

2015 - 2016 Report Card for Licking Valley High School

SCHOOL GRADE

Coming in
2018



Achievement

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

COMPONENT GRADE

D

Performance Index

62.8%..... **D**

Indicators Met

35.7%..... **F**



Progress

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

COMPONENT GRADE

B

Value Added

Overall..... **C**

Gifted..... **C**

Students with Disabilities..... **C**

Lowest 20% in Achievement..... **B**



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

Annual Measurable Objectives

33.3%..... **F**



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

B

Graduation Rates

94.7% of students graduated in 4 years..... **A**

93.1% of students graduated in 5 years..... **B**



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 Improvement

NC..... **NR**



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

C

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

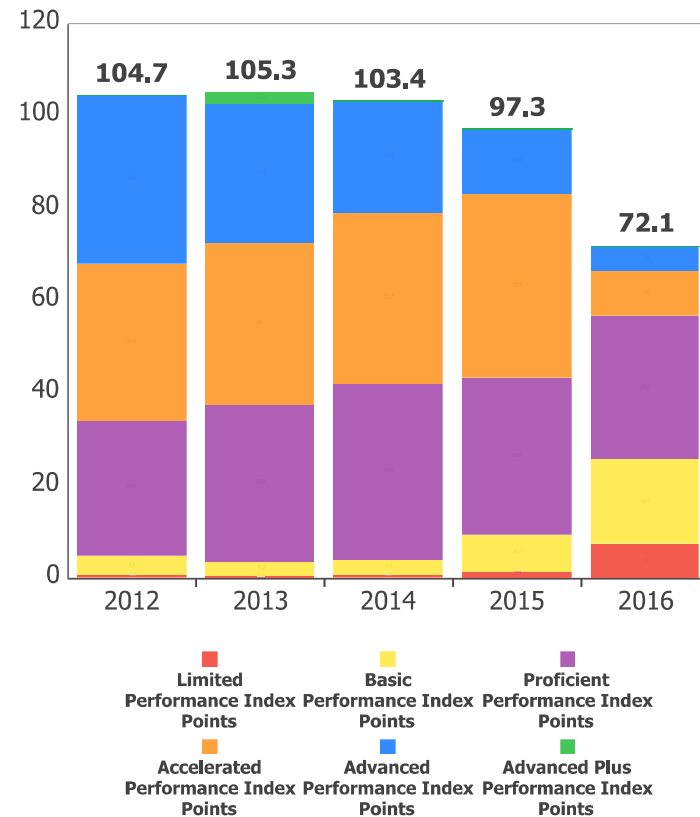
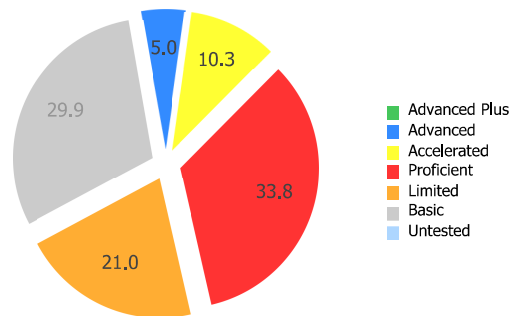
The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index.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



62.8%

- 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%

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	5.0	x	1.2	=	6.1
Accelerated	10.3	x	1.1	=	11.3
Proficient	33.8	x	1.0	=	33.8
Basic	29.9	x	0.6	=	17.9
Limited	21.0	x	0.3	=	6.3
Untested	0.0	x	0.0	=	0.0
					75.4



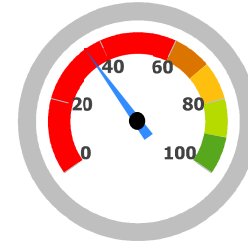
GRADE
F

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.

35.7%

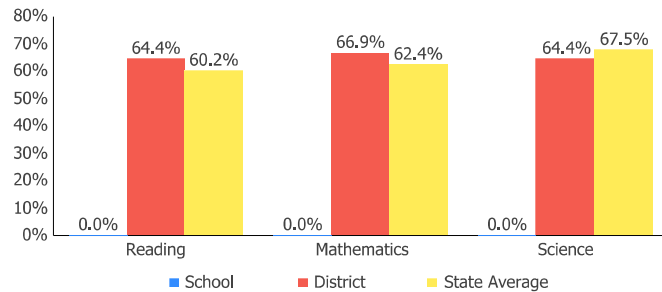
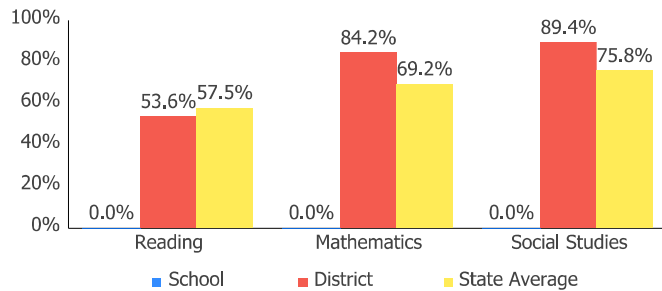
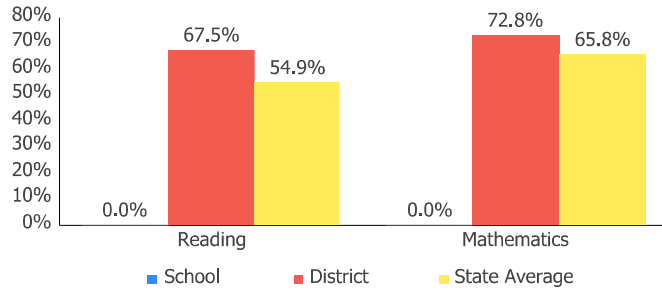
- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%



GIFTED INDICATOR **X**

OGT, 11th Graders	Mathematics	97.2%	✓
	Reading	97.9%	✓
	Science	89.0%	✓
	Social Studies	91.8%	✓
	Writing	95.2%	✓
HS	Algebra I	30.0%	X
	Biology	71.3%	X
	English I	58.6%	X
	English II	49.1%	X
	Geometry	38.9%	X
	Government	71.4%	X
	History	69.2%	X
	Math II	NC	NC
	Physical Science	46.4%	X

Achievement Levels by Grade



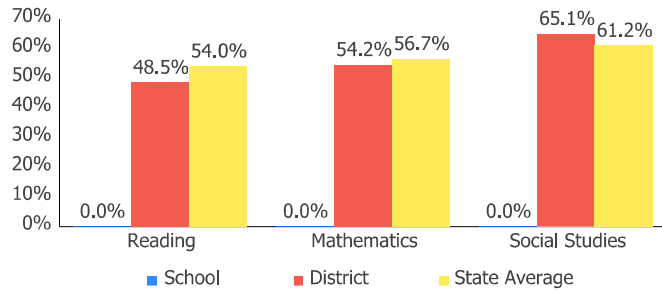
Proficient Percent Trend by Grade

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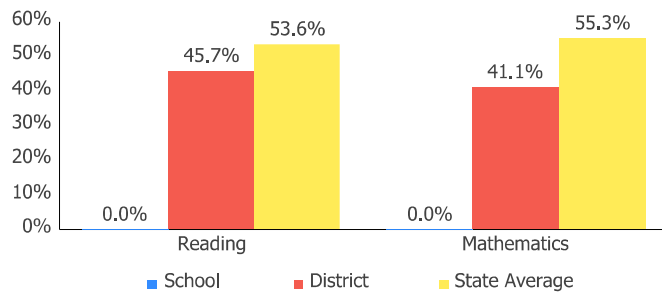
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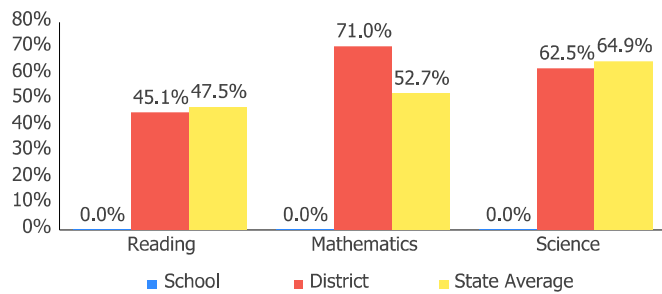
2015 - 2016 Report Card for Licking Valley High School



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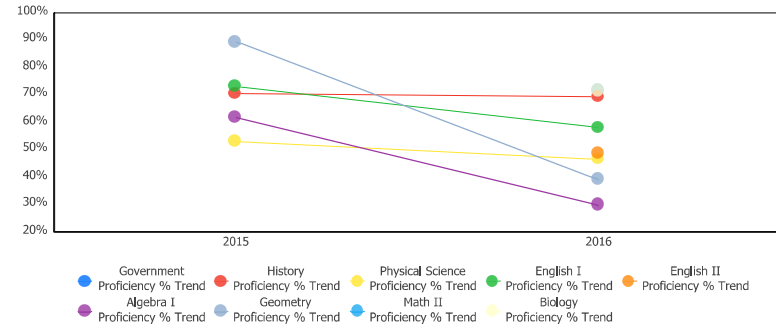
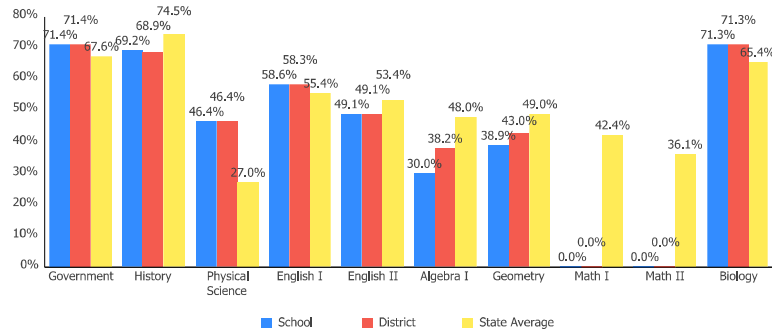
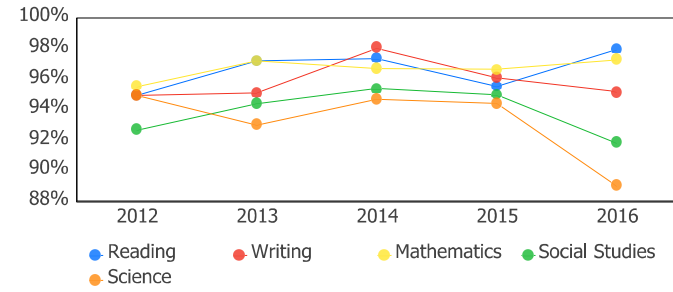
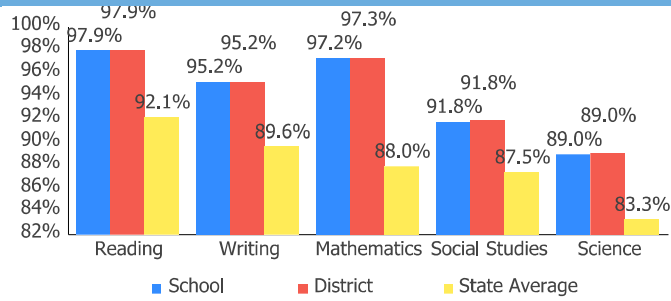


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No data returned for this view. This might be because the applied filter excludes all data.

2015 - 2016 Report Card for Licking Valley 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: 104.286
Performance Index Met?: Not Met

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 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 60 or more points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

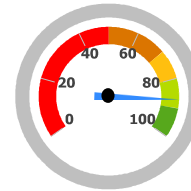
INDICATOR

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

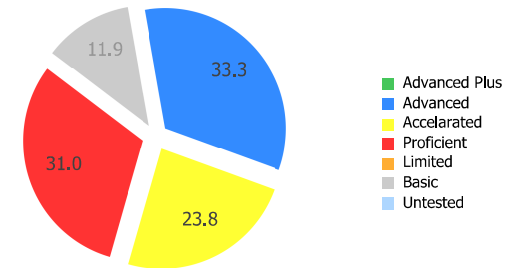
The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.



86.9%

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%

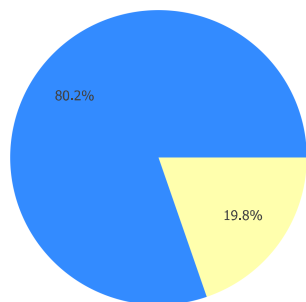
Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	33.3	x	1.2	=	40.0
Accelerated	23.8	x	1.1	=	26.2
Proficient	31.0	x	1.0	=	31.0
Basic	11.9	x	0.6	=	7.1
Limited	0.0	x	0.3	=	0.0
Untested	0.0	x	0.0	=	0.0
					104.286



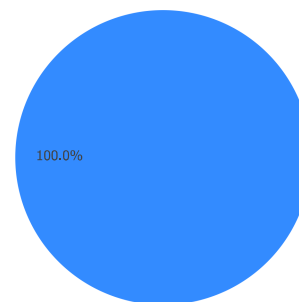
Gifted Indicator

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.

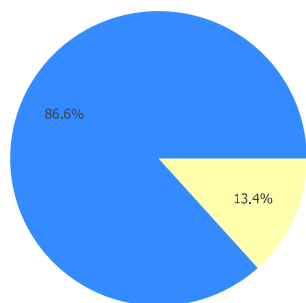
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities



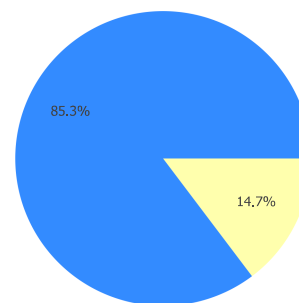
Visual/Performing Arts and Creative Thinking



Disadvantaged Students



Minority Students



■ Receiving Gifted Services

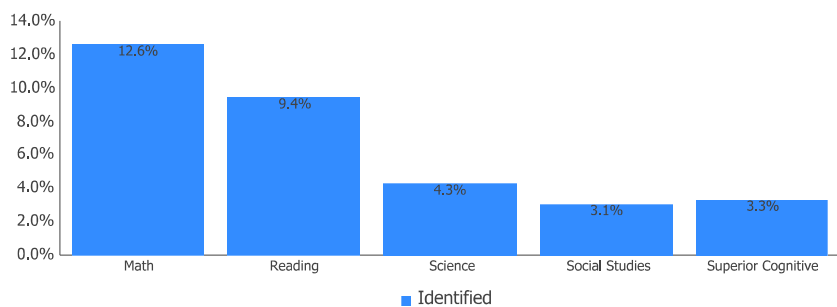
■ Identified as Gifted, but not receiving services

■ 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.

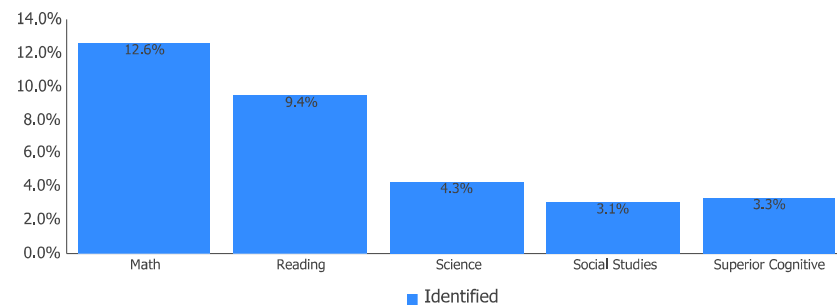
All Grades



Grades 4-8

Grades K-3

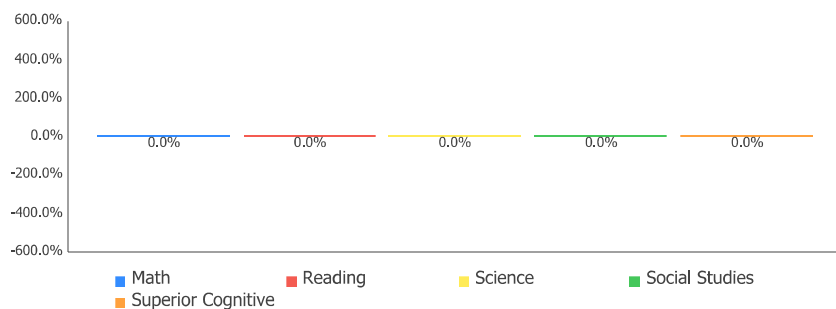
Grades 9-12



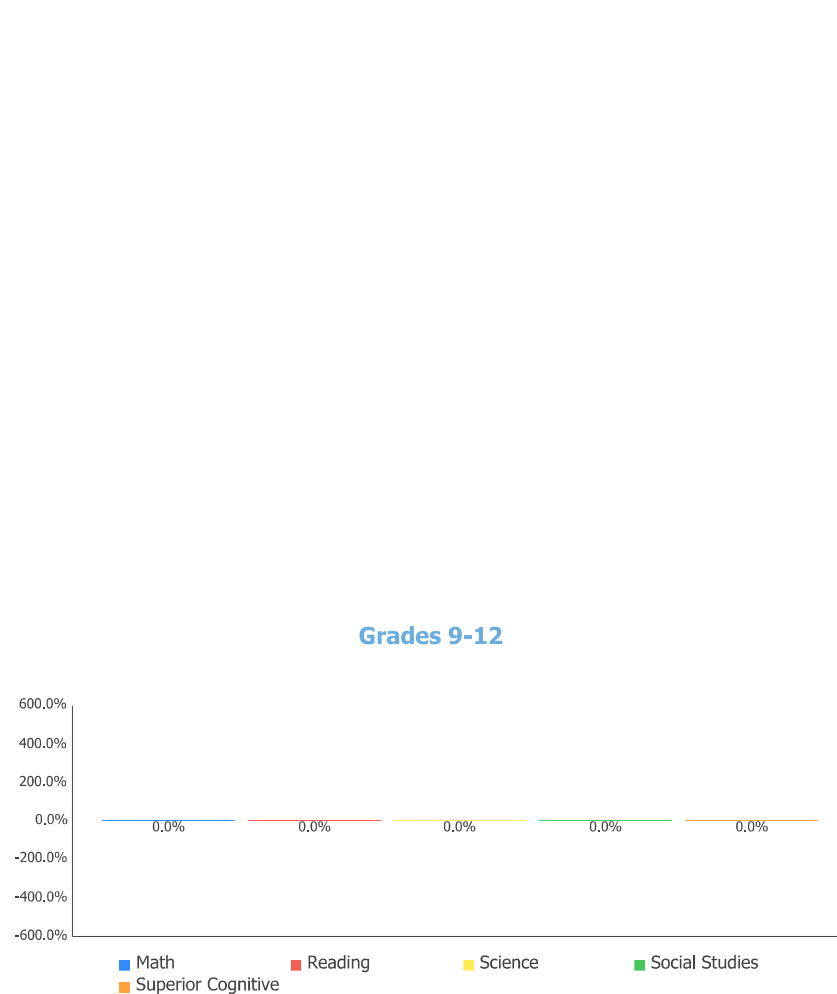
Identified and Receiving Services

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

All Grades

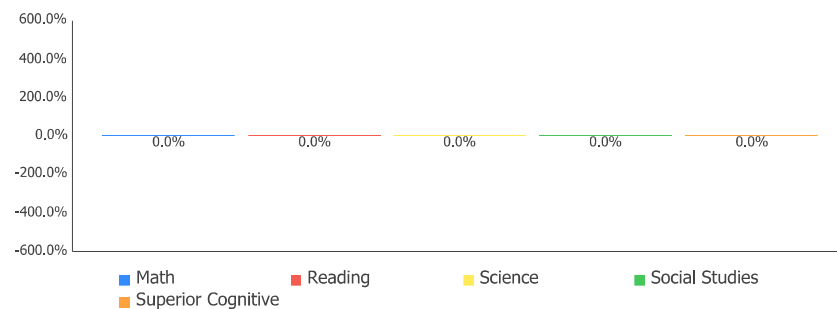


Grades K-3



Grades 4-8

Grades 9-12



Progress



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

COMPONENT GRADE
B

GRADE	Overall
C	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.
GRADE	Gifted Students
C	This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.
GRADE	Students in the Lowest 20% in Achievement
B	This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.
GRADE	Students with Disabilities
C	This measures the progress for students with disabilities.

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	2.09	-3.78	-0.84

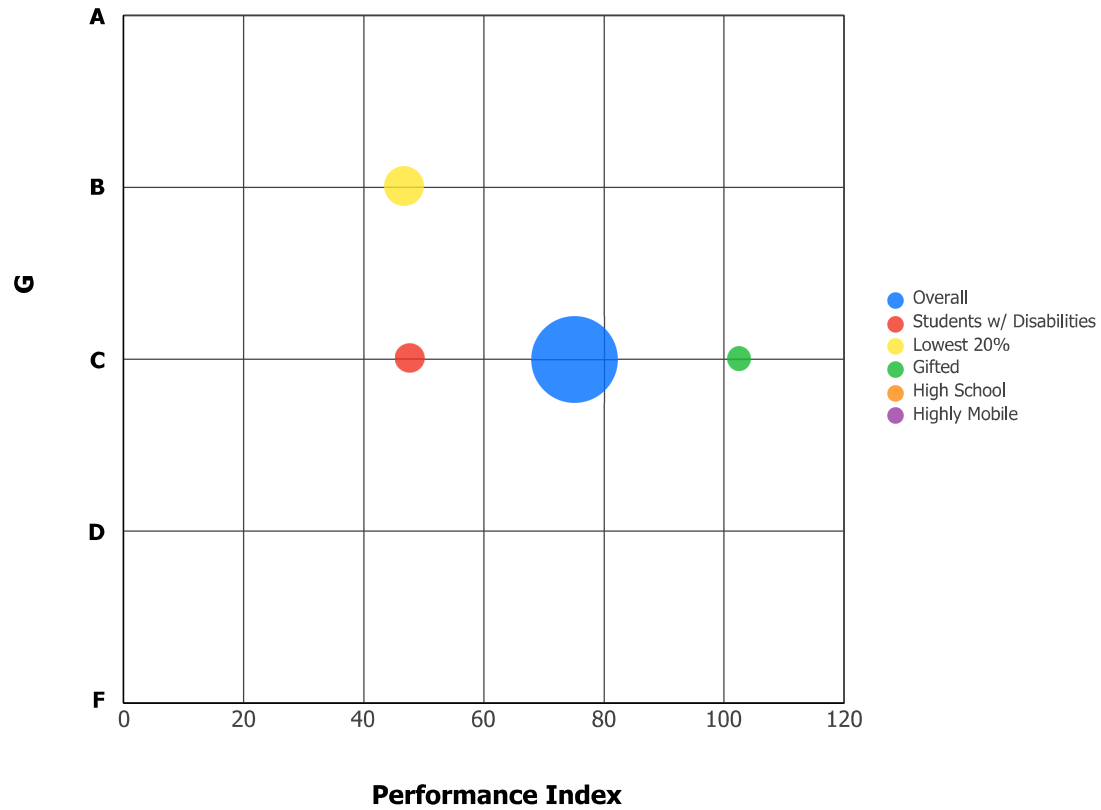
Test Grade		Progress Score	Test Grade		Progress Score
High School	English I	3.01	High School	Algebra I	-3.38
	English II	-0.51		Geometry	-1.78

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

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

Progress vs. Performance Index

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



Gap Closing



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

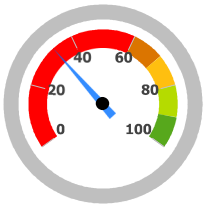
F

GRADE

F

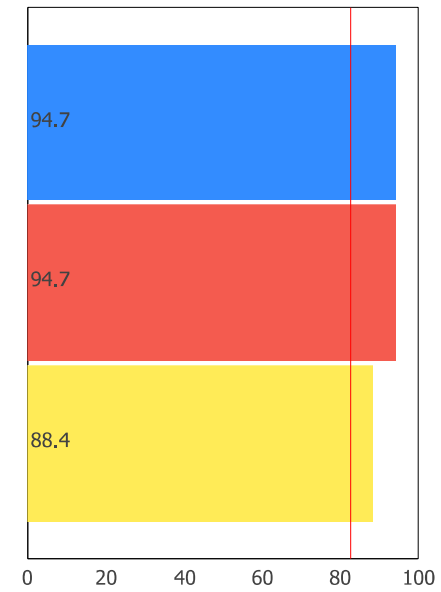
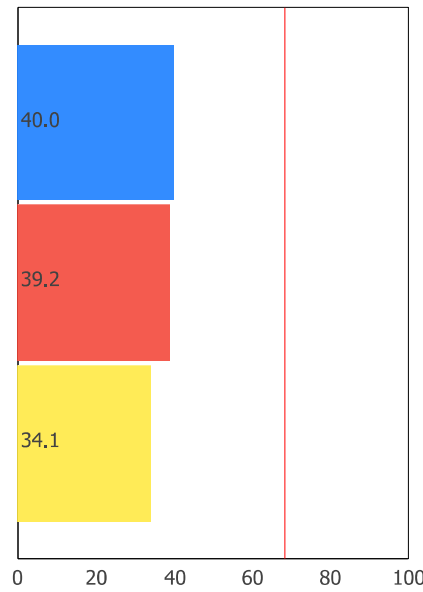
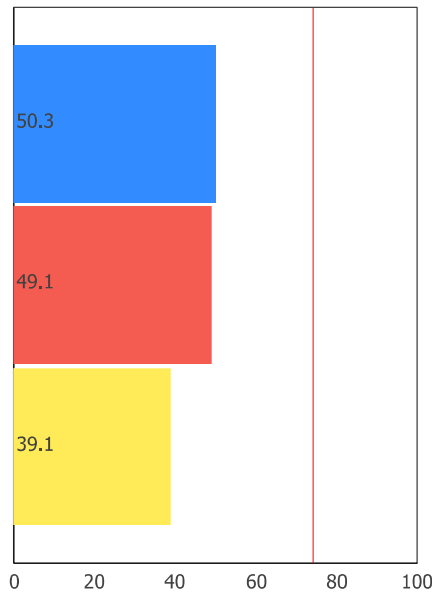
Annual Measurable Objectives

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.



33.3%

- 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%



■ White
■ All Students
■ Econ Disadvantage

■ White
■ All Students
■ Econ Disadvantage

■ All Students
■ White
■ Econ Disadvantage

The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 74.2%, for Math is 68.5%, and for Graduation Rate is 82.8%. 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

B

4-Year Graduation Rate

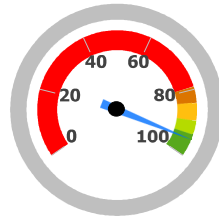
The 4-year graduation rate applies to the Class of 2015 who graduated within four years, i.e. students who entered the 9th grade in 2012 and graduated by 2015.

GRADE

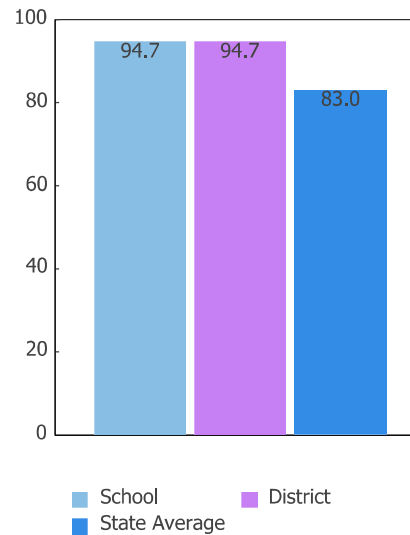
A

94.7%

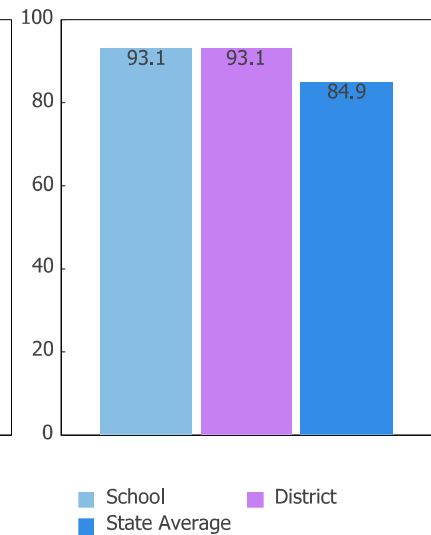
- A = 93.0 - 100.0%
- B = 89.0 - 92.9%
- C = 84.0 - 88.9%
- D = 79.0 - 83.9%
- F = 0.0 - 78.9%



4-Year Rate



5-Year Rate



5-Year Graduation Rate

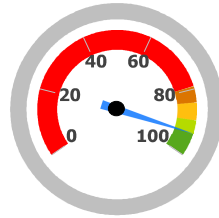
The 5-year graduation rate applies to the Class of 2014 who graduated within five years, i.e. students who entered the 9th grade in 2011 and graduated by 2015.

GRADE

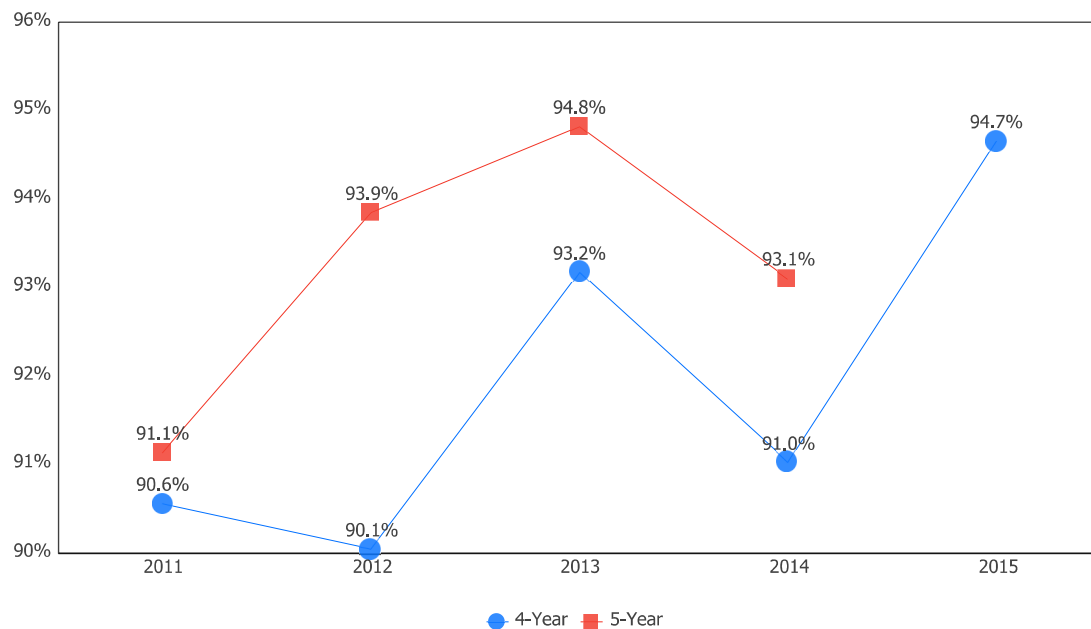
B

93.1%

- 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



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

GRADE
NR

In Your School...

Details of Measure

Not On-Track at Point A			Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2014 - 2015	< 10	to	1st Grade Reading Diagnostic, School Year 2015 - 2016	< 10
1st Grade Reading Diagnostic, School Year 2014 - 2015	< 10	to	2nd Grade Reading Diagnostic, School Year 2015 - 2016	< 10
2nd Grade Reading Diagnostic, School Year 2014 - 2015	< 10	to	3rd Grade Reading Diagnostic, School Year 2015 - 2016	< 10
3rd Grade Reading Diagnostic, School Year 2015 - 2016	< 10	to	3rd Grade Reading OST, School Year 2015 - 2016	< 10
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan				< 10
Totals			<10	<10

Percentage On-Track in Reading Diagnostic

Third Grade Reading Guarantee

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



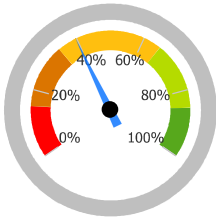
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

COMPONENT GRADE

C



39.7%

- A = 85.0% - 100.0%
- B = 65.0% - 84.9%
- C = 34.0% - 64.9%
- D = 15.0% - 33.9%
- F = 0.0% - 14.9%

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

Number of Students	Point Value	Points Earned
117	1	117.0

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

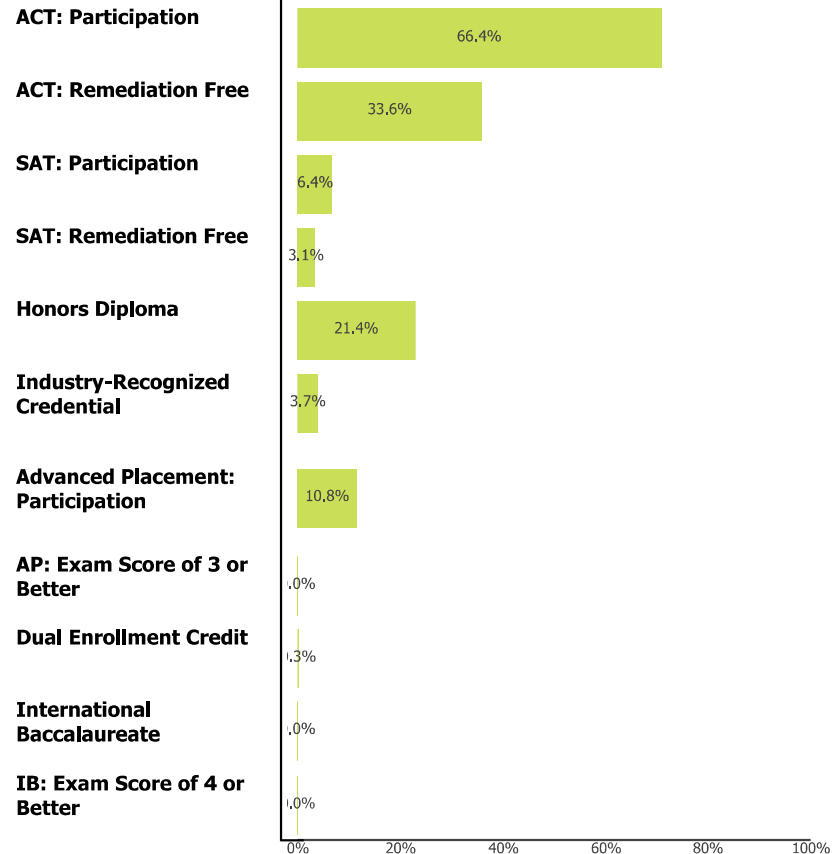
0	0.3	0.0
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Total Points: 117.0

Graduation Cohort: 295

Percentage: 39.7%

How Prepared were Your 2014 and 2015 Graduating Classes?



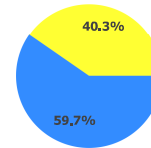
Outcomes after High School Graduation

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.

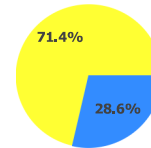
What Percentage of the 2013 Graduating Class Entered College within Two Years?

59.7%



What Percentage of the 2009 Graduating Class Graduated from College within Six Years of Leaving High School?

28.6%



2015 - 2016 Report Card for Licking Valley High School



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

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

Your School's Students

**Average
 Daily
 Enrollment:**

588

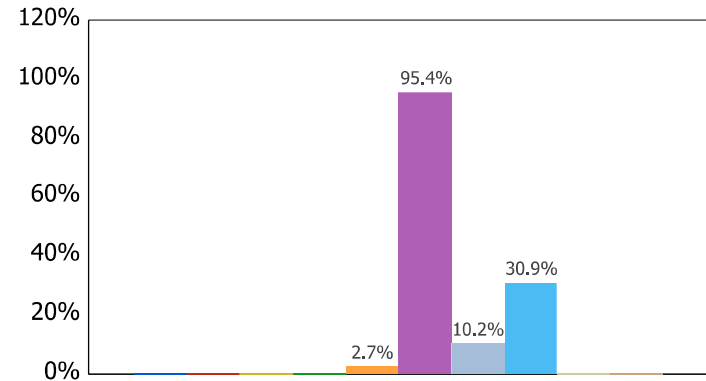
**Number of
 Limited English
 Proficiency
 Students
 Excluded from
 Accountability
 Calculations:**

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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	16	2.7%
White, Non-Hispanic	561	95.4%
Students with Disabilities	60	10.2%
Economically Disadvantaged	182	30.9%
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

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>.

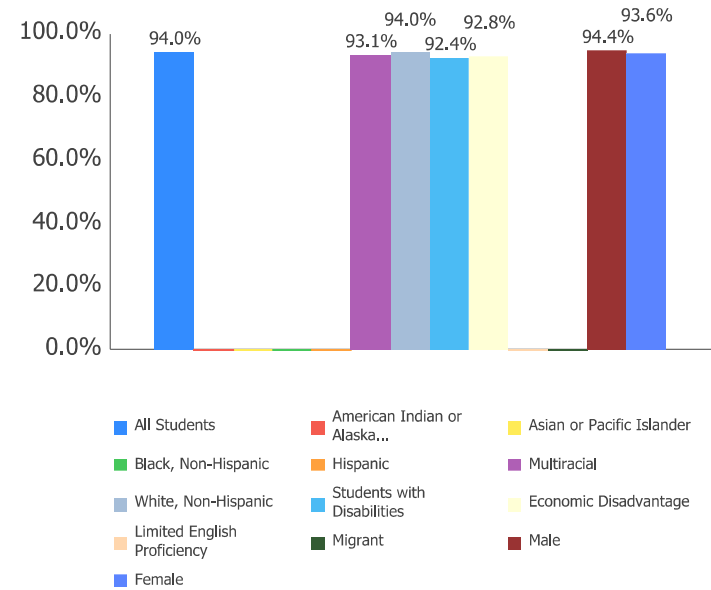
Attendance Rate

Chronic Absenteeism Rate:

13.1%

All Students	94.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	93.1%
White, Non-Hispanic	94.0%
Students with Disabilities	92.4%
Economic Disadvantage	92.8%
Limited English Proficiency	NC
Migrant	NC
Male	94.4%
Female	93.6%

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

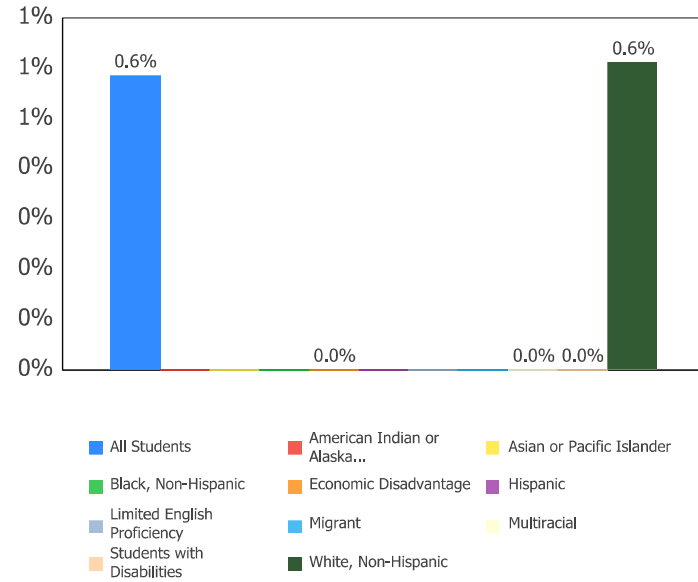


Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.6%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	0.0%
White, Non-Hispanic	0.6%
Students with Disabilities	0.0%
Economically Disadvantaged	0.0%
Limited English Proficiency	NC
Migrant	NC

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



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

Your 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	61.7	60.5
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	4.2	2.4
Percentage of core academic subject and elementary classes taught by properly certified teachers	95.8	98.6
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	0
Lead or Senior Teachers:	0,0	0,0

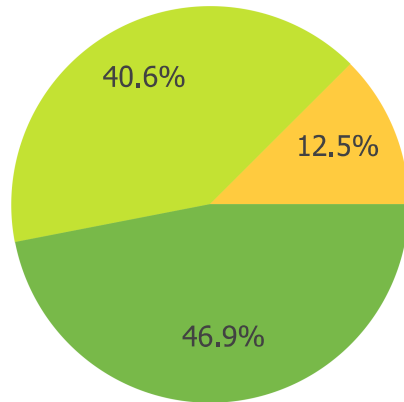
Number of Teachers by Program Area

	#	State Avg per 1000 Students
General Education Teachers	24.4	46.4
Career-Technical Teachers	3.1	2.3
Special Education Teachers	4.0	10.6
Teacher Aides	6.0	7.0
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	2.0	3.0
Music Teachers	1.4	2.5
Physical Education Teachers	2.0	2.9
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



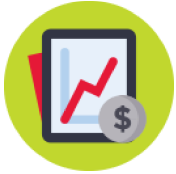
- Accomplished
- Skilled
- Developing
- Ineffective
- Not Complete

Wellness and Physical Education

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

Less than 10 students to evaluate

Financial Data

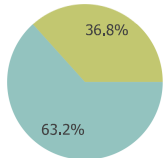


These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

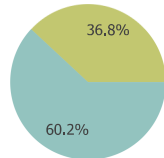
Classroom Spending Data

What percent of funds are spent on classroom instruction? **63.2%**

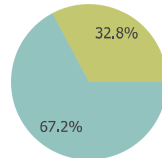
School



District



State



■ Classroom Instruction ■ Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	\$7,522	\$8,840

