

# Ohio School Report Cards



## Heir Force Community School

School Grade

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

### Achievement

The Achievement

Component represents

whether student

performance on state tests

met established thresholds

and how well students

performed on tests overall. A

new indicator measures

chronic absenteeism.

Performance Index

63.2%

Indicators Met

0.0%



Component

Grade

### Progress

The Progress component

looks closely at the growth

that all students are making

based on their past

performances.

Value-Added

Overall

Gifted

Lowest 20% in Achievement

Students with Disabilities



Component

Grade

### Gap Closing

The Gap Closing component

shows how well schools are

meeting the performance

expectations for our most

vulnerable students in

English language arts, math,

graduation and English

language proficiency.

Annual Measurable Objectives

100.0%



Component

Grade

### 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.

Graduation Rates

0.0% of students graduated in 4 years

0.0% of students graduated in 5 years



Component

Grade

### Improving At-Risk K-3 Readers

This component looks at how

successful the school is at

improving at-risk K-3

readers.

Improving At-Risk K-3 Readers

17.5%



Component

Grade

### 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

F

D  
NR  
D  
NR

A

NR  
NR  
NR

# Ohio School Report Cards



## Achievement

Component  
Grade

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

### Performance Index

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

**D 63.2%**

75.8 of a possible 120.0

### Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.

**F 0.0%**

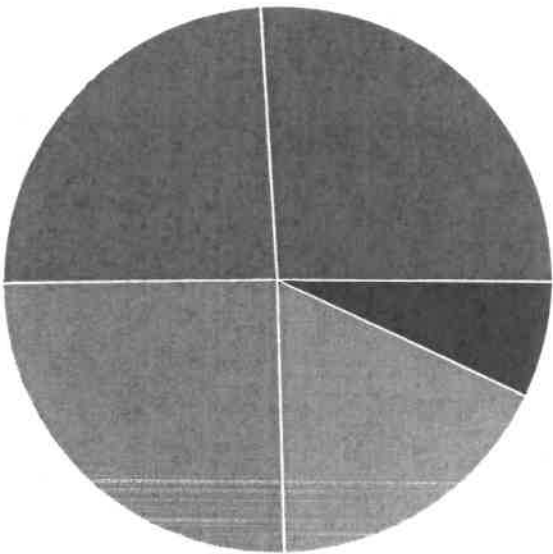
0 out of 15

| Achievement Level | Pct of Students | Points for this Level | Points Received |
|-------------------|-----------------|-----------------------|-----------------|
| Advanced Plus     | 0               | X 1.3                 | = 0             |
| Advanced          | 6.9             | X 1.2                 | = 8.3           |
| Accelerated       | 17.5            | X 1.1                 | = 19.2          |
| Proficient        | 25.3            | X 1.0                 | = 25.3          |
| Basic             | 26.2            | X 0.6                 | = 15.7          |

| Third Grade           |       |   |
|-----------------------|-------|---|
| English Language Arts | 51.9% | ✖ |
| Mathematics           | 40.7% | ✖ |
| Fourth Grade          |       |   |
| English Language Arts | 44.8% | ✖ |
| Mathematics           | 65.5% | ✖ |
| Fifth Grade           |       |   |

| Achievement Level | Pct of Students | Points for this Level | Points Received |
|-------------------|-----------------|-----------------------|-----------------|
| Limited           | 24.1            | X                     | 0.3 = 7.2       |
| Untested          | 0               | X                     | 0.0 = 0.0       |

75.8

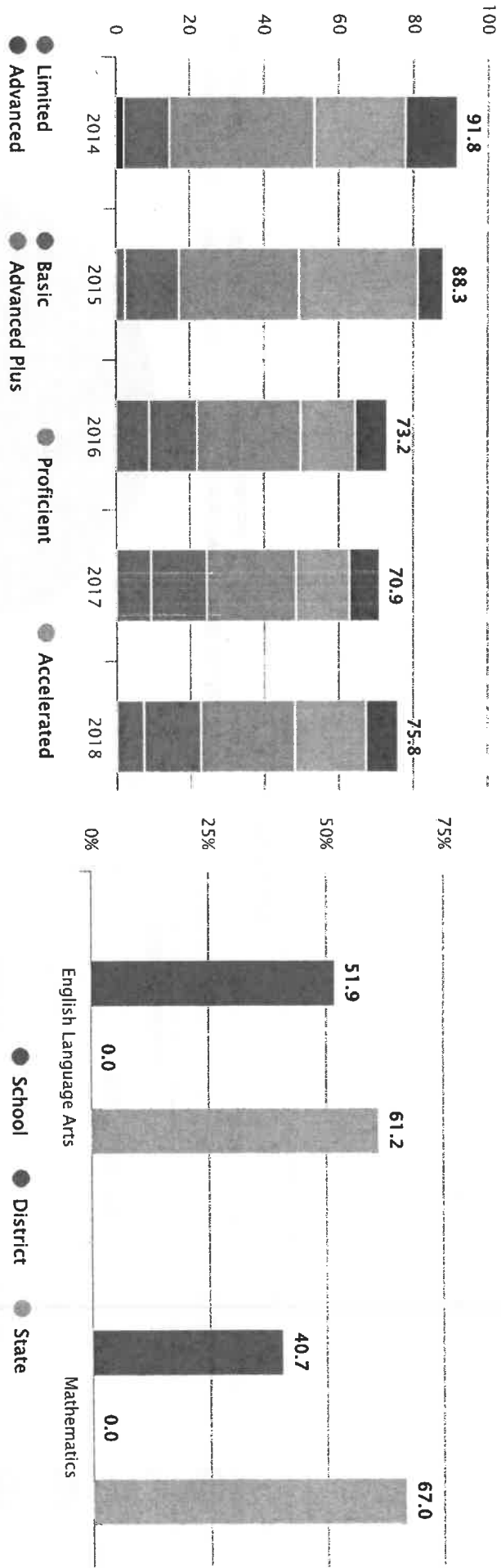


- Advanced Plus
- Limited
- Advanced
- Basic
- Accelerated
- Untested
- Proficient

|                       |       |    |
|-----------------------|-------|----|
| English Language Arts | 57.9% | ⊗  |
| Mathematics           | 42.1% | ⊗  |
| Science               | 47.4% | ⊗  |
| Sixth Grade           |       |    |
| English Language Arts | 50.0% | ⊗  |
| Mathematics           | 42.9% | ⊗  |
| Seventh Grade         |       |    |
| English Language Arts | 43.8% | ⊗  |
| Mathematics           | 62.5% | ⊗  |
| Eighth Grade          |       |    |
| English Language Arts | 44.0% | ⊗  |
| Mathematics           | 60.0% | ⊗  |
| Science               | 44.0% | ⊗  |
| Non-Test Indicators   |       |    |
| Gifted Indicator      |       | NC |
| Chronic Absenteeism   | 20.0% | ⊗  |
| Third Grade           |       | ▼  |

120

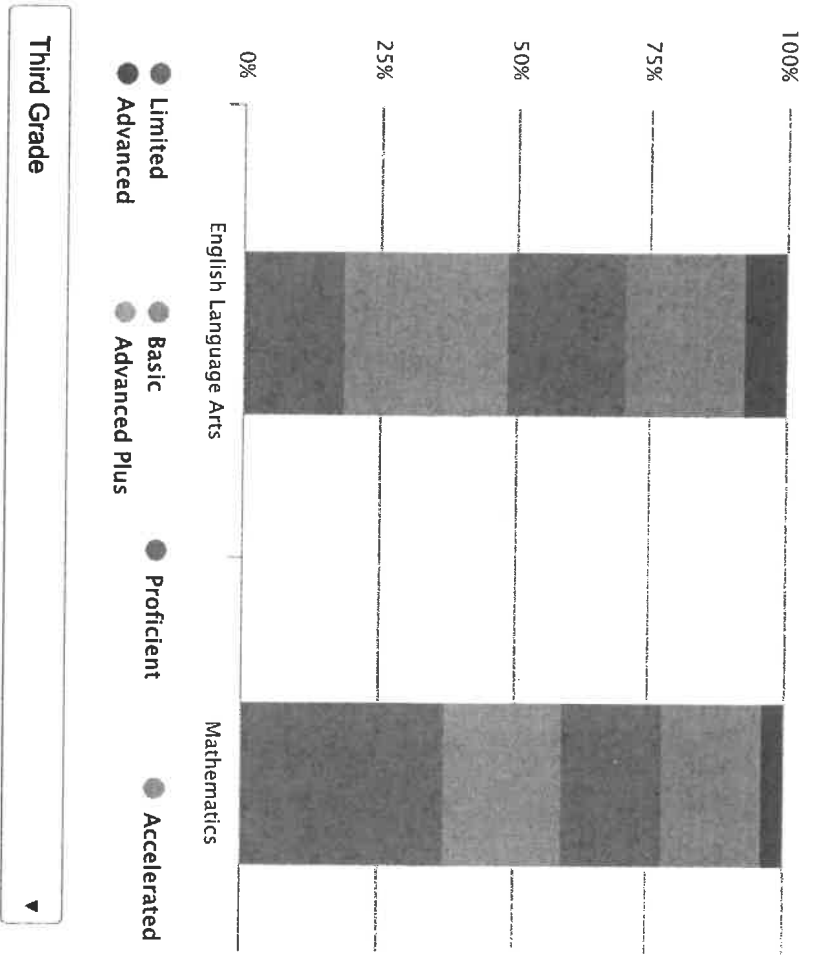
100%



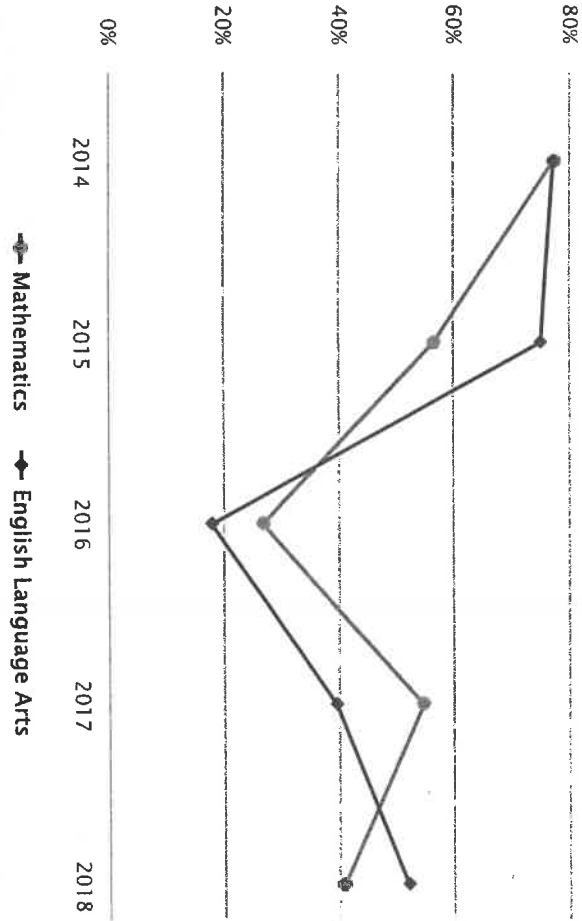
This chart compares the school to its district and to the state as a whole for each test.

Third Grade

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100%



Grade Key

- 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%

# Ohio School Report Cards

## D Progress

Component Grade

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

For more detailed data on Progress and Value-Added, click here. (<https://ohiova.sas.com/fw.html?YU=000613&YV=000613>)

Overall

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

Gifted Students

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

**D** Students in the Lowest 20% in Achievement  
This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.

**NR** Students with Disabilities  
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              |             |         |           |
|------------|-----------------------|-------------|---------|-----------|
|            | English Language Arts | Mathematics | Science | All Tests |
| All Grades |                       |             |         |           |
| 4th Grade  |                       |             |         |           |
| 5th Grade  |                       |             |         |           |
| 6th Grade  |                       |             |         |           |
| 7th Grade  |                       |             |         |           |
| 8th Grade  |                       |             |         |           |

| Test Grade  | Progress  |            |         |            |               |
|-------------|-----------|------------|---------|------------|---------------|
|             | English I | English II | Algebra | Geometry I | Mathematics I |
| High School |           |            |         |            |               |

**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

Students made more progress than expected - significant evidence

Students made more progress than expected - moderate evidence

Students made progress similar to the statewide expectation - evidence

Students made less progress than expected - moderate evidence

Students made less progress than expected - significant evidence

Value Added data is not available





# Ohio School Report Cards



## Gap Closing

Component  
Grade

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. It also measures how schools are doing in helping English learners to become proficient in English.

### Annual Measurable Objectives

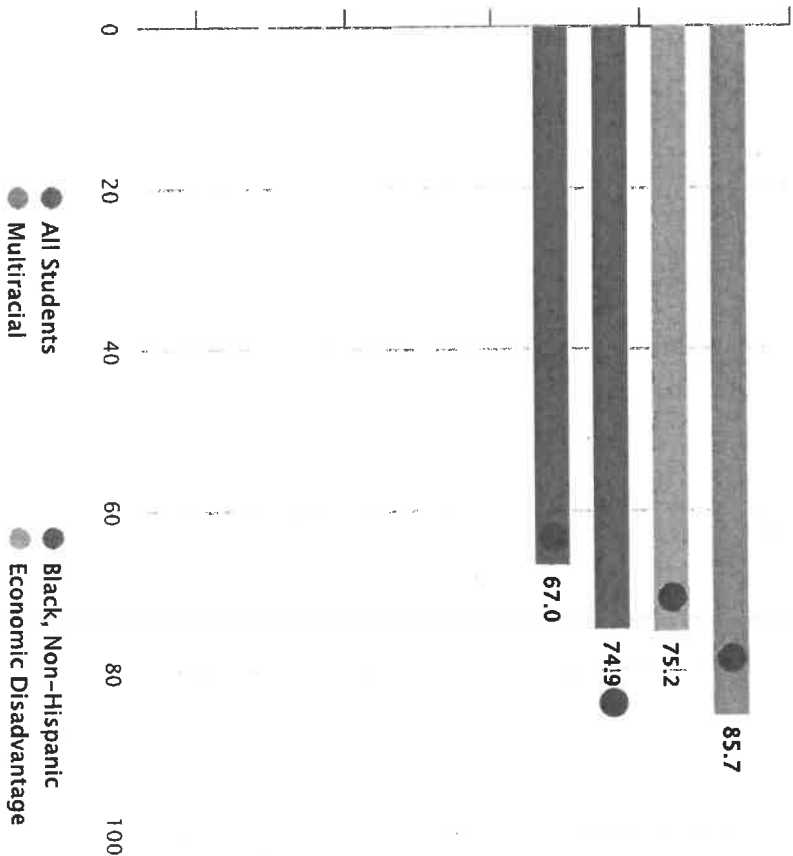
Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state average in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.

**A 100.0%**

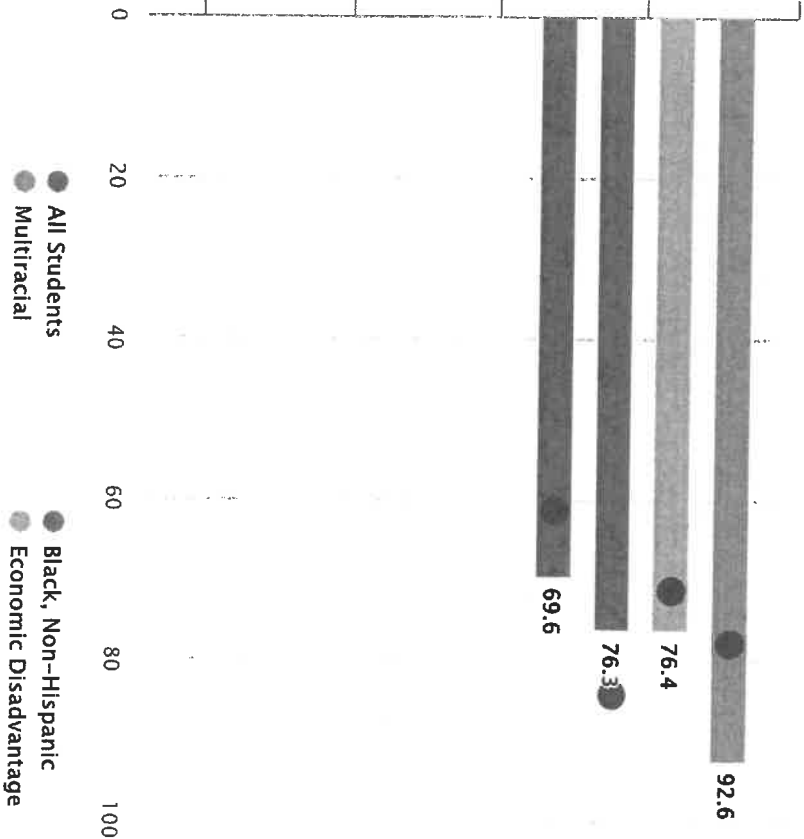
#### Grade Key

- A** = 90.0 - 100.0%
- D** = 60.0 - 69.9%
- B** = 80.0 - 89.9%
- F** = 0.0 - 59.9%
- C** = 70.0 - 79.9%

### Performance Index by Subgroup



### Performance Index by Subgroup



This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

***The English Learner AMO is Not Rated because there are not enough students to evaluate.***

Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 25 students are not rated and do not appear on the graphs.



# Ohio School Report Cards



## Improving At-Risk K-3 Readers

Component  
Grade

This component looks at how successful the school is at improving at-risk K-3 readers.

7 Students Moved to On Track — 40 Students Started Off Track  
3 RIMP Deductions

**D 17.5%**

82.5

17.5

- Moved to On Track
- Remained Off Track

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

### Grade Key

**A** = 78.3 - 100.0%      **D** = 13.2 - 34.8%  
**B** = 56.6 - 78.2%      **F** = 0.0 - 13.1%  
**C** = 34.9 - 56.5%

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?

**84.0%**

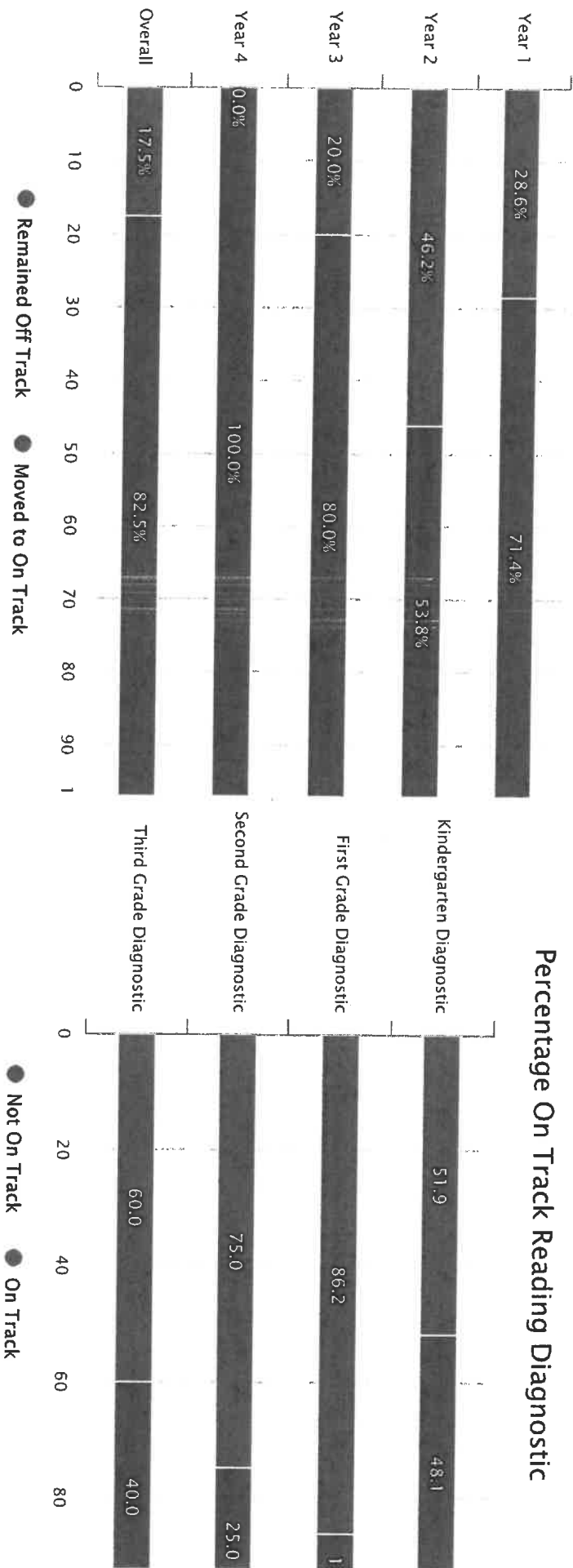
How many third graders scored proficient on the state English language arts test?

**51.9%**

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 reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

# Percentage On Track Reading Diagnostic







# Ohio School Report Cards

## School Details

Principal

Phone

Address

(419) 228-9241

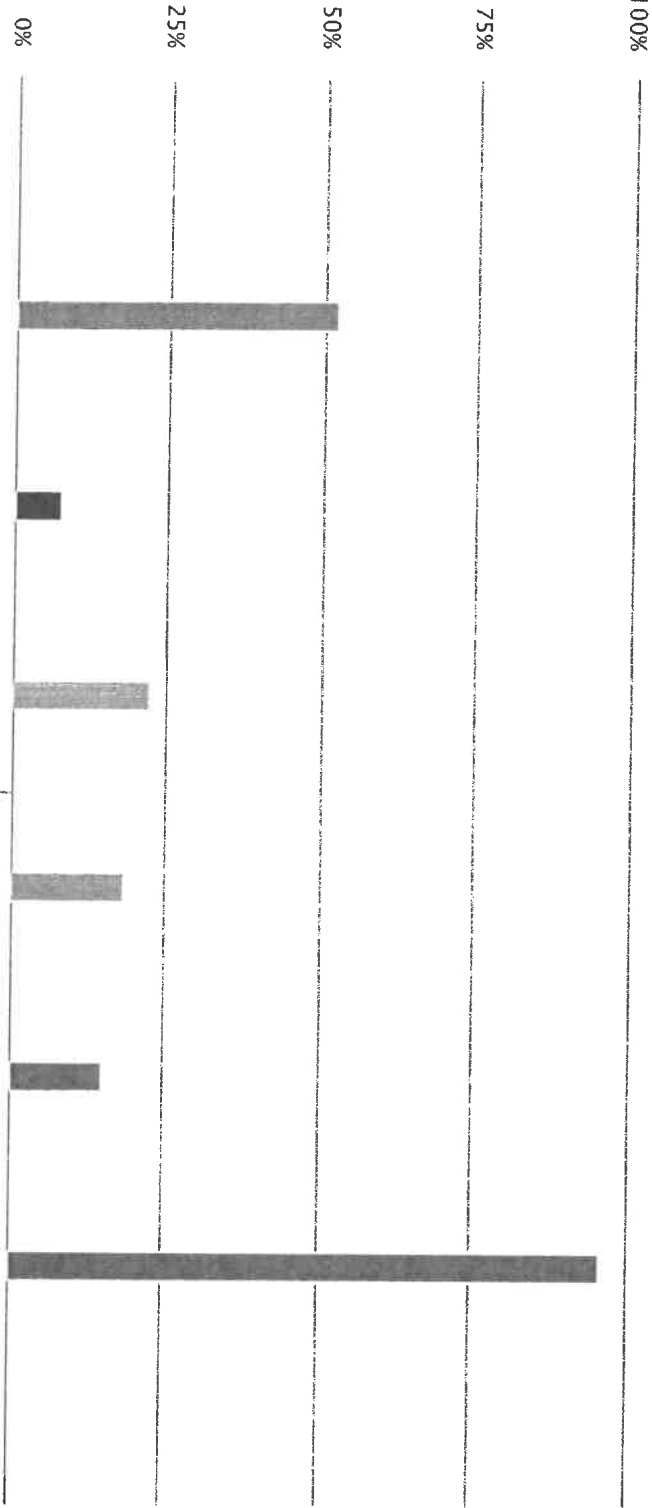
150 W Grand Ave

Career Technical Planning District

Lima, OH 45801-4006

Lima City CTPD (/ctpd/overview/200002)

Directory information current as of the 2017-2018 Report Card publication date.



100%

75%

50%

25%

● Black, Non-Hispanic

● Hispanic

● Multiracial

Enrollment #

Pct

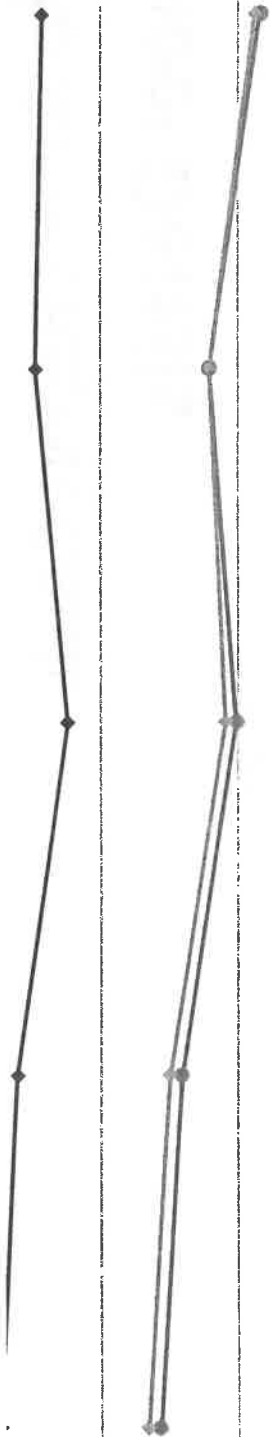
|                                   | Enrollment # | Pct  |
|-----------------------------------|--------------|------|
| All Students                      | 243          |      |
| American Indian or Alaskan Native | NC           | NC   |
| Asian or Pacific Islander         | NC           | NC   |
| Black, Non-Hispanic               | 126          | 52.1 |
| Hispanic                          | 18           | 7.5  |
| Multiracial                       | 54           | 22.1 |
| White, Non-Hispanic               | 44           | 18.3 |
| Students with Disabilities        | 37           | 15.1 |
| Economic Disadvantage             | 233          | 96.2 |
| English Learner                   | NC           | NC   |
| Migrant                           | NC           | NC   |

Show all subgroups ▼

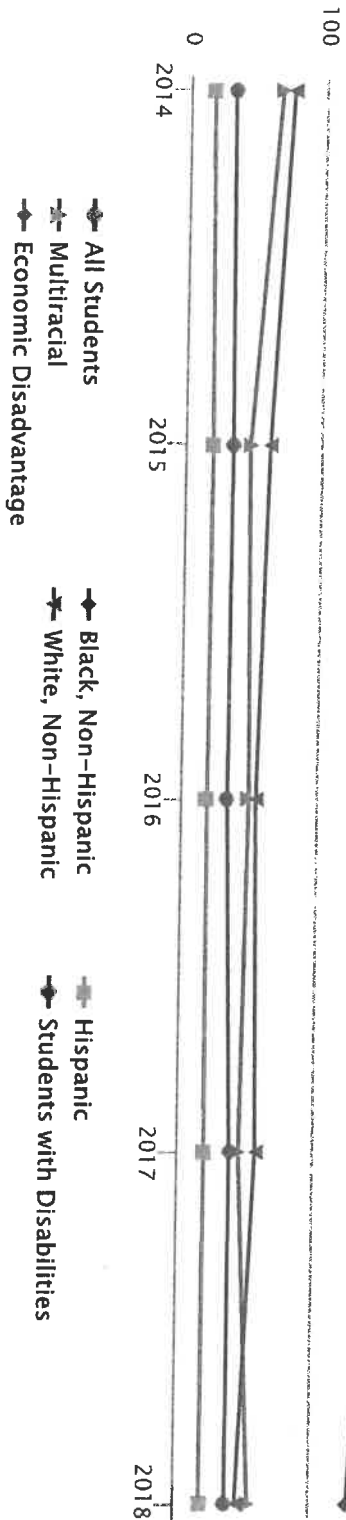
400

300

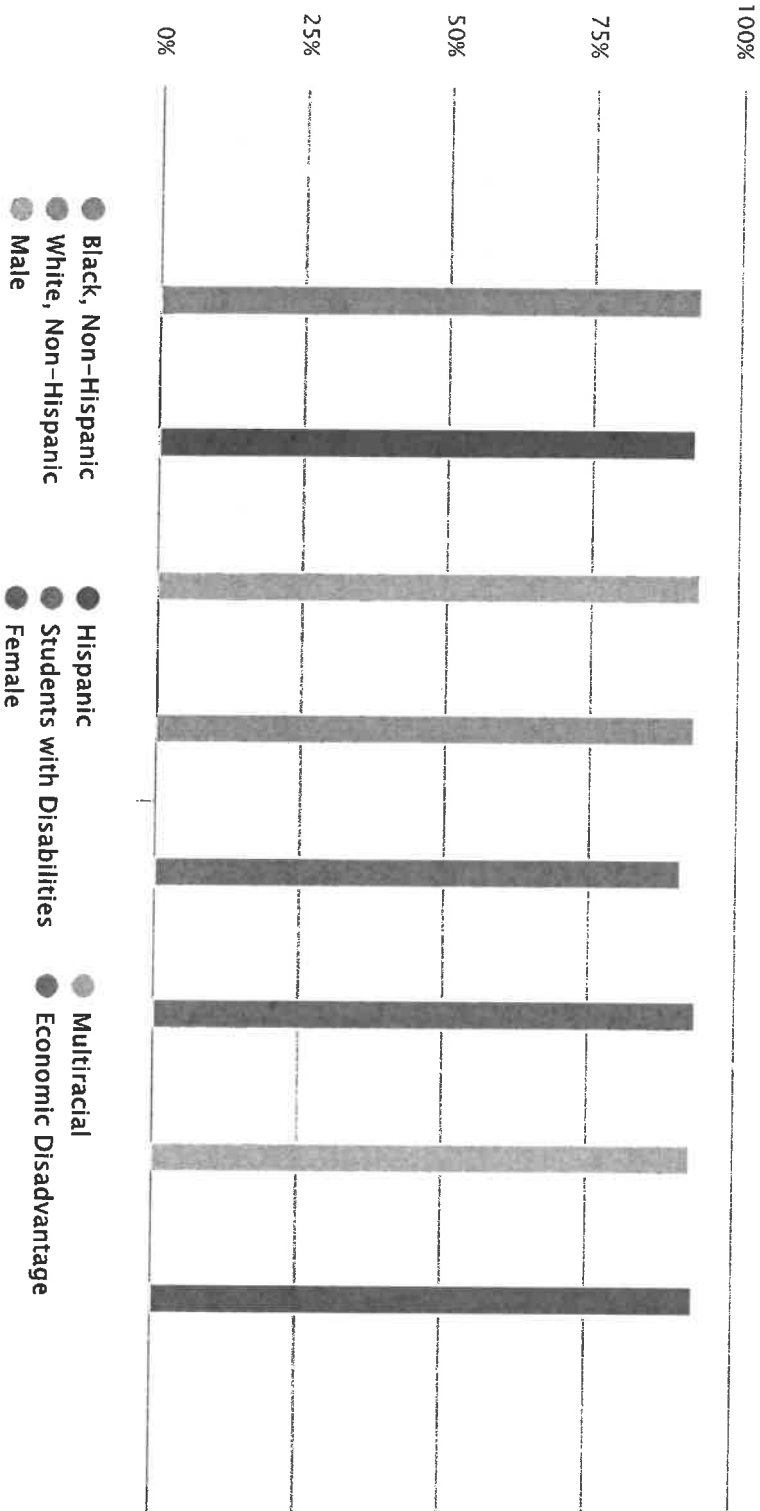
200



Ohio School Report Cards



This graph shows enrollment trends across time.



This graph shows attendance rates by subgroup.

Attendance Rate  
Attendance Rate

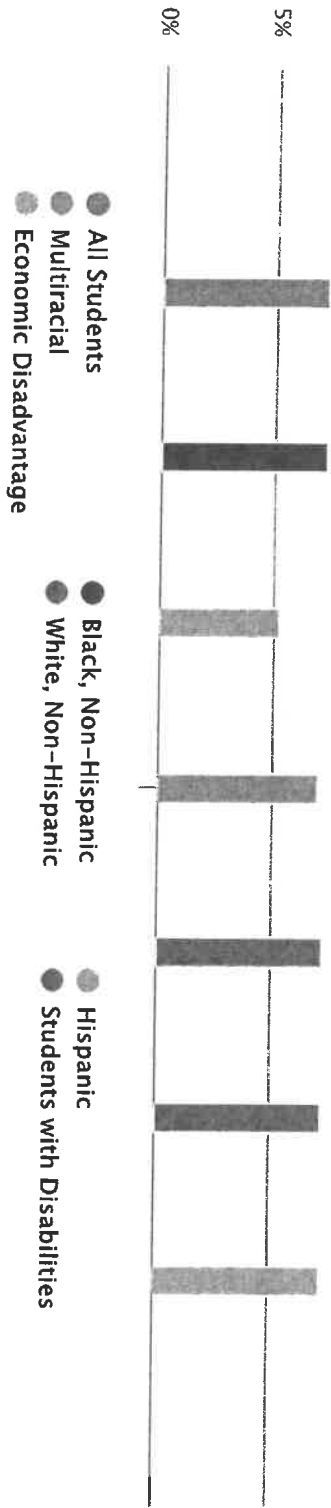
|                                   |       |
|-----------------------------------|-------|
|                                   |       |
| American Indian or Alaskan Native | NC    |
| Asian or Pacific Islander         | NC    |
| Black, Non-Hispanic               | 93.4% |
| Hispanic                          | 92.8% |
| Multiracial                       | 93.8% |
| White, Non-Hispanic               | 93.1% |
| Students with Disabilities        | 90.8% |
| Economic Disadvantage             | 93.6% |
| English Learner                   | NC    |
| Migrant                           | NC    |
| Male                              | 93%   |
| Female                            | 93.8% |

25%

20%

15%

10%



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

|                                   | District Mobility |
|-----------------------------------|-------------------|
| All Students                      | 12.5%             |
| American Indian or Alaskan Native | NC                |
| Asian or Pacific Islander         | NC                |
| Black, Non-Hispanic               | 12.9%             |
| Hispanic                          | 5.3%              |
| Multiracial                       | 7%                |
| White, Non-Hispanic               | 20%               |
| Students with Disabilities        | 12.2%             |
| Economic Disadvantage             | 10.4%             |
| English Learner                   | NC                |
| Migrant                           | NC                |

If Enrollment is less than 10, ☐ Its are Not Calculated (NC).

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

## Your School's Teachers

|  | 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   | 0.0         |               |
| Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers                 | 0.0         |               |
| Percentage of inexperienced teachers   | 22.2        |               |
| Percentage of inexperienced principals   |             |               |
| Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed | 0.0         |               |
| Percentage of teachers teaching with temporary or conditional credentials  | 0.0         |               |
| Lead or Senior Teachers  | 0.0         |               |


A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's 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.

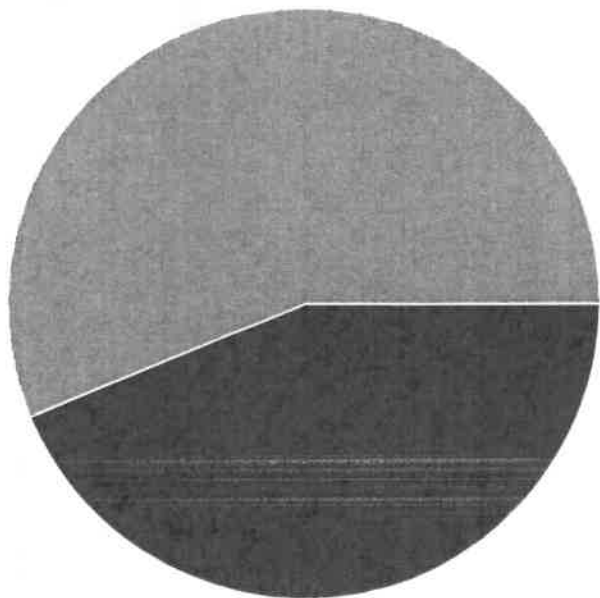
# Educators in your School

|                                 | Number | State Avg per 1000 Students |
|---------------------------------|--------|-----------------------------|
| General Education Teachers      | 9      | 46.0                        |
| Career-Technical Teachers       | 0      | 2.3                         |
| Special Education Teachers      | 0      | 10.7                        |
| Teacher Aides                   | 0      | 7.3                         |
| Gifted Intervention Specialists | 0      | 0.6                         |
| Fine Arts Teachers              | 1      | 2.9                         |
| Music Teachers                  | 0      | 2.4                         |
| Physical Education Teachers     | 0      | 2.7                         |
| ELL Specialists                 | 0      | 0.3                         |

## Teacher Evaluations

## Wellness and Physical Education

|  |   |
|--|---|
| The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards | Moderate Success  |
| Compliance with the federal requirement for implementing a local wellness policy                                       |  |



- Accomplished
- Not Complete
- Skilled
- Developing
- Ineffective

|  |   |
|--|---|
| Elected to administer BMI screening              | ⊗ |
| Participation in Physical Activity Pilot Program | ⊗ |





