

Ohio School Report Cards

Search for a school or district... **Q**

C 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	D	Progress	B	Gap Closing	C
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.	The Progress Component looks closely at the growth that all students are making based on their past performances. Value-Added Overall Gifted	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.	The Progress Component looks closely at the growth that all students are making based on their past performances. Value-Added Overall Gifted	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
Performance Index 64.3% Indicators Met 0.0%	D F	Lowest 20% in Achievement Students with Disabilities	B NR C NR	75.0%	C

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

This school is not evaluated for graduation rate because there are not enough students in the graduating class.

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
16.1%

D

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.

NR

Component
Grade

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D 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

77.1 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%.

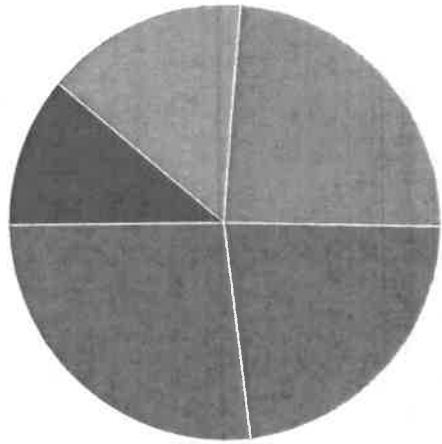
F 0.0%

0 out of 15

Achievement Level	Pct of Students	X	Points for this Level	Points Received
Advanced Plus	0	X	13	0
Advanced	11.2	X	12	13.5
Accelerated	15.2	X	11	16.7
Proficient	24	X	10	24
Basic	26.7	X	6	16
Limited	22.8	X	3	6.8

	Third Grade	Fourth Grade	Fifth Grade
English Language Arts	52.8%	59.1%	56.7%
Mathematics	41.7%	68.2%	53.3%
English Language Arts			40.0%
Mathematics			
Science			

Achievement Level	Pct of Students	Points for this Level	Points Received
Untested	0	X 0.0	= 0.0
			77.1

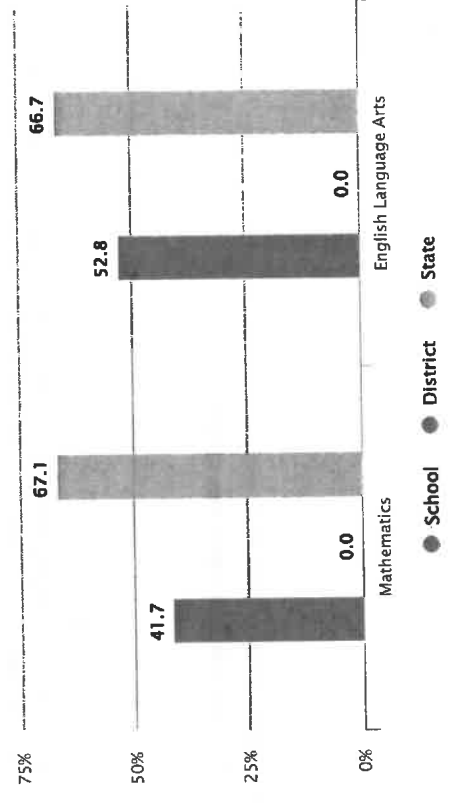


- Advanced Plus
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Grade	Subject	Percentage	Indicator
Sixth Grade	English Language Arts	37.5%	✖
	Mathematics	50.0%	✖
Seventh Grade	English Language Arts	45.8%	✖
	Mathematics	33.3%	✖
Eighth Grade	English Language Arts	53.3%	✖
	Mathematics	78.6%	✖
	Science	50.0%	✖
Non-Test Indicators			
	Gifted Indicator		NC
	Chronic Absenteeism	21.0%	✖

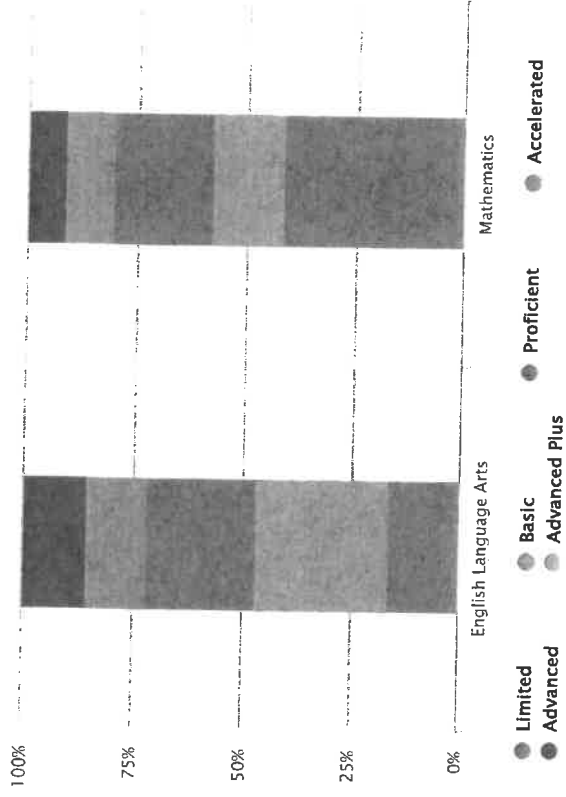
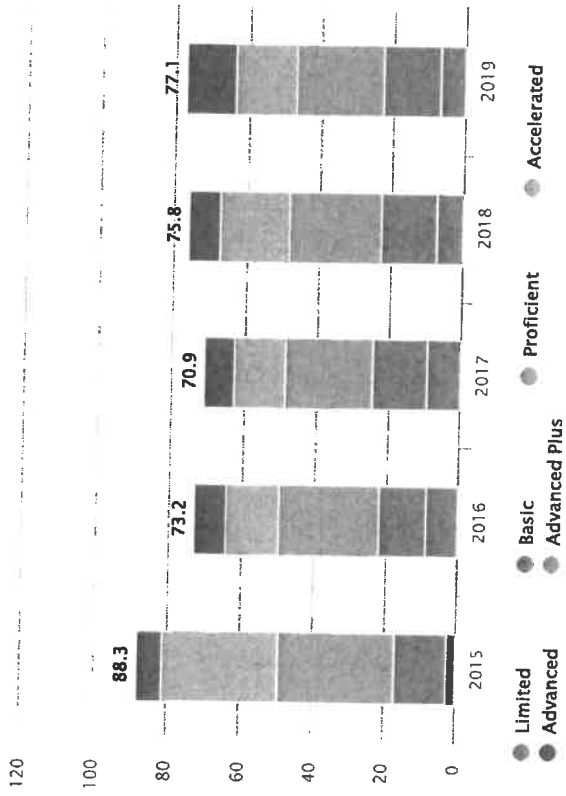
Third Grade

100%

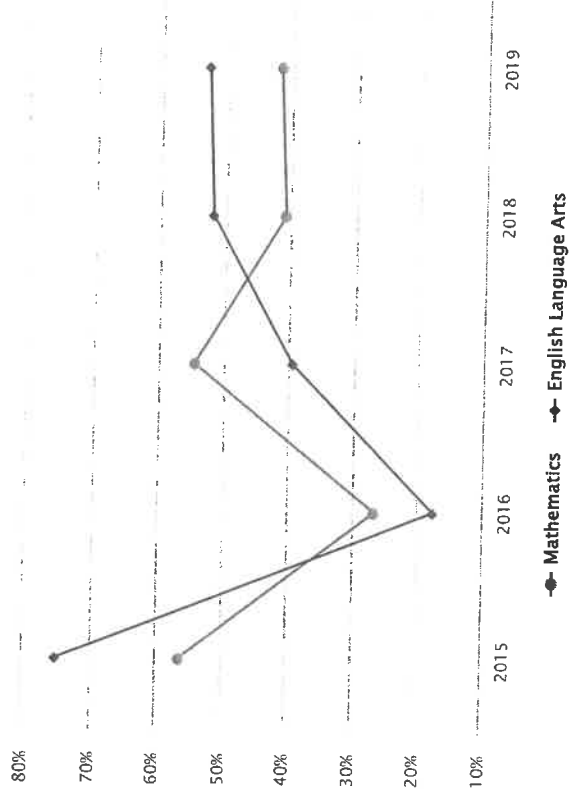


This chart compares the school to its district and to the state as a whole for each test.

Third Grade



Third Grade



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%

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

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.

		Progress			
Test Grade	English Language Arts	Mathematics	Science	All Tests	
All Grades					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					

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

C **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			
Test Grade	English I	English II	Algebra I	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

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C 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

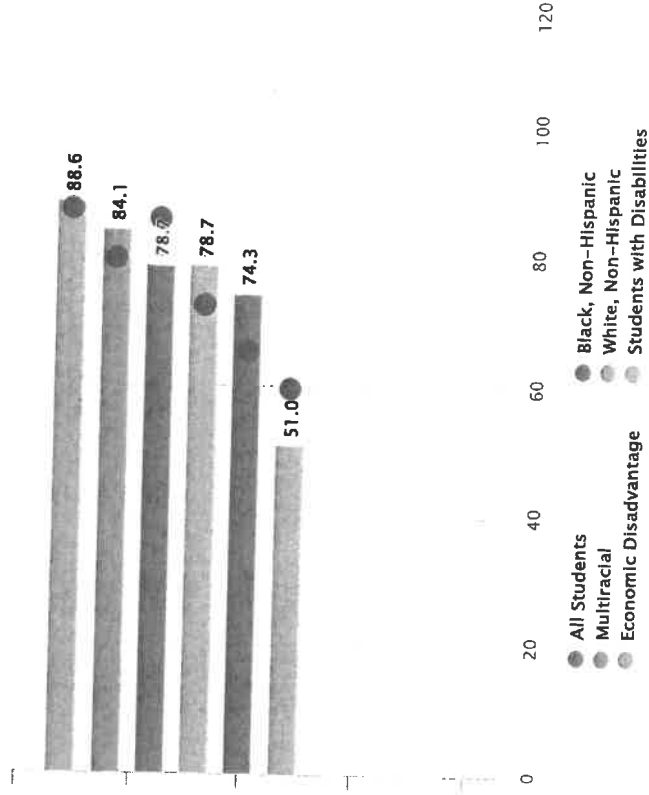
Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state average in ELA, math and graduation. A fourth AMO measures whether English Learners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

C 75.0%

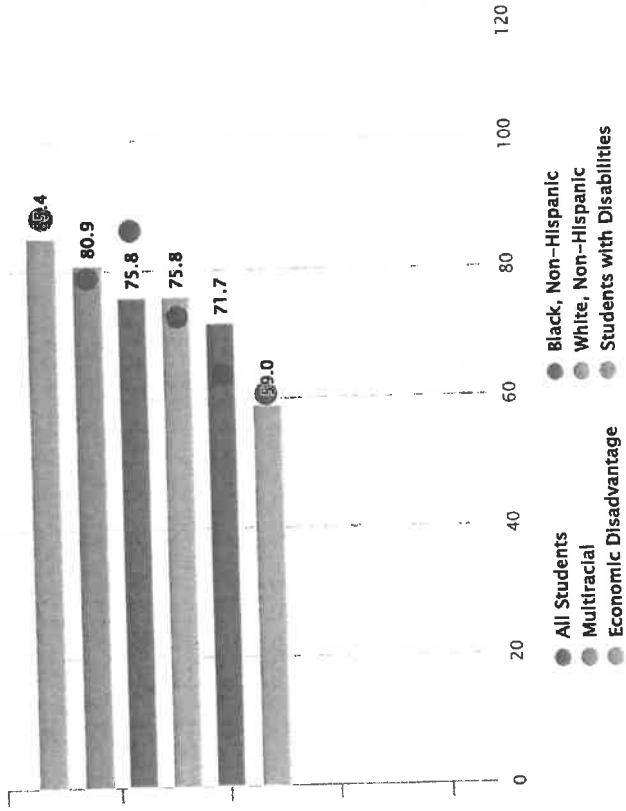
Grade Key

- 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%

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.

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D Improving At-Risk K-3 Readers

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

12 Students Moved to On Track \div 31 Students Started Off Track
 7 RIMP Deductions

D 16.1%



● 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.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **97.1%**

How many third graders scored proficient on the state English language arts test? **52.8%**

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.

Grade Key

- A = 78.0 - 100.0%
- B = 55.9 - 77.9%
- C = 33.8 - 55.8%
- D = 11.7 - 33.7%
- F = <11.7%

Percentage On Track Reading Diagnostic

