

# 2013 - 2014 Report Card for Perrysburg Exempted Village School District

## DISTRICT GRADE

Coming in  
2016



### 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  
2016



### 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..... A

Gifted..... A

Students with Disabilities..... A

Lowest 20% in Achievement..... A

## COMPONENT GRADE

Coming in  
2016



### 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, ethnicity, or disability?

Annual Measurable Objectives  
80.6% ..... B

## COMPONENT GRADE

Coming in  
2016



### Graduation Rate

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

Graduation Rates  
96.2% of students graduated in 4 years..... A

97.9% of students graduated in 5 years..... A

## COMPONENT GRADE

Coming in  
2016



### K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade?

K-3 Literacy Improvement  
NC - Provisional Data  
A number of districts have identified reporting errors with their submitted data which will affect the grades for all districts. This grade will be released as soon as it is determined to be accurate.

## COMPONENT GRADE

Coming in  
2016



### Prepared for Success

This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

## COMPONENT GRADE

Coming in  
2016

## 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  
2016

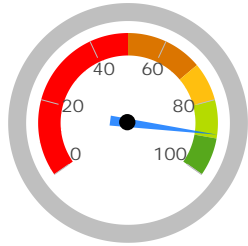
GRADE

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

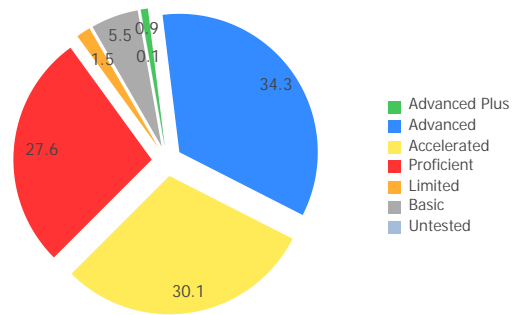


89.0%

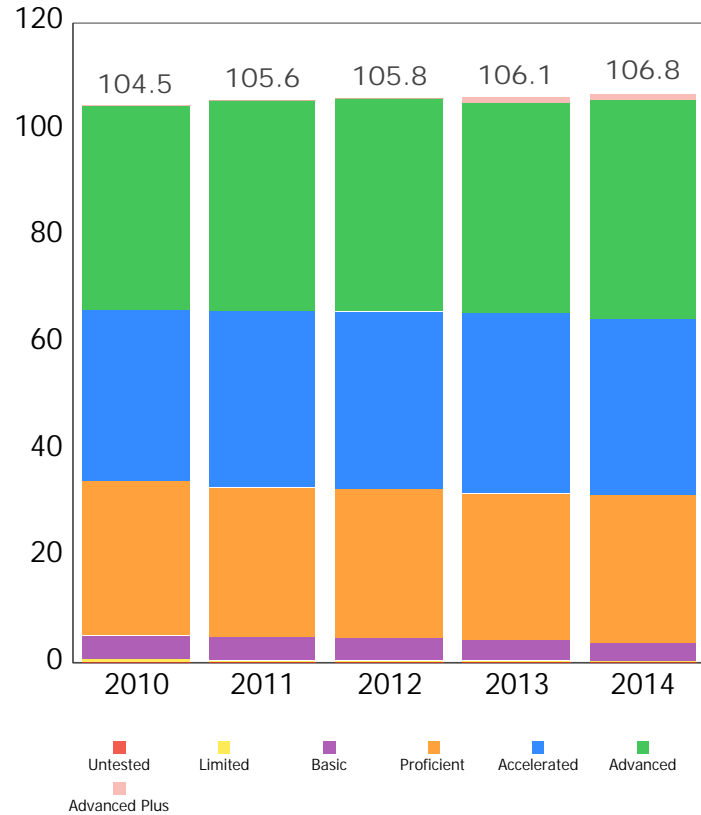
106.8 of a possible 120.0

- 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	0.9	x	1.3	=	1.2
Advanced	34.3	x	1.2	=	41.1
Accelerated	30.1	x	1.1	=	33.1
Proficient	27.6	x	1.0	=	27.6
Basic	5.5	x	0.6	=	3.3
Limited	1.5	x	0.3	=	0.5
Untested	0.1	x	0.0	=	0.0
					106.8



Performance Index Trend



GRADE  
**A**

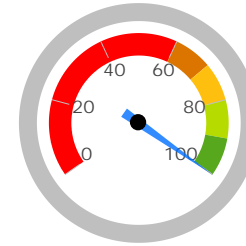
Indicators Met

Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %

**100.0%**  
24 out of 24

- 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

<b>3rd Grade</b>	Mathematics	91.8%	✓
	Reading	92.7%	✓
<b>4th Grade</b>	Mathematics	93.3%	✓
	Reading	96.2%	✓
<b>5th Grade</b>	Mathematics	89.1%	✓
	Reading	90.7%	✓
	Science	87.6%	✓

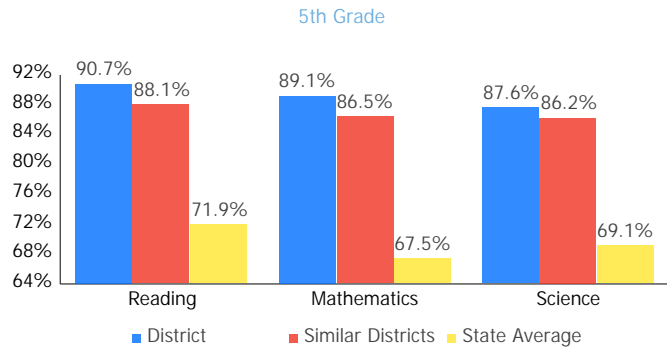
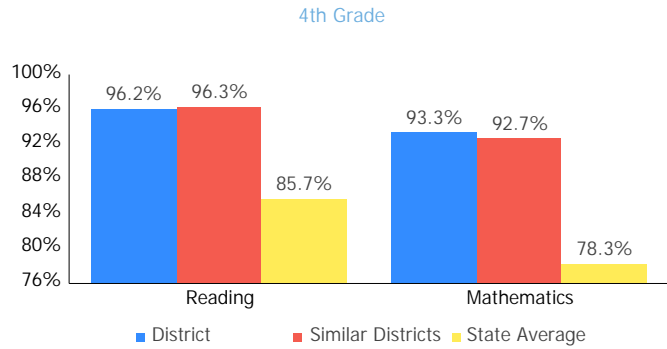
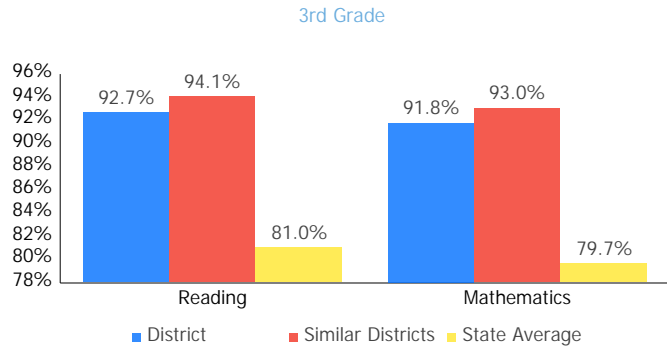
Grades 6-8

<b>6th Grade</b>	Mathematics	91.9%	✓
	Reading	92.6%	✓
<b>7th Grade</b>	Mathematics	88.0%	✓
	Reading	94.5%	✓
<b>8th Grade</b>	Mathematics	96.7%	✓
	Reading	97.2%	✓
	Science	88.0%	✓

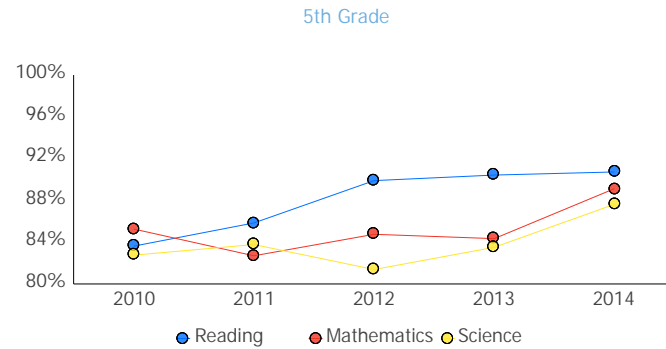
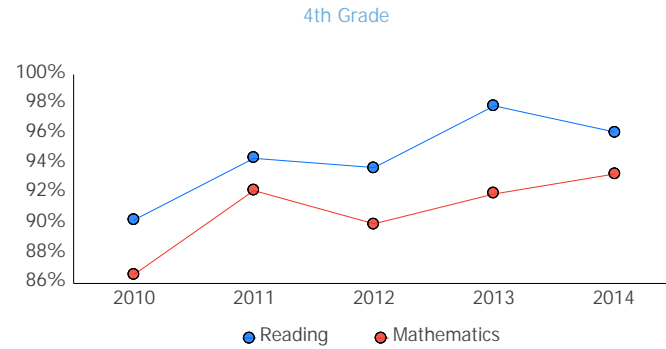
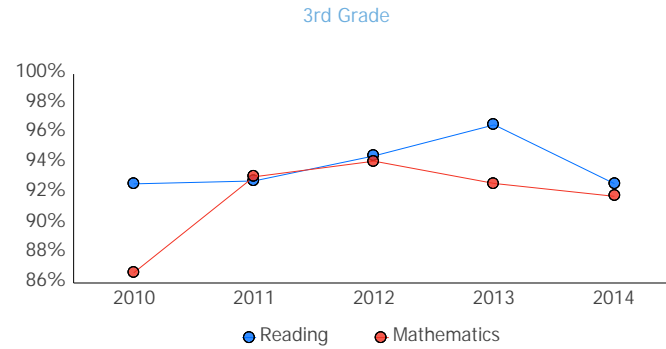
Ohio Graduation Test

<b>OGT, 10th Graders</b>	Mathematics	94.8%	✓
	Reading	97.8%	✓
	Science	93.1%	✓
	Social Studies	95.0%	✓
	Writing	96.4%	✓
<b>OGT, 11th Graders</b>	Mathematics	97.9%	✓
	Reading	98.8%	✓
	Science	96.8%	✓
	Social Studies	97.6%	✓
	Writing	99.4%	✓

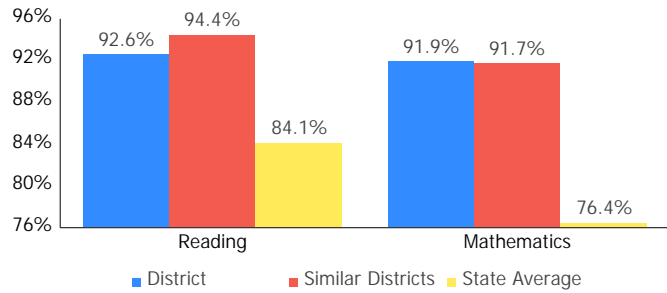
Achievement Levels by Grade



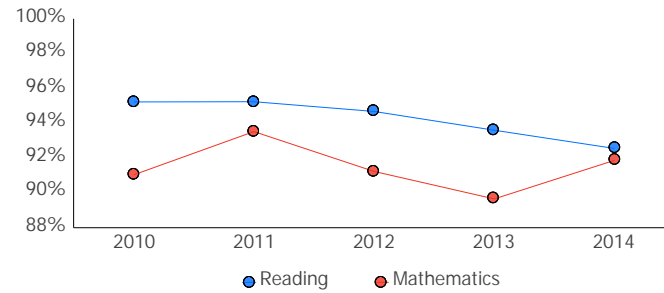
Proficient Percent Trend by Grade



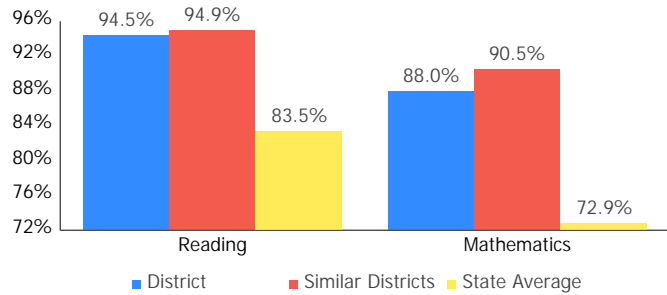
6th Grade



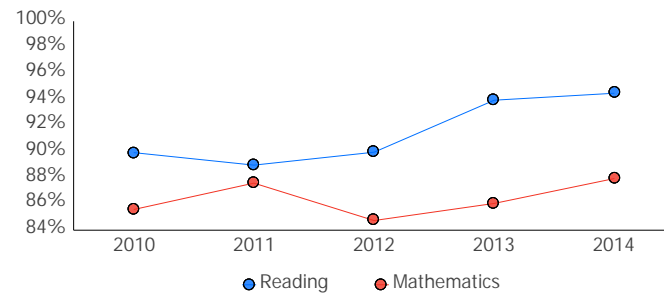
6th Grade



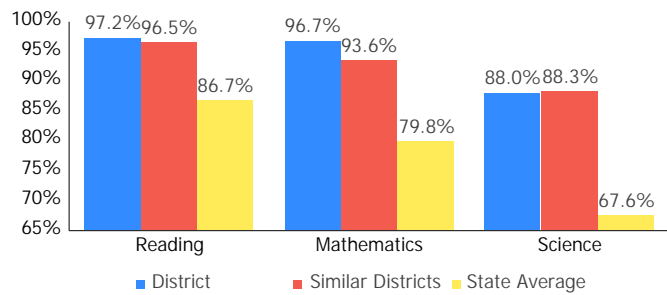
7th Grade



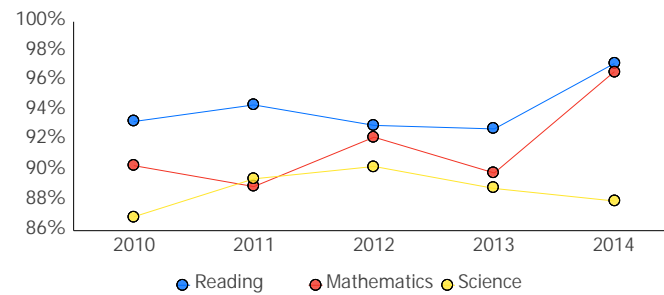
7th Grade



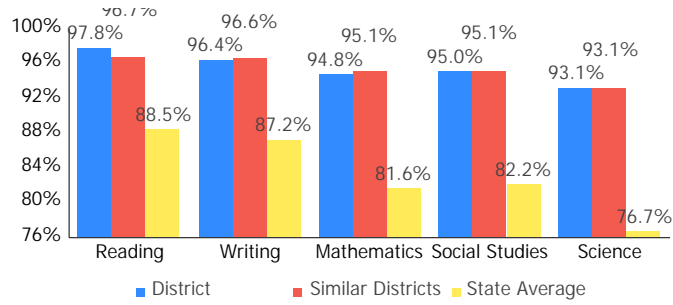
8th Grade



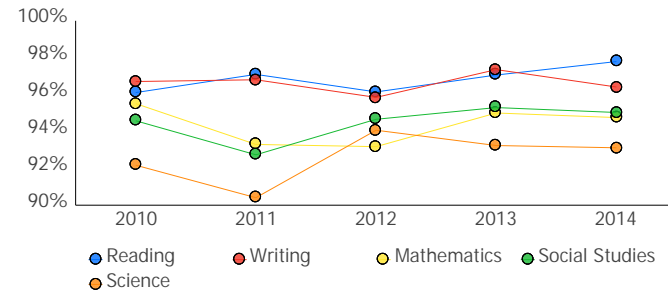
8th Grade



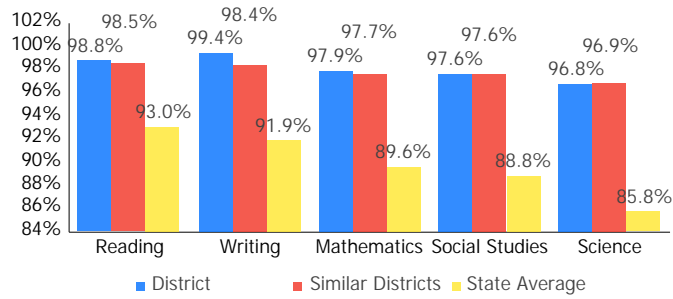
10th Grade OGT



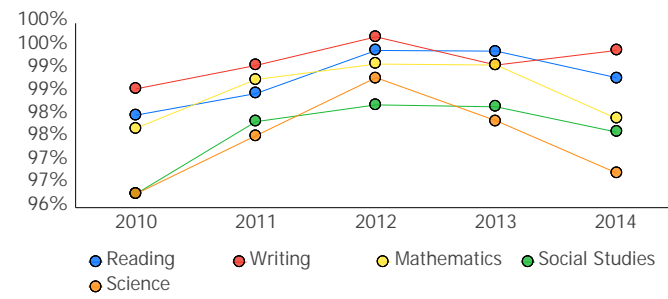
10th Grade OGT



11th Grade Cumulative OGT



11th Grade Cumulative OGT



## Gifted Students



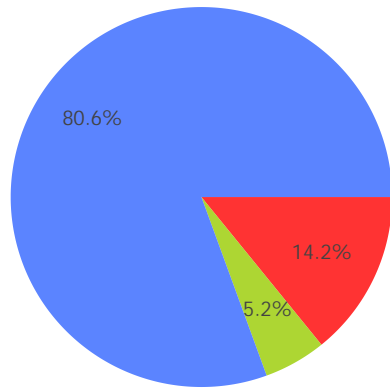
The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR  
Coming in  
2015

### Gifted Summary

Students Identified as Gifted  
19.4% of enrollment

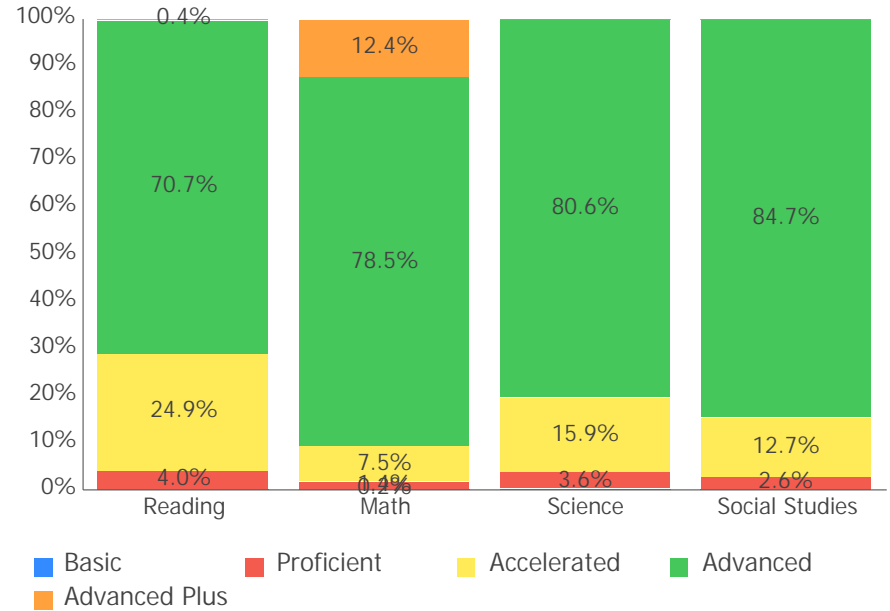
Students Receiving Gifted Services  
5.2% of enrollment



■ Identified as Gifted, Not Receiving Services  
■ Receiving Gifted Services  
■ Not Identified as Gifted

### Achievement

This chart illustrates the test achievement levels by students identified as gifted in that test's subject. For example, how well do students identified as gifted in Reading do on the state Reading tests?



### Value-Added

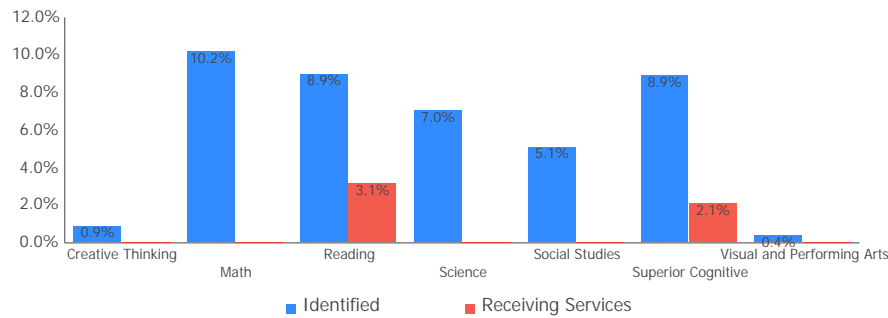
Value-Added measures the progress for all students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE  
**A**

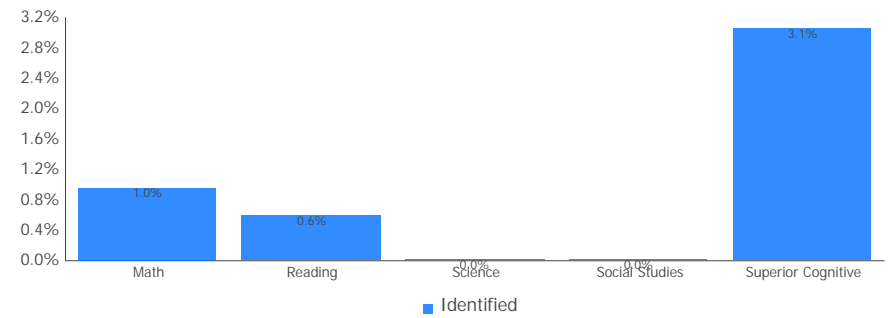
### Enrollment by Gifted Category

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.

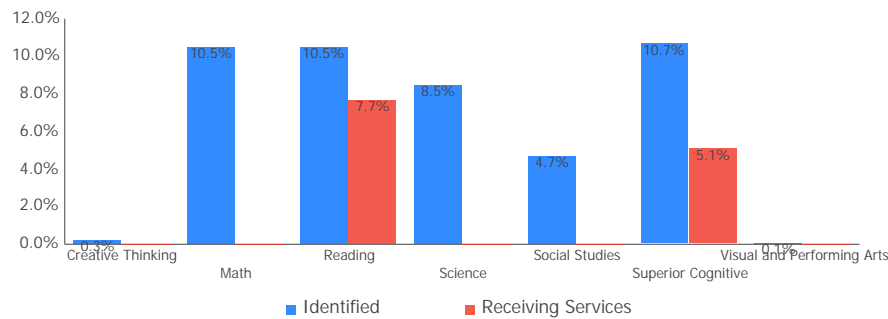
All Grades



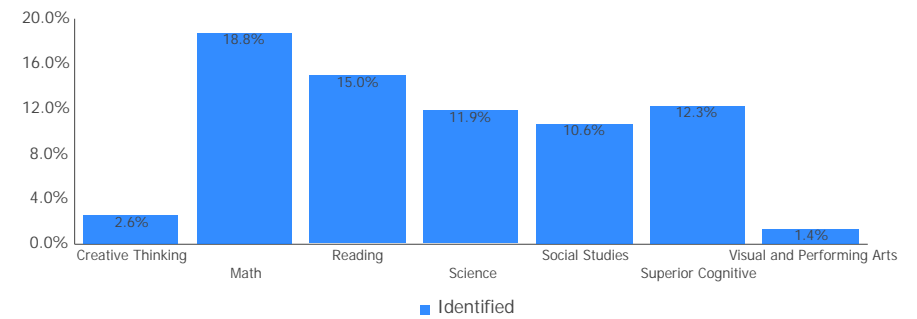
Grades K-3



Grades 4-8



Grades 9-12

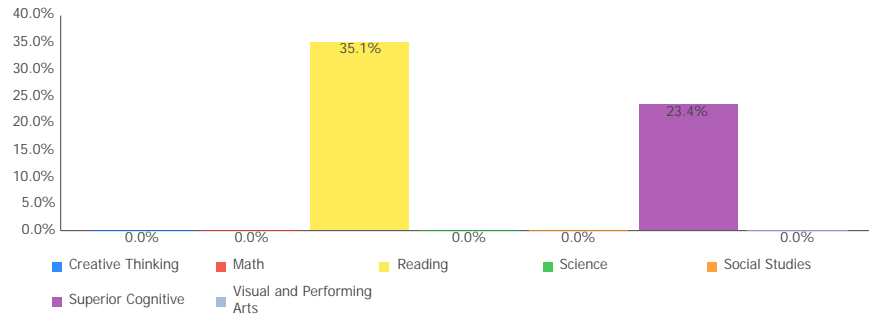




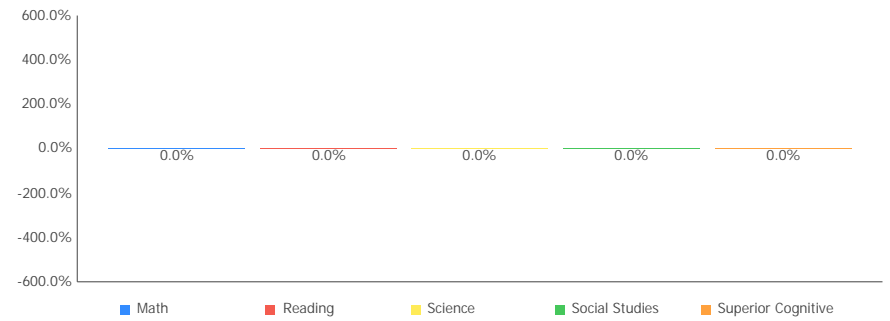
### Identified and Receiving Services

These charts show, of the students identified as gifted, the percentage of students receiving gifted services.

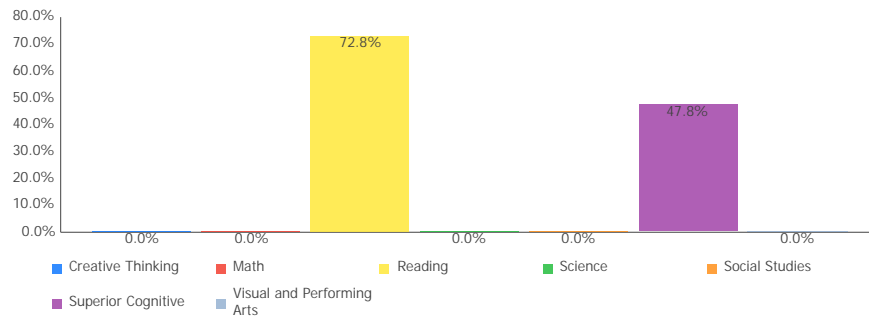
All Grades



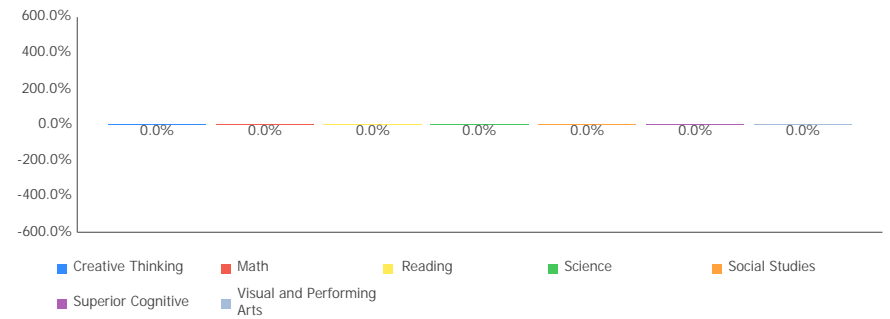
Grades K-3



Grades 4-8

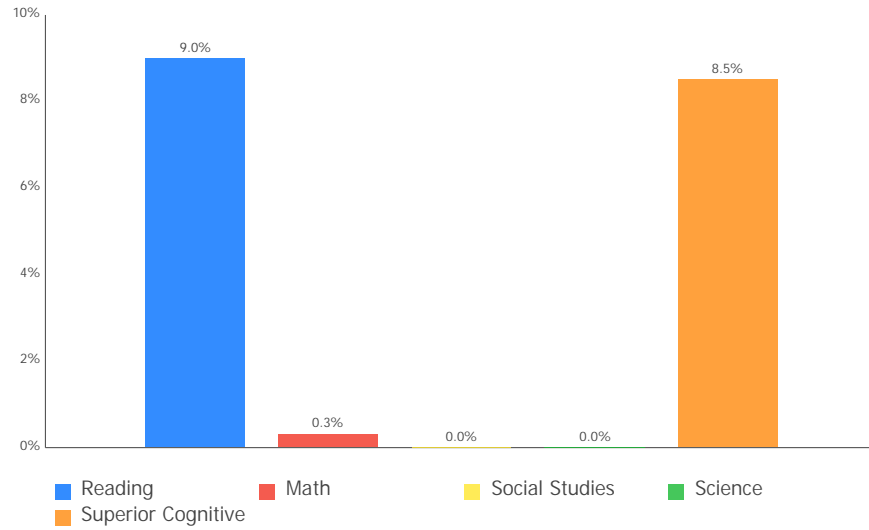


Grades 9-12



### Screening

This chart shows the percentage of students screened for gifted abilities this school year.



### Acceleration

Number of Subject Accelerated Students:

94

Number of Whole-Grade Accelerated Students:

< 10

## 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. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE  
Coming in  
2016

GRADE	<b>Overall</b> This measures the progress for all students in math and reading, grades 4-8.
A	
GRADE	<b>Gifted Students</b> This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.
A	
GRADE	<b>Students in the Lowest 20% in Achievement</b> This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
A	
GRADE	<b>Students with Disabilities</b> This measures the progress for students with disabilities.
A	
GRADE	<b>High School</b> A High School measure of progress will be reported in the 2014-15 school year.
Coming in 2015	

## Progress Details

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

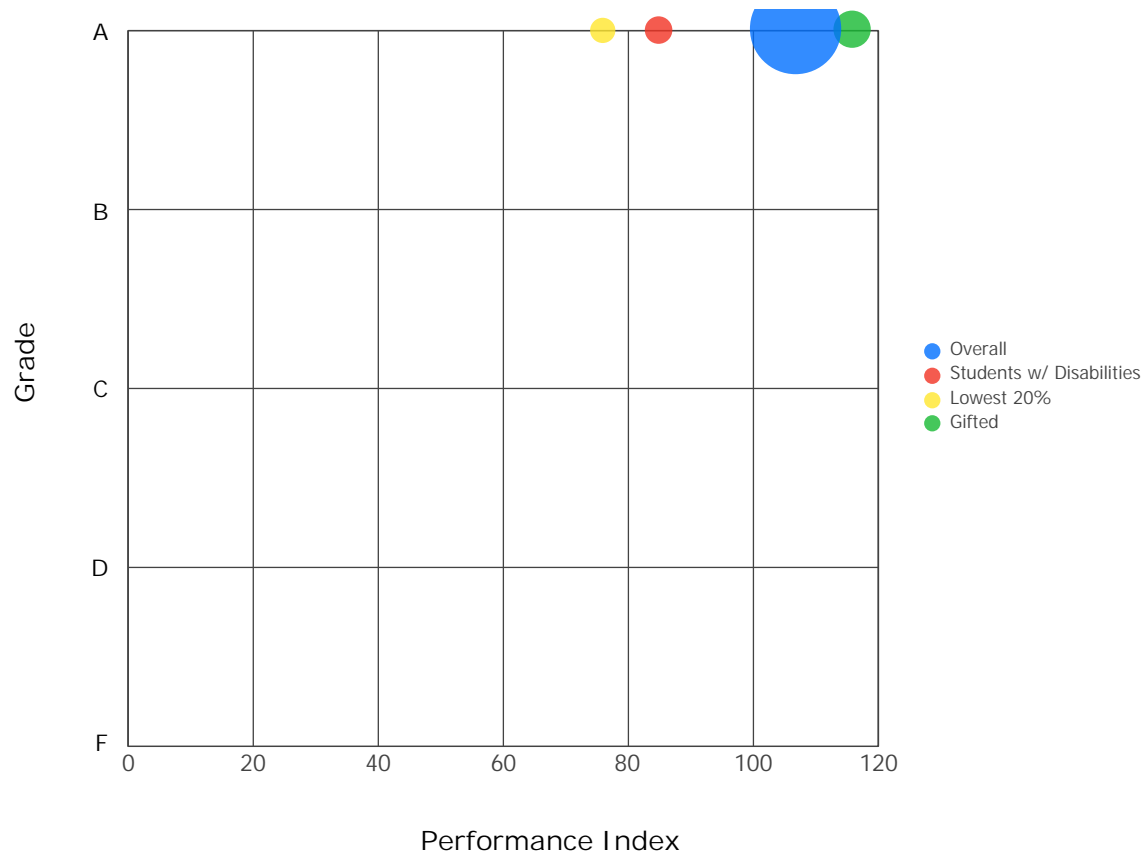
Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	6.94	9.09	10.19
4th Grade	0.76	3.68	2.80
5th Grade	1.65	-0.10	1.09
6th Grade	2.27	1.41	2.44
7th Grade	0.13	2.50	1.63
8th Grade	6.52	7.91	9.54

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 = 2.00 and up  
B = 1.00 to 1.99  
C = -1.00 to 0.99  
D = -2.00 to -1.01  
F = below -2.00

### 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.



## 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, ethnicity, or disability?

COMPONENT GRADE

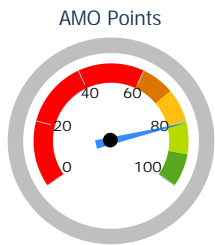
Coming in  
2016

GRADE

**B**

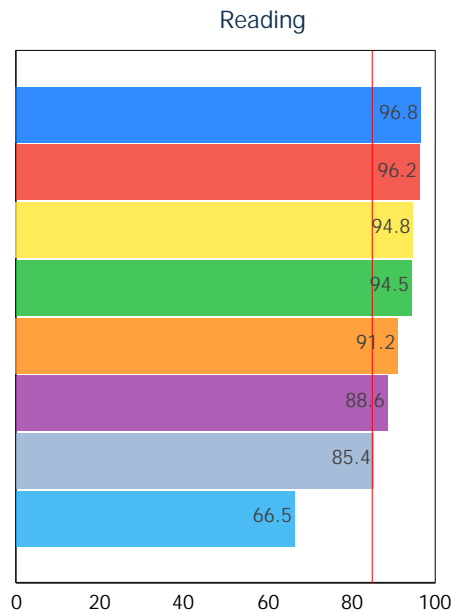
### Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups 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.

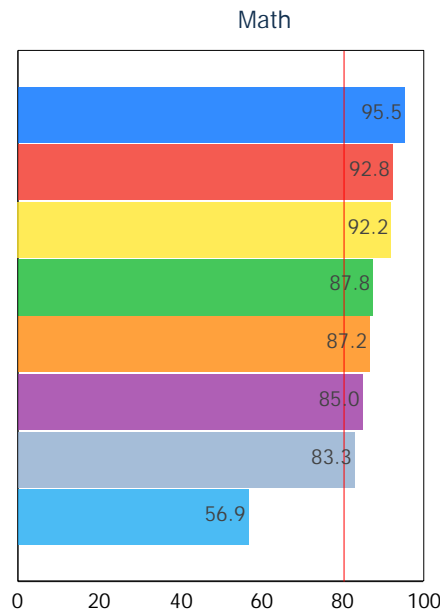


**80.6%**

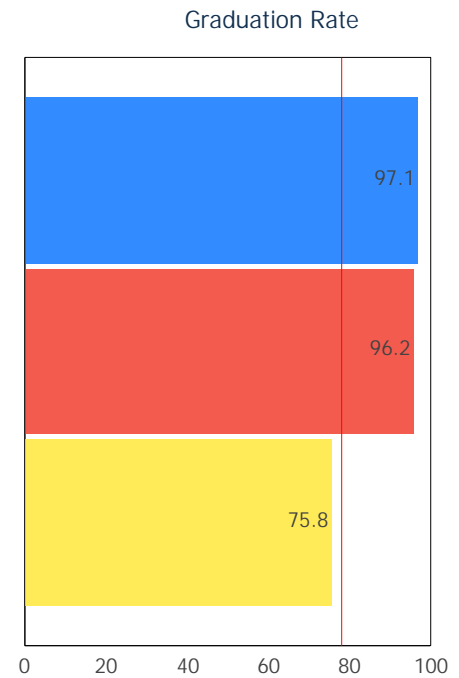
A = 90.0 - 100.0%  
 B = 80.0 - 89.9%  
 C = 70.0 - 79.9%  
 D = 60.0 - 69.9%  
 F = 0.0 - 59.9%



Asian/Pacific Islander  
 White  
 Hispanic  
 African American  
 Multiracial  
 All Students  
 Econ Disadvantage  
 Students w/ Disabilities



Asian/Pacific Islander  
 All Students  
 Multiracial  
 African American  
 White  
 Hispanic  
 Econ Disadvantage  
 Students w/ Disabilities



White  
 Students w/ Disabilities  
 All Students

The red line on each graph identifies the Annual Measurable Objective. The 2014 AMO for Reading is 84.9%, for Math is 80.5%, and for Graduation Rate is 78.2%. 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  
2016

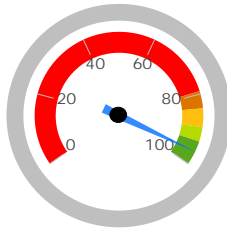
### 4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2013 who graduated within four years, i.e. students who entered the 9th grade in 2010 and graduated by 2013.

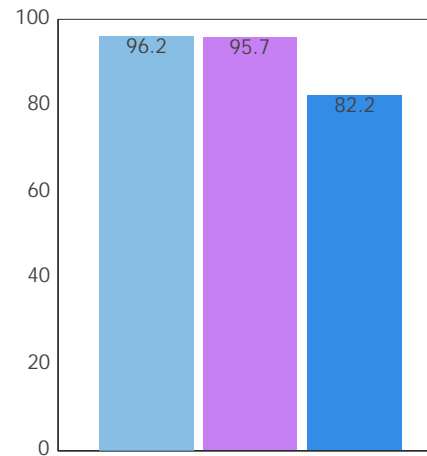
GRADE  
**A**

96.2%

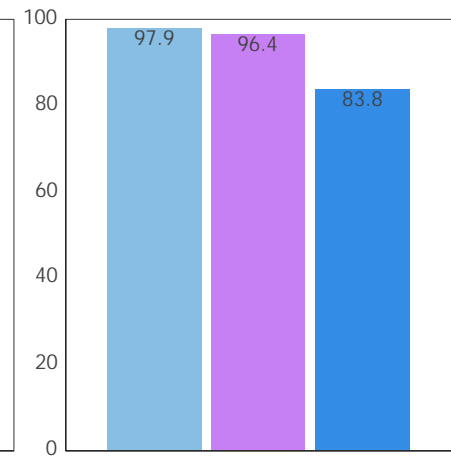
- A = 93.0 - 100.0%
- B = 89.0 - 92.9%
- C = 84.0 - 88.9%
- D = 79.0 - 83.9%
- F = 0.0 - 78.9%



4-Year Rate



5-Year Rate



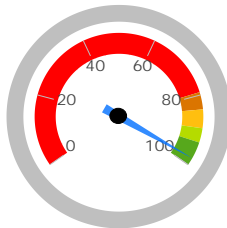
### 5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2012 who graduated within five years, i.e. students who entered the 9th grade in 2009 and graduated by 2013.

GRADE  
**A**

97.9%

- 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%



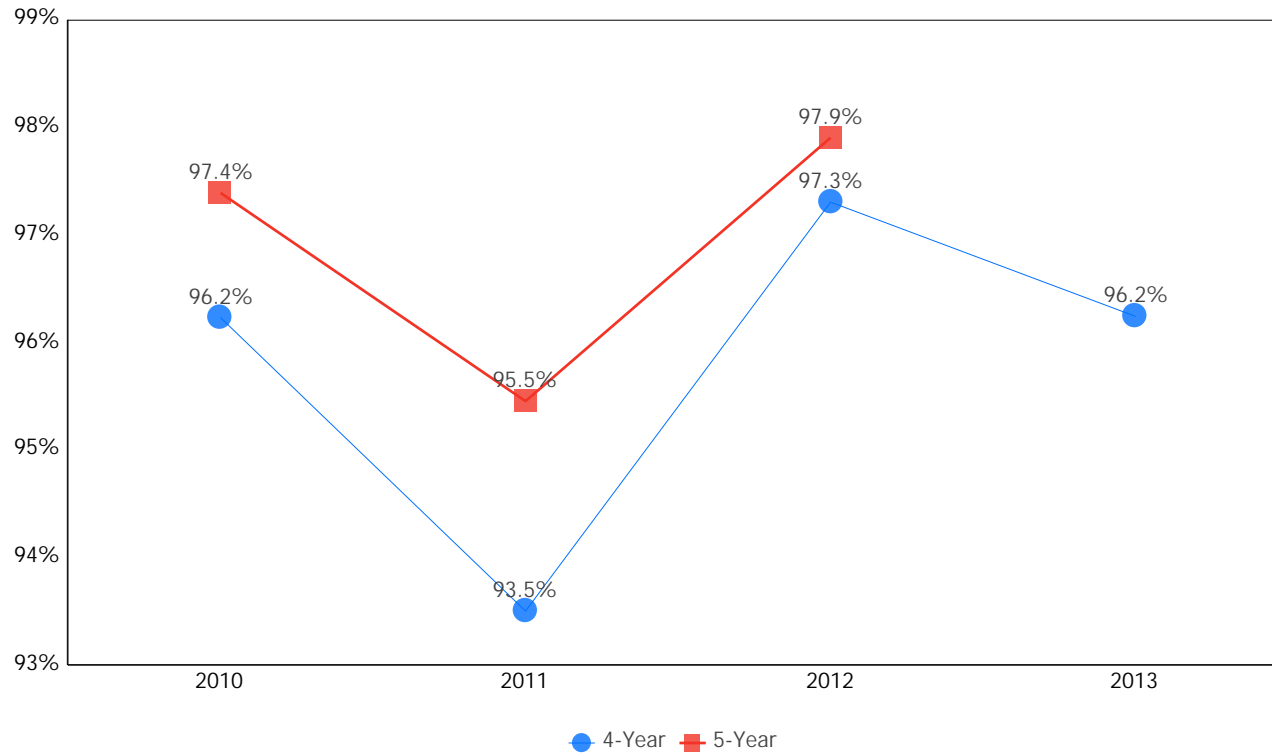
District  
State Average

Similar Districts

District  
State Average

Similar Districts

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.

## K-3 Literacy



This grade answers the question - Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

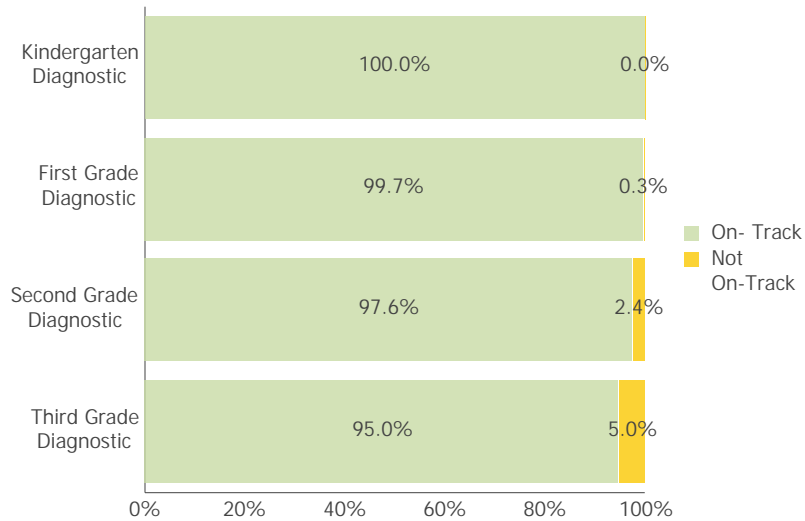
Coming in  
2016

Provisional Data

GRADE	In Your District...	Details of Measure																																			
<div style="border: 1px solid black; padding: 5px; background-color: white;"> <p style="font-size: 24pt; margin: 0;">Coming Soon</p> <p style="font-size: 12pt; margin: 0;">K-3 Literacy Improvement</p> </div> <p style="font-size: 10pt; margin-top: 5px;">This district is not graded because less than 5% of kindergarten students are not on-track this year.</p> <p style="font-size: 10pt; margin-top: 5px;">The K-3 Literacy measure is a new way to assess reading progress in kindergarten through third grade students. This measure is an important component of Ohio's commitment to early literacy. This is not to be confused with the Third Grade Reading Guarantee, which measures whether third grade students are able to read at a third grade level. A number of districts have identified reporting errors with their submitted data which will affect the grades for all districts. This grade will be released as soon as it is determined to be accurate.</p>	<div style="background-color: #FFDAB9; padding: 10px; margin-bottom: 10px;"> <p style="font-size: 24pt; margin: 0;"><b>&lt; 10</b></p> <p style="font-size: 18pt; margin: 0;">kindergarten students were not on-track last year.</p> <p style="font-size: 24pt; margin: 0;"><b>NC</b></p> <p style="font-size: 18pt; margin: 0;">of those students improved to on-track in 1st grade.</p> </div> <div style="background-color: #FFDAB9; padding: 10px; margin-bottom: 10px;"> <p style="font-size: 24pt; margin: 0;"><b>&lt; 10</b></p> <p style="font-size: 18pt; margin: 0;">first grade students were not on-track last year.</p> <p style="font-size: 24pt; margin: 0;"><b>NC</b></p> <p style="font-size: 18pt; margin: 0;">of those students improved to on-track in 2nd grade.</p> </div> <div style="background-color: #FFDAB9; padding: 10px; margin-bottom: 10px;"> <p style="font-size: 24pt; margin: 0;"><b>&lt; 10</b></p> <p style="font-size: 18pt; margin: 0;">second grade students were not on-track last year.</p> <p style="font-size: 24pt; margin: 0;"><b>NC</b></p> <p style="font-size: 18pt; margin: 0;">of those students improved to on-track in 3rd grade.</p> </div> <div style="background-color: #FFDAB9; padding: 10px;"> <p style="font-size: 24pt; margin: 0;"><b>&lt; 10</b></p> <p style="font-size: 18pt; margin: 0;">third grade students were not on-track this year.</p> <p style="font-size: 24pt; margin: 0;"><b>NC</b></p> <p style="font-size: 18pt; margin: 0;">of those students reached proficiency on the 3rd grade OAA.</p> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: center;">Not On-Track at Point A</th> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;">to</th> <th style="width: 30%; text-align: center;">Improving to On-Track at Point B</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td style="font-size: 10pt;">Kindergarten Reading Diagnostic, School Year 2012 - 2013</td> <td style="text-align: center; font-size: 18pt;"><b>&lt; 10</b></td> <td></td> <td style="font-size: 10pt;">1st Grade Reading Diagnostic, School Year 2013 - 2014</td> <td style="text-align: center; font-size: 18pt;"><b>&lt; 10</b></td> </tr> <tr> <td style="font-size: 10pt;">1st Grade Reading Diagnostic, School Year 2012 - 2013</td> <td style="text-align: center; font-size: 18pt;"><b>&lt; 10</b></td> <td></td> <td style="font-size: 10pt;">2nd Grade Reading Diagnostic, School Year 2013 - 2014</td> <td style="text-align: center; font-size: 18pt;"><b>&lt; 10</b></td> </tr> <tr> <td style="font-size: 10pt;">2nd Grade Reading Diagnostic, School Year 2012 - 2013</td> <td style="text-align: center; font-size: 18pt;"><b>&lt; 10</b></td> <td></td> <td style="font-size: 10pt;">3rd Grade Reading Diagnostic, School Year 2013 - 2014</td> <td style="text-align: center; font-size: 18pt;"><b>&lt; 10</b></td> </tr> <tr> <td style="font-size: 10pt;">3rd Grade Reading Diagnostic, School Year 2013 - 2014</td> <td style="text-align: center; font-size: 18pt;"><b>&lt; 10</b></td> <td></td> <td style="font-size: 10pt;">3rd Grade Reading OAA, School Year 2013 - 2014</td> <td style="text-align: center; font-size: 18pt;"><b>&lt; 10</b></td> </tr> <tr> <td colspan="4" style="font-size: 10pt;">Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan</td> <td style="text-align: center; font-size: 18pt;"><b>NC</b></td> </tr> <tr> <td colspan="2" style="text-align: center; font-size: 14pt;"><b>Totals</b></td> <td></td> <td colspan="2" style="text-align: center; font-size: 18pt;"><b>NC</b></td> </tr> </tbody> </table>	Not On-Track at Point A		to	Improving to On-Track at Point B		Kindergarten Reading Diagnostic, School Year 2012 - 2013	<b>&lt; 10</b>		1st Grade Reading Diagnostic, School Year 2013 - 2014	<b>&lt; 10</b>	1st Grade Reading Diagnostic, School Year 2012 - 2013	<b>&lt; 10</b>		2nd Grade Reading Diagnostic, School Year 2013 - 2014	<b>&lt; 10</b>	2nd Grade Reading Diagnostic, School Year 2012 - 2013	<b>&lt; 10</b>		3rd Grade Reading Diagnostic, School Year 2013 - 2014	<b>&lt; 10</b>	3rd Grade Reading Diagnostic, School Year 2013 - 2014	<b>&lt; 10</b>		3rd Grade Reading OAA, School Year 2013 - 2014	<b>&lt; 10</b>	Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan				<b>NC</b>	<b>Totals</b>			<b>NC</b>	
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Percentage On-Track in Reading Diagnostic



This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2013-2014.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **99.7%**

How many third graders scored proficient on the state Reading test? **92.7%**

## Prepared for Success

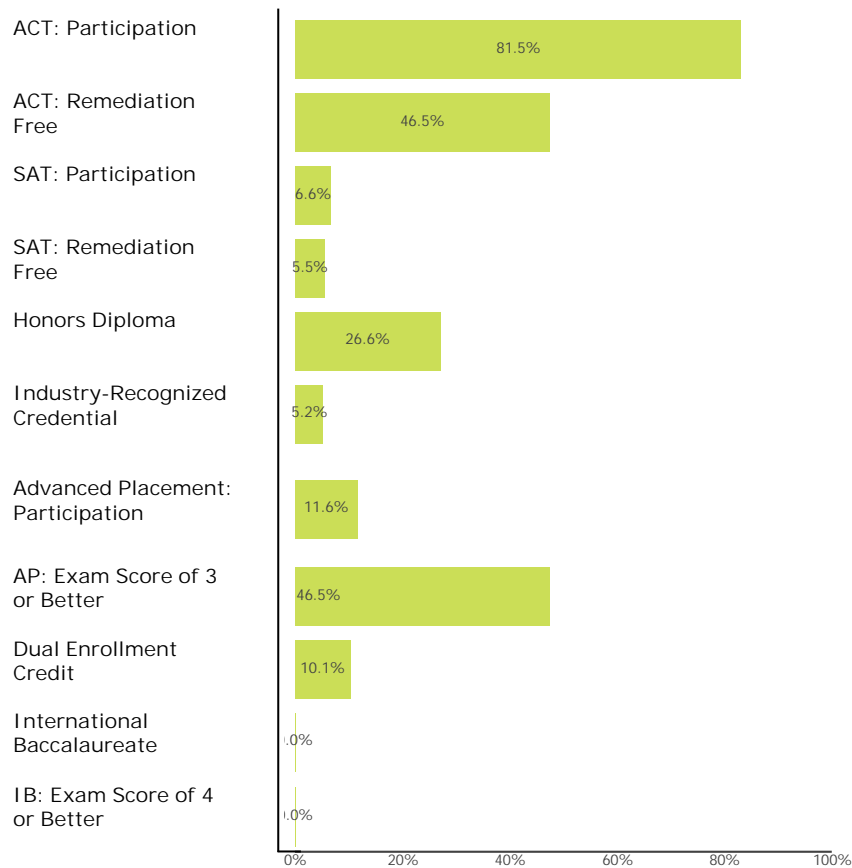


This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in  
2016

### How Prepared was Your 2013 Graduating Class?



### Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides [district reports](#) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

Additional data on outcomes after high school are coming soon. These will include college graduation, demographics of college enrollees, workforce and military enlistment.

Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2010.

Data used in generating the ACT and SAT Remediation Free, AP Exam, IB Exam, and Dual Enrollment Credit measures for the 2013 graduating class were not reported to the Ohio Department of Education by districts. To confirm the information on this page and get a complete picture of the work your district is doing to prepare students for college and career success, please contact your district directly.



Superintendent: Thomas L. Hosler  
 Address: 140 E Indiana Ave  
 Perrysburg OH 43551-2261

Phone: (419) 874-9131  
 County: Wood

Directory information current as of the 2013-2014 Report Card publication date

### Your District's Students

Average Daily Enrollment:

4,547

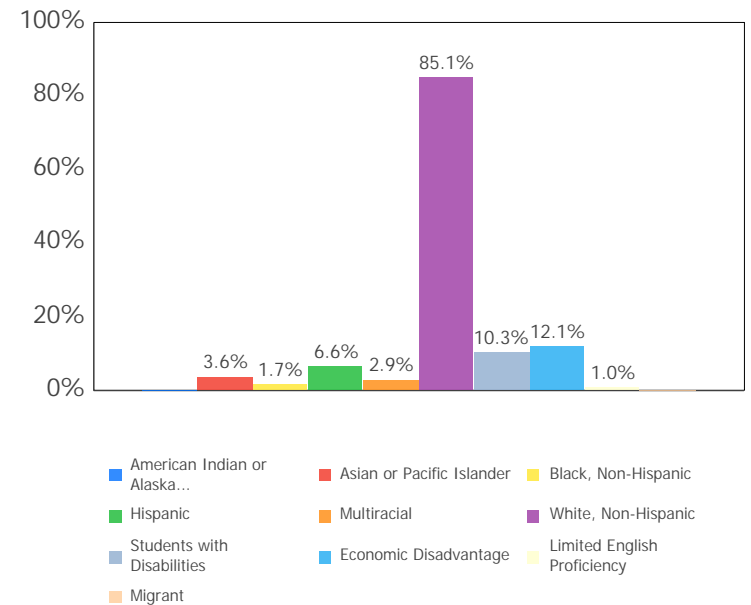
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

### Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	166	3.6%
Black, Non-Hispanic	79	1.7%
Hispanic	301	6.6%
Multiracial	130	2.9%
White, Non-Hispanic	3,868	85.1%
Students with Disabilities	470	10.3%
Economically Disadvantaged	550	12.1%
Limited English Proficiency	44	1.0%
Migrant	1	

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



Enrollments of less than 10 students are not shown.

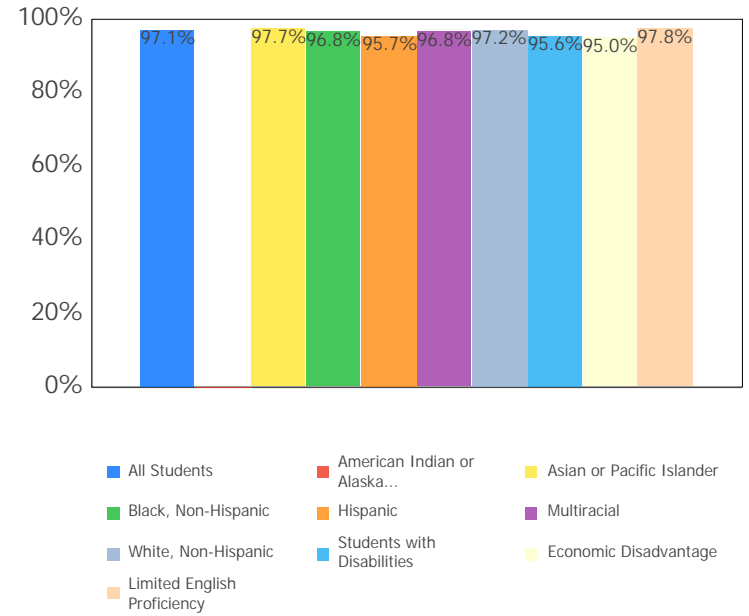
Attendance

Chronic Absenteeism Rate:

3.1%

	Attendance Rate
All Students	97.1%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	97.7%
Black, Non-Hispanic	96.8%
Hispanic	95.7%
Multiracial	96.8%
White, Non-Hispanic	97.2%
Students with Disabilities	95.6%
Economic Disadvantage	95.0%
Limited English Proficiency	97.8%
Migrant	NC
Male	97.2%
Female	96.9%

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

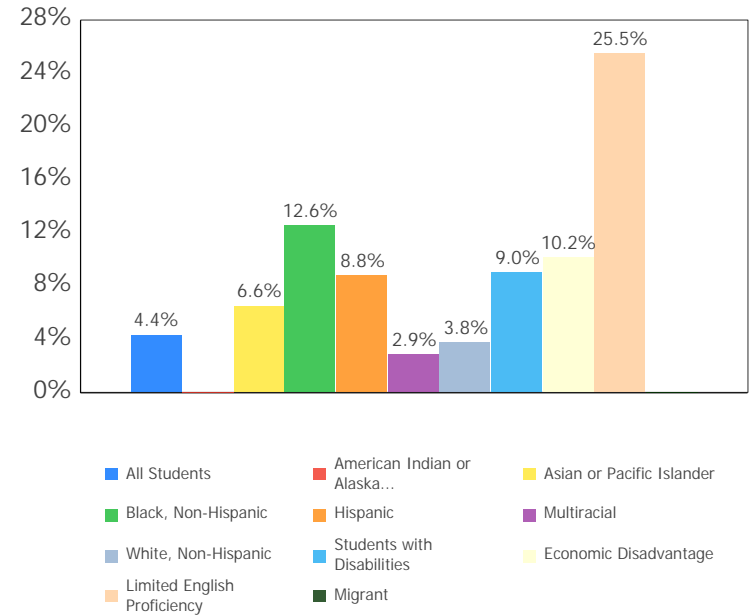


Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	District Mobility %
All Students	4.4%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	6.6%
Black, Non-Hispanic	12.6%
Hispanic	8.8%
Multiracial	2.9%
White, Non-Hispanic	3.8%
Students with Disabilities	9.0%
Economically Disadvantaged	10.2%
Limited English Proficiency	25.5%
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 District's Teachers

	All Schools in the District	High Poverty Schools	Low Poverty Schools
Percentage of teachers with at least a Bachelor's Degree	100.0	0.0	100.0
Percentage of teachers with at least a Master's Degree	66.0	0.0	66.0
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	--	0
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

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's 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

Attendance Rate

**95.8%**

Average Salary

**\$60,178**

Average Years of Experience

**12**

Lead or Senior Teachers

**1.0**

### Number of Teachers by Program Area

General Education	207.6
Gifted and Talented	2.0
Career-Technical Programs	0.3
Art Education K-8	6.0
Music Education K-8	10.0
Physical Education K-8	7.0
ELL Instructional Program	0.0
Special Education	29.1

### Your District's Principals

Percentage of principals with at least a Bachelor's Degree	100.0%
Percentage of principals with at least a Master's Degree	100.0%

### Wellness and Physical Education

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

Moderate Success

Compliance with the federal requirement for implementing a local wellness policy



Elected to administer BMI screening



Participation in Physical Activity Pilot Program



### School Choice Options: Place of Enrollment for Students Residing in the District

The School Choice Options data is a set of nine counts describing the place of enrollment for students residing in the school district, captured as a snapshot of a single day in the school year. Web links provide further information about certain options.

#### Districts and STEM Schools

4,642 students enrolled in the district where they lived

15 students enrolled in another public district through Open Enrollment

8 students enrolled in another public district by means other than Open Enrollment

#### Community Schools

38 students enrolled in an online community school

30 students enrolled in a site-based community school

5 students enrolled in a Dropout Prevention and Recovery Program (online or site-based)

#### Non-Public Schools\*

0 students participated in the EdChoice Scholarship or Cleveland Scholarship Program

1 students participated in the EdChoice Expansion Program

12 Students participated in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

\*ODE does not collect and cannot report information on district residents who are non-voucher students attending a non-public school.

## Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Enrollment between 2500 and 4999

### Classroom Spending Data

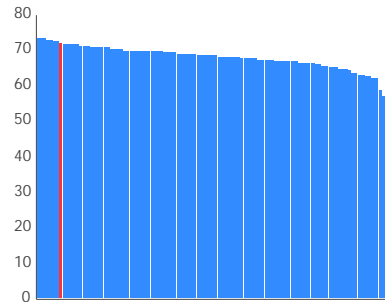
What percent of funds are spent on classroom instruction?

72.1%

How does this district rank in comparison to other districts of similar size?

8 out of 105

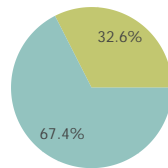
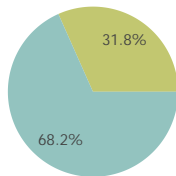
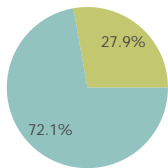
A rank of 1 indicates the highest percent spent on classroom instruction.



District

Comparison Group

State

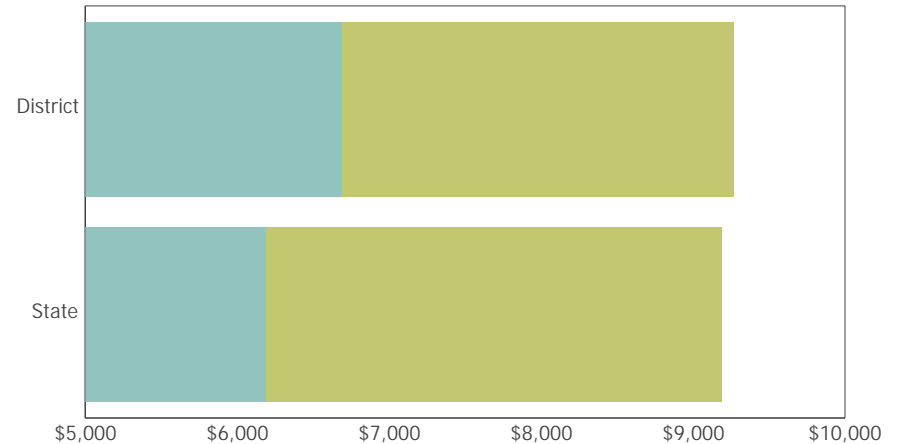


Classroom Instruction

Non-Classroom Instruction

### Spending per Pupil Data

	District	State
Operating Spending per Pupil	\$9,271	\$9,189
Classroom Instruction	\$6,684	\$6,192
Non-Classroom Spending	\$2,587	\$2,998



✗ Perrysburg Exempted Village IS NOT among the 20% of public districts with the lowest operating expenditures per pupil

✓ Perrysburg Exempted Village IS among the 20% of public districts with the highest academic performance index scores.

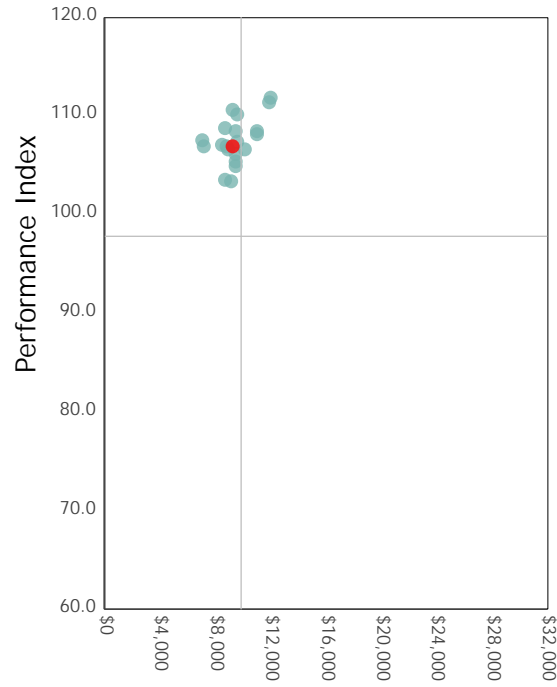
Note: District financial data do not include data associated with community schools that are sponsored by the school district.



# Spending and Performance

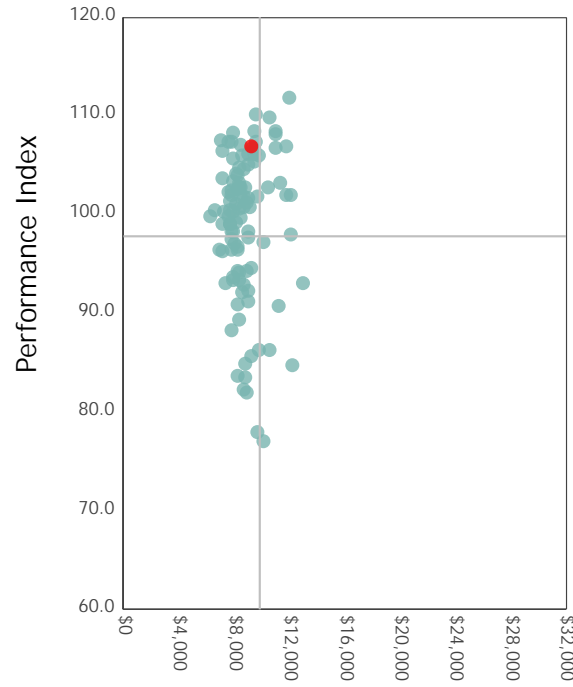
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

### Similar Districts



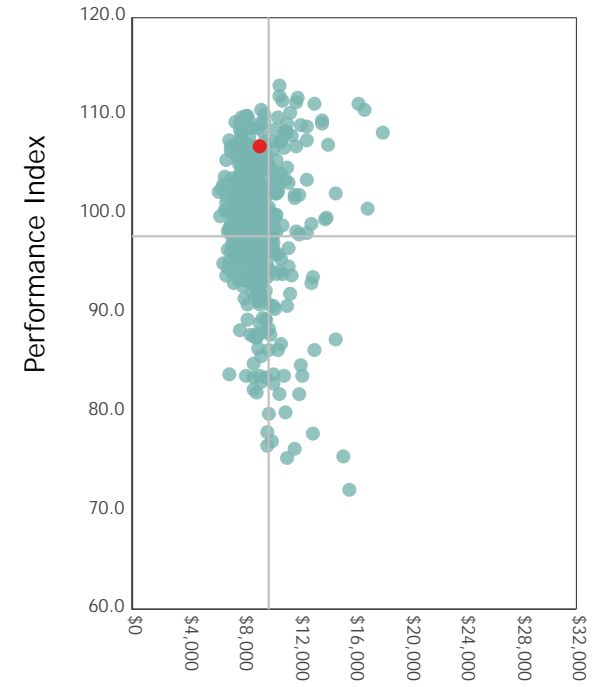
Spending per Pupil

### Comparison Group



Spending per Pupil

### All Districts

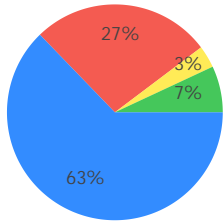


Spending per Pupil

# Source of Revenue

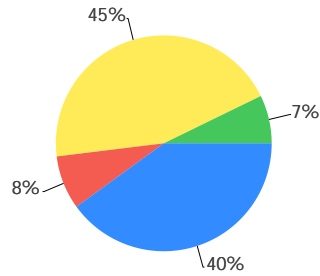
Source of Funds	District		State Total	
Local	\$31,019,642	62.8%	\$8,234,354,404	40.0%
State	\$13,362,290	27.1%	\$9,263,100,098	45.0%
Federal	\$1,610,290	3.3%	\$1,645,296,986	8.0%
Other Non-Tax	\$3,396,299	6.9%	\$1,454,411,567	7.1%
Total	\$49,388,521	100.0%	\$20,597,163,055	100.0%

District



■ Local  
■ State  
■ Federal  
■ Other Non-Tax

State



■ Local  
■ Federal  
■ State  
■ Other Non-Tax



Superintendent: Thomas L. Hosler  
 Address: 140 E Indiana Ave  
 Perrysburg OH 43551-2261

Phone: (419) 874-9131  
 County: Wood

Your District's Schools

School	Achievement		Progress				Gap Closing	Graduation Rate		K-3 Literacy
	Performance Index	Indicators Met	Overall	Gifted	Lowest 20% Achieve	Students with Disabilities	Annual Measurable Objectives	4-Year Graduation Rate	5-Year Graduation Rate	K-3 Literacy
Fort Meigs Elementary School	B	A	A	B	C	B	D	NR	NR	
Frank Elementary School	B	A	C	C	NR	C	A	NR	NR	
Perrysburg High School	A	A	NR	NR	NR	NR	C	A	A	
Perrysburg Junior High School	B	A	A	A	A	A	B	NR	NR	
Toth Elementary School	B	A	A	B	NR	C	A	NR	NR	
Woodland Elementary School	B	A	D	C	C	C	A	NR	NR	