

REPORT CARD INFORMATION RELEASED

The Ohio Department of Education has just recently released (August 16th) the 2005 Local Report Card information. Districts have hard copies of this data at their disposal, and anyone can access LRC information for any school district in the State of Ohio by going to the ODE website and selecting the appropriate link(s). If you like, you may also go to our district website to line to the ODE site.

First and foremost, let me share with you that I am somewhat disappointed with our overall results. We are one school district. Our students have access to the same quality materials in each and every elementary and high school. Yet, our math scores continue to pose a major problem for our district. And, to a lesser degree, the same might be said of our 4th and 6th grade reading scores. Our student demographics are fairly similar throughout each attendance area. Yet, as you take a quick look at our data, it appears to be a story of the “haves” and the “have nots.” When it comes to earning indicators on the LRC, for some of our buildings it is a feast, while for others it resembles more a famine. Therefore, on the grounds of indicators alone, I am disappointed because as a district, all six of our buildings with report cards are not at the same level of accomplishment and competence. As the superintendent of your school district, I must bear some of the responsibility for this fact as I share this information with you.

I am in no way going to offer you excuses in this article. Also, I am not going to put on blinders and pretend to anyone that we are free of problems and that all is well, when it isn't. I am, however, going to go deeper than the surface (total number of indicators

earned), and give you some good aspects of the 2005 LRC that provides me with signs of optimism and gives me reason for hope. Perhaps, the old expression that “you can’t always judge a book by its cover” would be appropriate here. First, take a moment to review the basic information from our 2005 LRC listed below. It’s not much more than an overview, but it quickly points out the buildings where we find our greatest successes, as well as those where we find less success. When reading these charts, you will find the following legend information to be helpful: IM = Indicators Met; IP = Indicators Possible; PI = Performance Indicators; AYP = Adequate Yearly Progress; ED = Economically Disadvantaged students; SWD = Students With Disabilities.

AC/OVSD	IM	IP	PI	Designation	AYP MET	Comments
2005 LRC	8	23	85.7	CI	N	Math ED AT PE grades 4 & 6 WUE Math ED grade 4 All Students
2004 LRC	8	18	82.3	CI	N	Reading/Math SWD Grade 4 & 6 PE Reading/Math SWD Grade 4 & 6 at PE Grade 6 Math ED at WUE
2003 LRC	11	22	74.6	CI	N	
2002 LRC	11	22	N/A	CI	N/A	
2001 LRC	11	27	N/A	AW	N/A	
NAHS	IM	IP	PI	Designation	AYP MET	Comments
2005 LRC	6	10	88.6	CI	Y	
2004 LRC	7	7	N/A	EX	Y	
2003 LRC	12	12	N/A	EX	Y	
2002 LRC	11	12	N/A	N/A	N/A	
2001 LRC	12	17	N/A	N/A	N/A	
PHS	IM	IP	PI	Designation	AYP MET	Comments
2005 LRC	7	10	93.4	EF	Y	
2004 LRC	6	7	N/A	EF	Y	
2003 LRC	11	12	N/A	EF	Y	
2002 LRC	11	12	N/A	N/A	N/A	
2001 LRC	9	17	N/A	N/A	N/A	
WUHS	IM	IP	PI	Designation	AYP MET	Comments
2005 LRC	5	10	84.7	CI	Y	
2004 LRC	3	7	N/A	CI	Y	
2003 LRC	6	12	N/A	CI	Y	
2002 LRC	7	12	N/A	N/A	N/A	
2001 LRC	11	17	N/A	N/A	N/A	

IM = Indicators Met IP = Indicators Possible PI = Performance Index

NAES	IM	IP	PI	Designation	AYP MET	Comments
2005 LRC	9	14	91.1	EF	Y	
2004 LRC	6	12	89.9	CI	Y	
2003 LRC	3	11	81.0	CI	Y	
2002 LRC	3	11	N/A	N/A	N/A	
2001 LRC	3	11	N/A	N/A	N/A	
PES	IM	IP	PI	Designation	AYP MET	Comments
2005 LRC	4	14	81.8	CI	N	Math ED grade 4 & 6
2004 LRC	3	12	77.8	AW	N	Math/Reading Grade 4 & 6 SWD
2003 LRC	1	11	73.9	AW	N	Reading/Math Grade 4 & 6 SWD
2002 LRC	2	11	N/A	N/A	N/A	
2001 LRC	1	11	N/A	N/A	N/A	
WUES	IM	IP	PI	Designation	AYP MET	Comments
2005 LRC	3	14	79.6	AW	N	Grade 4 Math ED and All Students
2004 LRC	3	12	77.8	CI	Y	
2003 LRC	2	11	71.7	AW	N	Math ED Grade 6
2002 LRC	2	11	N/A	N/A	N/A	
2001 LRC	1	11	N/A	N/A	N/A	

8/4/2005

Now, let's take a look at several positives that may not jump out at you in the table from the preceding paragraph. First, our Performance Index (PI) has increased again this year, as a district. On the 2004 LRC, that number was 82.3. On our 2005 LRC data, our PI score shows us as being 85.7, or an overall INCREASE of 3.4 percentage points. Had

our PI score been at least 90 percent, then our district ranking or designation would have jumped from Continuous Improvement (three consecutive years) to Effective. So, this is a positive thing, and one reason for optimism or hope.

Secondly, let's take a look at Adequate Yearly Progress (AYP). This is an area where we struggled mightily with regards to our two student subgroup populations of Students with Disabilities and Economically Disadvantaged students on our 2004 LRC. This year's 2005 data shows that we met AYP with our student subgroup populations in all but two buildings. Those buildings were Peebles Elementary and West Union Elementary. However, even in those buildings, significant improvement was made in this area. While I don't have the print space to show you all of those comparisons from 2004 to 2005 in this article, that information is available in the office of your building principal, along with all of the information shared here. In addition, anyone can stop by our central office and ask to review this data. I would advise you that whether you go to your local building office, or to the central office, please make an appointment in advance.

Charles P. Kimble

Superintendent