

Area schools' state report cards

| | 23-24 Overall | 22-23 Overall | Achievement | Progress | Gap Closing | Early Literacy | Graduation | |
|---------------------------|---------------|---------------|-------------|----------|-------------|----------------|------------|---------|
| ALLEN COUNTY | | | | | | | | |
| Allen East | ★ ★ ★ | ✗ | ★ ★ ★ ★ | ★ ★ ★ | ★ ★ | ★ ★ ★ ★ | ★ ★ | ★ ★ ★ ★ |
| Bath | ★ ★ ★ ★ | | ★ ★ ★ ★ | ✗ | ★ ★ ★ ★ | ★ ★ ★ ★ | ★ ★ ★ | ★ ★ ★ |
| Bluffton | ★ ★ ★ ★ | ✗ | ★ ★ ★ ★ | ★ ★ ★ | ★ ★ | ★ ★ ★ ★ | ★ ★ ★ | ★ ★ ★ ★ |
| Delphos | ★ ★ ★ | ✗ | ★ ★ ★ | ✗ | ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ |
| Elida | ★ ★ ★ ★ | | ★ ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ | ★ ★ |
| Lima | ★ ★ | | ★ ★ | ★ ★ | ★ | ★ ★ | ★ ★ | ★ |
| Perry | ★ ★ ★ | | ★ ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ ★ |
| Shawnee | ★ ★ ★ ★ | ✗ | ★ ★ ★ ★ | ✗ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ |
| Spencerville | ★ ★ ★ ★ | ✗ | ★ ★ ★ ★ | ✗ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ |
| AUGLAIZE COUNTY | | | | | | | | |
| Minster | ★ ★ ★ ★ ★ | | ★ ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ |
| New Bremen | ★ ★ ★ ★ ★ | | ★ ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ |
| New Knoxville | ★ ★ ★ ★ ★ | | ★ ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ |
| St. Marys | ★ ★ ★ | ✗ | ★ ★ ★ | ✗ | ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ |
| Wapakoneta | ★ ★ ★ | ✗ | ★ ★ ★ | ✗ | ★ ★ | ★ ★ | ★ ★ | ★ ★ |
| Waynesfield-Goshen | ★ ★ ★ | | ★ ★ ★ | ✗ | ★ ★ | ★ ★ | ★ ★ | ★ ★ |
| PUTNAM COUNTY | | | | | | | | |
| Columbus Grove | ★ ★ ★ ★ | | ★ ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ ★ | ★ ★ | ★ ★ ★ |
| Continental | ★ ★ ★ | ✗ | ★ ★ ★ | ★ ★ | ★ | ★ ★ | ★ ★ | ★ ★ |
| Jennings | ★ ★ ★ | ✗ | ★ ★ ★ | ★ ★ | ★ | ★ ★ | ★ ★ | ★ ★ |
| Kalida | ★ ★ ★ | ✗ | ★ ★ ★ | ✗ | ★ ★ | ★ ★ | ★ ★ | ★ ★ |
| Leipsic | ★ ★ ★ | ✗ | ★ ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ |
| Miller City-New Cleveland | ★ ★ ★ | ✗ | ★ ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ |
| Ottawa-Glandorf | ★ ★ ★ | | ★ ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ |
| Ottoville | ★ ★ ★ | ✗ | ★ ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ |
| Pandora-Gilboa | ★ ★ ★ | ✗ | ★ ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ | ★ ★ |

Ohio Schools State Report Cards

Rachel Sandford

Ohio Schools State Report Cards:

United States Reports United States. Supreme Court,2004 **Annual Report of the State Board of Education** Ohio. State Board of Education,2004 State of Ohio Comprehensive Annual Financial Report for the Fiscal Year Ended June 30 Ohio. Office of Budget and Management,2002 **Resources in Education** ,1996 State Education Journal Index ,2008

The Ohio Educator ,1998 **Ohio Schools** ,1980 **State Education Journal Index and Educators' Guide to Periodicals Research Strategies** ,2005 An index of state education journals Improving Ohio's Schools ,2002 Page's Ohio Revised Code Annotated Ohio,1953 **Michigan School Moderator** ,1888 **Journal of Education** ,1881

Landmark Briefs and Arguments of the Supreme Court of the United States United States. Supreme Court,1975
Educational Weekly ,1878 **Education Daily** ,1999 *State Education Indicators with a Focus on Title I* ,2000

Facilitating Evidence-Based, Data-Driven School Counseling Brett Zyromski,Melissa A. Mariani,2016-02-26 Counselors make a difference and now you can prove it Your counseling makes a difference in the lives of at risk students every day To meet accountability standards though you need data the number crunchers can understand With this user friendly manual make the shift to evidence based practices and interventions in a data driven comprehensive school counseling program based on ASCA s national model The book includes Visual guides and checklists for every step of the process Examples of successful program evolution Guidance on developing and submitting a successful Recognized ASCA Model Program RAMP application Supporting documents in an online resource center Leaflet ,1939 Michigan School Moderator ,1918

The U.S. History Report Card David C. Hammack,1990 Each of the three parts of this report provides a somewhat different perspective on U S students knowledge and understanding of U S history Part 1 summarizes the assessment performance of approximatley 16 0000 fourth eighth and twelfth grade students based on the National Assessment of Educational Progress U S history proficiency scale Chapter 1 uses this measure to summarize the levels of proficiency displayed by students in the 1988 assessment offering an overview and examples of their knowledge and understanding Chapter 2 compares U S history proficiency across the grades and across subpopulations defined by race ethnicity gender region and other characteristics Part 2 of the report takes a closer look at the assessment results The chapters in this section provide information not only on the results of the assessment of students in grades 4 8 and 12 but also on trends in the performance of approximately 2 300 eleventh grade students based on a special study conducted in 1986 and 1988 Chapter 3 explores students knowledge of historical periods chronology documents and persons while chapter 4 summarizes their familiarity with the historical contexts of political and economic life as well as of cultural social and family life Part 3 describes the amount and nature of social studies and U S history instruction reported by students who participated in the 1988 assessment and in the special trend assessment Chapter 5 summarizes the extent of students instruction in these subjects and chapter 6 reports on various aspects of this instruction particularly the topics studied and the prevalence of

various instructional activities Many tables of statistical data are included JB

Ohio Schools State Report Cards Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Ohio Schools State Report Cards**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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