SCHOOL GRADE

Coming in
2018

Achievement

COMPONENT GRADE

D

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index
59.6%.. D

Indicators Met
0.0%.. F

Progress

COMPONENT GRADE

D

The Progress component looks closely at the growth that all students are making based on their past performances.

Value Added
Overall...F
Gifted...C
Students with Disabilities...C
Lowest 20% in Achievement...B

Gap Closing

COMPONENT GRADE

F

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives
30.8%.. F

Graduation Rate

COMPONENT GRADE

A

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates
94.3% of students graduated in 4 years...A
95.3% of students graduated in 5 years...A

K-3 Literacy

COMPONENT GRADE

Not Rated

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement
NC...NR

Prepared for Success

COMPONENT GRADE

D

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

D

GRADE

D

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 the performance of all students, regardless of achievement level.
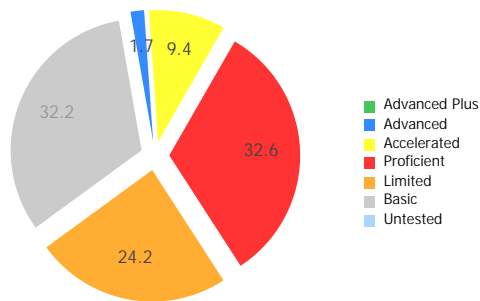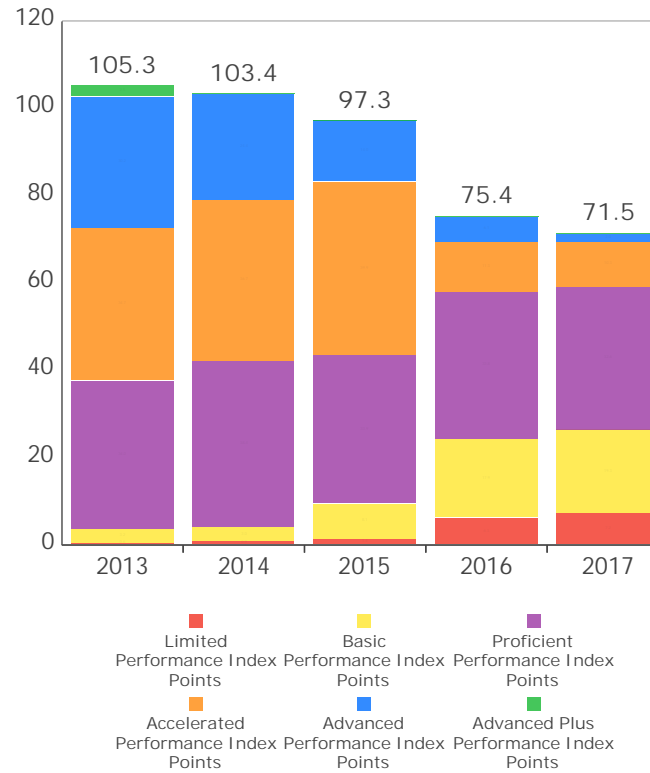
Performance Index
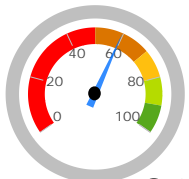
59.6%

71.5 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	1.7	x	1.2	=	2.0
Accelerated	9.4	x	1.1	=	10.3
Proficient	32.6	x	1.0	=	32.6
Basic	32.2	x	0.6	=	19.3
Limited	24.2	x	0.3	=	7.2
Untested	0.0	x	0.0	=	0.0
					71.5

Pie chart values: 1.7, 9.4, 32.2, 32.6, 24.2

Legend:
- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Performance Index Trend

Chart values by year:
- 2013: 105.3
- 2014: 103.4
- 2015: 97.3
- 2016: 75.4
- 2017: 71.5

Legend:
- Limited Performance Index Points
- Basic Performance Index Points
- Proficient Performance Index Points
- Accelerated Performance Index Points
- Advanced Performance Index Points
- Advanced Plus Performance Index Points

GRADE

F

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

Indicators Met %

0.0%

0 out of 8

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	Grades 6-8	High School
This school does not have enough test results in 3rd, 4th, or 5th grade to display this table.	This school does not have enough test results in 6th, 7th, or 8th grade to display this table.	This school does not have enough Ohio Graduation Test results to display this table.

GIFTED INDICATOR ✗

| Achievement Levels by Grade	Proficient Percent Trend by Grade
3rd Grade	**3rd Grade**
No data returned for this view. This might be because the applied filter excludes all data.	No data returned for this view. This might be because the applied filter excludes all data.
4th Grade	**4th Grade**
No data returned for this view. This might be because the applied filter excludes all data.	No data returned for this view. This might be because the applied filter excludes all data.
5th Grade	**5th Grade**
No data returned for this view. This might be because the applied filter excludes all data.	No data returned for this view. This might be because the applied filter excludes all data.
6th Grade	**6th Grade**

No data returned for this view. This might be because the applied filter excludes all data.

No data returned for this view. This might be because the applied filter excludes all data.

7th Grade

7th Grade

No data returned for this view. This might be because the applied filter excludes all data.

No data returned for this view. This might be because the applied filter excludes all data.

8th Grade

8th Grade

No data returned for this view. This might be because the applied filter excludes all data.

No data returned for this view. This might be because the applied filter excludes all data.

High School

High School
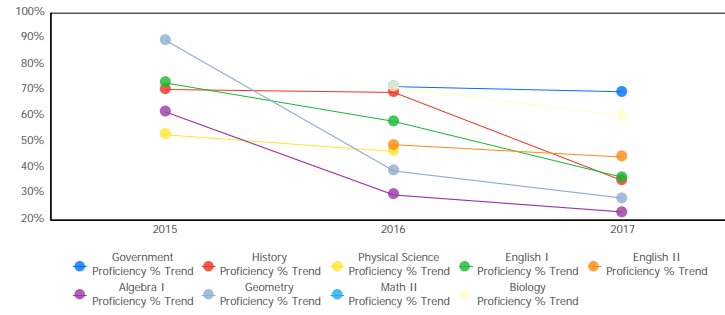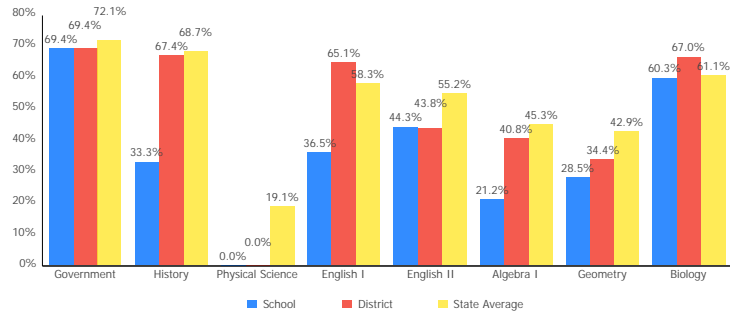
Gifted Students

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

Not Met

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade:	C
Value Added Met?:	Met

Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.

Gifted Performance Index

Performance Index:	104.444
Performance Index Met?:	Not Met

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	36.0
Gifted Inputs Met?:	Not Met

Points are earned based on identification and services provided to gifted students. Schools must earn 80 or more points out of a possible 100 to meet the Gifted Inputs component.

### Gifted Indicator Final Result

INDICATOR

Not Met

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.
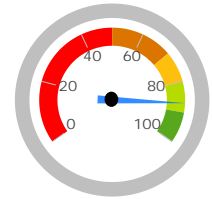
87.0%

104.444 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	11.1	x	1.2	=	13.3
Accelerated	44.4	x	1.1	=	48.9
Proficient	38.9	x	1.0	=	38.9
Basic	5.6	x	0.6	=	3.3
Limited	0.0	x	0.3	=	0.0
Untested	0.0	x	0.0	=	0.0
					104.444

- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested
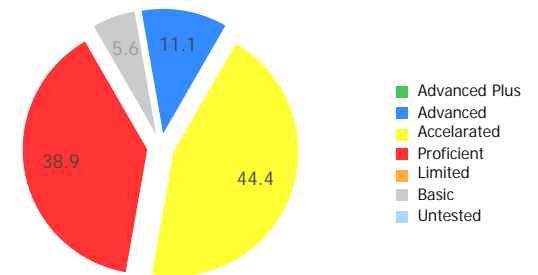
Gifted Indicator

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.
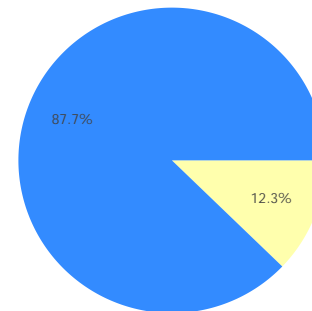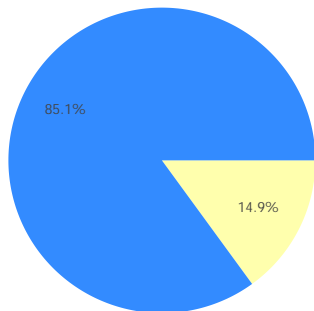
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking

78.0%

22.0%

99.8%

0.2%
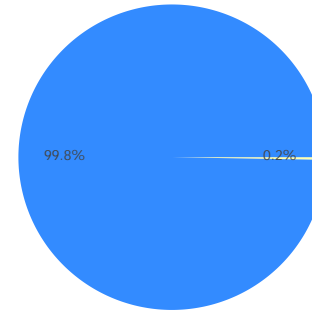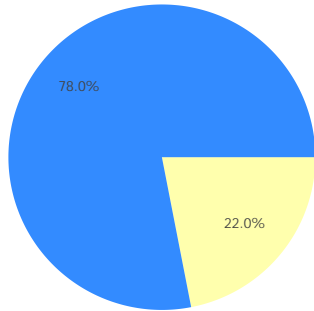
Disadvantaged Students

Minority Students

85.1%

14.9%

87.7%

12.3%

Receiving Gifted Services
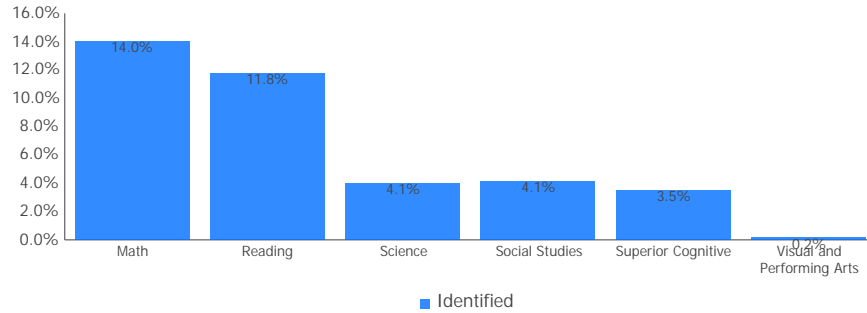
Identified as Gifted, but not receiving services

Not Identified as Gifted

Identification and Receiving Services

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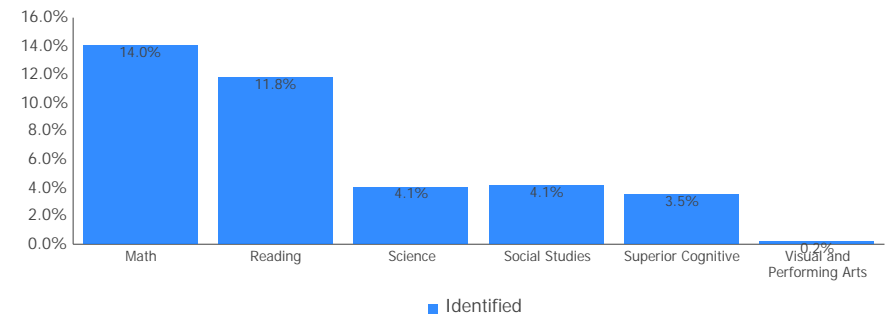
All Grades

Grades K-3

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

Grades 4-8

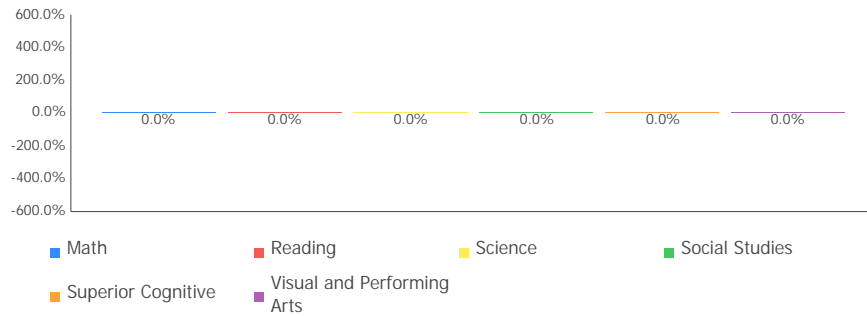This chart cannot be displayed because there were not enough students to evaluate.

Grades 9-12

Identified and Receiving Services

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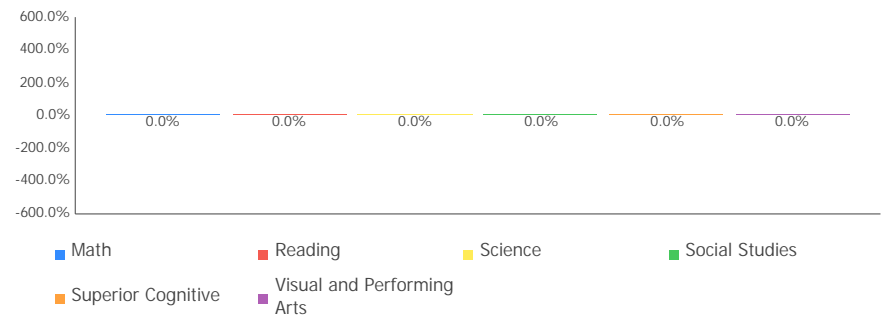
All Grades

- ■ Math
- ■ Reading
- ■ Science
- ■ Social Studies
- ■ Superior Cognitive
- ■ Visual and Performing Arts

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

- ■ Math
- ■ Reading
- ■ Science
- ■ Social Studies
- ■ Superior Cognitive
- ■ Visual and Performing Arts

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE
D

Overall

GRADE
F

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

Gifted Students

GRADE
C

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

Students in the Lowest 20% in Achievement

GRADE
B

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

Students with Disabilities

GRADE
C

This measures the progress for students with disabilities.

High Mobility

GRADE
F

For districts and schools with a mobility rate of 25% or higher, this measures the progress of a subset of students that have been in the district for at least two years. This measure will not be included in the Progress component grade.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	(yellow)	(red)	(red)

Test Grade		Progress Score
High School	English I	(green)
	English II	(red)

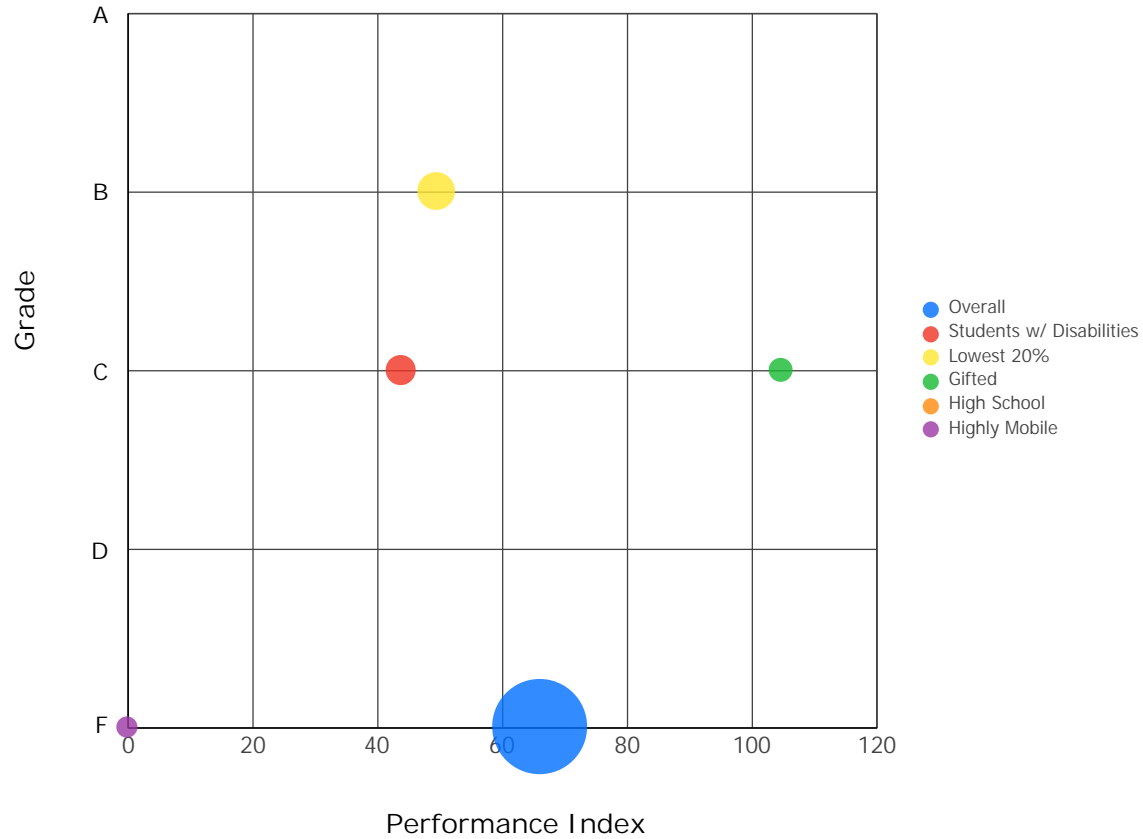| Test Grade		Progress Score
High School	Algebra I	(red)
	Geometry	(red)

What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

Color	Meaning
Dark Green	Students made more progress than expected – significant evidence
(light green)	Students made more progress than expected – moderate evidence
(yellow)	Students made progress similar to the statewide expectation – evidence
(orange)	Students made less progress than expected – moderate evidence
(red)	Students made less progress than expected – significant evidence

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.

Legend:
- Overall (blue)
- Students w/ Disabilities (red)
- Lowest 20% (yellow)
- Gifted (green)
- High School (orange)
- Highly Mobile (purple)

Grade (vertical axis): A, B, C, D, F
Performance Index (horizontal axis): 0, 20, 40, 60, 80, 100, 120

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.
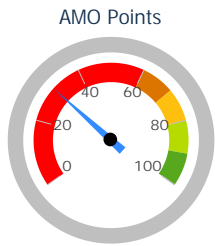
COMPONENT GRADE

F

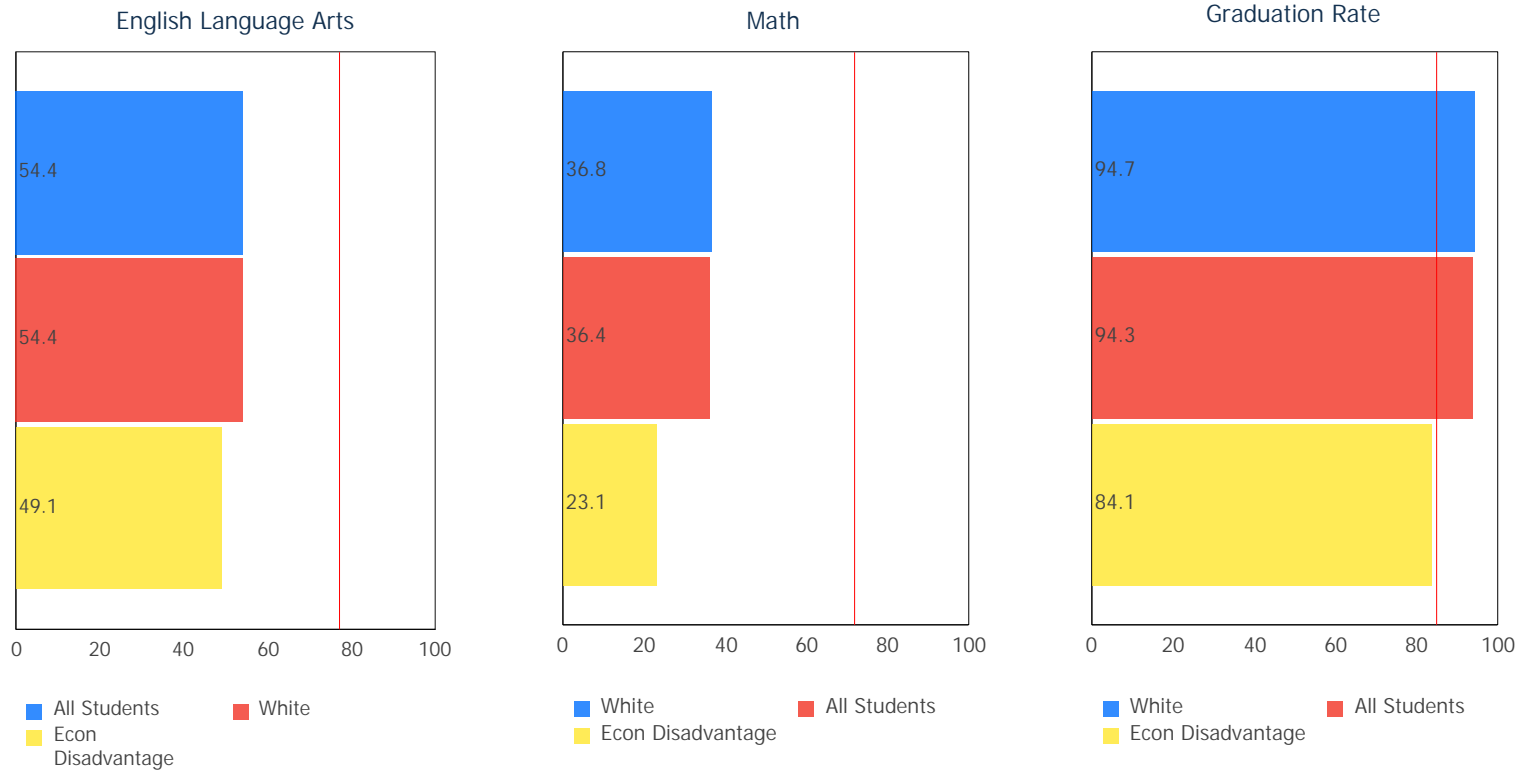---

GRADE

F

AMO Points

30.8%

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.

English Language Arts

- All Students: 54.4
- White: 54.4
- Econ Disadvantage: 49.1

Legend: All Students, White, Econ Disadvantage

Math

- White: 36.8
- All Students: 36.4
- Econ Disadvantage: 23.1

Legend: White, All Students, Econ Disadvantage

Graduation Rate

- White: 94.7
- All Students: 94.3
- Econ Disadvantage: 84.1

Legend: White, All Students, Econ Disadvantage

The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.
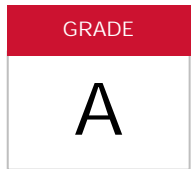
Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.
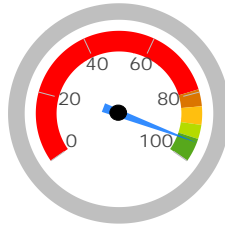
COMPONENT GRADE

A

4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.
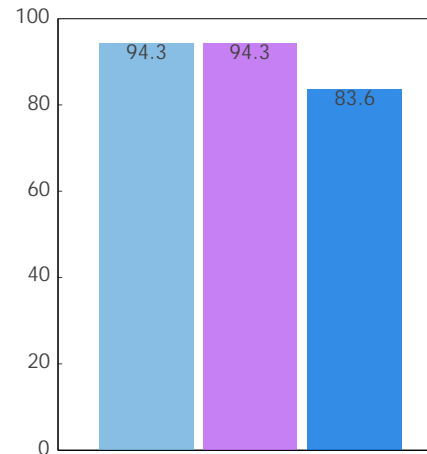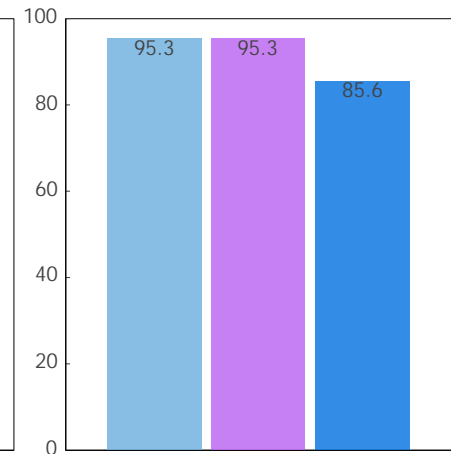
GRADE

A

94.3%

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%

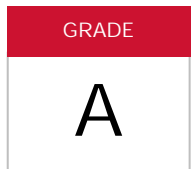### 4-Year Rate
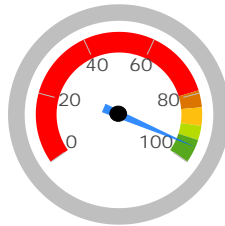
- School: 94.3
- District: 94.3
- State Average: 83.6

5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2015 who graduated within five years, i.e. students who entered the 9th grade in 2012 and graduated by 2016.
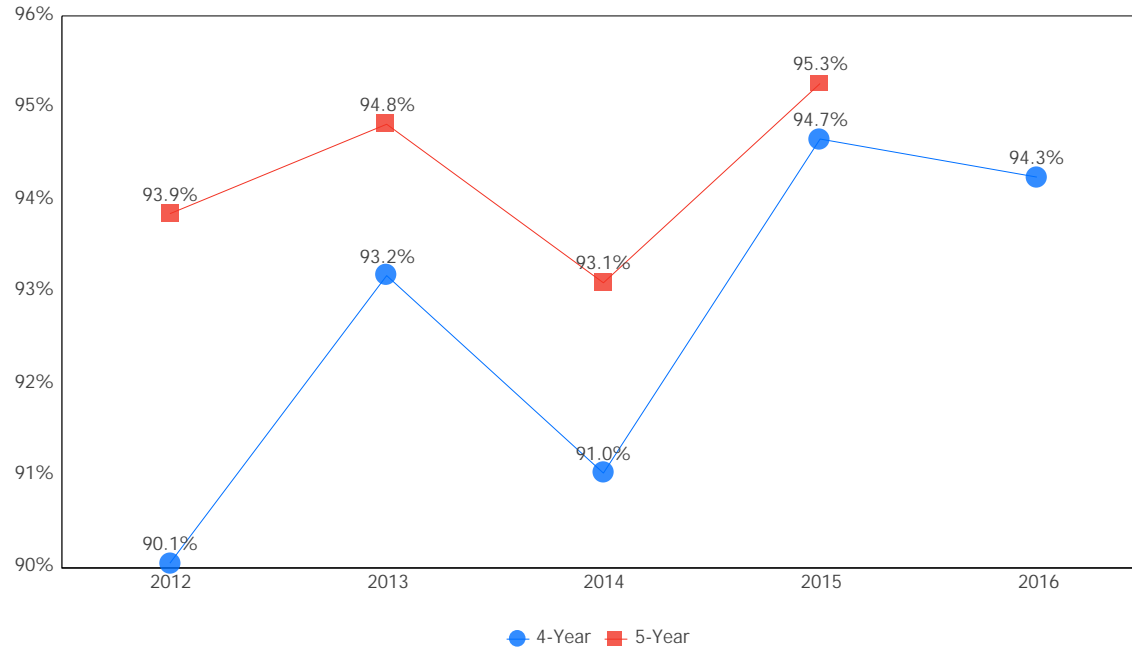
GRADE

A

95.3%

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%

5-Year Rate

- School: 95.3
- District: 95.3
- State Average: 85.6

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

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

Not Rated

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Percentage On-Track in Reading Diagnostic

Third Grade Reading Guarantee

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

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?	NC
How many third graders scored proficient on the state Reading test?	NC

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.
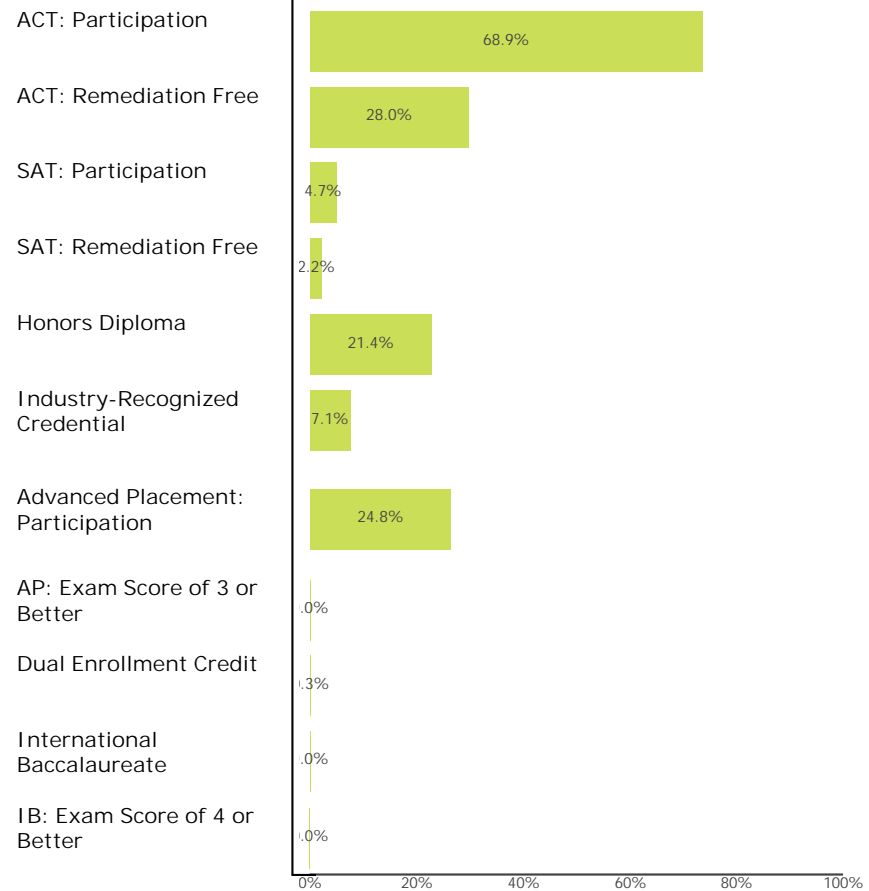
COMPONENT GRADE

D

COMPONENT GRADE

D
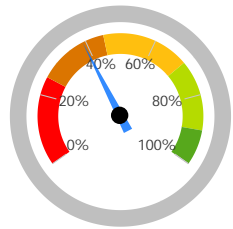
39.1%

A = 90.0% - 100.0%
B = 70.0% - 89.9%
C = 45.0% - 69.9%
D = 25.0% - 44.9%
F = 0.0% - 24.9%

	Number of Students	Point Value	Points Earne
Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential	126	1	126.0
The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school	0	0.3	0.0

Total Points: 126.0
Graduation Cohort: 322
Percentage: 39.1%

How Prepared were Your 2015 and 2016 Graduating Classes?

|	
ACT: Participation	68.9%
ACT: Remediation Free	28.0%
SAT: Participation	4.7%
SAT: Remediation Free	2.2%
Honors Diploma	21.4%
Industry-Recognized Credential	7.1%
Advanced Placement: Participation	24.8%
AP: Exam Score of 3 or Better	.0%
Dual Enrollment Credit	.3%
International Baccalaureate	.0%
IB: Exam Score of 4 or Better	.0%

0% 20% 40% 60% 80% 100%

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

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.

What Percentage of the 2014 Graduating Class Entered College within Two Years? **55.2%**

44.8%
55.2%
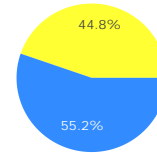
What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School? **30.6%**
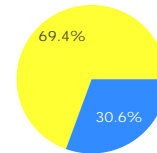
69.4%
30.6%

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

Principal: Wesley D. Weaver
Address: 100 Hainsview Dr
Newark OH 43055-7929

Phone: (740) 763-3721
Career Technical
Planning District: Licking County JVSD CTPD

Directory information current as of the 2016-2017 Report Card publication date.

Your School's Students
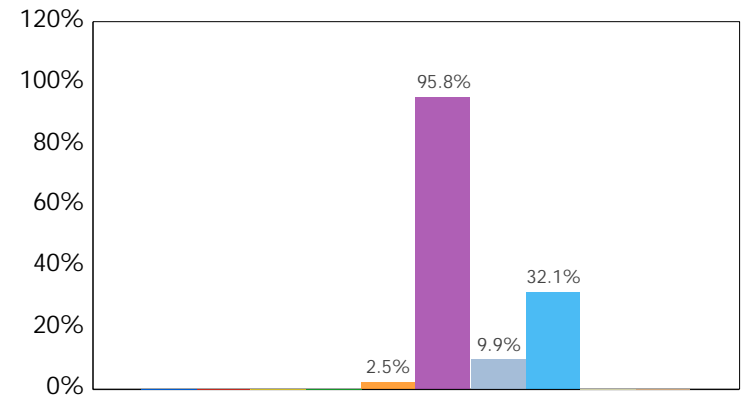
Average
Daily
Enrollment:

577

Number of
Limited English
Proficiency
Students
Excluded from
Accountability
Calculations:

--

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	NC	
Hispanic	NC	
Multiracial	14	2.5%
White, Non-Hispanic	553	95.8%
Students with Disabilities	57	9.9%
Economically Disadvantaged	185	32.1%
Limited English Proficiency	NC	
Migrant	NC	

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

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at http://education.ohio.gov.

Attendance Rate

Chronic
Absenteeism
Rate:

14.8%

All Students	94.1%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	92.2%
White, Non-Hispanic	94.2%
Students with Disabilities	95.2%
Economic Disadvantage	93.2%
Limited English Proficiency	NC
Migrant	NC
Male	95.0%
Female	93.1%

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

Legend:
- All Students
- 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
- Male
- Female
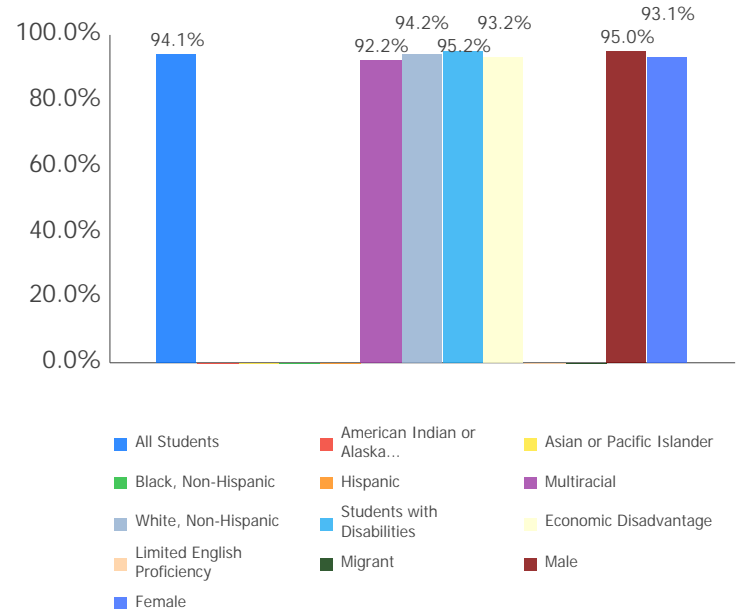
Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	Student Mobility %
All Students	22.1%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	10.5%
White, Non-Hispanic	22.7%
Students with Disabilities	21.3%
Economically Disadvantaged	24.9%
Limited English Proficiency	NC
Migrant	NC

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

Legend:
- All Students
- American Indian or Alaska...
- Asian or Pacific Islander
- Black, Non-Hispanic
- Economic Disadvantage
- Hispanic
- Limited English Proficiency
- Migrant
- Multiracial
- Students with Disabilities
- White, Non-Hispanic
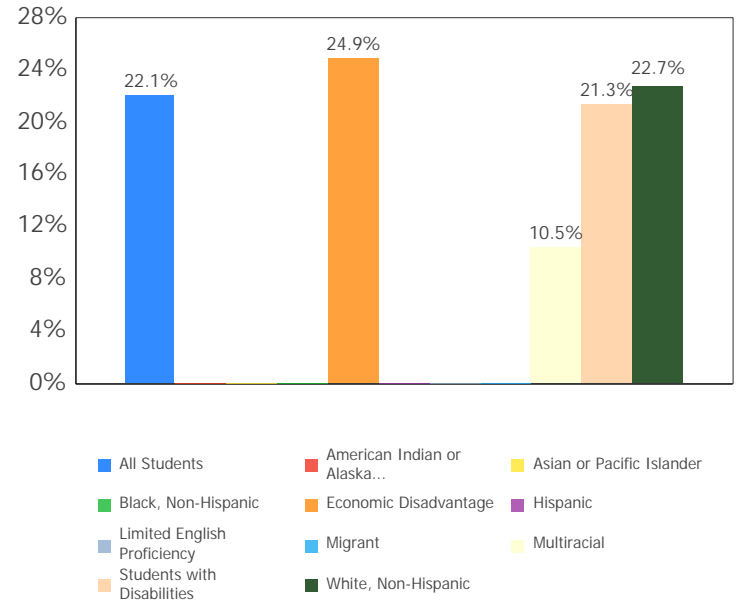
This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

Your 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	--
Percentage of teachers with at least a Master's Degree	72.2	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	8.9	--
Percentage of core academic subject and elementary classes taught by properly certified teachers	93.1	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--
Lead or Senior Teachers:	0.0	0.0

Number of Teachers by Program Area

	#	State Avg per 1000 Students
General Education Teachers	25.4	46.8
Career-Technical Teachers	2.0	2.3
Special Education Teachers	5.0	10.9
Teacher Aides	6.0	7.3
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	2.0	3.0
Music Teachers	2.4	2.5
Physical Education Teachers	2.0	2.8
ELL Specialists	0.0	0.3

A district's 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

Teacher Evaluations
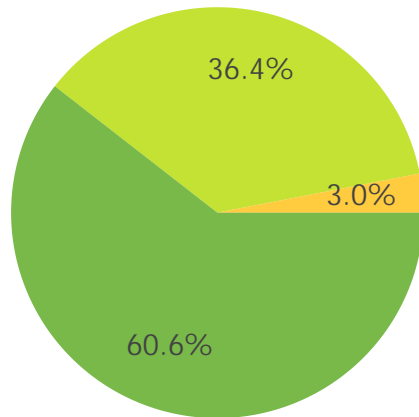
- ■ Accomplished
- ■ Skilled
- ■ Developing
- ■ Ineffective
- ■ Not Complete

Wellness and Physical Education

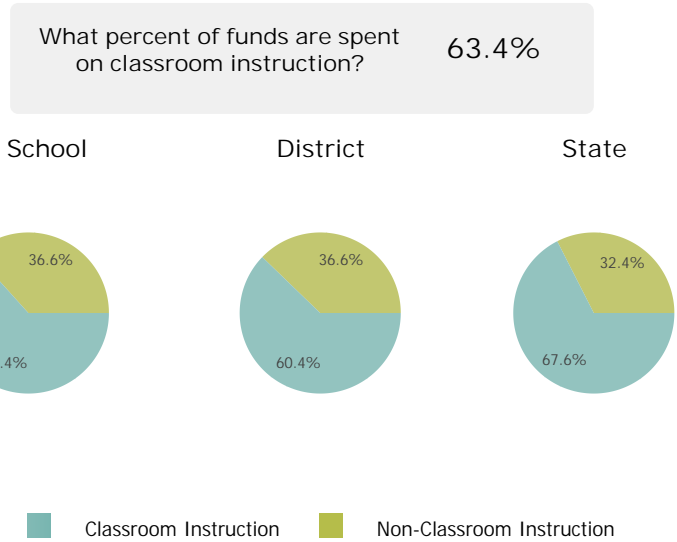| The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	Elected to administer BMI screening	Participation in Physical Activity Pilot Program
Moderate Success	✘	✘

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?

Classroom Spending Data

What percent of funds are spent on classroom instruction?	63.4%

School	District	State
36.6%	36.6%	32.4%
63.4%	60.4%	67.6%

- Classroom Instruction
- Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	$7,822	$9,149
Classroom Instruction	$4,961	$6,181
Non-Classroom Spending	$2,861	$2,968

School	$4,961	$2,861
State	$6,181	$2,968

$0 — $4,000 — $8,000 — $12,000