

Keystone High School

2003 SCHOOL REPORT CARD

301 Liberty St PO Box 65, Lagrange, OH 44050 - (440) 355-5132, Grades 9-12. Keystone Local School District - Lorain County

CURRENT PRINCIPAL:

Mr. Thomas J. Hlavsa
(440) 355-5132

CURRENT SUPERINTENDENT:

Dr. Gary R. Friedt
(440) 355-5131

Your district rating: Continuous Improvement

Your district met **15** of **22** indicators

Your school's percentage points of improvement since its last report card*:

1.1

DISTRICT ACADEMIC RATING SYSTEM

- **EXCELLENT** - Districts met 21 or 22 performance indicators.
- **EFFECTIVE** - Districts met 17 to 20 performance indicators.
- **CONTINUOUS IMPROVEMENT** - Districts met 11 to 16 performance indicators.
- **ACADEMIC WATCH** - Districts met 7 to 10 performance indicators.
- **ACADEMIC EMERGENCY** - Districts met 6 or fewer performance indicators.

This report card is issued by the Ohio Department of Education and contains information about your school and district for the **2001-2002 school year**. By presenting this information, we hope to help parents and teachers work toward the educational success of every student. In the table below, any result at or above the state standard is shown in **bold**.

| PERFORMANCE INDICATORS | PERCENTAGE OF STUDENTS AT OR ABOVE THE PROFICIENT LEVEL | | |
|--|---|-------------------------|-----------------------------|
| | Your School 2001-2002 | Your District 2001-2002 | Similar Districts 2001-2002 |
| 4th Grade Proficiency | <i>The state standard is 75 percent</i> | | |
| 1. Citizenship | -- | 67.4% | 77.8% |
| 2. Mathematics | -- | 62.9% | 74.6% |
| 3. Reading | -- | 77.9% | 77.3% |
| 4. Writing | -- | 80.7% | 86.9% |
| 5. Science | -- | 70.2% | 78.5% |
| 6th Grade Proficiency | <i>The state standard is 75 percent</i> | | |
| 6. Citizenship | -- | 71.3% | 80.5% |
| 7. Mathematics | -- | 68.7% | 70.7% |
| 8. Reading | -- | 58.0% | 66.2% |
| 9. Writing | -- | 86.7% | 92.6% |
| 10. Science | -- | 58.7% | 72.0% |
| 9th Grade Proficiency | <i>The state standard is 75 percent</i> | | |
| 11. Citizenship | 88.5% | 87.7% | 90.5% |
| 12. Mathematics | 81.5% | 81.6% | 84.3% |
| 13. Reading | 93.0% | 92.0% | 95.9% |
| 14. Writing | 89.8% | 89.6% | 93.7% |
| 15. Science | 86.0% | 84.7% | 87.2% |
| 9th Grade Proficiency¹ | <i>The state standard is 85 percent</i> | | |
| 16. Citizenship | 93.6% | 93.4% | 96.2% |
| 17. Mathematics | 86.0% | 86.2% | 91.3% |
| 18. Reading | 94.8% | 95.0% | 98.2% |
| 19. Writing | 94.2% | 94.5% | 97.3% |
| 20. Science | 91.3% | 91.2% | 94.0% |
| Attendance Rate | <i>The state standard is 93 percent</i> | | |
| 21. All Grades | 94.3% | 95.4% | 95.4% |
| Graduation Rate² | <i>The state standard is 90 percent</i> | | |
| 22. District | | 90.4% | 92.1% |

¹ Results for 10th grade students who took the test as 8th, 9th and 10th graders ² Calculated only for the District

*Percentage of Students at or above Proficient Level for All Grades.

2000-2001 = **88.9%**

2001-2002 = **90.0%**

Improvement = **1.1** percentage points



YOUR SCHOOL'S STUDENTS, 2001-02

| | |
|----------------------------------|-------|
| Average Enrollment | 604 |
| Female | 51.4% |
| Male | 48.6% |
| Gifted | 13.1% |
| Homeless | NC |
| Limited English Proficient | NC |
| Migrant | NC |
| Students with Disabilities | 8.3% |
| African American | NC |
| American Indian | NC |
| Asian | NC |
| Hispanic | NC |
| Multi-Racial | NC |
| White | 98.2% |

YOUR DISTRICT'S TEACHERS, 2001-02

| | |
|--|----------|
| Your School's Total Teachers* | 29 |
| Female | 41% |
| Male | 59% |
| African American | 0% |
| American Indian | 0% |
| Asian | 0% |
| Hispanic | 0% |
| Multi-Racial | -- |
| White | 100% |
| Percent of Courses Taught by Teachers with Authorized Certification/Licensure 9-12 | 100.0% |
| Average Teacher Salary | \$39,489 |
| Teacher Attendance Rate | 96.1% |

* This represents the number of teachers based on full-time equivalency.

2001-2002 AVERAGE EXPENDITURES PER PUPIL

| | | | |
|--------------------------------|----------------|--|----------------|
| Your School | \$5,772 | All High Schools in Similar Districts | \$6,501 |
| All Schools in District | \$6,192 | All High Schools in State | \$7,505 |

VOTER APPROVED FUNDING

How many levies did your district have on the ballot in 2002? 3 Number passed 0

Glossary:

Proficiency Level: Score on test at which students meet or exceed expectations for proficiency on each assessment.

State Standard: The State Board of Education minimum requirement is that 75% of students in 4th, 6th and 9th grades are at or above the proficient level on statewide assessments. The standard increases to 85% of students at the proficient level for the results on the 9th grade proficiency test at the end of 10th grade. The non-test standards are a 90% graduation rate and a 93% attendance rate.

Similar Districts: School districts similar to yours based on comparing district size, poverty levels, socioeconomic status (family income, education levels, professions) and factors related to urban or rural location and overall property wealth.

NC: Not Calculated. Based on federal and state privacy laws, NC is used when there are less than 10 members in a sub-group to protect the identity of those individuals. Data is received on all students. All students are included in the report of overall proficiency levels for the school and district.

Visit www.ode.state.oh.us/reportcard or call 1-877-644-6338 for more detailed information on the performance of your school and district and the formulas used in this report card.

TAKING A CLOSER LOOK AT YOUR SCHOOL'S ASSESSMENT RESULTS

By presenting statewide proficiency results, we hope to help parents and teachers work toward the educational success of every student. **Both state and federal law require results to be reported by student sub-groups, including gender, race/ethnicity, limited English proficiency, and students with disabilities.** A closer examination of the achievement of different student groups can identify differences in performance levels. This detailed report is intended to inform schools and communities to help them determine future actions needed to improve learning for all students.

The table below can help answer the following questions:

- ⦿ How are the different racial/ethnic groups in your school performing?
- ⦿ Do females and males reach similar levels of proficiency in your school?
- ⦿ What percentage of Limited English proficient students are meeting state standards?
- ⦿ How are students with disabilities performing?

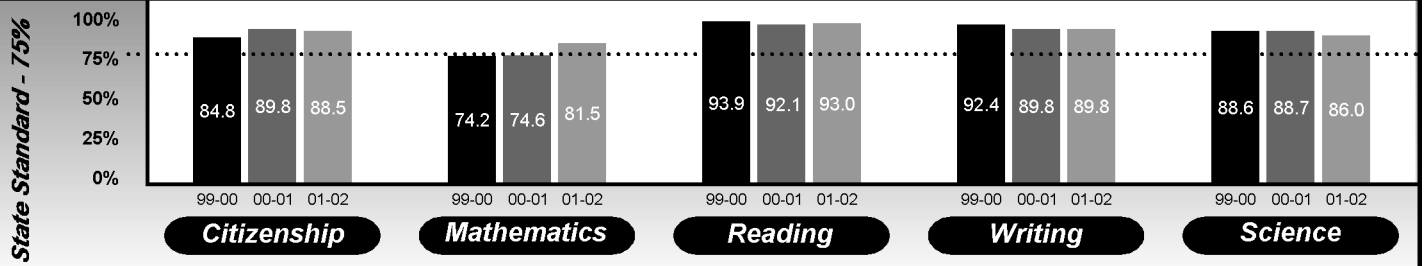
YOUR SCHOOL'S PERCENTAGE OF STUDENTS AT OR ABOVE THE PROFICIENT LEVEL

| Sub-groups | African American | Asian | Hispanic | Multi-racial | White | Female | Male | Limited English Proficient | Students with Disabilities |
|---|------------------|-------|----------|--------------|-------|--------|------|----------------------------|----------------------------|
| 9TH GRADE PROFICIENCY | | | | | | | | | |
| Citizenship | NC | -- | -- | NC | 88.3 | 90.6 | 86.1 | -- | 58.3 |
| Mathematics | NC | -- | -- | NC | 81.8 | 83.5 | 79.2 | -- | 58.3 |
| Reading | NC | -- | -- | NC | 92.9 | 97.6 | 87.5 | -- | 66.7 |
| Writing | NC | -- | -- | NC | 89.6 | 96.5 | 81.9 | -- | 58.3 |
| Science | NC | -- | -- | NC | 85.7 | 87.1 | 84.7 | -- | 50.0 |
| 9TH GRADE PROFICIENCY (Includes results for students who took the test as 8th, 9th and 10th graders) | | | | | | | | | |
| Citizenship | NC | -- | -- | NC | 93.5 | 93.5 | 93.7 | -- | 71.4 |
| Mathematics | NC | -- | -- | NC | 85.9 | 84.4 | 87.4 | -- | 57.1 |
| Reading | NC | -- | -- | NC | 94.7 | 96.1 | 93.7 | -- | 42.9 |
| Writing | NC | -- | -- | NC | 94.1 | 97.4 | 91.6 | -- | 50.0 |
| Science | NC | -- | -- | NC | 91.2 | 87.0 | 94.7 | -- | 57.1 |

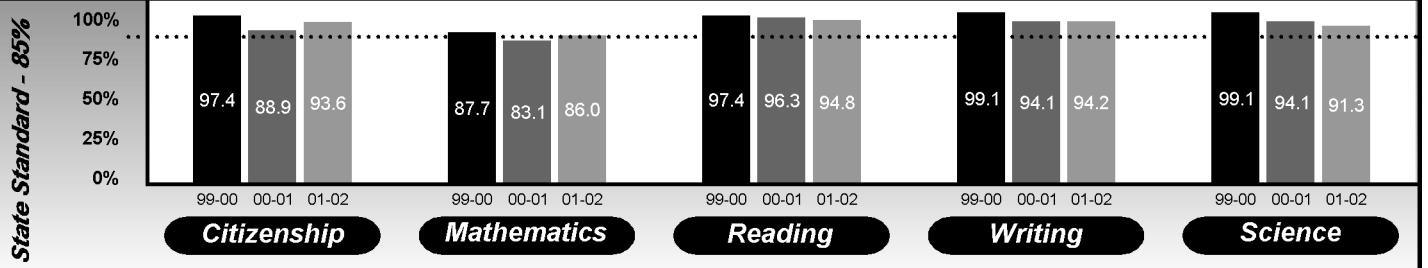
NC= Not calculated. Used if <10 students in subgroup. American Indian students are not listed in the header due to <10. This table does not include information on exempt students.

YOUR SCHOOL'S ASSESSMENT RESULTS OVER TIME

9TH GRADE PROFICIENCY



9TH GRADE PROFICIENCY *(Includes results for students who took the test as 8th, 9th and 10th graders)*



The graphs above show your school's assessment results over three years. Examining trends provides a more complete picture of your school's performance over time.

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