

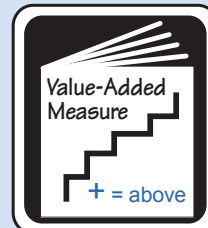
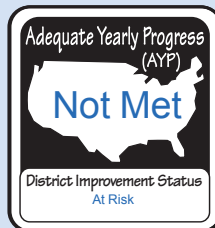
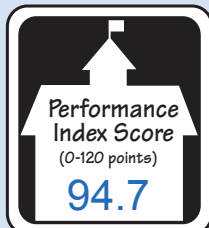


Lakewood Local School District

PO Box 70, Hebron, OH 43025-0070 - Licking County

2007-2008 School Year Report Card

Current Superintendent: Jay M. Gault (740) 928-5878



The District Report Card for the 2007-2008 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

*new designation beginning 2007-2008 due to Value Added



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 Test, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



State Indicators

Percentage of Students at and above the Proficient Level

| | Your District 2007-2008 | Similar Districts ¹ 2007-2008 | State 2007-2008 |
|--|----------------------------|---|--------------------|
| 3rd Grade Achievement <i>The state requirement is 75 percent</i> | | | |
| 1. Reading | 74.9 % | 82.6 % | 77.4 % |
| 2. Mathematics | 71.3 % | 84.0 % | 79.3 % |
| 4th Grade Achievement <i>The state requirement is 75 percent</i> | | | |
| 3. Reading | 78.8 % ✓ | 85.7 % | 81.1 % |
| 4. Mathematics | 66.9 % | 77.2 % | 74.6 % |
| 5. Writing | 70.2 % | 82.8 % | 81.7 % |
| 5th Grade Achievement <i>The state requirement is 75 percent</i> | | | |
| 6. Reading | 84.5 % ✓ | 77.1 % | 72.7 % |
| 7. Mathematics | 76.4 % ✓ | 67.1 % | 61.8 % |
| 8. Science | 74.5 % | 72.9 % | 66.4 % |
| 9. Social Studies | 73.3 % | 70.8 % | 64.8 % |
| 6th Grade Achievement <i>The state requirement is 75 percent</i> | | | |
| 10. Reading | 79.1 % ✓ | 84.9 % | 79.7 % |
| 11. Mathematics | 82.9 % ✓ | 81.3 % | 76.6 % |
| 7th Grade Achievement <i>The state requirement is 75 percent</i> | | | |
| 12. Reading | 85.7 % ✓ | 80.5 % | 77.3 % |
| 13. Mathematics | 77.3 % ✓ | 71.1 % | 68.8 % |
| 14. Writing | 90.3 % ✓ | 88.5 % | 85.7 % |
| 8th Grade Achievement <i>The state requirement is 75 percent</i> | | | |
| 15. Reading | 83.2 % ✓ | 84.4 % | 79.4 % |
| 16. Mathematics | 82.7 % ✓ | 79.2 % | 72.8 % |
| 17. Science | 67.1 % | 67.5 % | 62.2 % |
| 18. Social Studies | 53.8 % | 54.1 % | 53.5 % |
| Ohio Graduation Tests (10th Grade) <i>The state requirement is 75 percent</i> | | | |
| 19. Reading | 86.0 % ✓ | 86.9 % | 85.2 % |
| 20. Mathematics | 81.4 % ✓ | 82.7 % | 79 % |
| 21. Writing | 91.3 % ✓ | 86.6 % | 85.2 % |
| 22. Science | 78.5 % ✓ | 76.6 % | 72.8 % |
| 23. Social Studies | 80.8 % ✓ | 82.0 % | 78.4 % |
| Ohio Graduation Tests (11th Grade)² <i>The state requirement is 85 percent</i> | | | |
| 24. Reading | 94.8 % ✓ | 93.0 % | 91.9 % |
| 25. Mathematics | 95.5 % ✓ | 91.3 % | 88.2 % |
| 26. Writing | 97.4 % ✓ | 94.2 % | 93 % |
| 27. Science | 92.2 % ✓ | 87.7 % | 83.6 % |
| 28. Social Studies | 92.9 % ✓ | 89.4 % | 86.5 % |
| Attendance Rate <i>The state requirement is 93 percent</i> | | | |
| 29. All Grades | 94.6 % ✓ | 94.7 % | 94.2 % |
| 2006-07 Graduation Rate <i>The state requirement is 90 percent</i> | | | |
| 30. District | 91.2 % ✓ | 92.8 % | 86.9 % |

Any result at or above the state standard is indicated by a ✓

¹Similar Districts are based on comparing demographic, socioeconomic and geographic factors.

²Cumulative results for students who took the tests as 10th or 11th graders.

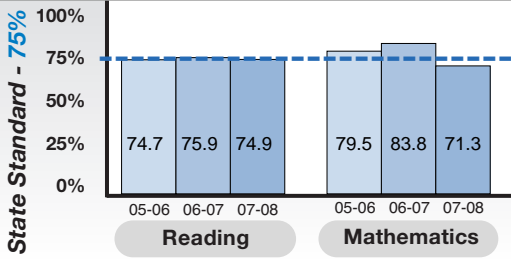
On the Web: reportcard.ohio.gov

Your District's Assessment Results Over Time

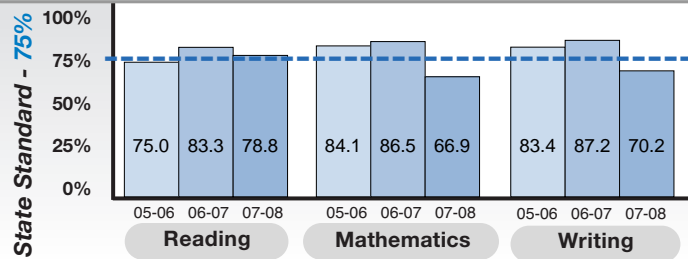


All students in the district for a full academic year are included in the results.

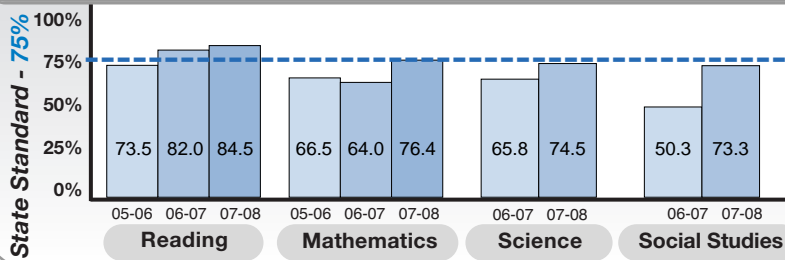
3rd Grade Achievement



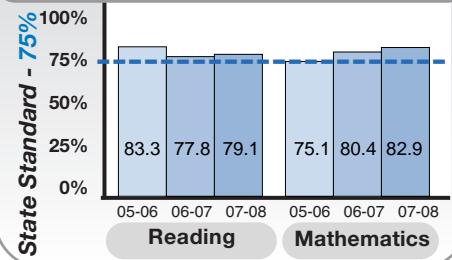
4th Grade Achievement



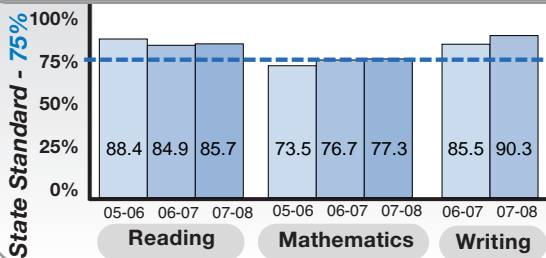
5th Grade Achievement



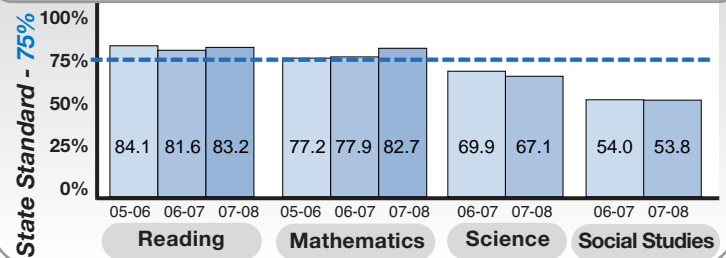
6th Grade Achievement



7th Grade Achievement

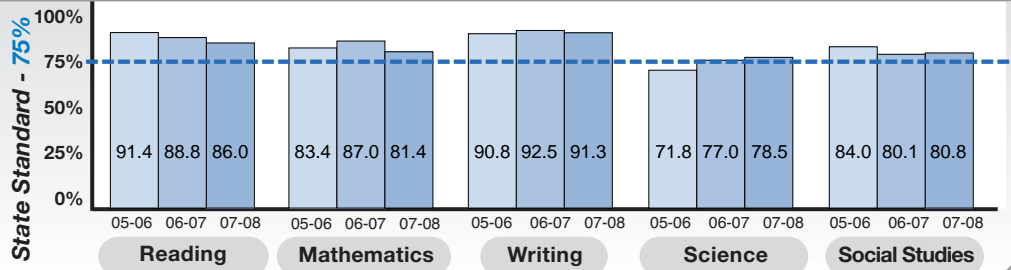


8th Grade Achievement

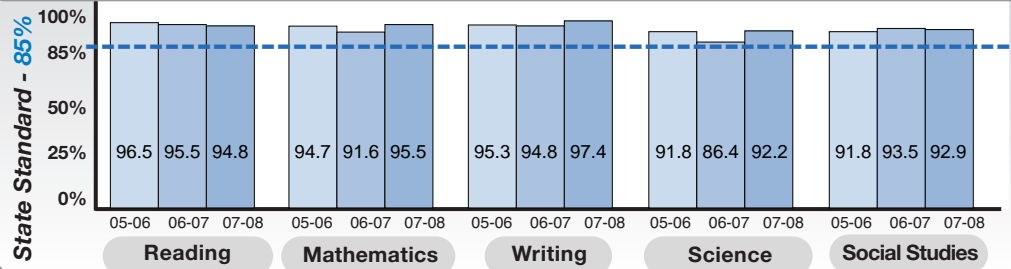


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Test indicator, a cumulative 85% passage rate for each assessment is required.

Ohio Graduation Tests (10th Grade)



Ohio Graduation Tests (11th Grade)¹



¹Cumulative results for students who took the tests as 10th or 11th graders.

Performance Index Score



Performance Index Score Calculations for the 2007-2008 School Year

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 | 7 | X | 0.3 | = | 2.1 |
| Basic | 15.1 | X | 0.6 | = | 9 |
| Proficient | 35.1 | X | 1.0 | = | 35.1 |
| Accelerated | 27.7 | X | 1.1 | = | 30.5 |
| Advanced | 14.9 | X | 1.2 | = | 17.9 |

Your District's Performance Index Score **94.7**



The Performance Index Score reflects the achievement of every student enrolled for the full academic year. The Performance Index Score is a weighted average of all tested subjects and grades. The greatest weight is given to advanced scores (1.2), and the weights decrease for each performance level. This results in a scale from 0 to 120 points. The Performance Index Score can be compared across years to show district achievement trends.

Performance Index Score Over Time

2007-2008

94.7

2006-2007

94.7

2005-2006

95.5

Value-Added Measure



Overall Composite

+

Scores reflect grade level and overall composite ratings for the 2007-2008 school year.

Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

Reading

-

✓

+

+

✓

Mathematics

-

+

✓

+

+



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.

Legend

- +** = **Above**
Expected Growth
- ✓** = **Met**
Expected Growth
- = **Below**
Expected Growth

On the Web: reportcard.ohio.gov

Adequate Yearly Progress (AYP)



| Adequate Yearly Progress | | | | | | | | | | | | AYP Determination by Indicator | |
|------------------------------|-------------|--------------|----------------------------|------------------------|---------------------|-------------------------|----------|--------------|---------------------|----------------------------|----------------------------|--------------------------------|---------|
| Grade 3-8 and 10 Reading | | All Students | Economically Disadvantaged | Asian/Pacific Islander | Black, non-Hispanic | American Indian/Alaskan | Hispanic | Multi-Racial | White, non-Hispanic | Students with Disabilities | Limited English Proficient | | |
| Grade 3-8 and 10 Mathematics | | | | | | | | | | | | | |
| Percent Proficient | Reading | Met | Met | NR | NR | NR | NR | NR | Met | Not Met | NR | Reading Proficiency: | Not Met |
| | Mathematics | Met | Met | NR | NR | NR | NR | NR | Met | Not Met | NR | Mathematics Proficiency: | Not Met |
| Percent Tested | Reading | Met | Met | NR | NR | NR | NR | NR | Met | Met | NR | Reading Participation: | Met |
| | Mathematics | Met | Met | NR | NR | NR | NR | NR | Met | Met | NR | Mathematics Participation: | Met |
| Graduation Rate* | | Met | | | | | | | | | | Graduation Rate: | Met |
| Attendance Rate* | | Met | | | | | | | | | | Attendance Rate: | Met |
| AYP Designation by Subgroup | | Met | Met | NR | NR | NR | NR | NR | Met | Not Met | NR | AYP Status of Your District: | Not 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 by combining currently proficient students with those students projected to become proficient.

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.

| | |
|----------------|---|
| 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. |

Note: The AYP determination for Attendance Rate and Graduation Rate is evaluated using only the results of the 'All Students' group.



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/Alaskan 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. AYP also can affect the state designation that a school or district receives in one of two ways. 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.

State and Federally Required District Information

Your District's Percentage of Students at Each Performance Level

| | Black, non-Hispanic | American Indian or Nat. Alaskan | 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 | NC | NC | NC | NC | 10.0 | 7.0 | 3.0 | 29.3 | -- | 5.1 | 10.5 | NC | 5.3 | 8.3 |
| Writing | NC | -- | NC | NC | NC | 4.7 | 1.7 | 21.9 | -- | 2.0 | 9.6 | NC | 2.6 | 6.9 |
| Mathematics | NC | NC | NC | NC | 10.0 | 9.0 | 4.7 | 34.1 | -- | 6.2 | 15.1 | NC | 9.9 | 8.3 |
| Science | NC | NC | NC | NC | NC | 3.6 | 1.4 | 21.0 | -- | 2.8 | 6.2 | -- | 3.3 | 4.2 |
| Social Studies | NC | NC | NC | NC | NC | 8.3 | 4.1 | 38.7 | -- | 6.1 | 13.8 | -- | 6.9 | 9.6 |
| Percentage of Students Scoring Basic | | | | | | | | | | | | | | |
| Reading | NC | NC | NC | NC | 0.0 | 11.3 | 8.8 | 26.3 | -- | 9.2 | 15.9 | NC | 9.0 | 13.5 |
| Writing | NC | -- | NC | NC | NC | 10.8 | 8.2 | 26.0 | -- | 8.3 | 15.3 | NC | 5.2 | 16.2 |
| Mathematics | NC | NC | NC | NC | 0.0 | 14.1 | 11.1 | 29.3 | -- | 11.3 | 19.1 | NC | 12.5 | 15.0 |
| Science | NC | NC | NC | NC | NC | 23.0 | 20.9 | 37.1 | -- | 20.2 | 29.7 | -- | 24.8 | 21.2 |
| Social Studies | NC | NC | NC | NC | NC | 22.6 | 22.3 | 24.2 | -- | 20.5 | 27.6 | -- | 25.6 | 19.6 |
| Percentage of Students Scoring Proficient | | | | | | | | | | | | | | |
| Reading | NC | NC | NC | NC | 70.0 | 38.3 | 40.2 | 28.7 | -- | 37.2 | 41.4 | NC | 35.1 | 41.7 |
| Writing | NC | -- | NC | NC | NC | 42.5 | 42.1 | 41.1 | -- | 39.3 | 46.3 | NC | 39.6 | 44.1 |
| Mathematics | NC | NC | NC | NC | 60.0 | 33.4 | 35.9 | 22.8 | -- | 32.5 | 37.1 | NC | 33.3 | 34.6 |
| Science | NC | NC | NC | NC | NC | 28.6 | 30.0 | 19.4 | -- | 24.9 | 37.9 | -- | 29.7 | 27.7 |
| Social Studies | NC | NC | NC | NC | NC | 30.0 | 31.8 | 21.0 | -- | 28.3 | 35.9 | -- | 28.9 | 31.9 |
| Percentage of Students Scoring Accelerated | | | | | | | | | | | | | | |
| Reading | NC | NC | NC | NC | 10.0 | 30.0 | 33.1 | 10.8 | -- | 31.7 | 26.1 | NC | 34.6 | 25.5 |
| Writing | NC | -- | NC | NC | NC | 40.7 | 46.8 | 9.6 | -- | 48.7 | 28.2 | NC | 51.3 | 31.6 |
| Mathematics | NC | NC | NC | NC | 10.0 | 21.2 | 23.7 | 6.6 | -- | 24.1 | 15.3 | NC | 23.3 | 19.3 |
| Science | NC | NC | NC | NC | NC | 30.8 | 33.3 | 14.5 | -- | 35.5 | 20.0 | -- | 30.5 | 31.5 |
| Social Studies | NC | NC | NC | NC | NC | 22.2 | 23.6 | 9.7 | -- | 24.9 | 14.5 | -- | 22.8 | 21.2 |
| Percentage of Students Scoring Advanced | | | | | | | | | | | | | | |
| Reading | NC | NC | NC | NC | 10.0 | 13.5 | 14.9 | 4.8 | -- | 16.9 | 6.2 | NC | 16.0 | 11.0 |
| Writing | NC | -- | NC | NC | NC | 1.3 | 1.2 | 1.4 | -- | 1.7 | 0.6 | NC | 1.3 | 1.2 |
| Mathematics | NC | NC | NC | NC | 20.0 | 22.2 | 24.5 | 7.2 | -- | 26.0 | 13.4 | NC | 21.0 | 22.8 |
| Science | NC | NC | NC | NC | NC | 13.9 | 14.4 | 8.1 | -- | 16.6 | 6.2 | -- | 11.8 | 15.4 |
| Social Studies | NC | NC | NC | NC | NC | 16.9 | 18.2 | 6.5 | -- | 20.2 | 8.3 | -- | 15.9 | 17.7 |

Your District's Students 2007-2008

| Average Daily Student Enrollment | Black, non-Hispanic | American Indian or Native Alaskan | Asian or Pacific Islander | Hispanic | Multi-Racial | White, non-Hispanic | Economically Disadvantaged | Limited English Proficient | Students with Disabilities | Migrant |
|----------------------------------|---------------------|-----------------------------------|---------------------------|----------|--------------|---------------------|----------------------------|----------------------------|----------------------------|---------|
| 2178 | 0.8% | NC | NC | 0.7% | 1.1% | 97.1% | 32.8% | NC | 14.6% | NC |

NC = Not calculated; displayed when there are fewer than 10 students in student group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

< 10

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

| | Your District | State |
|---|------------------------------|--|
| Percentage of teachers with at least a Bachelor's Degree | 99.3 | 99.2 |
| Percentage of teachers with at least a Master's Degree | 59.5 | 58.8 |
| Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers | 0.0 | 1.5 |
| Percentage of core academic subject elementary and secondary classes taught by properly certified teachers | 100.0 | 98.3 |
| Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure | 0.0 | -- |
| | All Schools in Your District | High-Poverty Schools Located in Your District* |
| | 0.0 | -- |
| | | Low-Poverty Schools Located in Your District* |
| | | -- |

*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.

-- = No data were reported.

Schools in *School Improvement*



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.

Name of the School & Years in Improvement

Name of Schools Identified for Improvement and Years in Improvement Status

| | |
|-------------------|---|
| Hebron Elementary | 1 |
|-------------------|---|

Measures of a Rigorous Curriculum for the Class of 2007

| Measure | 2006-07 Graduates | Data Source |
|--|-------------------|---------------------|
| Graduation Rate | 91.2 % | EMIS |
| Mean ACT Score | 20 | ACT Corp., EMIS |
| Percent of Graduates participating in the ACT | 53 % | ACT Corp., EMIS |
| Mean SAT Score | | College Board, EMIS |
| Percent of Graduates participating in the SAT | NC | College Board, EMIS |
| Percent of Graduates graduating with an Honors Diploma | 12.0 % | EMIS |
| Number of Graduates participating in an AP test | 17 | College Board |
| Percent of Graduates with an AP score of 3 or above | 5.4 % | College Board, EMIS |
| Number of Graduates taking at least one Tech Prep Course | 24 | EMIS |
| Number of Graduates taking at least one PSEO course | NC | EMIS |

Legend

EMIS - Education Management Information System of the Ohio Department of Education

ACT College Entrance Exam - Nonprofit organization that administers the ACT College Entrance Test

College Board (SAT) - Nonprofit membership association that administers the SAT exam

PSEO - Post-Secondary Enrollment Options, a program that enables high school students, grades 9-12, to earn college and high school graduation credit

AP - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

Tech Prep - A combination of college preparatory academics and advanced career-technical education

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary rating, which is based on the following components: 1) the percentage of indicators met, 2) the performance index score and 3) AYP status.



| Indicators Met | | Performance Index Score | | AYP Status | | Preliminary Designation |
|----------------|-----|-------------------------|-----|----------------|---|-------------------------------|
| 94%-100% | or | 100 to 120 | and | Met or Not Met | = | Excellent |
| 75%-93.9% | or | 90 to 99.9 | and | Met or Not Met | = | Effective |
| 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 rating results from identifying the higher value between the percentage of indicators met by your district and your district's performance index score. AYP then is evaluated to determine its effect on the preliminary designation. There are three 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 a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation.

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 rating is restricted to Continuous Improvement due to AYP, then value-added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one level.
3. In all other cases, value added has no effect on the rating and the preliminary designation becomes the final designation.



| Preliminary Designation | | Value-Added Measure | Final Designation |
|-------------------------------|-----|--|-----------------------------------|
| Excellent | and | Above expected growth for at least 2 consecutive years | Excellent with Distinction |
| | | Otherwise no effect on rating | Excellent |
| Effective | and | Above expected growth for at least 2 consecutive years | Excellent |
| | | Otherwise no effect on rating | Effective |
| Continuous Improvement | and | Above expected growth for at least 2 consecutive years | Effective |
| | | Otherwise no effect on rating | Continuous Improvement |
| Academic Watch | and | Above expected growth for at least 2 consecutive years | Continuous Improvement |
| | | Otherwise no effect on rating | Academic Watch |
| Academic Emergency | and | Above expected growth for at least 2 consecutive years | Academic Watch |
| | | Otherwise no effect on rating | Academic Emergency |

Ohio Department of Education
Report Card Resources on the Web:
reportcard.ohio.gov