

2012-2013 Report Card for Thomas Worthington High School

SCHOOL GRADE

Coming in
2015

Achievement, Progress and Gap
Closing data subject to change
due to local reporting error.



Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

Performance Index
89.0% B

Indicators Met
100.0% A

COMPONENT GRADE

Coming in
2015



Progress

This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

Value Added
Overall..... NR

Gifted..... NR

Students with Disabilities..... NR

Lowest 20% in Achievement..... NR

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Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

Annual Measurable Objectives
81.7% B

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Graduation Rate

This grade answers the question – How many ninth graders graduate in four years or five years?

Graduation Rates
90.1% of students graduated in 4 years..... B

92.9% of students graduated in 5 years..... B

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K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade? The 2014 report card will report some results. The 2015 report card will display one grade for kindergarten through grade 3.

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2015



Prepared for Success

This grade answers the question – Are students who graduate from our district ready for college or a career? There are six ways to show that graduates are prepared. In the 2014 school year, the report card will show results for the six areas. The 2015 report card will display one grade combining the results of all six ways of showing graduates are prepared.

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Achievement



This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in
2015

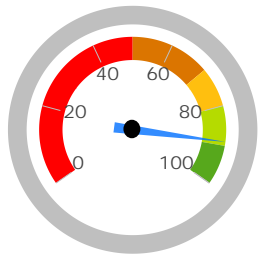
GRADE

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 performance.

Performance Index

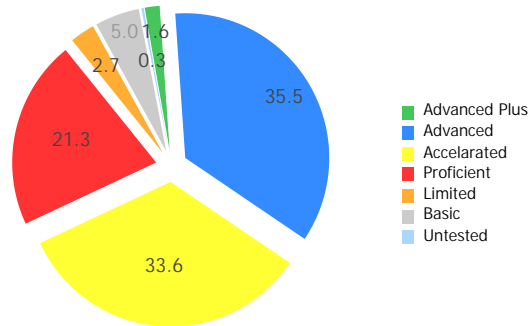


89.0%

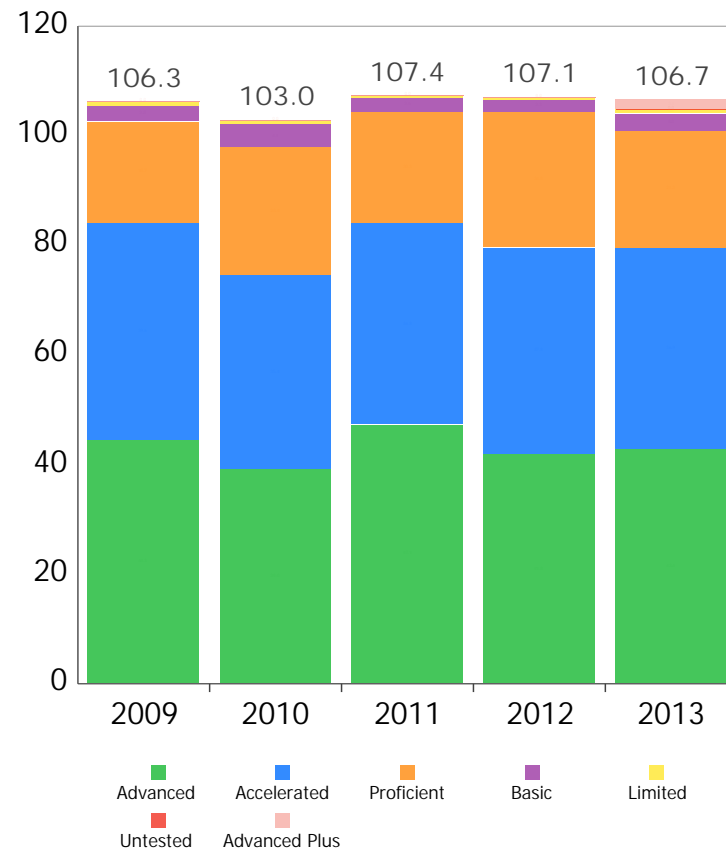
106.7 of a possible 120.0

- 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	1.6	x	1.3	=	2.1
Advanced	35.5	x	1.2	=	42.6
Accelerated	33.6	x	1.1	=	36.9
Proficient	21.3	x	1.0	=	21.3
Basic	5.0	x	0.6	=	3.0
Limited	2.7	x	0.3	=	0.8
Untested	0.3	x	0.0	=	0.0
					106.7



Performance Index Trend



GRADE

A

Indicators Met

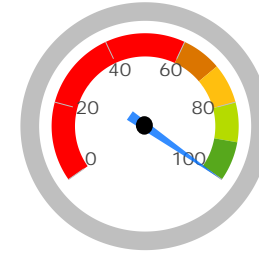
Indicators Met measures how many students have passed the state tests at a minimum level, called proficient, or higher. Test results are reported for each student in a grade and subject. At least 75 percent of students must pass to get credit for the indicator. Starting in the 2013-14 school year, a district or school needs to have 80 percent of their students pass at a minimum level or higher in order to "meet" an indicator.

Indicators Met %

100.0%

10.0 out of 10.0

- 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%



Grades 3-5

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

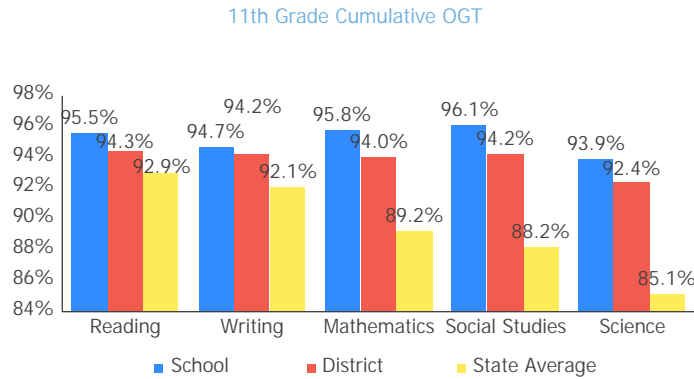
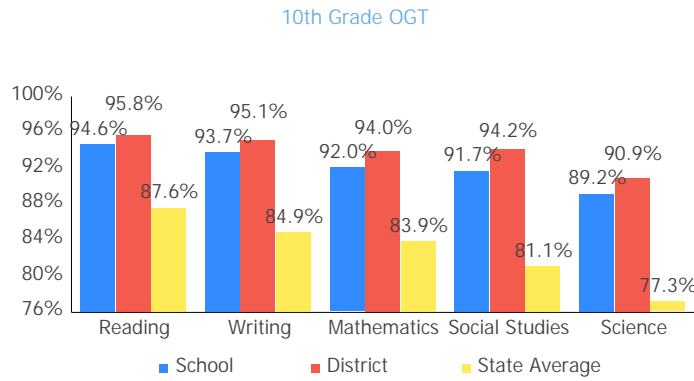
Grades 6-8

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

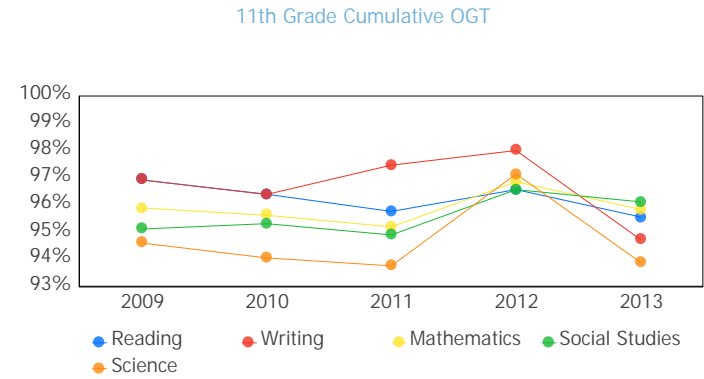
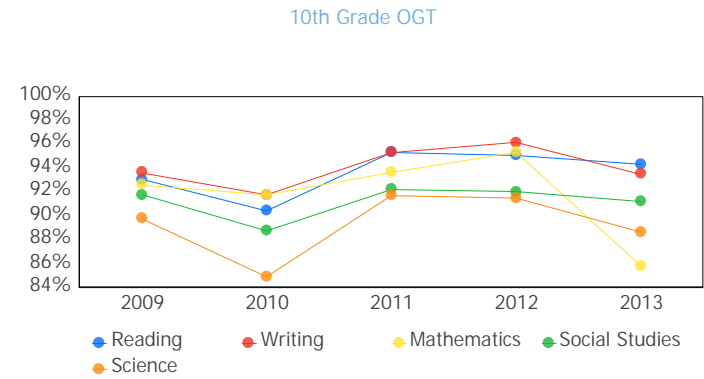
Ohio Graduation Test

OGT, 10th Graders	Mathematics	92.0%	✓
	Reading	94.6%	✓
	Science	89.2%	✓
	Social Studies	91.7%	✓
	Writing	93.7%	✓
OGT, 11th Graders	Mathematics	95.8%	✓
	Reading	95.5%	✓
	Science	93.9%	✓
	Social Studies	96.1%	✓
	Writing	94.7%	✓

Proficiency Percent Comparison by Grade



Proficient Percent Trend by Grade



Progress



This is your school's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE
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GRADE	Overall This measures the progress for all students in math and reading, grades 4-8.
NR	
GRADE	Gifted Students This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.
NR	
GRADE	Students in the Lowest 20% in Achievement This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
NR	
GRADE	Students with Disabilities This measures the progress for students with disabilities.
NR	
GRADE	High School A High School measure of progress will be implemented in the 2015-16 school year.
Coming in 2016	

Progress Details

This table shows the Progress scores by test grade and subject.
No data returned for this view. This might be because the applied filter excludes all data.

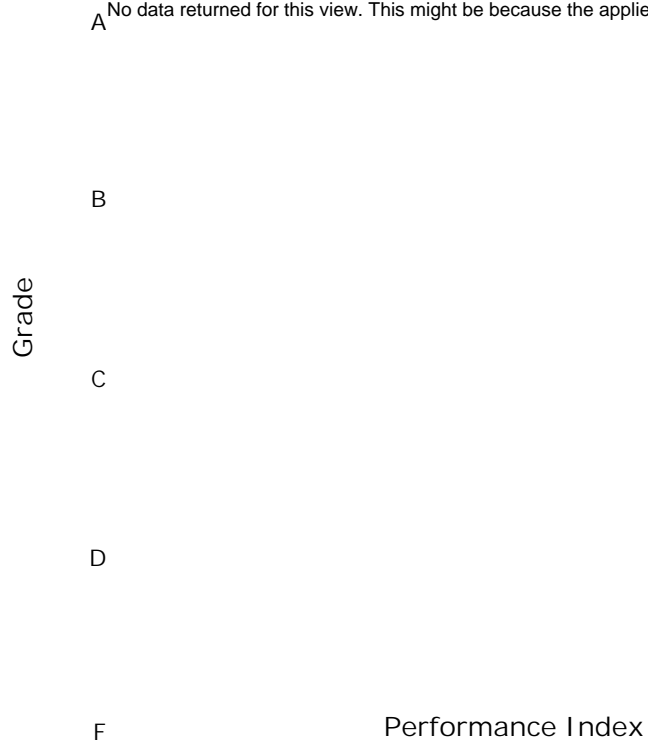
Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A =	2.0 and up
B =	1.0 to 1.9
C =	-1.0 to 0.9
D =	-2.0 to -1.1
F =	below -2.0

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.

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



Gap Closing



This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

COMPONENT GRADE

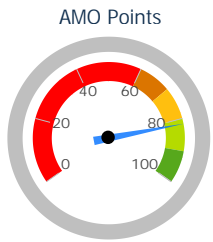
Coming in
2015

GRADE

B

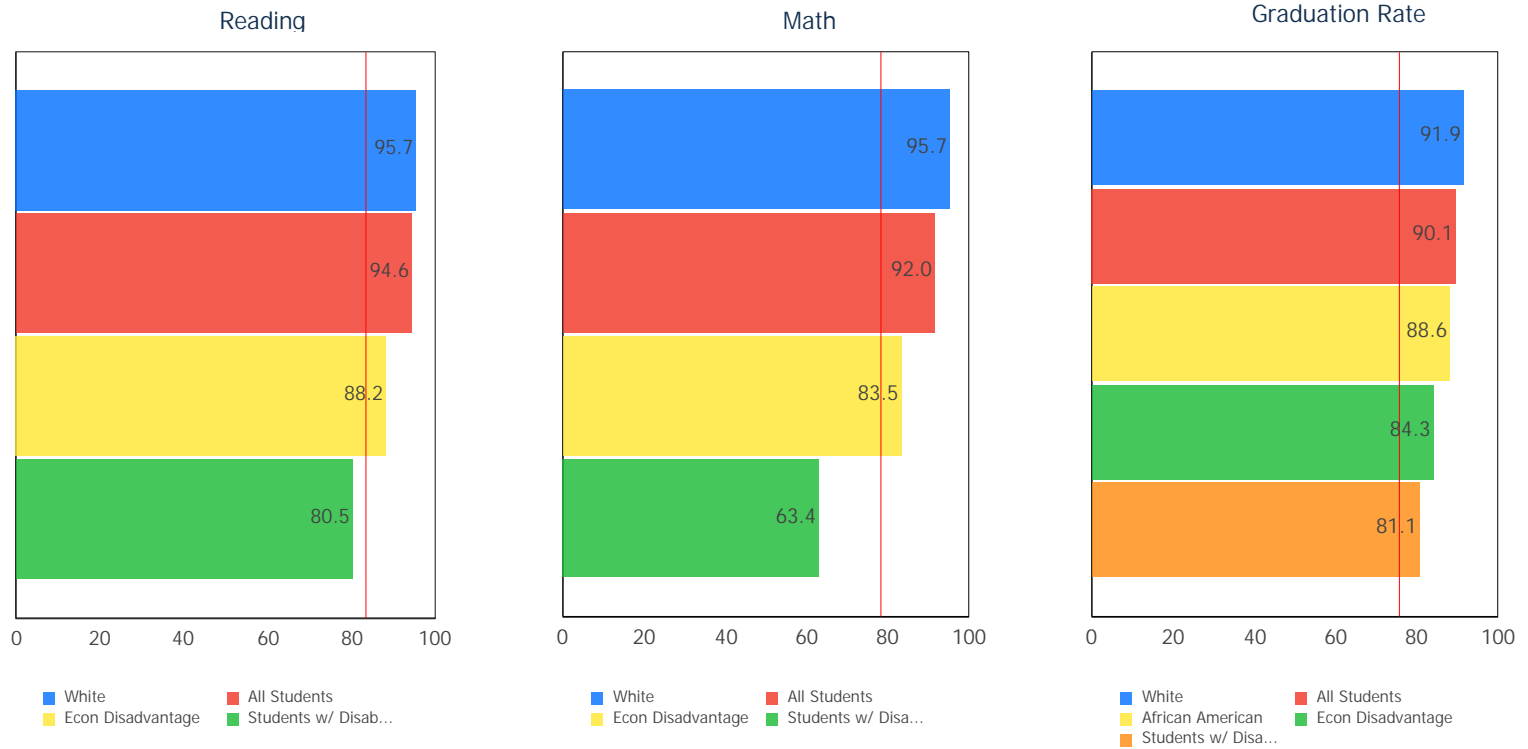
Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of all students 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.



81.7%

- 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%



The red line on each graph identifies the Annual Measurable Objective. The 2013 AMO for Reading is 83.4%, for Math is 78.5%, and for Graduation Rate is 75.9%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



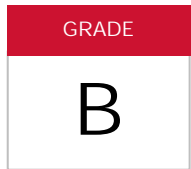
This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in
2015

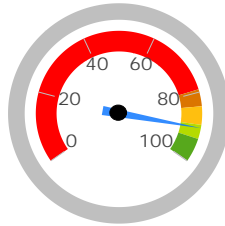
4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2012 who graduated within four years, i.e. students who entered the 9th grade in 2009 and graduated by 2012.



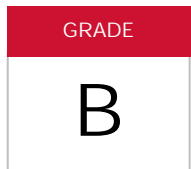
90.1%

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%



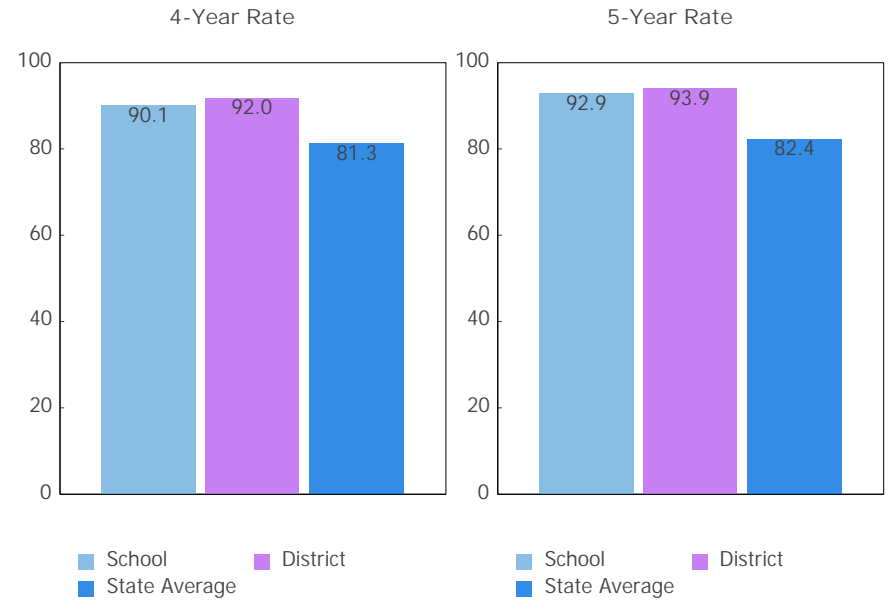
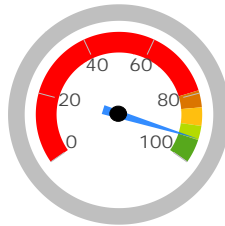
5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2011 who graduated within five years, i.e. students who entered the 9th grade in 2008 and graduated by 2012.

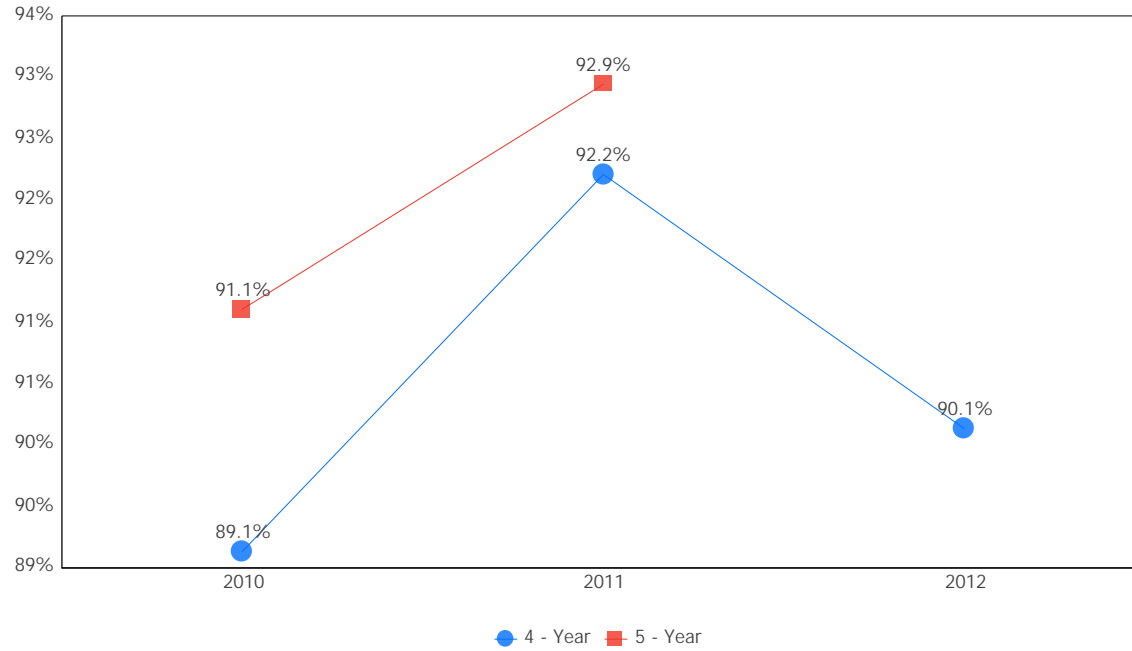


92.9%

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%



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.



Principal: James E. Gaskill
 Address: 300 W Granville Rd
 Worthington OH 43085-3527

Phone: (614) 450-6200

Directory information current as of the 2012-2013 Report Card publication date

Your School's Students

Average Daily Enrollment:

1,500

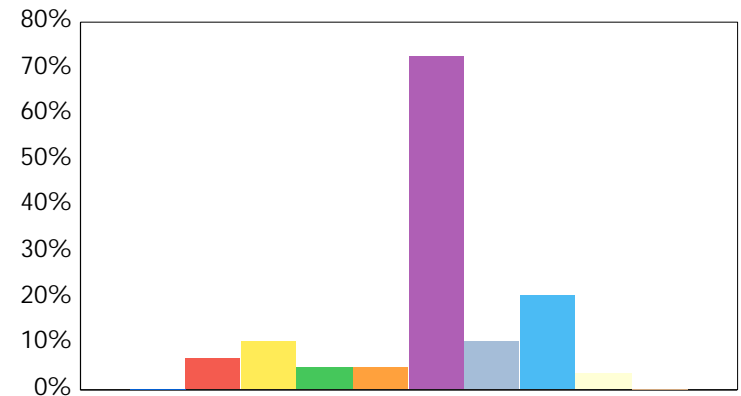
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	104	6.9%
Black, Non-Hispanic	156	10.4%
Hispanic	74	4.9%
Multiracial	77	5.1%
White, Non-Hispanic	1,088	72.5%
Students with Disabilities	160	10.7%
Economically Disadvantaged	310	20.7%
Limited English Proficiency	53	3.6%
Migrant	NC	

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

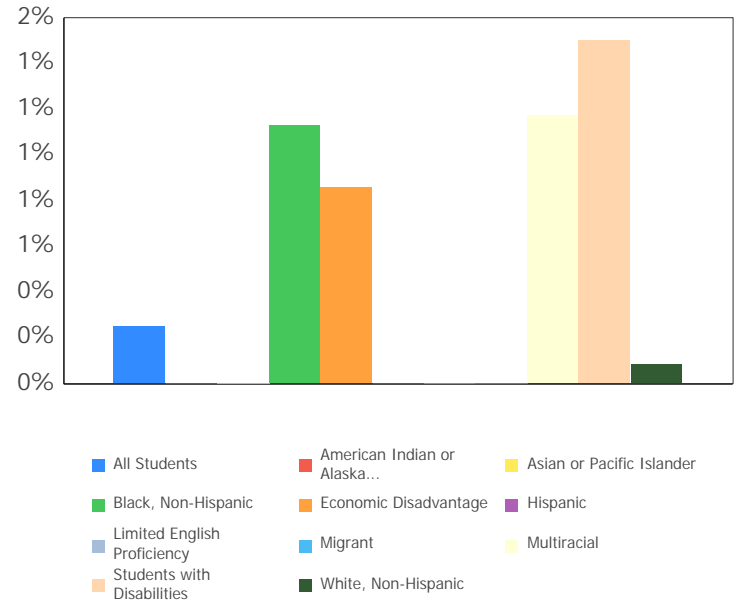


- American Indian or Alaska...
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- Limited English Proficiency
- Migrant

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.2%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	0.0%
Black, Non-Hispanic	1.1%
Hispanic	0.0%
Multiracial	1.2%
White, Non-Hispanic	0.1%
Students with Disabilities	1.5%
Economically Disadvantaged	0.9%
Limited English Proficiency	0.0%
Migrant	NC

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



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

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	100.0
Percentage of teachers with at least a Master's Degree	78.3	78.9
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	100
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	0

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

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards

Moderate Success