

2015 - 2016 Report Card for Kenston 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

B

| | | |
|-------------------|------------|---|
| Performance Index | 84.9%..... | B |
| Indicators Met | 92.3%..... | A |



Progress

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

COMPONENT GRADE

A

| | | |
|---------------------------------|--|---|
| Value Added | | |
| Overall..... | | A |
| Gifted..... | | A |
| Students with Disabilities..... | | A |
| 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

C

| | | |
|------------------------------|------------|---|
| Annual Measurable Objectives | 77.8%..... | 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.

COMPONENT GRADE

A

| | | |
|---|--|---|
| Graduation Rates | | |
| 95.7% of students graduated in 4 years..... | | A |
| 97.2% of students graduated in 5 years..... | | A |



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

B

Achievement



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

COMPONENT GRADE

B

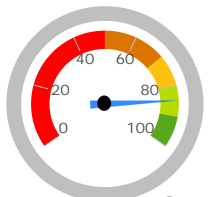
GRADE

B

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

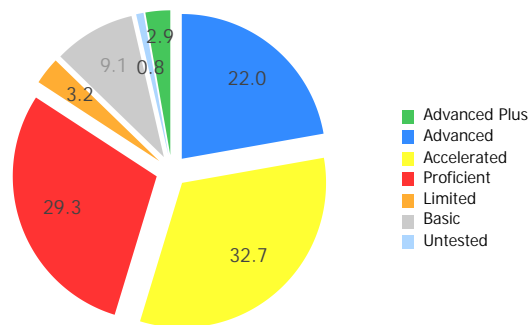


84.9%

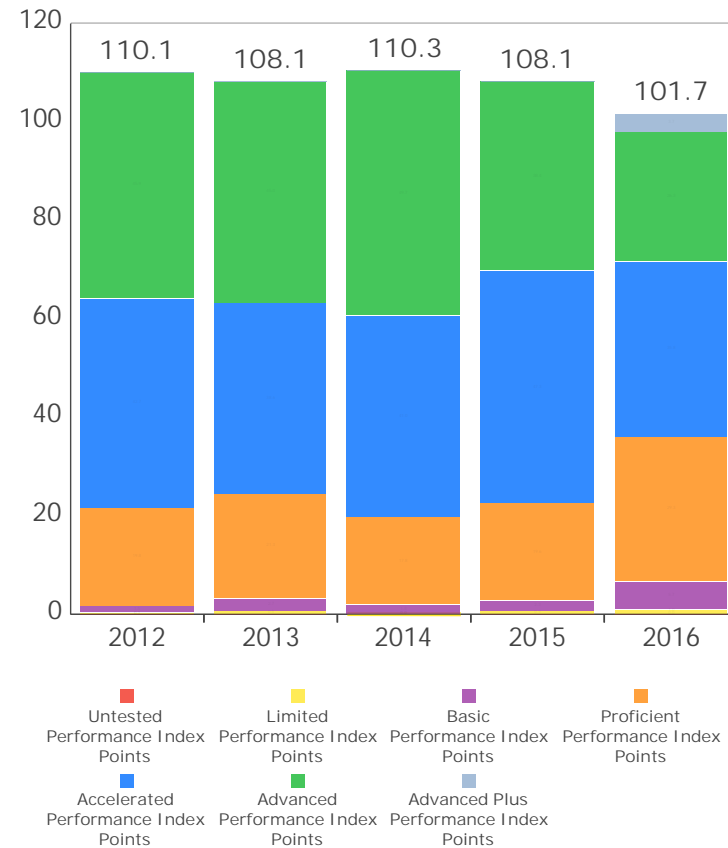
101.9 of a possible 120.0

- 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 | 2.9 | x | 1.3 | = | 3.7 |
| Advanced | 22.0 | x | 1.2 | = | 26.4 |
| Accelerated | 32.7 | x | 1.1 | = | 36.0 |
| Proficient | 29.3 | x | 1.0 | = | 29.3 |
| Basic | 9.1 | x | 0.6 | = | 5.5 |
| Limited | 3.2 | x | 0.3 | = | 1.0 |
| Untested | 0.8 | x | 0.0 | = | 0.0 |
| | | | | | 101.9 |



Performance Index Trend



GRADE

A

Indicators Met

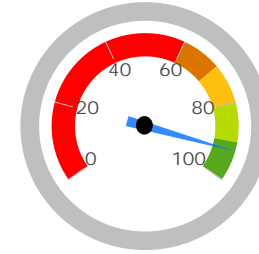
Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

Indicators Met %

92.3%

12 out of 13

- 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

This school does not have enough test results in 3rd, 4th, or 5th grade to display this table.

Grades 6-8

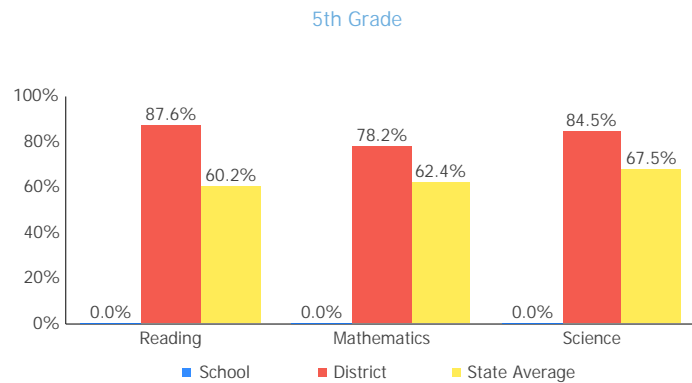
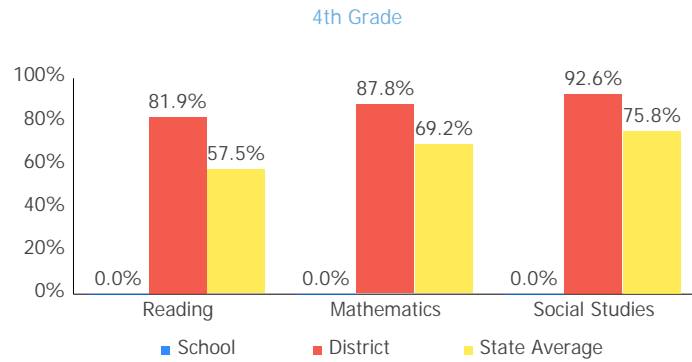
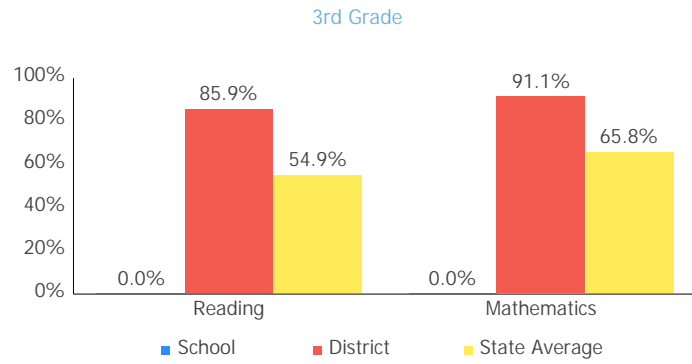
This school does not have enough test results in 6th, 7th, or 8th grade to display this table.

GIFTED INDICATOR ✘

High School

| | | | |
|--------------------------|----------------|--------|---|
| OGT, 11th Graders | Mathematics | 99.6% | ✓ |
| | Reading | 99.6% | ✓ |
| | Science | 98.4% | ✓ |
| | Social Studies | 100.0% | ✓ |
| | Writing | 99.6% | ✓ |
| HS | Algebra I | 91.0% | ✓ |
| | Biology | 92.5% | ✓ |
| | English I | 91.4% | ✓ |
| | English II | 80.8% | ✓ |
| | Geometry | 86.2% | ✓ |
| | Government | 76.6% | ✓ |
| | History | 89.4% | ✓ |

Achievement Levels by Grade



6th Grade

Proficient Percent Trend by Grade

3rd Grade

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

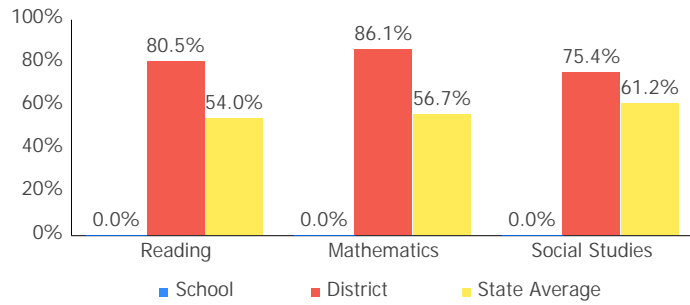
4th Grade

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

5th Grade

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

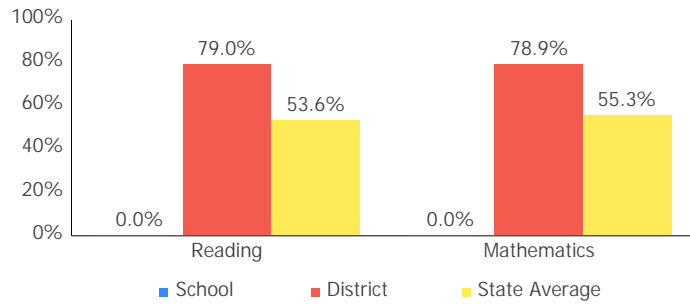
6th Grade



7th Grade

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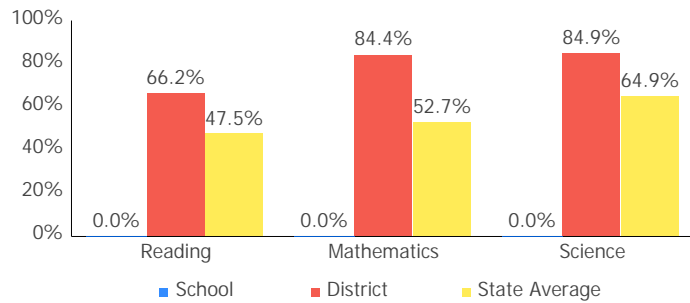
7th Grade



8th Grade

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

8th Grade

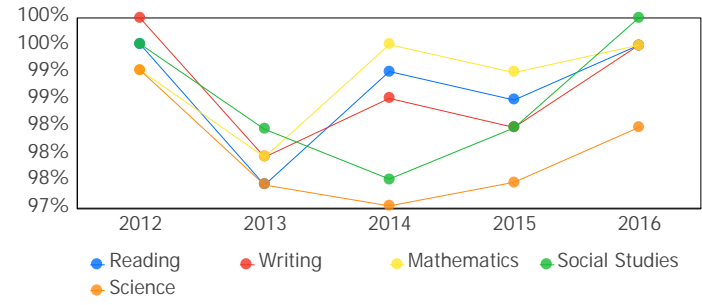
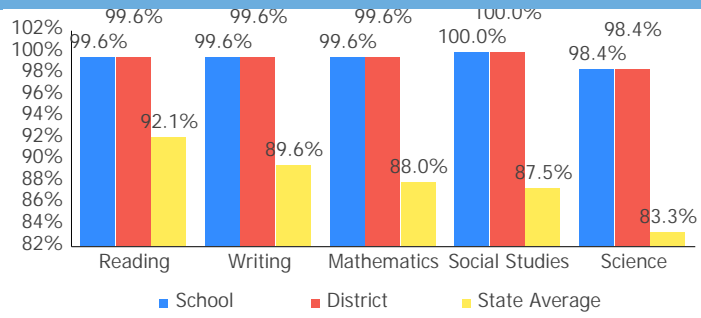


11th Grade Cumulative OGT

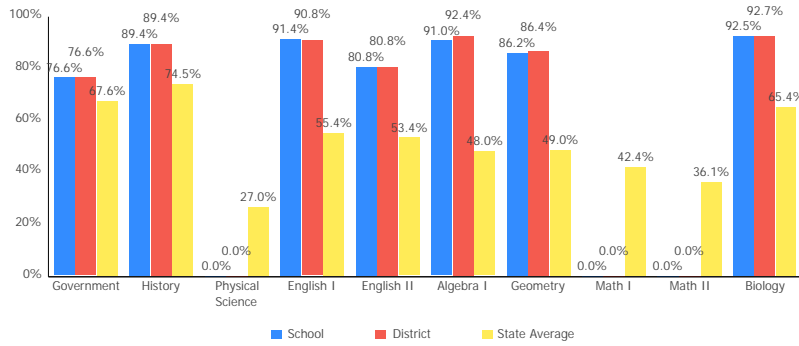
No data returned for this view. This might be because the applied filter excludes all data.

11th Grade Cumulative OGT

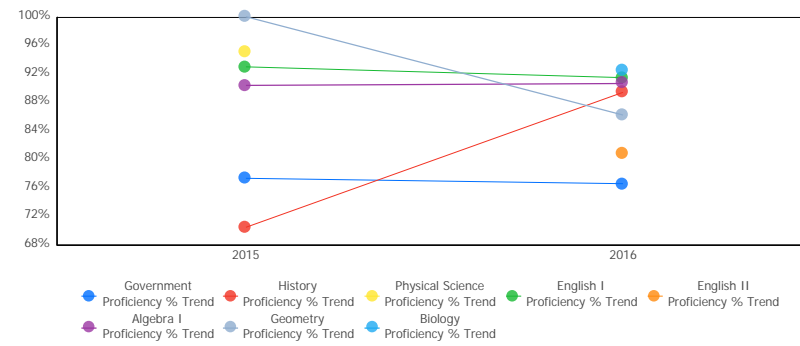
2015 - 2016 Report Card for Kenston High School



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: **A**
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: **113.814**
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: **35.0**
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

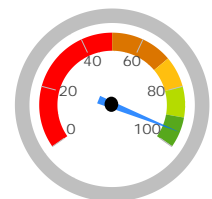
INDICATOR

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.

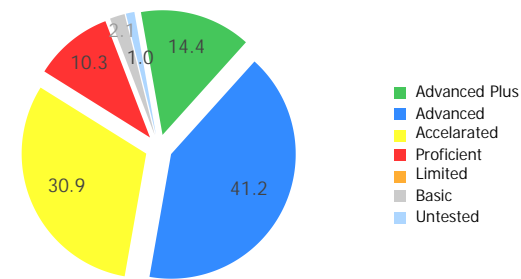


94.8%

113.814 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 | 14.4 | x | 1.3 | = | 18.8 |
| Advanced | 41.2 | x | 1.2 | = | 49.5 |
| Accelerated | 30.9 | x | 1.1 | = | 34.0 |
| Proficient | 10.3 | x | 1.0 | = | 10.3 |
| Basic | 2.1 | x | 0.6 | = | 1.2 |
| Limited | 0.0 | x | 0.3 | = | 0.0 |
| Untested | 1.0 | x | 0.0 | = | 0.0 |
| | | | | | 113.814 |

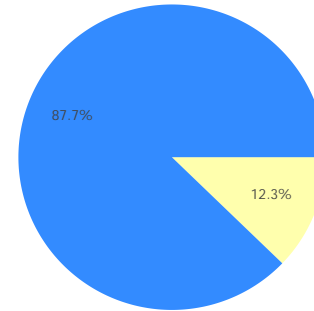
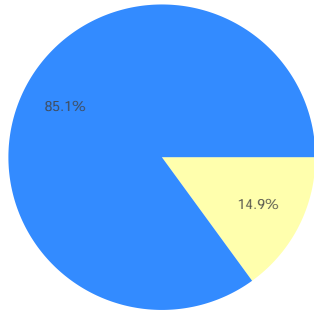


Gifted Indicator

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.

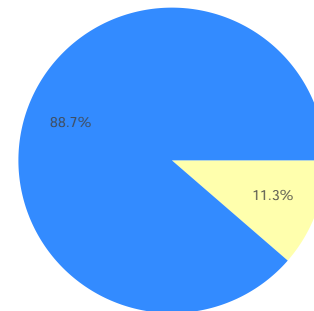
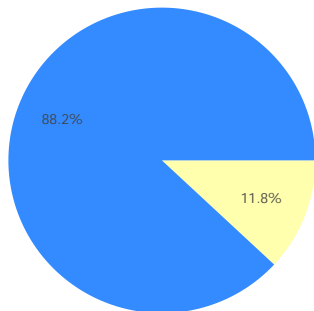
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking



Disadvantaged Students

Minority Students



■ Receiving Gifted Services

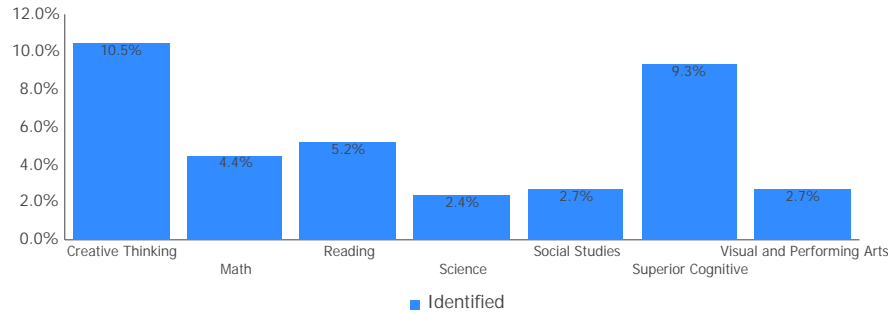
■ Identified as Gifted, but not receiving services

■ 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



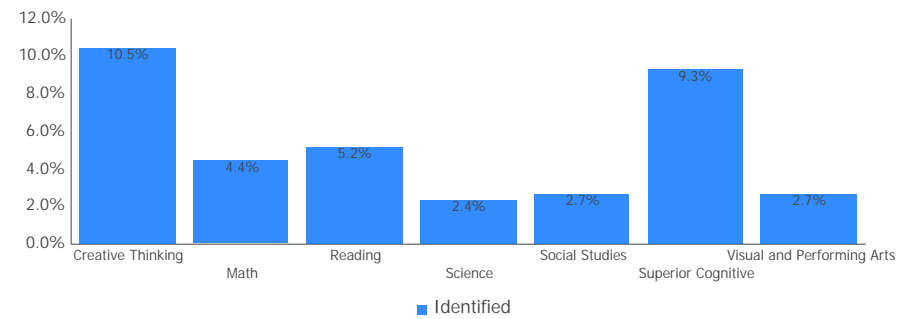
Grades K-3

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.

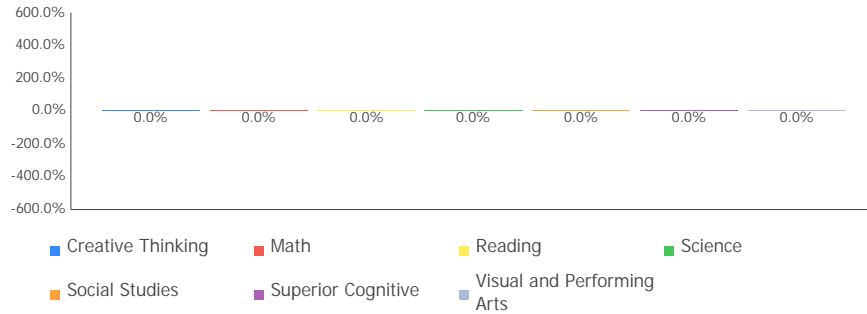
Grades 9-12



Identified and Receiving Services

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

All Grades



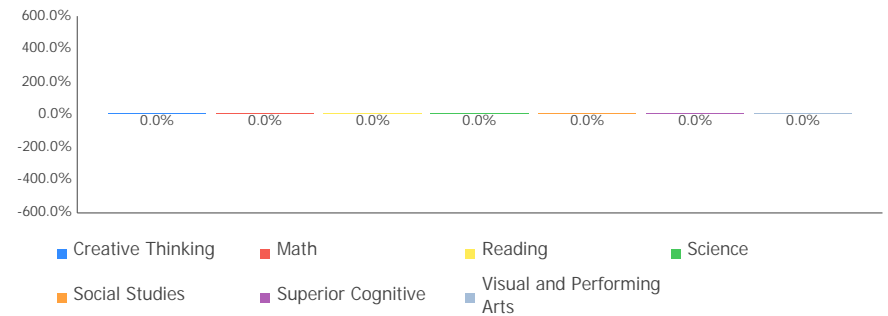
Grades K-3

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



Progress



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

COMPONENT GRADE

A

| GRADE |
|-------|
| A |

Overall

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 |
|-------|
| A |

Gifted Students

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

| GRADE |
|-------|
| B |

Students in the Lowest 20% in Achievement

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

| GRADE |
|-------|
| A |

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 Score | | |
|------------|-----------------------|-------------|-----------|
| | English Language Arts | Mathematics | All Tests |
| All Grades | 1.16 | 23.19 | 16.22 |

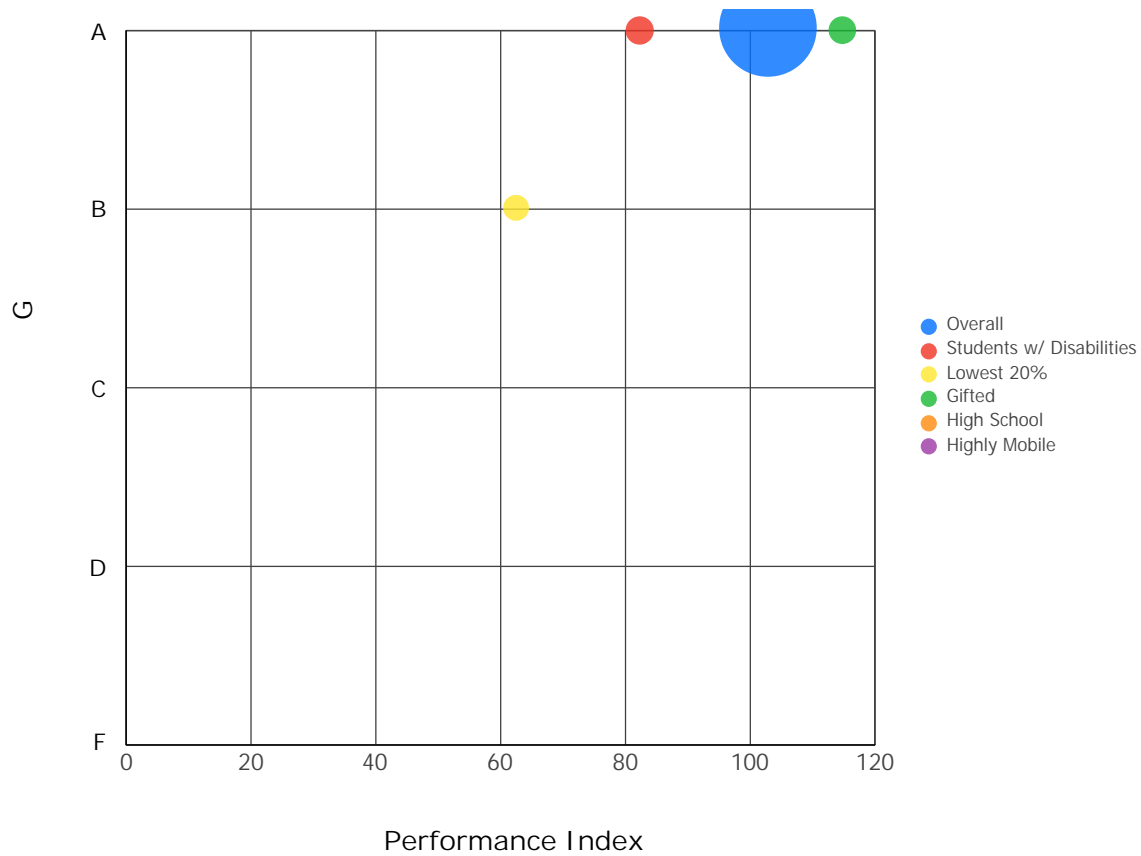
| Test Grade | | Progress Score | Test Grade | | Progress Score |
|-------------|------------|----------------|-------------|-----------|----------------|
| High School | English I | 2.37 | High School | Algebra I | 19.99 |
| | English II | -0.73 | | Geometry | 13.20 |

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

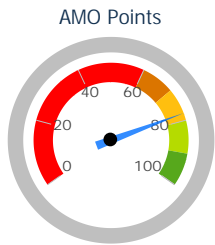
C

GRADE

C

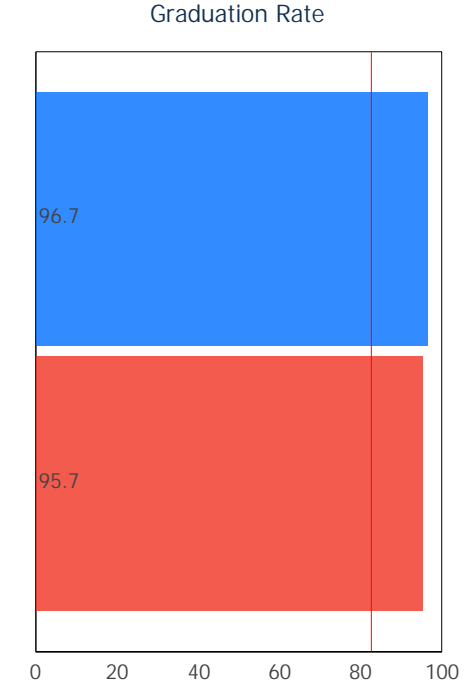
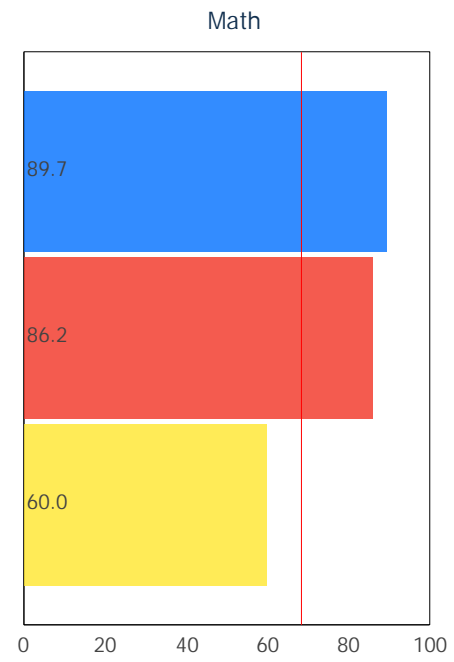
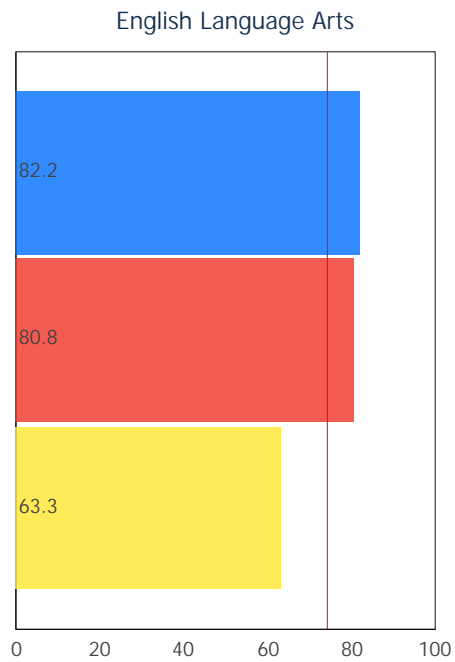
Annual Measurable Objectives

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.



77.8%

- 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%



■ White
■ Econ Disadvantage
■ All Students

■ White
■ Econ Disadvantage
■ All Students

■ White
■ All Students

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



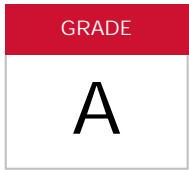
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

A

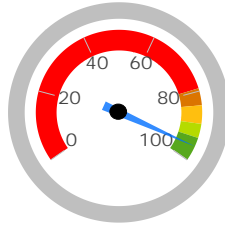
4-Year Graduation Rate

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.

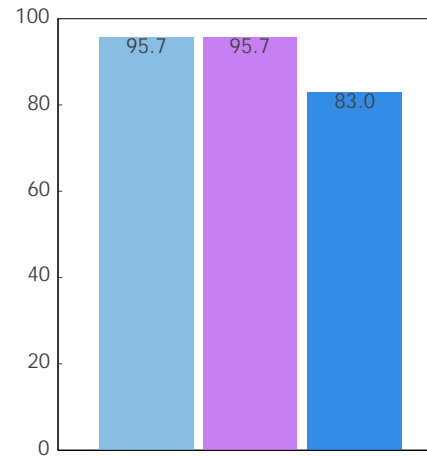


95.7%

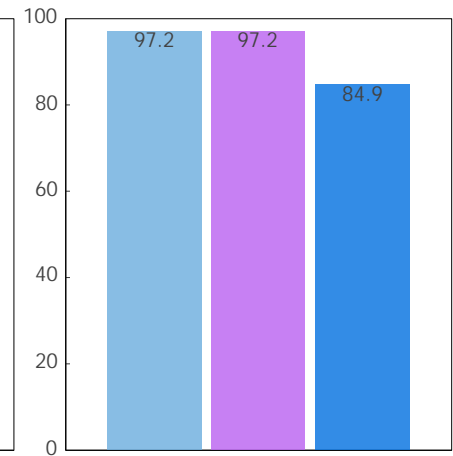
- A = 93.0 - 100.0%
- B = 89.0 - 92.9%
- C = 84.0 - 88.9%
- D = 79.0 - 83.9%
- F = 0.0 - 78.9%



4-Year Rate

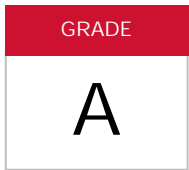


5-Year Rate



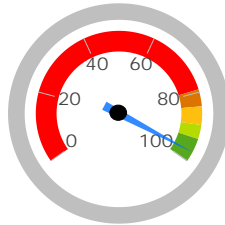
5-Year Graduation Rate

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.



97.2%

- 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%



School District

School District

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

GRADE

NR

K-3 Literacy Improvement

This data is not displayed because there are not enough students to evaluate.

In Your School...

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

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 |

Percentage On-Track in Reading Diagnostic

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

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



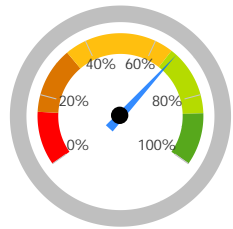
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

B

COMPONENT GRADE

B



67.0%

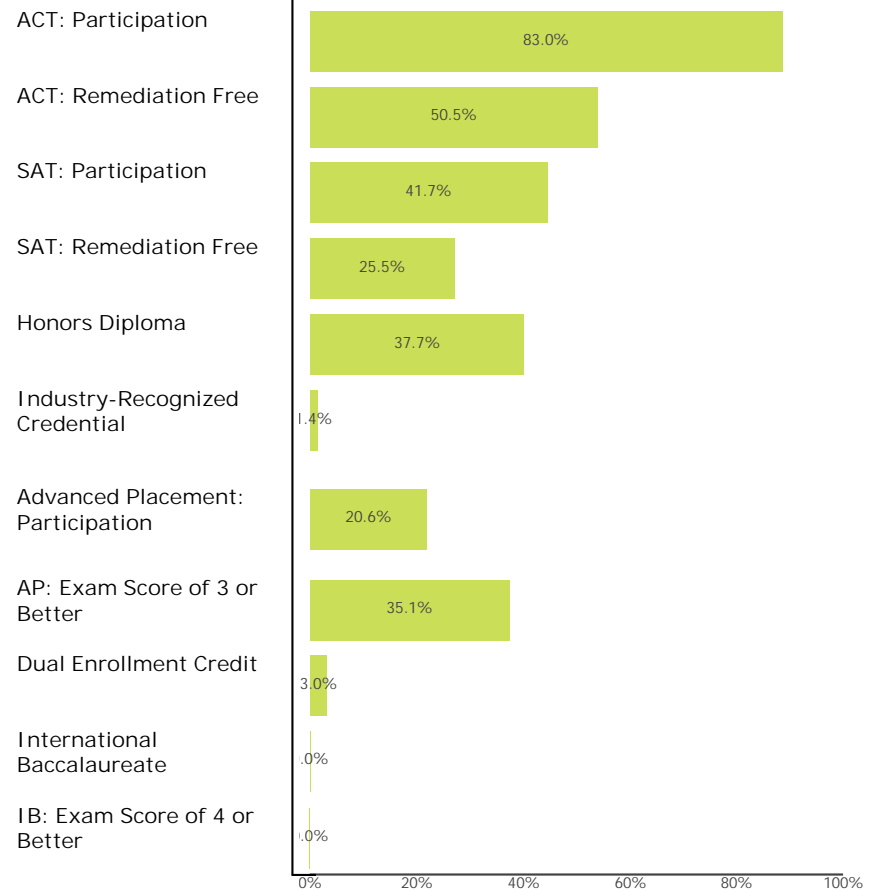
- A = 85.0% - 100.0%
- B = 65.0% - 84.9%
- C = 34.0% - 64.9%
- D = 15.0% - 33.9%
- F = 0.0% - 14.9%

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

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

| | Number of Students | Point Value | Points Earned |
|--|--------------------|-------------|---------------|
| 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 | 286 | 1 | 286.0 |
| 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 | 165 | 0.3 | 49.5 |
| Total Points: | | | 335.5 |
| Graduation Cohort: | 501 | | |
| Percentage: | | | 67.0% |

How Prepared were Your 2014 and 2015 Graduating Classes?



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

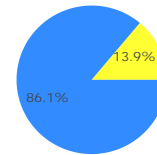
Outcomes after High School Graduation

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.

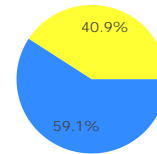
What Percentage of the 2013 Graduating Class Entered College within Two Years?

86.1%



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

59.1%



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.



Principal: Jeremy P. McDevitt
 Address: 9500 Bainbridge Rd
 Chagrin Falls OH 44023-2704

Phone: (440) 543-9821
 Career Technical
 Planning District: Auburn JVSD CTPD

Directory information current as of the 2015-2016 Report Card publication date.

Your School's Students

Average Daily Enrollment:

961

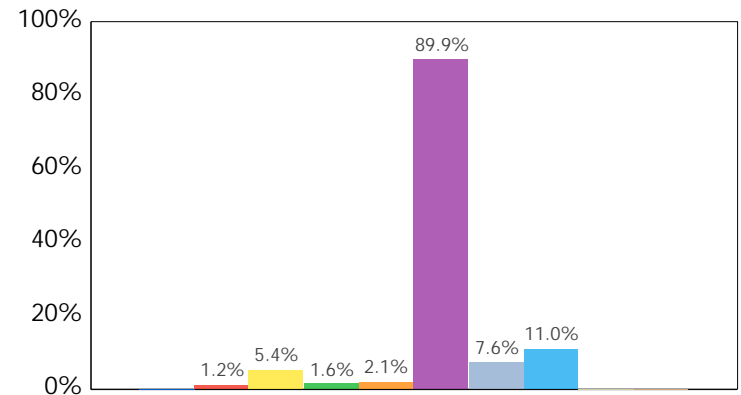
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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Enrollment by Subgroup

| | Enrollment # | Enrollment % |
|-----------------------------|--------------|--------------|
| Am. Indian / Alaskan Native | NC | |
| Asian or Pacific Islander | 11 | 1.2% |
| Black, Non-Hispanic | 52 | 5.4% |
| Hispanic | 15 | 1.6% |
| Multiracial | 20 | 2.1% |
| White, Non-Hispanic | 863 | 89.9% |
| Students with Disabilities | 73 | 7.6% |
| Economically Disadvantaged | 106 | 11.0% |
| 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>.

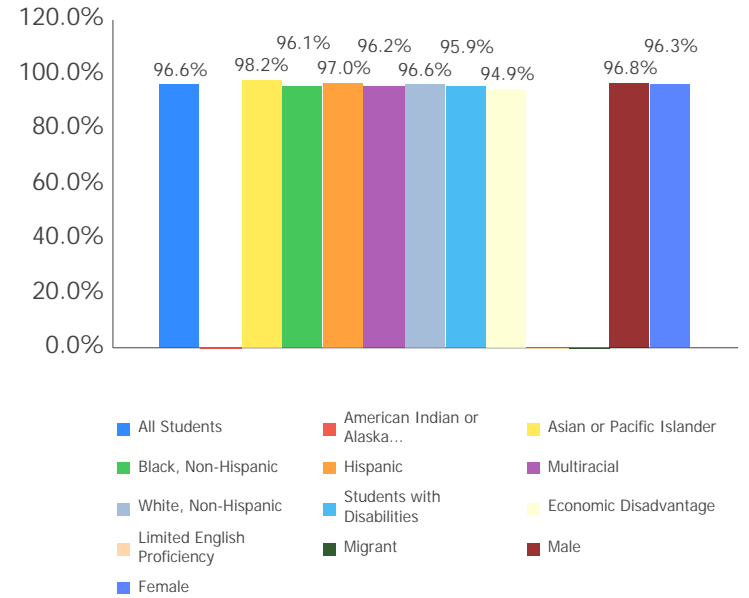
Attendance Rate

Chronic Absenteeism Rate:

4.6%

| | |
|-----------------------------|-------|
| All Students | 96.6% |
| Am. Indian / Alaskan Native | NC |
| Asian or Pacific Islander | 98.2% |
| Black, Non-Hispanic | 96.1% |
| Hispanic | 97.0% |
| Multiracial | 96.2% |
| White, Non-Hispanic | 96.6% |
| Students with Disabilities | 95.9% |
| Economic Disadvantage | 94.9% |
| Limited English Proficiency | NC |
| Migrant | NC |
| Male | 96.8% |
| Female | 96.3% |

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

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

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

Your School's Teachers

| Your School's Poverty Status: Low | Your School | Your District |
|---|-------------|---------------|
| Percentage of teachers with at least a Bachelor's Degree | 100.0 | 99.7 |
| Percentage of teachers with at least a Master's Degree | 76.0 | 78.2 |
| Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers | 0 | 0.5 |
| Percentage of core academic subject and elementary classes taught by properly certified teachers | 100 | 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 |
| Lead or Senior Teachers: | 0.0 | 0.0 |

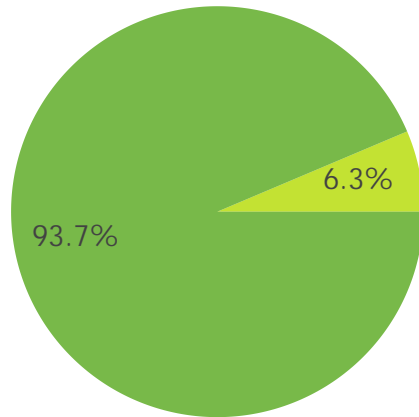
Number of Teachers by Program Area

| | # | State Avg per 1000 Students |
|---------------------------------|------|-----------------------------|
| General Education Teachers | 54.6 | 46.4 |
| Career-Technical Teachers | 2.0 | 2.3 |
| Special Education Teachers | 8.0 | 10.6 |
| Teacher Aides | 0.0 | 7.0 |
| Gifted Intervention Specialists | 0.0 | 0.6 |
| Fine Arts Teachers | 4.3 | 3.0 |
| Music Teachers | 2.4 | 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

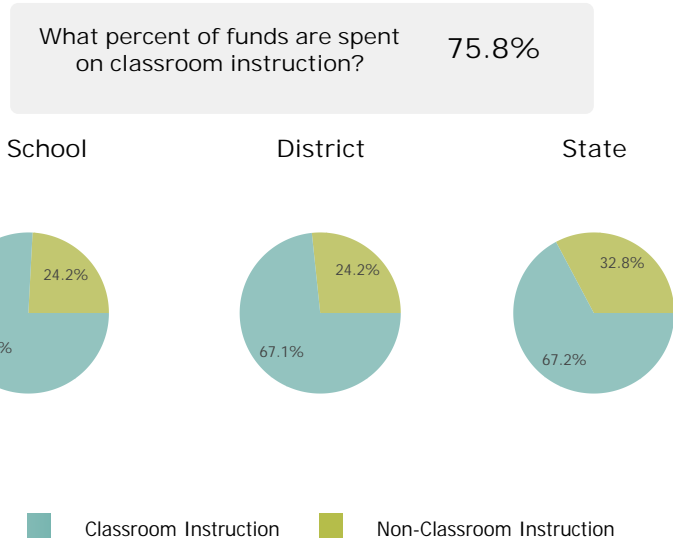
Less than 10 students to evaluate

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



Spending per Pupil Data

| | School | State |
|------------------------------|----------|---------|
| Operating Spending per Pupil | \$11,031 | \$8,840 |
| Classroom Instruction | \$8,356 | \$5,942 |
| Non-Classroom Spending | \$2,675 | \$2,898 |

