

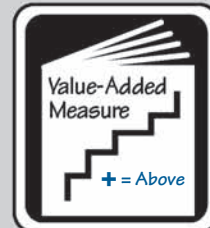
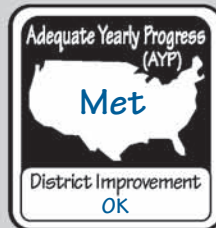


Dublin City School District

7030 Coffman Rd, Dublin, OH 43017-1068 – Franklin County

2010-2011 School Year Report Card

Current Superintendent: David E. Axner (614) 764-5913



The District Report Card for the 2010-2011 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 2010-2011	Similar Districts* 2010-2011	State 2010-2011
3rd Grade Achievement			
<i>The state requirement is 75 percent</i>			
1. Reading	91.4% ✓	91.6%	79.9%
2. Mathematics	94.1% ✓	92.2%	82.0%
4th Grade Achievement			
<i>The state requirement is 75 percent</i>			
3. Reading	92.3% ✓	93.3%	83.8%
4. Mathematics	91.7% ✓	90.2%	78.1%
5th Grade Achievement			
<i>The state requirement is 75 percent</i>			
5. Reading	91.0% ✓	88.0%	74.1%
6. Mathematics	84.7% ✓	82.9%	66.1%
7. Science	87.5% ✓	86.4%	71.1%
6th Grade Achievement			
<i>The state requirement is 75 percent</i>			
8. Reading	94.1% ✓	94.5%	85.6%
9. Mathematics	88.0% ✓	89.7%	77.5%
7th Grade Achievement			
<i>The state requirement is 75 percent</i>			
10. Reading	92.9% ✓	90.8%	77.3%
11. Mathematics	92.7% ✓	89.2%	74.8%
8th Grade Achievement			
<i>The state requirement is 75 percent</i>			
12. Reading	94.7% ✓	94.5%	85.1%
13. Mathematics	91.5% ✓	88.9%	74.3%
14. Science	86.8% ✓	84.9%	67.4%
Ohio Graduation Tests (10th Grade)			
<i>The state requirement is 75 percent</i>			
15. Reading	96.9% ✓	96.5%	87.2%
16. Mathematics	94.4% ✓	94.5%	82.6%
17. Writing	96.4% ✓	96.8%	89.5%
18. Science	92.6% ✓	91.1%	74.7%
19. Social Studies	94.5% ✓	93.9%	80.1%
Ohio Graduation Tests (11th Grade)**			
<i>The state requirement is 85 percent</i>			
20. Reading	98.5% ✓	98.1%	92.4%
21. Mathematics	97.8% ✓	96.7%	89.1%
22. Writing	98.6% ✓	98.4%	93.4%
23. Science	96.7% ✓	95.2%	84.2%
24. Social Studies	97.9% ✓	96.7%	88.0%
Attendance Rate			
<i>The state requirement is 93 percent</i>			
25. All Grades	95.8% ✓	96.3%	94.5%
2009-10 Graduation Rate			
<i>The state requirement is 90 percent</i>			
26. District	98.2% ✓	96.5%	84.3%

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.

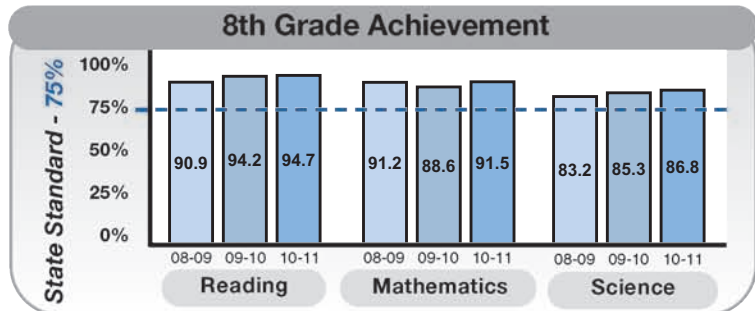
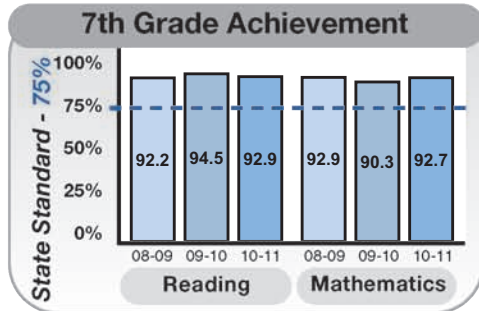
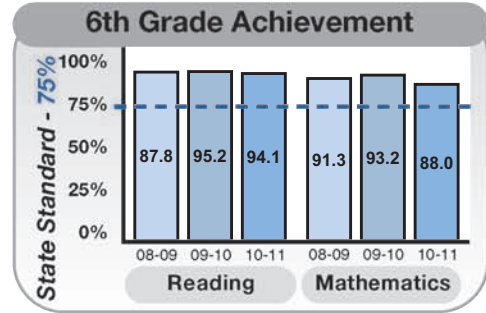
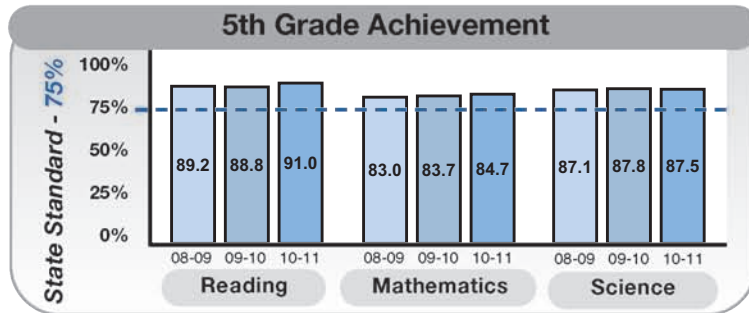
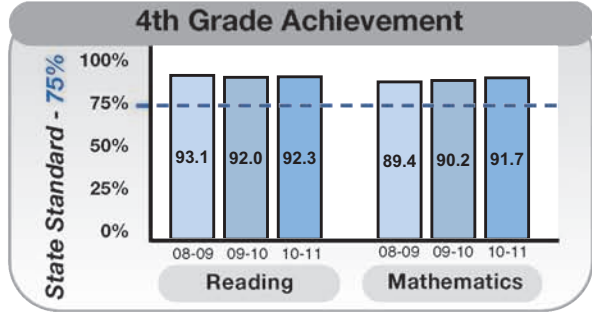
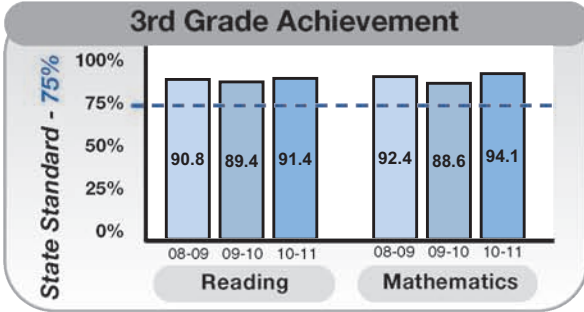
*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. **Cumulative results for students who took the tests as 10th or 11th graders.

On the Web: reportcard.ohio.gov

Your District's Assessment Results Over Time

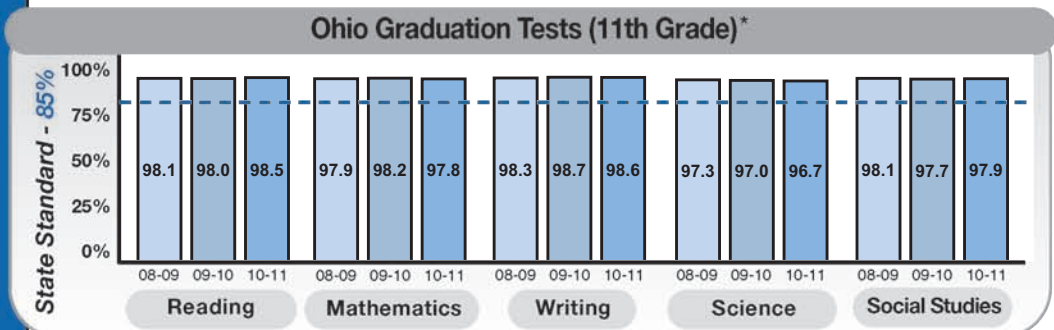
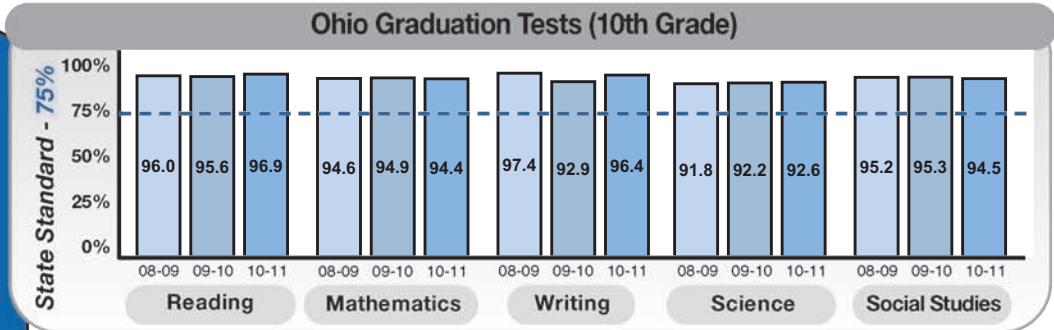


All students in the district for a full academic year are included in the results.



State Indicators

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.



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

Performance Index



Performance Index Calculations for the 2010-2011 School Year



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 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	0.1	X	0.0	=	0.0
Limited	2.2	X	0.3	=	0.7
Basic	5.7	X	0.6	=	3.4
Proficient	22.7	X	1.0	=	22.7
Accelerated	29.8	X	1.1	=	32.8
Advanced	39.5	X	1.2	=	47.4

Your District's Performance Index 106.9

Performance Index Over Time

2010-2011	2009-2010	2008-2009
106.9	105.8	105.0

Value-Added Measure



Overall Composite



Scores reflect grade level and overall composite ratings for the 2010-2011 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 Grades 3-8 and 10 Reading and Mathematics		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	Met	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	Met	Met

AYP Determination by Indicator

Reading Proficiency:	Met
Mathematics Proficiency:	Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for Your District:	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.

N/A	Not applicable.
NR	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.
Met	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
Not Met	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.

2009-2010 Graduation Rate Information

All Students >95.0%	American Indian/ Alaska Native --	Asian or Pacific Islander >95.0%	Black, non-Hispanic >95.0%	Econ. Disadvtdgd 93.9%
Hispanic 90.6%	Limited English Proficient 94.1%	Multi-Racial >95.0%	Students with Disabilities >95.0%	White, non-Hispanic >95.0%

The disaggregated graduation rates of your school 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
Percentage of Students Scoring Limited														
Reading	6.5	--	3.0	10.9	3.8	1.6	1.5	12.5	--	1.3	9.7	12.6	1.9	2.9
Writing	0.0	--	0.8	4.3	0.0	0.7	0.5	3.3	--	0.4	3.0	7.4	0.9	0.5
Mathematics	10.3	--	1.5	9.1	6.7	2.1	1.2	19.1	--	1.5	10.7	8.5	2.5	3.0
Science	5.0	--	0.7	5.3	1.4	0.6	0.4	7.0	--	0.4	5.2	5.6	1.1	0.9
Social Studies	7.5	--	3.1	13.0	7.7	1.3	1.3	13.0	--	1.0	11.2	18.5	2.6	2.0
Percentage of Students Scoring Basic														
Reading	13.7	--	2.6	12.8	7.8	3.4	3.0	16.7	--	2.9	12.3	12.2	3.3	5.0
Writing	10.0	--	3.1	4.3	7.7	2.2	1.5	18.5	--	2.1	9.0	14.8	2.6	3.3
Mathematics	17.2	--	2.5	19.3	8.7	5.4	4.6	21.6	--	4.5	15.9	13.8	6.2	6.0
Science	26.4	--	7.4	26.3	19.3	8.5	7.5	35.9	--	7.5	27.5	31.0	10.4	9.6
Social Studies	2.5	--	3.1	4.3	3.8	3.2	1.8	18.5	--	3.0	4.5	13.0	3.7	2.7
Percentage of Students Scoring Proficient														
Reading	43.3	--	20.6	39.2	26.8	25.0	24.6	36.3	--	23.4	39.5	42.9	23.0	28.0
Writing	45.0	--	16.2	47.8	42.3	23.4	22.4	50.0	--	20.7	53.7	55.6	18.0	31.3
Mathematics	40.5	--	11.5	39.4	24.4	22.6	21.9	26.0	--	20.2	35.0	31.0	22.9	21.7
Science	31.4	--	14.6	28.9	22.8	19.8	20.0	18.3	--	18.7	28.0	27.9	20.6	19.2
Social Studies	30.0	--	10.8	17.4	15.4	11.9	11.2	28.3	--	9.4	35.8	35.2	13.9	11.4
Percentage of Students Scoring Accelerated														
Reading	22.8	--	29.5	22.6	32.7	34.2	34.0	16.8	--	33.9	24.1	22.2	31.7	33.4
Writing	37.5	--	69.2	39.1	46.2	67.8	70.0	14.1	--	69.9	32.1	22.2	70.6	60.0
Mathematics	14.5	--	17.7	16.3	19.0	25.2	24.1	12.2	--	24.0	17.2	16.2	23.4	22.7
Science	26.4	--	30.1	22.4	24.8	33.7	33.6	17.2	--	33.4	23.6	25.4	32.9	31.6
Social Studies	12.5	--	12.3	8.7	19.2	15.1	15.3	8.7	--	14.4	17.2	16.7	15.8	13.8
Percentage of Students Scoring Advanced														
Reading	13.7	--	44.3	14.3	28.9	35.8	36.8	17.6	--	38.5	14.4	10.1	40.1	30.7
Writing	7.5	--	10.8	4.3	3.8	5.9	5.7	14.1	--	7.0	2.2	0.0	7.9	4.9
Mathematics	17.6	--	66.8	15.9	41.3	44.8	48.2	21.1	--	49.8	21.1	30.6	45.0	46.7
Science	10.7	--	47.2	17.1	31.7	37.4	38.5	21.6	--	40.0	15.8	10.2	35.1	38.8
Social Studies	47.5	--	70.8	56.5	53.8	68.5	70.3	31.5	--	72.1	31.3	16.7	64.0	70.1

Your District's Students 2010-2011

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
13614	3.9%	--	16.1%	3.9%	5.2%	70.7%	14.0%	8.0%	8.7%	--

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

Number of Limited English Proficient Students Excluded from Accountability Calculations

122

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

	All Schools in Your District	High-Poverty Schools Located in Your District*	Low-Poverty Schools Located in Your District*
Percentage of teachers with at least a Bachelor's Degree	99.7%	0.0%	99.6%
Percentage of teachers with at least a Master's Degree	66.2%	0.0%	67.0%
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0%	--	0.0%
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.5%	--	99.5%
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0.0%	--	0.0%

-- = 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*



Name of the School & Years in Improvement

Name of Schools Identified for Improvement and Years in Improvement Status

Daniel Wright Elementary School - 4

Griffith Thomas Elementary School - 1

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.

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 Designation

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		AYP Designation		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	Excellent or Effective
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	Effective or Continuous Improvement
0%-74.9%	or	0 to 89.9	and	Met	=	Continuous Improvement
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	Academic Watch
0%-30.9%	and	0 to 69.9	and	Not Met	=	Academic Emergency

The preliminary designation results from identifying the higher value between the percentage of indicators met by your school and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are two 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 an Excellent or Effective district does not meet AYP for the same two (or more) subgroups for three consecutive years, its rating will be decreased to Effective or Continuous Improvement (respectively).

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 designation either is increased or decreased due to AYP, Value-Added has no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth in the current year, 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
Excellent	and	Above expected growth for at least 2 consecutive years	Excellent with Distinction
		Below expected growth for at least 3 consecutive years	Effective
Effective	and	Above expected growth for at least 2 consecutive years	Excellent
		Below expected growth for at least 3 consecutive years	Continuous Improvement
Continuous Improvement	and	Above expected growth for at least 2 consecutive years	Effective
		Below expected growth for at least 3 consecutive years	Academic Watch
Academic Watch	and	Above expected growth for at least 2 consecutive years	Continuous Improvement
		Below expected growth for at least 3 consecutive years	Academic Emergency
Academic Emergency	and	Above expected growth for at least 2 consecutive years	Academic Watch
		Below expected growth for at least 3 consecutive years	Academic Emergency

*In all other cases, Value-Added will have no impact on the designation and the preliminary designation will become the final designation.

2009-2010 Four-Year "On-Time" Graduation Rate Information

All Students >95.0%	American Indian/ Alaska Native --	Asian or Pacific Islander >95.0%	Black, non-Hispanic >95.0%	Econ. Disadvtdgd 78.9%
Hispanic 82.4%	Limited English Proficient 81.5%	Multi-Racial 90.0%	Students with Disabilities 84.9%	White, non-Hispanic >95.0%

In 2008, the U.S. Department of Education issued new regulations to require Ohio and all other states to transition to a new graduation rate formula that will provide more consistency in reporting and will allow for comparisons across states. The new formula, referred to as a "four-year, adjusted cohort graduation rate," includes only graduates who earn either a regular or honors diploma anytime within four years of when they first enter the 9th grade, which includes the summer immediately following their fourth year of high school.

The cohort (group) is created by following the progress of individual students from the time they enter high school. The group is adjusted to take into account students who transfer in or out any time over the four years. The graduation rate is calculated by taking the number of students who graduate in four years or less and dividing it by the number of students in the original list of 9th graders, adjusted to include students who move away or move into the school district.

Ohio is required to display the new graduation rate in 2011 to help familiarize the public with how it is created and compares to the existing rate. Beginning in 2012, this new rate will be the official graduation rate for Ohio and will be used for accountability purposes. Ohio also is required to display the new graduation rate by student group (as shown in the table on this page).

The data on this page is for the graduating Class of 2010. So that summer graduates can be included, Ohio lags its graduation rate by one year. Next year, the new formula (computed for the graduating Class of 2011) will be used in each school or district's AYP calculation and to determine if the school or district met the state indicator for graduation.

Schools in *School Improvement*, continued