

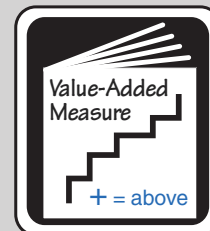
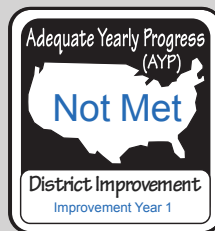
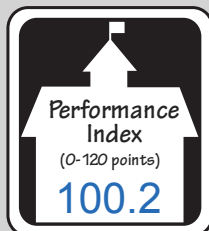


# Kettering City School District

3750 Far Hills Ave, Kettering, OH 45429-2506 - Montgomery County

## 2008-2009 School Year Report Card

Current Superintendent: James J. Schoenlein (937) 499-1400



The District Report Card for the 2008-2009 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



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 Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

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

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	86.8 % ✓	84.7 %	77.4 %
2. Mathematics	88.8 % ✓	87.5 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	89.9 % ✓	88.9 %	82 %
4. Mathematics	85.0 % ✓	86.5 %	78.4 %
5. Writing	91.6 % ✓	91.3 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	79.0 % ✓	80.0 %	72 %
7. Mathematics	76.2 % ✓	71.4 %	62.3 %
8. Science	85.2 % ✓	81.6 %	70.6 %
9. Social Studies	77.1 % ✓	72.8 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	88.7 % ✓	87.9 %	81.3 %
11. Mathematics	86.0 % ✓	84.5 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	83.8 % ✓	83.9 %	76.6 %
13. Mathematics	82.1 % ✓	82.4 %	74.3 %
14. Writing	90.6 % ✓	86.4 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	83.2 % ✓	80.0 %	72.4 %
16. Mathematics	83.4 % ✓	81.3 %	70.6 %
17. Science	76.1 % ✓	72.3 %	62.8 %
18. Social Studies	69.3 %	60.7 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	91.3 % ✓	89.9 %	84.5 %
20. Mathematics	91.7 % ✓	88.1 %	81.4 %
21. Writing	95.3 % ✓	94.3 %	89.7 %
22. Science	89.6 % ✓	85.0 %	76 %
23. Social Studies	92.5 % ✓	88.7 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	96.8 % ✓	96.7 %	92.8 %
25. Mathematics	95.1 % ✓	93.8 %	88.4 %
26. Writing	96.4 % ✓	96.8 %	93.2 %
27. Science	93.4 % ✓	91.7 %	84.2 %
28. Social Studies	95.1 % ✓	94.1 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	95.1 % ✓	95.4 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	97.9 % ✓	94.0 %	84.6 %

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

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

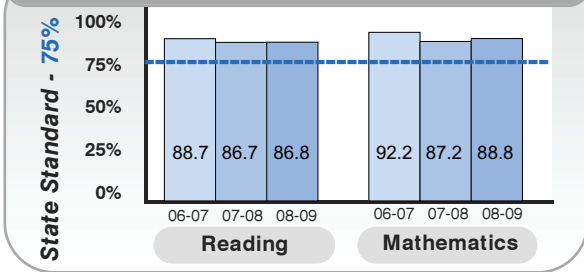
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

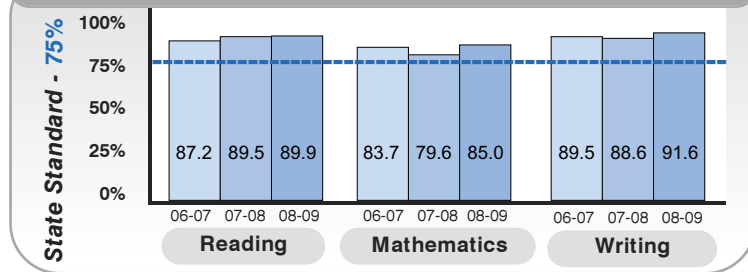


All students in the district for a full academic year are included in the results.

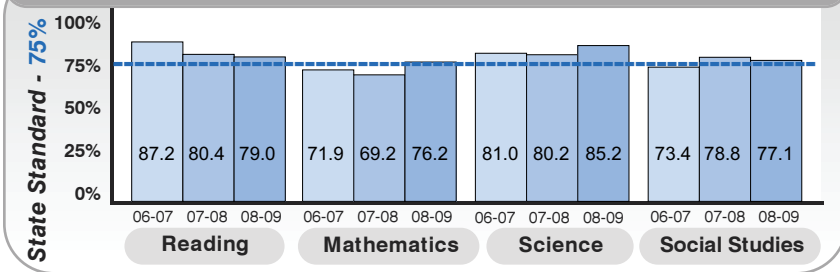
## 3rd Grade Achievement



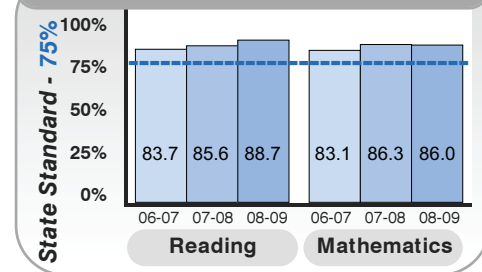
## 4th Grade Achievement



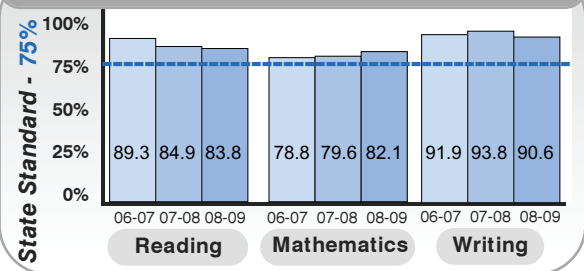
## 5th Grade Achievement



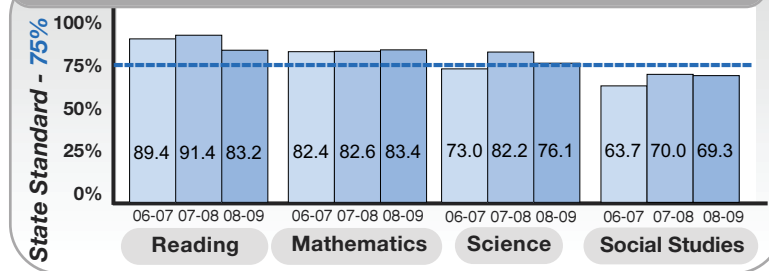
## 6th Grade Achievement



## 7th Grade Achievement

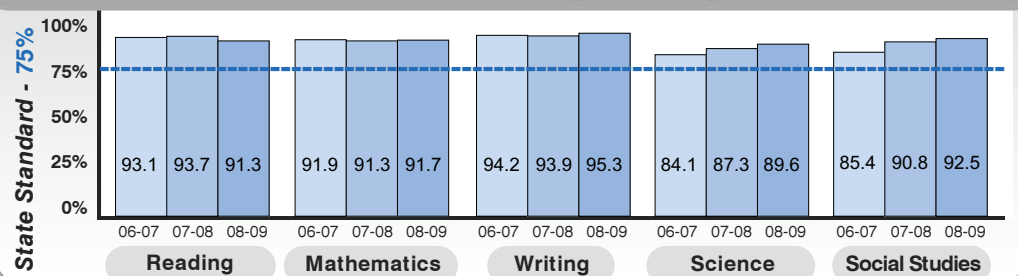


## 8th Grade Achievement

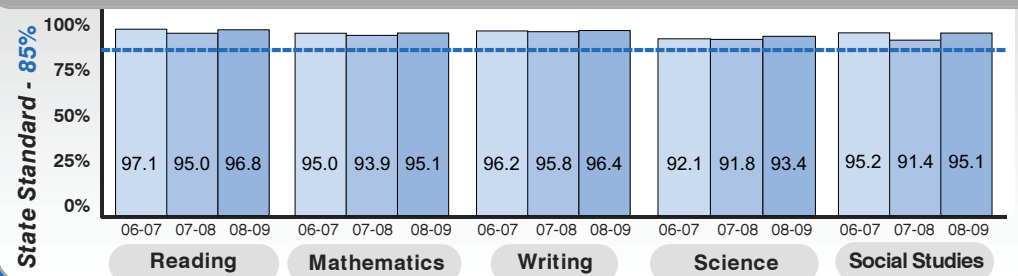


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative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

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



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

# Performance Index



## Performance Index Calculations for the 2008-2009 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)

	Percentage	X	Weight	=	Points
Untested	0.2	X	0.0	=	0.0
Limited	4.2	X	0.3	=	1.3
Basic	10.3	X	0.6	=	6.2
Proficient	32.5	X	1.0	=	32.5
Accelerated	30.6	X	1.1	=	33.7
Advanced	22.1	X	1.2	=	26.6

**Your District's Performance Index** 100.2



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

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
100.2	99.9	99.2

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

-

✓

+

-

-

### Mathematics

+

+

+

+

-

### Legend

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



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.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient
Percent Proficient	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Not Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met
Percent Tested	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met
Graduation Rate*		Met									
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Not Met

## AYP Determination by Indicator

Reading Proficiency:	Not Met
Mathematics Proficiency:	Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for 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 with projected results.

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.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<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.

**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/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.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	>95%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	>95%
Hispanic	71.4%	Limited English Proficient	71.4%	Multi-Racial	>95%	Students with Disabilities	>95%
				White, non-Hispanic	>95%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students 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. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	16.0	--	10.0	5.8	6.9	4.4	2.4	18.8	--	3.0	8.4	31.4	3.5	6.3
Writing	6.8	--	0.0	0.0	3.9	1.4	0.3	9.0	--	1.0	3.0	8.7	1.2	2.1
Mathematics	18.4	--	14.0	5.8	8.4	4.6	2.1	23.3	--	3.4	8.9	27.5	4.6	6.0
Science	9.6	--	0.0	6.9	1.9	1.9	0.7	10.4	--	1.4	3.9	13.3	1.9	2.4
Social Studies	15.4	--	4.8	6.9	3.8	3.9	1.8	18.1	--	2.8	7.4	40.0	3.6	5.0
<b>Percentage of Students Scoring Basic</b>														
Reading	12.0	--	8.0	13.0	11.5	8.7	6.1	24.4	--	6.6	13.2	15.7	7.9	10.0
Writing	18.6	--	10.0	10.0	7.8	5.2	3.3	19.9	--	4.0	9.6	21.7	3.4	8.3
Mathematics	19.2	--	4.0	8.7	11.5	9.6	7.5	23.0	--	7.5	14.0	11.8	9.8	9.9
Science	19.2	--	23.8	13.8	17.3	13.6	10.7	32.1	--	10.6	21.3	46.7	15.5	12.6
Social Studies	19.2	--	14.3	13.8	15.4	15.8	12.8	32.7	--	11.1	26.0	20.0	16.7	15.1
<b>Percentage of Students Scoring Proficient</b>														
Reading	43.2	--	40.0	37.7	39.7	38.2	38.7	37.4	--	35.8	43.2	29.4	37.3	39.5
Writing	33.9	--	50.0	36.7	43.1	34.8	33.0	47.7	--	32.7	40.7	52.2	28.7	41.9
Mathematics	32.8	--	22.0	37.7	32.8	32.9	33.2	31.1	--	29.8	38.3	33.3	35.6	30.2
Science	34.6	--	23.8	31.0	19.2	26.7	27.1	24.9	--	25.9	28.6	13.3	30.6	23.2
Social Studies	15.4	--	28.6	27.6	25.0	20.5	21.3	17.3	--	19.4	23.4	13.3	23.0	18.6
<b>Percentage of Students Scoring Accelerated</b>														
Reading	21.6	--	18.0	30.4	23.7	28.4	31.2	10.2	--	30.2	23.8	13.7	29.3	26.6
Writing	40.7	--	30.0	53.3	41.2	52.2	57.5	16.8	--	55.1	43.1	13.0	59.1	43.2
Mathematics	19.2	--	36.0	26.1	25.2	24.3	26.7	11.2	--	26.4	20.6	11.8	25.9	22.9
Science	30.8	--	38.1	34.5	34.6	36.0	38.5	20.5	--	36.4	34.2	26.7	34.1	37.2
Social Studies	32.7	--	14.3	34.5	15.4	26.8	27.8	20.2	--	28.4	22.9	13.3	27.6	25.8
<b>Percentage of Students Scoring Advanced</b>														
Reading	7.2	--	24.0	13.0	18.3	20.4	21.7	9.2	--	24.5	11.3	9.8	22.0	17.6
Writing	0.0	--	10.0	0.0	3.9	6.4	5.9	6.6	--	7.3	3.5	4.3	7.6	4.5
Mathematics	10.4	--	24.0	21.7	22.1	28.6	30.5	11.4	--	32.9	18.2	15.7	24.1	30.9
Science	5.8	--	14.3	13.8	26.9	21.8	23.0	12.0	--	25.7	11.9	0.0	17.8	24.5
Social Studies	17.3	--	38.1	17.2	40.4	33.0	36.3	11.7	--	38.2	20.3	13.3	29.1	35.6

## Your District's Students 2008-2009

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	Migrant
7177	3.5%	0.2%	1.4%	1.8%	3.5%	89.5%	35.0%	1.4%	16.2%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

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	99.0	99.3
Percentage of teachers with at least a Master's Degree	71.0	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.2	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	98.8	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* 0.0
		Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# 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

J F Kennedy Elementary School	1	Kettering Fairmont High School	2
-------------------------------	---	--------------------------------	---

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	97.9 %	EMIS
Mean ACT Score	23	ACT Corp., EMIS
Percent of Graduates participating in the ACT	48.6 %	ACT Corp., EMIS
Mean SAT Score	1048	College Board, EMIS
Percent of Graduates participating in the SAT	31.7 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	11.5 %	EMIS
Number of Graduates participating in an AP test	207	College Board
Percent of Graduates with an AP score of 3 or above	21.2 %	College Board, 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 association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

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.

### 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.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# 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 designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



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 designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. 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. Thus, the preliminary designation becomes the final 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 designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one 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>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

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