3	= 0.0
Advanced	30.8	x 1.2	= 36.9
Accelerated	24.2	x 1.1	= 26.7
Proficient	32.3	x 1.0	= 32.3
Basic	9.2	x 0.6	= 5.5
Limited	3.5	x 0.3	= 1.0
Untested	0.0	x 0.0	= 0.0
			<u>102.5</u>



Performance Index Trend



GRADE

A

Indicators Met

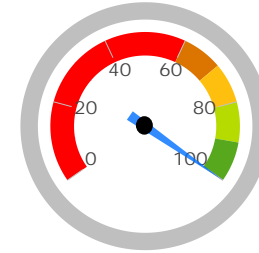
Indicators Met measures how many students have passed the state tests at a minimum level, called proficient, or higher. Test results are reported for each student in a grade and subject. At least 75 percent of students must pass to get credit for the indicator. Starting in the 2013-14 school year, a district or school needs to have 80 percent of their students pass at a minimum level or higher in order to "meet" an indicator.

Indicators Met %

100.0%

10.0 out of 10.0

- 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%



Grades 3-5

This school does not have enough test results in 3rd, 4th, or 5th grade to display this table.

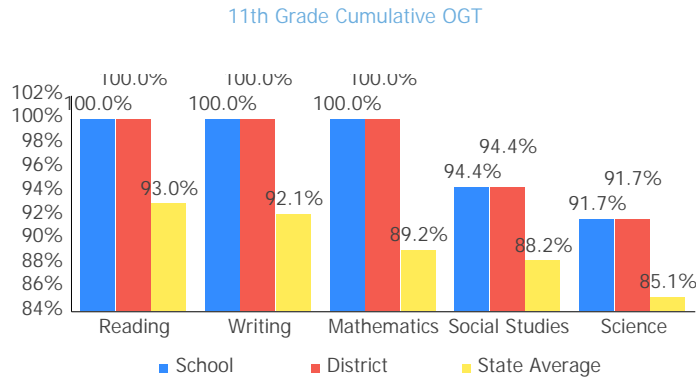
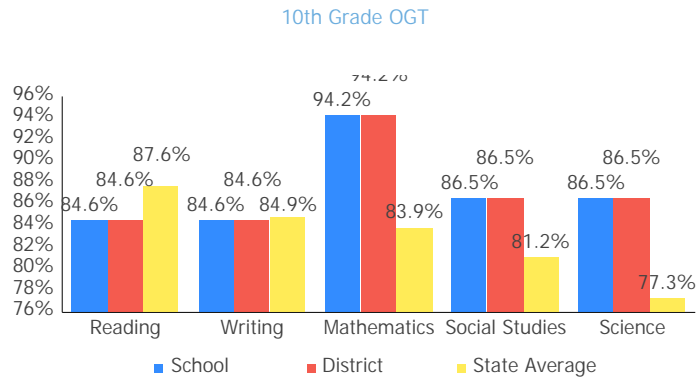
Grades 6-8

This school does not have enough test results in 6th, 7th, or 8th grade to display this table.

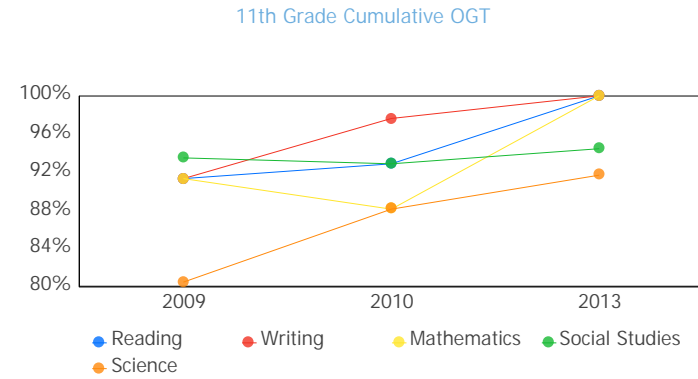
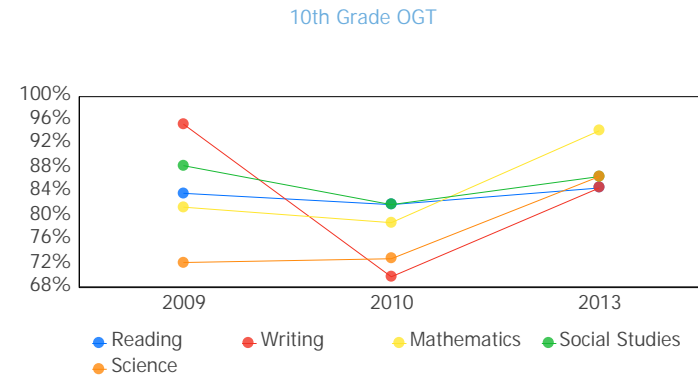
Ohio Graduation Test

OGT, 10th Graders	Mathematics	94.2%	✓
	Reading	84.6%	✓
	Science	86.5%	✓
	Social Studies	86.5%	✓
	Writing	84.6%	✓
OGT, 11th Graders	Mathematics	100.0%	✓
	Reading	100.0%	✓
	Science	91.7%	✓
	Social Studies	94.4%	✓
	Writing	100.0%	✓

Proficiency Percent Comparison by Grade



Proficient Percent Trend by Grade



Gifted Students



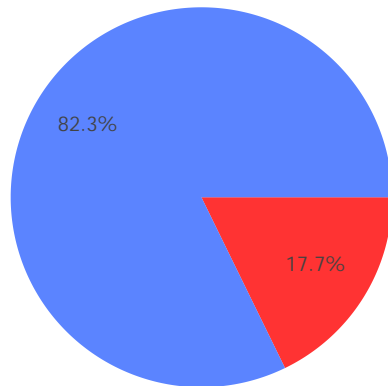
The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students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

INDICATOR
Coming in
2015

Gifted Overview

Students Identified as Gifted
17.7% of enrollment

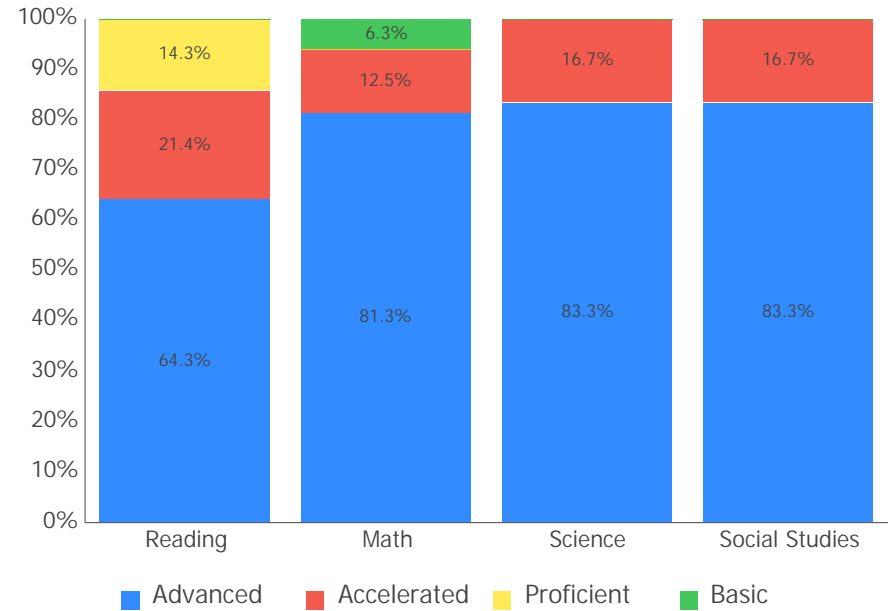
Students Receiving Gifted Services
0.0% of enrollment



■ Identified as Gifted, Not Receiving Services
■ Receiving Gifted Services
■ Not Identified as Gifted

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 Reading achievement tests?



Value Added

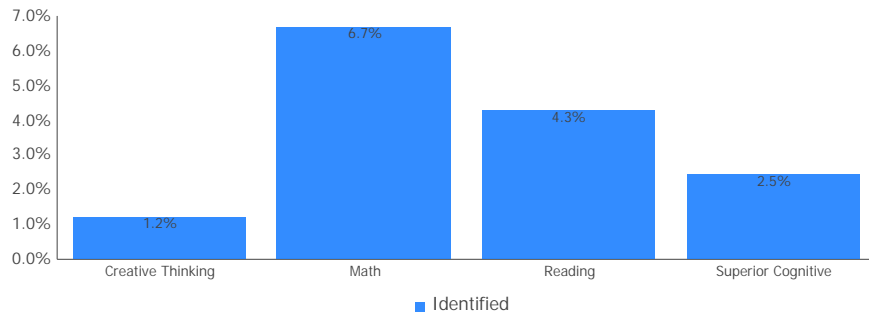
Value Added measures the progress for all students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE
NR

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



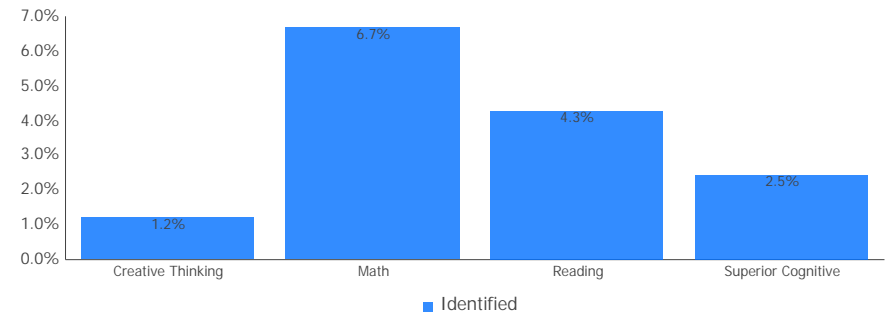
Grades K-3

This chart cannot be displayed because there were not enough students to evaluate.

Grades 4-8

This chart cannot be displayed because there were not enough students to evaluate.

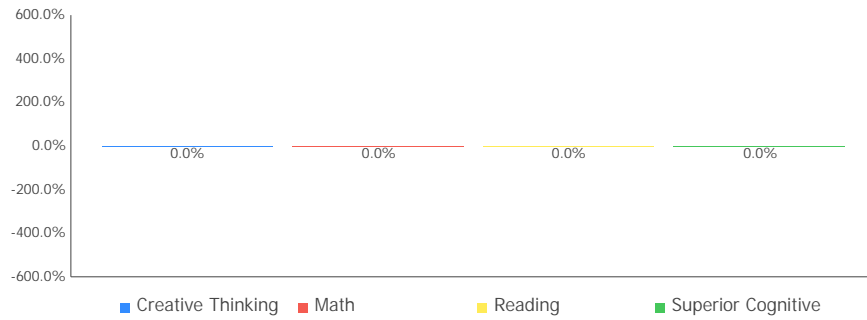
Grades 9-12



Identified and Receiving Services

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

All Grades



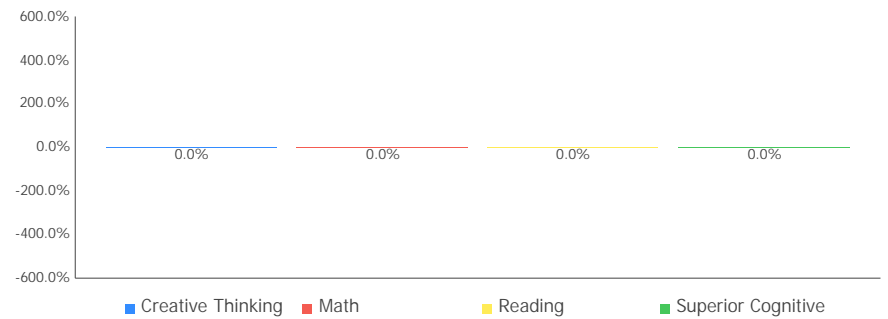
Grades K-3

This chart cannot be displayed because there were not enough students to evaluate.

Grades 4-8

This chart cannot be displayed because there were not enough students to evaluate.

Grades 9-12



Progress



This is your school'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
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GRADE	Overall
NR	This measures the progress for all students in math and reading, grades 4-8.
GRADE	Gifted Students
NR	This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.
GRADE	Students in the Lowest 20% in Achievement
NR	This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
GRADE	Students with Disabilities
NR	This measures the progress for students with disabilities.
GRADE	High School
Coming in 2016	A High School measure of progress will be implemented in the 2015-16 school year.

Progress Details

Value Added Data is not available for this school

Gap Closing



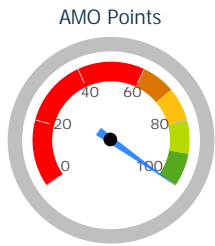
This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

COMPONENT GRADE
Coming in
2015

GRADE
A

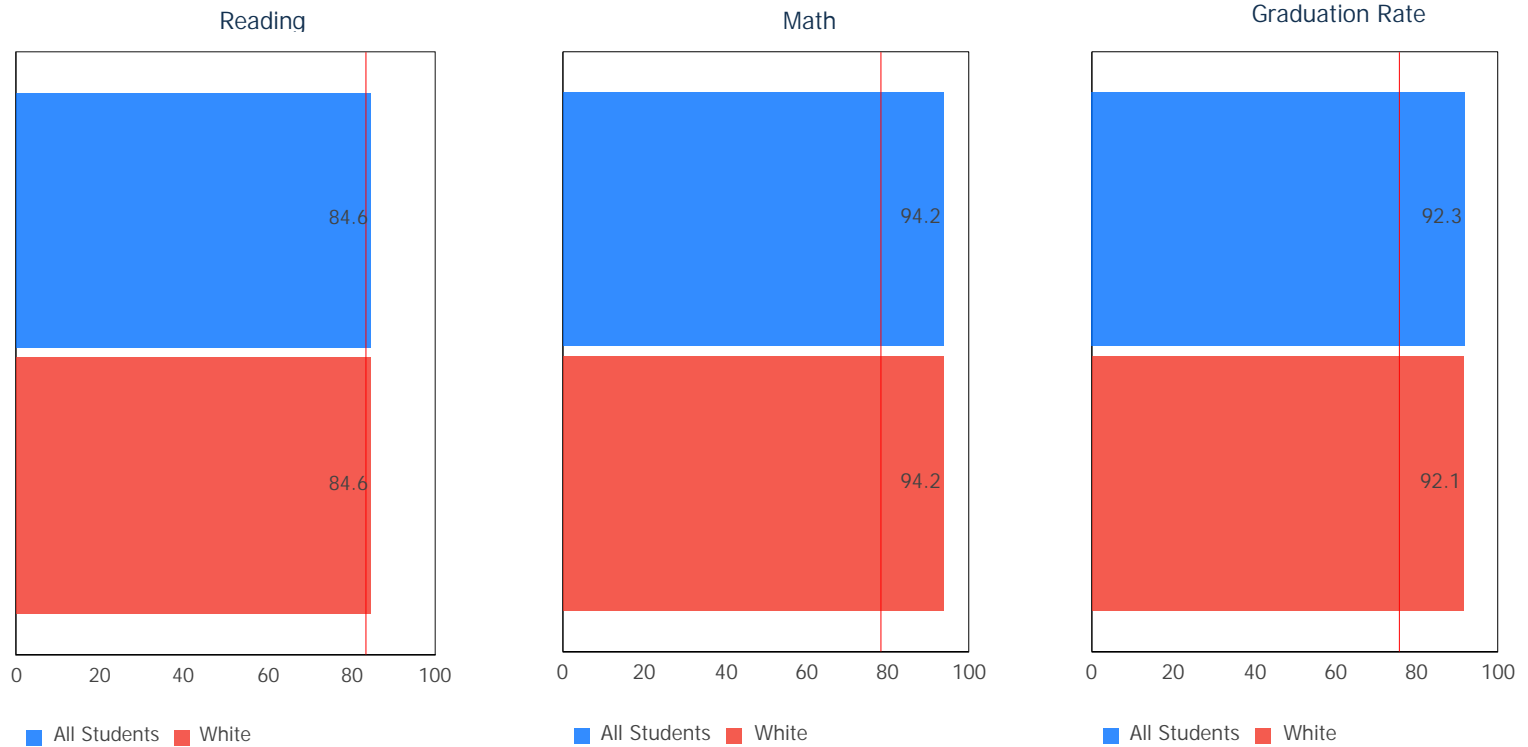
Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of all students 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.



100.0%

- 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%



The red line on each graph identifies the Annual Measurable Objective. The 2013 AMO for Reading is 83.4%, for Math is 78.5%, and for Graduation Rate is 75.9%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



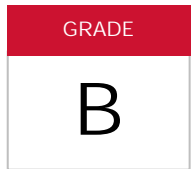
This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in
2015

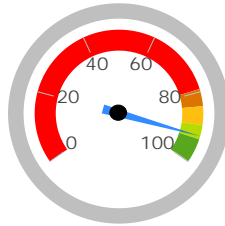
4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2012 who graduated within four years, i.e. students who entered the 9th grade in 2009 and graduated by 2012.

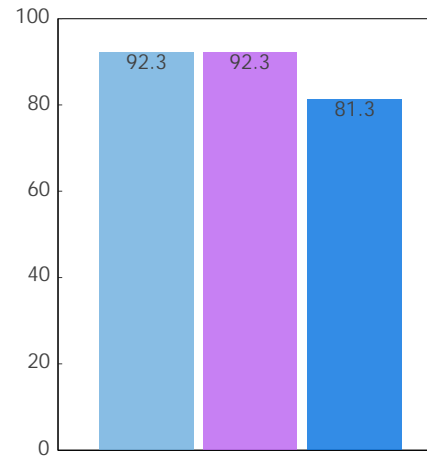


92.3%

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%

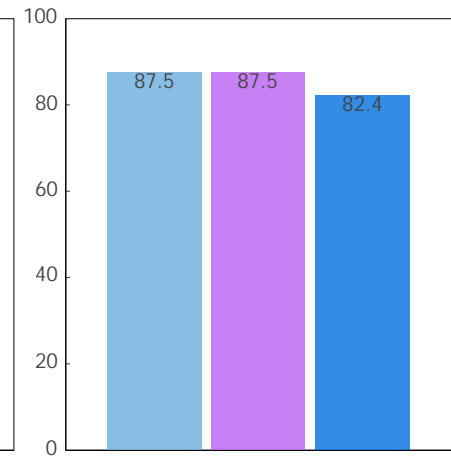


4-Year Rate



School District
State Average

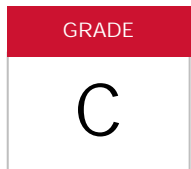
5-Year Rate



School District
State Average

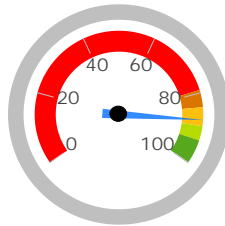
5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2011 who graduated within five years, i.e. students who entered the 9th grade in 2008 and graduated by 2012.

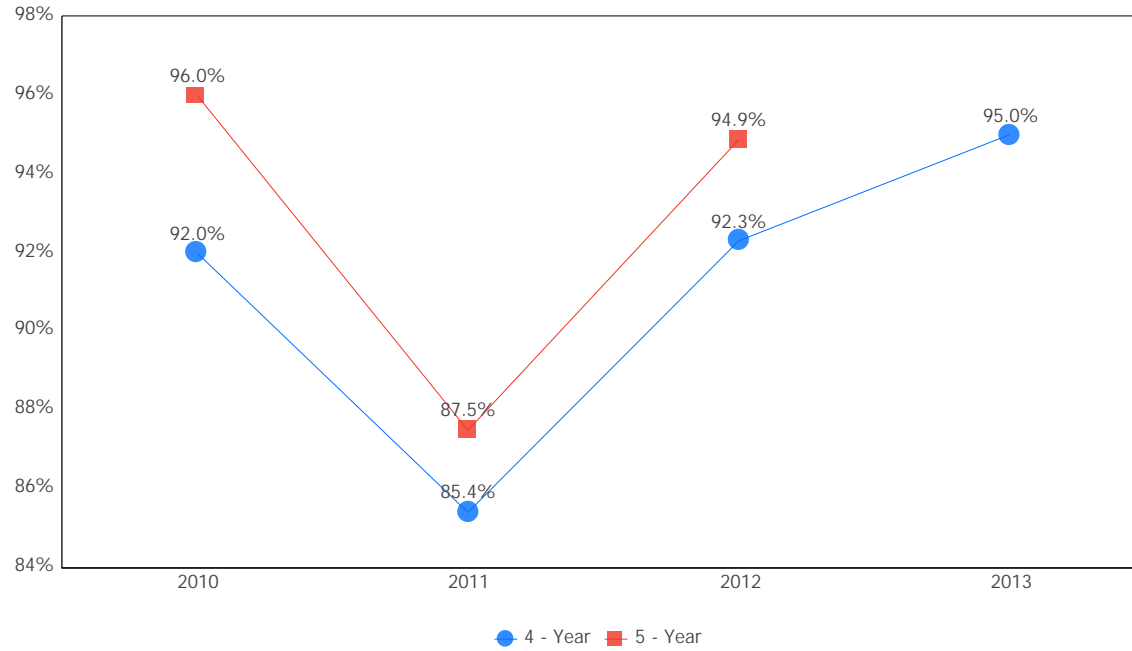


87.5%

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.



Principal: Michael E. Cole

Phone: (419) 798-4037

Address: 9451 E Harbor Rd
Lakeside Marblehead OH 43440-1310

Directory information current as of the 2012-2013 Report Card publication date

Your School's Students

Average Daily Enrollment:

166

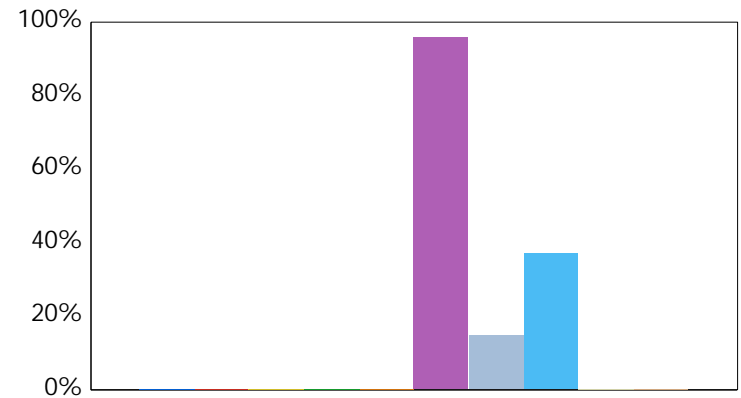
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	NC	
Hispanic	NC	
Multiracial	NC	
White, Non-Hispanic	159	96.0%
Students with Disabilities	24	14.6%
Economically Disadvantaged	62	37.1%
Limited English Proficiency	NC	
Migrant	NC	

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



- American Indian or Alaska...
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- Limited English Proficiency
- Migrant

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	0.0%
Multiracial	NC
White, Non-Hispanic	0.0%
Students with Disabilities	0.0%
Economically Disadvantaged	0.0%
Limited English Proficiency	NC
Migrant	NC

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

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

Your School's Teachers

Your School's Poverty Status: Medium-Low	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	100.0
Percentage of teachers with at least a Master's Degree	78.9	76.9
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	100	100
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	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.

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

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards

Moderate Success

Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

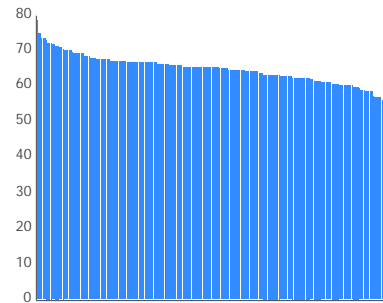
Note: Financial data is district level data. The data on this page is for Danbury Local, not just Danbury High School.

Comparison Group: Enrollment less than 1000

Classroom Spending Data

Percentage Spent on Classroom Instruction
66.3%

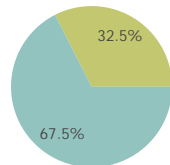
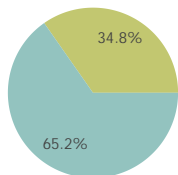
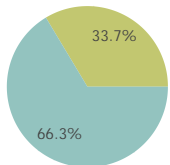
Rank in comparison group for highest % spent
55 out of 148



District

Comparison Group

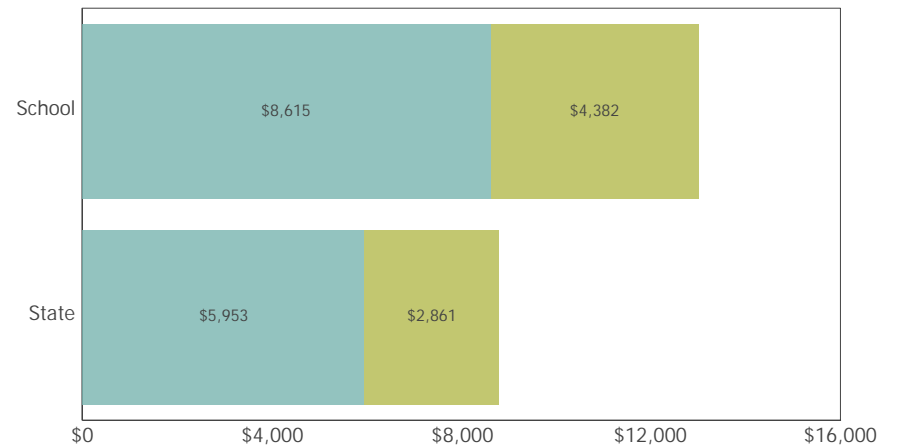
State



■ Classroom Instruction ■ Non-Classroom Instruction

Spending per Pupil Data

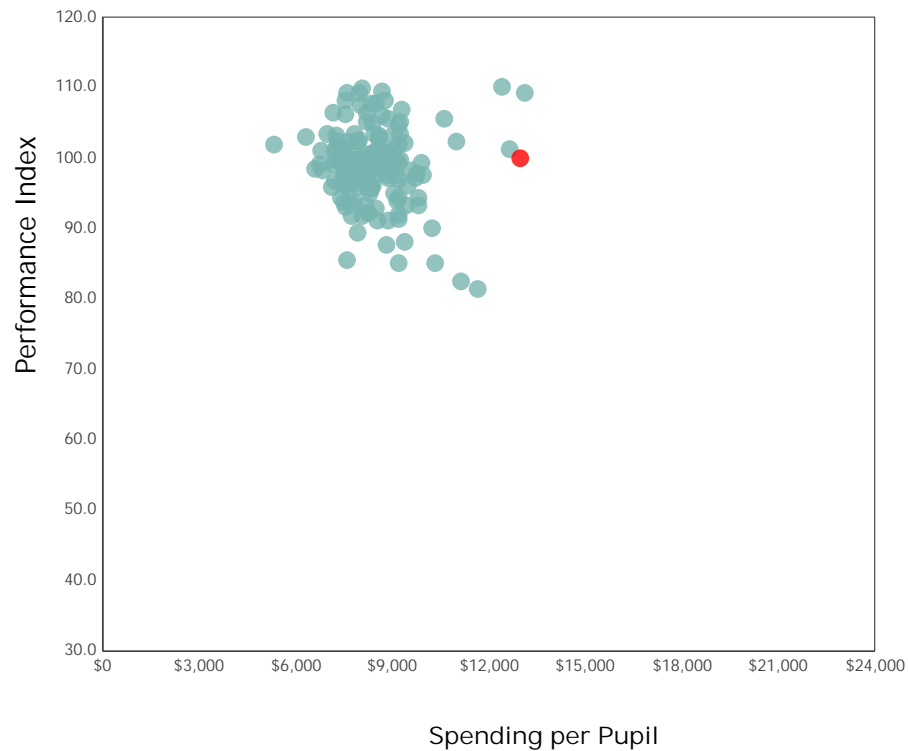
	District	State
Operating Spending per Pupil	\$12,997	\$8,814
Classroom Instruction	\$8,615	\$5,953
Non-Classroom Spending	\$4,382	\$2,861



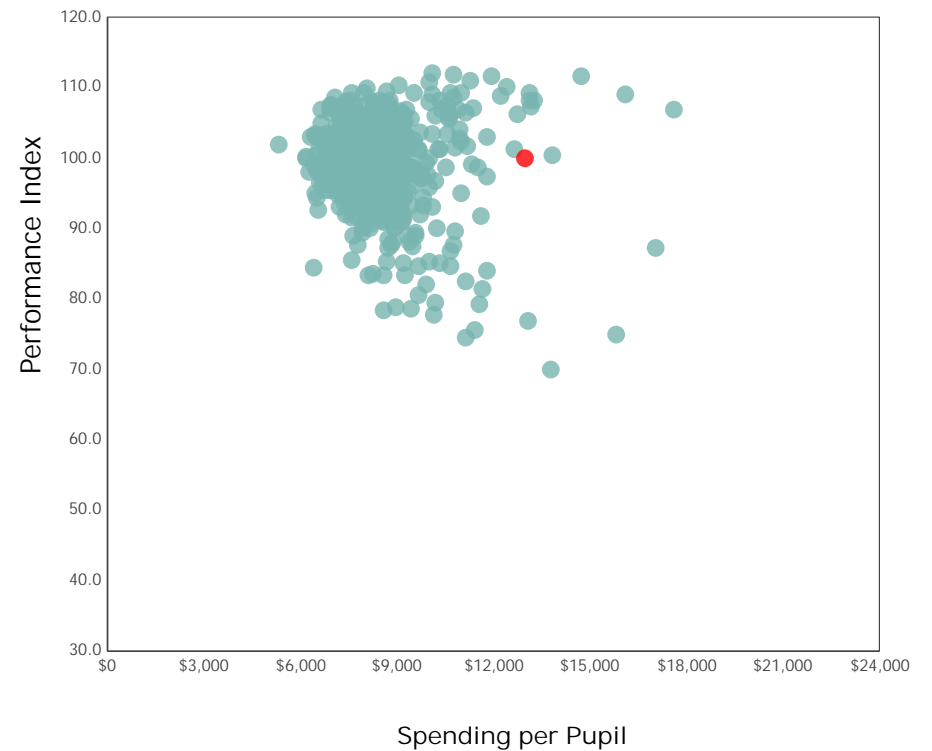
Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Comparison Group



All Public Districts



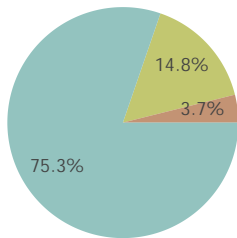
✘ Danbury Local IS NOT among the 20% of traditional public districts with the highest academic performance index scores.

✘ Danbury Local IS NOT among the 20% of traditional public districts with the lowest operating expenditures per pupil.

Source of Revenue

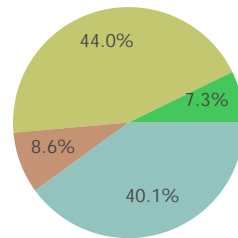
Source of Funds	District		State Total	
Local	\$7,784,461	75.3%	\$7,953,216,862	40.1%
State	\$1,525,234	14.8%	\$8,725,275,316	44.0%
Federal	\$386,206	3.7%	\$1,701,436,355	8.6%
Other Non-Tax	\$0	0.0%	\$1,442,122,710	7.3%
Total	\$9,695,901	100.0%	\$19,822,051,242	100.0%

District



Local State
Federal Other Non-Tax

State



Local Federal
State Other Non-Tax