

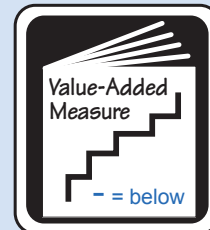
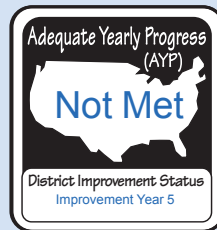
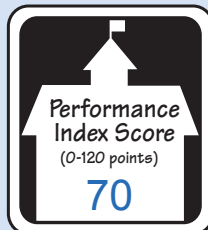


# Dayton City School District

115 S Ludlow St, Dayton, OH 45402-1812 - Montgomery County

## 2007-2008 School Year Report Card

Current Superintendent: Kurt T. Stanic (937) 542-3000



The District Report Card for the 2007-2008 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction\*
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency

\*new designation beginning 2007-2008 due to Value Added



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Test, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2007-2008	Similar Districts <sup>1</sup> 2007-2008	State 2007-2008
<b>3rd Grade Achievement</b> <i>The state requirement is 75 percent</i>			
1. Reading	57.1 %	61.0 %	77.4 %
2. Mathematics	47.0 %	58.3 %	79.3 %
<b>4th Grade Achievement</b> <i>The state requirement is 75 percent</i>			
3. Reading	46.4 %	62.3 %	81.1 %
4. Mathematics	34.3 %	54.3 %	74.6 %
5. Writing	55.2 %	68.7 %	81.7 %
<b>5th Grade Achievement</b> <i>The state requirement is 75 percent</i>			
6. Reading	38.6 %	49.5 %	72.7 %
7. Mathematics	24.8 %	37.8 %	61.8 %
8. Science	24.6 %	38.7 %	66.4 %
9. Social Studies	18.0 %	37.4 %	64.8 %
<b>6th Grade Achievement</b> <i>The state requirement is 75 percent</i>			
10. Reading	49.2 %	59.4 %	79.7 %
11. Mathematics	40.2 %	52.2 %	76.6 %
<b>7th Grade Achievement</b> <i>The state requirement is 75 percent</i>			
12. Reading	45.5 %	56.0 %	77.3 %
13. Mathematics	30.6 %	41.7 %	68.8 %
14. Writing	60.5 %	71.1 %	85.7 %
<b>8th Grade Achievement</b> <i>The state requirement is 75 percent</i>			
15. Reading	51.2 %	60.7 %	79.4 %
16. Mathematics	40.1 %	49.9 %	72.8 %
17. Science	25.5 %	34.3 %	62.2 %
18. Social Studies	19.8 %	27.0 %	53.5 %
<b>Ohio Graduation Tests (10th Grade)</b> <i>The state requirement is 75 percent</i>			
19. Reading	62.3 %	75.4 %	85.2 %
20. Mathematics	48.5 %	63.2 %	79 %
21. Writing	65.2 %	76.6 %	85.2 %
22. Science	40.2 %	52.4 %	72.8 %
23. Social Studies	49.9 %	66.6 %	78.4 %
<b>Ohio Graduation Tests (11th Grade)<sup>2</sup></b> <i>The state requirement is 85 percent</i>			
24. Reading	79.3 %	88.2 %	91.9 %
25. Mathematics	71.4 %	79.5 %	88.2 %
26. Writing	83.6 %	90.4 %	93 %
27. Science	58.3 %	69.6 %	83.6 %
28. Social Studies	67.8 %	78.4 %	86.5 %
<b>Attendance Rate</b> <i>The state requirement is 93 percent</i>			
29. All Grades	90.8 %	93.1 %	94.2 %
<b>2006-07 Graduation Rate</b> <i>The state requirement is 90 percent</i>			
30. District	82.8 %	74.0 %	86.9 %

Any result at or above the state standard is indicated by a ✓

<sup>1</sup>Similar Districts are based on comparing demographic, socioeconomic and geographic factors.

<sup>2</sup>Cumulative results for students who took the tests as 10th or 11th graders.

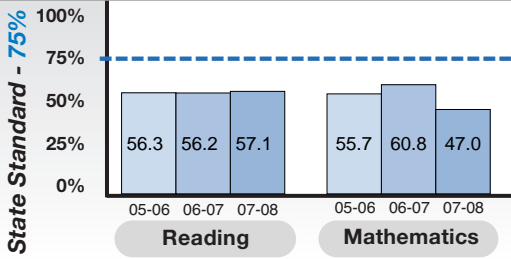
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

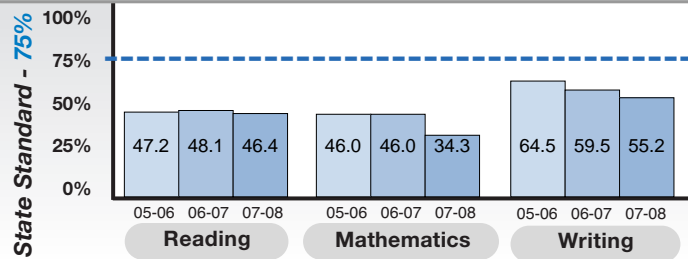


All students in the district for a full academic year are included in the results.

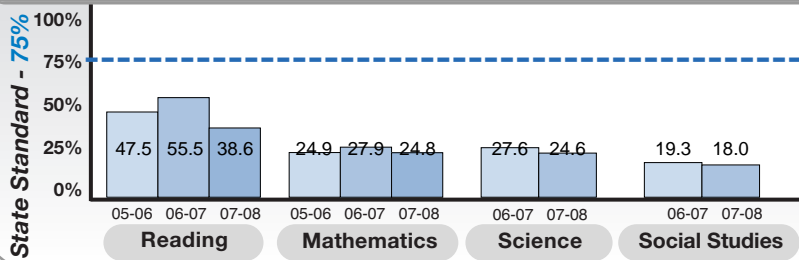
## 3rd Grade Achievement



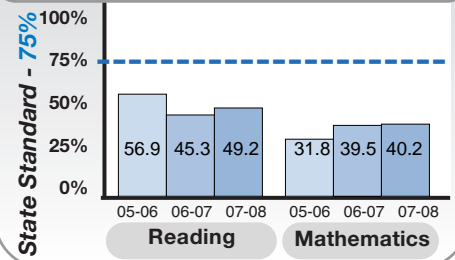
## 4th Grade Achievement



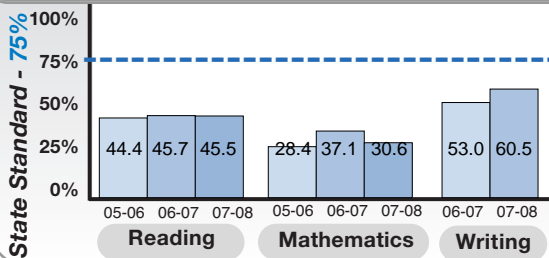
## 5th Grade Achievement



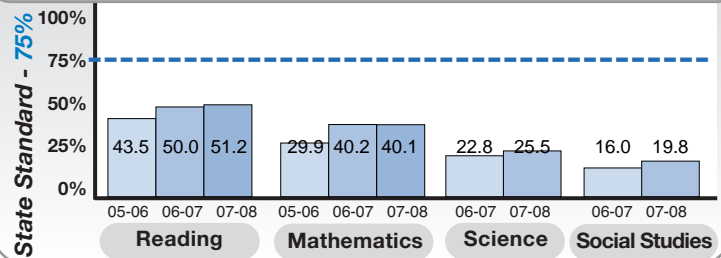
## 6th Grade Achievement



## 7th Grade Achievement

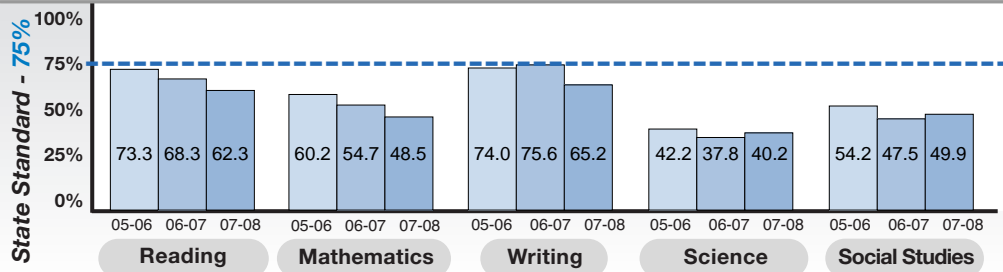


## 8th Grade Achievement

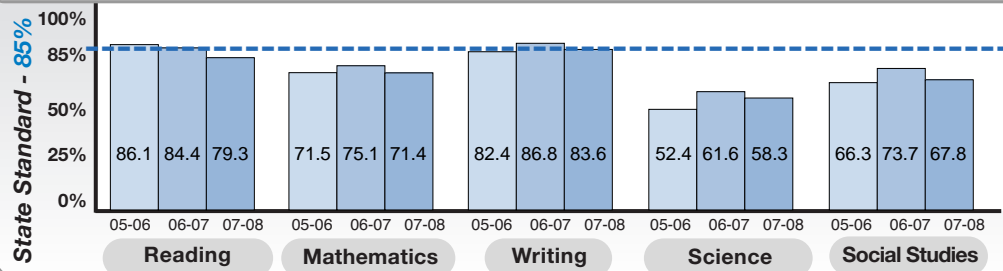


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Test indicator, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)<sup>1</sup>



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

# Performance Index Score



## Performance Index Score Calculations for the 2007-2008 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

Performance Level	Percentage	X	Weight	=	Points
Untested	1.3	X	0.0	=	0.0
Limited	26.8	X	0.3	=	8
Basic	29.9	X	0.6	=	18
Proficient	27	X	1.0	=	27
Accelerated	10.2	X	1.1	=	11.2
Advanced	4.9	X	1.2	=	5.8

**Your District's Performance Index Score** 70



The Performance Index Score reflects the achievement of every student enrolled for the full academic year. The Performance Index Score is a weighted average of all tested subjects and grades. The greatest weight is given to advanced scores (1.2), and the weights decrease for each performance level. This results in a scale from 0 to 120 points. The Performance Index Score can be compared across years to show district achievement trends.

### Performance Index Score Over Time

2007-2008

70

2006-2007

71.5

2005-2006

73.2

# Value-Added Measure



### Overall Composite

-

Scores reflect grade level and overall composite ratings for the 2007-2008 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

-

-

+



+

### Mathematics

-

-

+

-

+



Your district's value-added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

### Legend

- +** = **Above** Expected Growth
- ✓** = **Met** Expected Growth
- = **Below** Expected Growth

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress												AYP Determination by Indicator	
Grade 3-8 and 10 Reading		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaskan	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient		
Grade 3-8 and 10 Mathematics													
Percent Proficient	Reading	Not Met	Not Met	NR	Not Met	NR	Not Met	Not Met	Met	Not Met	Not Met	Reading Proficiency:	Not Met
	Mathematics	Not Met	Not Met	NR	Not Met	NR	Not Met	Met	Met	Not Met	Not Met	Mathematics Proficiency:	Not Met
Percent Tested	Reading	Met	Met	NR	Met	NR	Met	Met	Met	Met	Met	Reading Participation:	Met
	Mathematics	Met	Met	NR	Met	NR	Met	Met	Met	Met	Met	Mathematics Participation:	Met
Graduation Rate*		Met										Graduation Rate:	Met
Attendance Rate*		Not Met										Attendance Rate:	Not Met
AYP Designation by Subgroup		Not Met	Not Met	NR	Not Met	NR	Not Met	Not Met	Met	Not Met	Not Met	AYP Status of Your District:	Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets by combining currently proficient students with those students projected to become proficient.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

<b>N/A</b>	Not Applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

Note: The AYP determination for Attendance Rate and Graduation Rate is evaluated using only the results of the 'All Students' group.



Adequate Yearly Progress (AYP) is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students; Economically Disadvantaged Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; American Indian/Alaskan 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. AYP also can affect the state designation that a school or district receives in one of two ways. 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.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	29.1	NC	25.9	28.9	23.9	22.4	22.1	47.0	--	14.2	27.9	40.8	22.9	31.4
Writing	11.9	NC	16.7	19.7	16.0	12.8	8.1	29.5	--	7.9	13.0	28.4	9.3	15.7
Mathematics	36.2	NC	22.2	32.6	27.1	23.9	28.0	50.8	--	28.0	33.0	43.0	31.9	33.6
Science	29.0	NC	25.0	30.6	18.0	17.9	21.3	44.7	--	21.6	26.7	40.0	24.1	28.1
Social Studies	32.1	NC	8.3	31.9	22.2	21.0	24.0	48.7	--	25.2	29.6	45.0	26.6	31.5
<b>Percentage of Students Scoring Basic</b>														
Reading	24.1	NC	25.9	27.9	20.5	17.5	23.2	19.8	--	19.8	22.6	29.3	21.5	23.3
Writing	28.8	NC	8.3	29.6	20.2	23.2	25.1	35.2	--	26.7	27.2	25.4	22.1	32.4
Mathematics	29.9	NC	25.9	35.3	29.4	25.9	31.1	21.2	--	19.5	29.6	28.5	30.1	28.1
Science	45.7	NC	33.3	43.1	46.0	36.9	47.5	28.7	--	39.2	44.1	45.0	46.4	40.9
Social Studies	41.3	NC	58.3	48.6	46.5	39.7	45.6	24.9	--	23.3	43.5	45.0	43.2	39.6
<b>Percentage of Students Scoring Proficient</b>														
Reading	31.1	NC	22.2	26.8	33.2	33.9	36.8	12.2	--	43.9	31.1	21.7	35.4	28.2
Writing	42.6	NC	41.7	38.0	52.1	39.5	49.0	14.7	--	47.1	41.4	35.8	46.3	37.7
Mathematics	23.1	NC	25.9	22.1	29.7	28.6	28.9	8.5	--	34.2	24.2	22.8	25.6	23.8
Science	16.7	NC	25.0	16.7	22.0	24.7	22.0	5.9	--	27.7	17.6	10.0	19.4	18.0
Social Studies	16.6	NC	25.0	13.9	19.2	19.7	20.3	6.3	--	37.4	15.0	6.7	19.0	15.8
<b>Percentage of Students Scoring Accelerated</b>														
Reading	11.2	NC	11.1	11.6	16.4	17.0	13.1	11.6	--	14.4	12.7	3.8	14.1	11.5
Writing	15.1	NC	33.3	11.3	11.7	20.4	17.4	11.8	--	14.6	16.5	10.4	20.5	11.9
Mathematics	6.4	NC	11.1	5.3	10.0	13.1	8.0	8.5	--	9.0	8.1	3.8	8.0	8.2
Science	5.6	NC	8.3	6.9	10.0	12.3	6.6	10.1	--	5.5	7.5	5.0	7.2	7.4
Social Studies	6.2	NC	0.0	2.8	5.1	9.6	5.7	11.1	--	8.3	6.7	1.7	6.2	7.5
<b>Percentage of Students Scoring Advanced</b>														
Reading	4.6	NC	14.8	4.7	6.0	9.2	4.8	9.6	--	7.6	5.7	4.5	6.1	5.5
Writing	1.6	NC	0.0	1.4	0.0	4.0	0.4	8.8	--	3.6	1.9	0.0	1.9	2.3
Mathematics	4.4	NC	14.8	4.7	3.7	8.4	3.9	11.0	--	9.3	5.1	1.9	4.4	6.2
Science	3.0	NC	8.3	2.8	4.0	8.3	2.6	10.6	--	6.1	4.0	0.0	2.9	5.6
Social Studies	3.8	NC	8.3	2.8	7.1	10.1	4.4	9.1	--	5.8	5.3	1.7	5.0	5.6

## Your District's Students 2007-2008

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Native Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
15023	69.6%	NC	0.4%	2.5%	3.5%	24.0%	90.4%	1.9%	20.2%	NC

NC = Not calculated; displayed when there are fewer than 10 students in student group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

17

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

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	99.8	99.2
Percentage of teachers with at least a Master's Degree	58.9	58.8
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	3.3	1.5
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	94.5	98.3
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0.0	0.0
	All Schools in Your District	High-Poverty Schools Located in Your District*
	0.0	0.0
		Low-Poverty Schools Located in Your District*
		--

\*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.

-- = No data were reported.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Belle Haven Elementary	8	Belmont High	5
Charles L. Loos Elementary	6	Cleveland Elementary	1
Dunbar High	5	Eastmont Park Elementary	2
Edison Elementary	7	F G Carlson Elementary	1
Fairview Elementary	9	Fairview Middle	4
Franklin Montessori Elementary	1	Gorman	3
Horace Mann Montessori Elementary	2	Jefferson Montessori I Elementary	5
Jefferson Montessori Prim II Elementary	5	John H Patterson Career Center High	1
Kemp @ Grant Elementary	2	Kiser Elementary	2
Longfellow Center	2	Meadowdale Elementary	2
Meadowdale High	4	Orville Wright Elementary	7
Patterson/Kennedy Elementary	4	Rosa Parks PK-8	4
Thurgood Marshall High	4	Van Cleve Elementary	2
Wilbur Wright Middle	5	Wogaman Elementary	1

## Measures of a Rigorous Curriculum for the Class of 2007

Measure	2006-07 Graduates	Data Source
Graduation Rate	82.8 %	EMIS
Mean ACT Score	17	ACT Corp., EMIS
Percent of Graduates participating in the ACT	51.1 %	ACT Corp., EMIS
Mean SAT Score	898	College Board, EMIS
Percent of Graduates participating in the SAT	18.5 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	6.7 %	EMIS
Number of Graduates participating in an AP test	208	College Board
Percent of Graduates with an AP score of 3 or above	6 %	College Board, EMIS
Number of Graduates taking at least one Tech Prep Course	103	EMIS
Number of Graduates taking at least one PSEO course	0	EMIS

### Legend

- EMIS** - Education Management Information System of the Ohio Department of Education
- ACT College Entrance Exam** - Nonprofit organization that administers the ACT College Entrance Test
- College Board (SAT)** - Nonprofit membership association that administers the SAT exam
- PSEO** - Post-Secondary Enrollment Options, a program that enables high school students, grades 9-12, to earn college and high school graduation credit
- AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities
- Tech Prep** - A combination of college preparatory academics and advanced career-technical education

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary rating, which is based on the following components: 1) the percentage of indicators met, 2) the performance index score and 3) AYP status.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary rating results from identifying the higher value between the percentage of indicators met by your district and your district's performance index score. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation.

Once the preliminary designation is determined, value-added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then value-added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one level.
3. In all other cases, value added has no effect on the rating and the preliminary designation becomes the final designation.



Preliminary Designation		Value-Added Measure	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Otherwise no effect on rating	<b>Excellent</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Otherwise no effect on rating	<b>Effective</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Otherwise no effect on rating	<b>Continuous Improvement</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Otherwise no effect on rating	<b>Academic Watch</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Otherwise no effect on rating	<b>Academic Emergency</b>

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)