SCHOOL GRADE

Coming in
2018

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

Performance Index
83.3%.. B

Indicators Met
83.3%... B

2015 Modified Achievement Measure

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. Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE

Coming in
2016

Value Added
Overall... C
Gifted.. C
Students with Disabilities.. C
Lowest 20% in Achievement... C

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

Annual Measurable Objectives
89.9%... B

2015 AMO Download File

Graduation Rate

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

COMPONENT GRADE

Coming in
2016

Graduation Rates
This school is not evaluated for graduation rate because there are not enough students in the graduating class.

K-3 Literacy

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

COMPONENT GRADE

Coming in
2016

K-3 Literacy Improvement
84.3%... A

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.
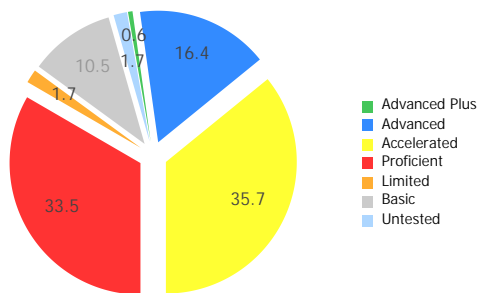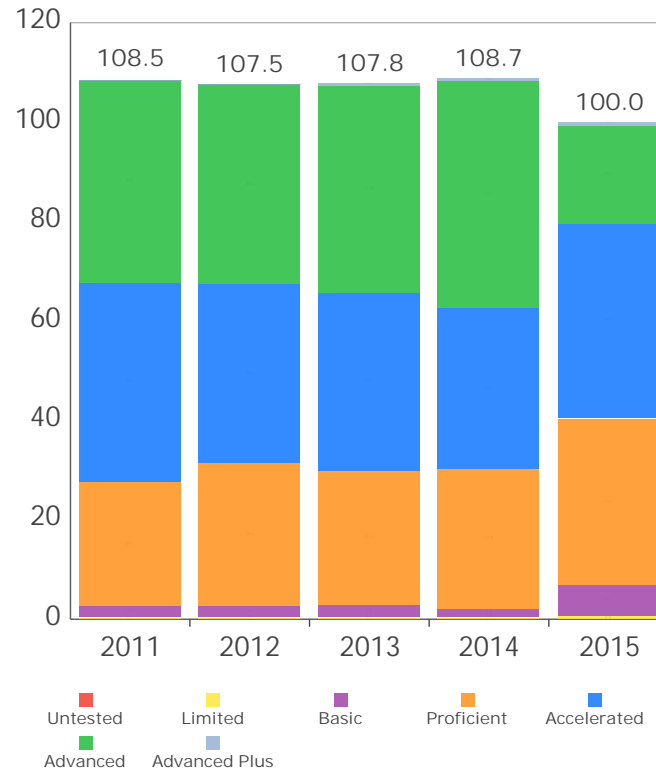
Performance Index Trend

Performance Index
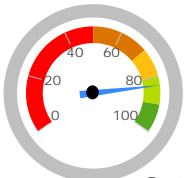
83.3%

100.0 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	0.6	x	1.3	=	0.7
Advanced	16.4	x	1.2	=	19.7
Accelerated	35.7	x	1.1	=	39.3
Proficient	33.5	x	1.0	=	33.5
Basic	10.5	x	0.6	=	6.3
Limited	1.7	x	0.3	=	0.5
Untested	1.7	x	0.0	=	0.0
					100.0

Pie chart values: 16.4, 35.7, 33.5, 1.7, 10.5, 1.7, 0.6

Legend:
- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Performance Index Trend bar chart values by year:
- 2011: 108.5
- 2012: 107.5
- 2013: 107.8
- 2014: 108.7
- 2015: 100.0

Legend: Untested, Limited, Basic, Proficient, Accelerated, Advanced, Advanced Plus
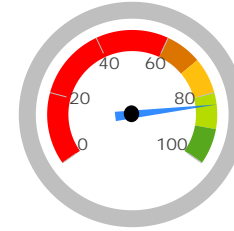
GRADE

B

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 %

83.3%

5 out of 6

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

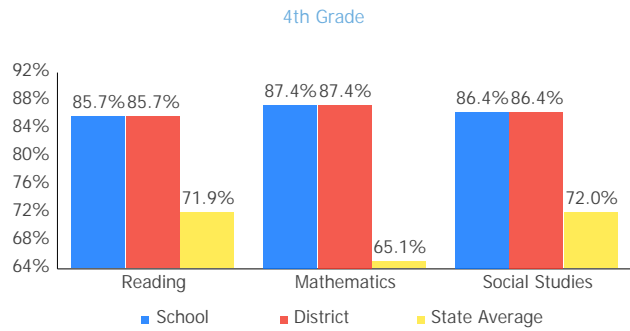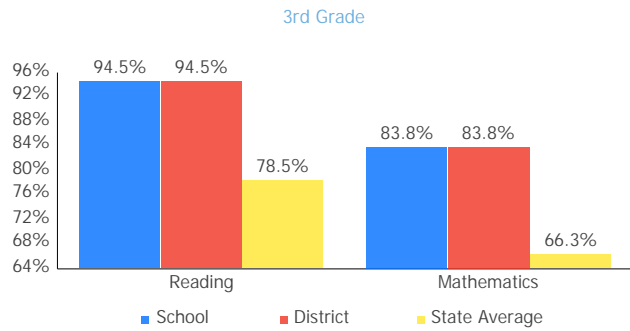|			
3rd Grade	Mathematics	83.8%	✔
	Reading	94.5%	✔
4th Grade	Mathematics	87.4%	✔
	Reading	85.7%	✔
	Social Studies	86.4%	✔
5th Grade	Mathematics	NC	

Grades 6-8

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

Ohio Graduation Test

This school does not have enough Ohio Graduation Test results to display this table.

Achievement Levels by Grade

3rd Grade

	Reading	Mathematics
School	94.5%	83.8%
District	94.5%	83.8%
State Average	78.5%	66.3%

4th Grade

	Reading	Mathematics	Social Studies
School	85.7%	87.4%	86.4%
District	85.7%	87.4%	86.4%
State Average	71.9%	65.1%	72.0%

6th Grade

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

7th Grade

Proficient Percent Trend by Grade
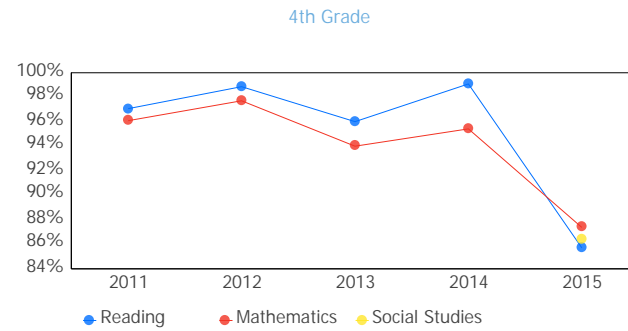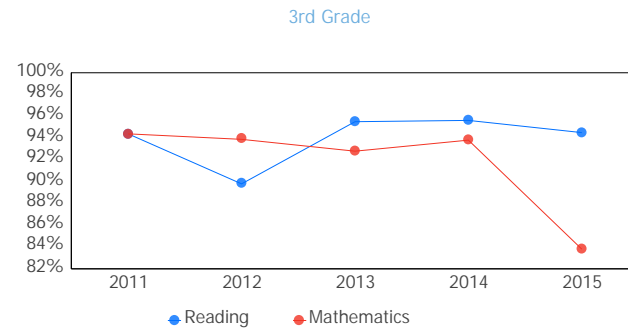
3rd Grade

Reading, Mathematics

4th Grade

Reading, Mathematics, Social Studies

6th Grade

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

7th Grade

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

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

8th Grade

8th Grade

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

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

10th Grade OGT

10th Grade OGT

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

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

11th Grade Cumulative OGT

11th Grade Cumulative OGT

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

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

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

Not Met

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade:	C
Value Added Met?:	Met

Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.

Gifted Performance Index

Performance Index:	109.2
Performance Index Met?:	Not Met

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 115.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	31.0
Gifted Inputs Met?:	Not Met

Points are earned based on identification and services provided to gifted students. Schools must earn 40 or more points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

INDICATOR

Not Met

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.
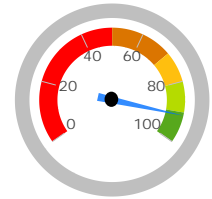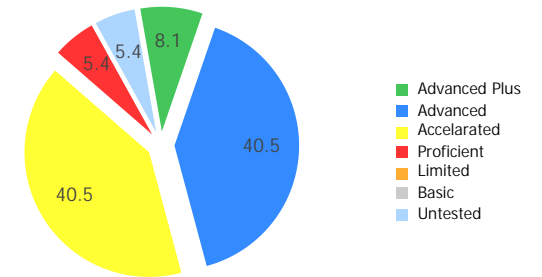
91.0%

109.2 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	8.1	x	1.3	=	10.5
Advanced	40.5	x	1.2	=	48.6
Accelerated	40.5	x	1.1	=	44.6
Proficient	5.4	x	1.0	=	5.4
Basic	0.0	x	0.6	=	0.0
Limited	0.0	x	0.3	=	0.0
Untested	5.4	x	0.0	=	0.0
					109.2

- Advanced Plus
- Advanced
- Accelarated
- Proficient
- Limited
- Basic
- Untested

Gifted Indicator

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.
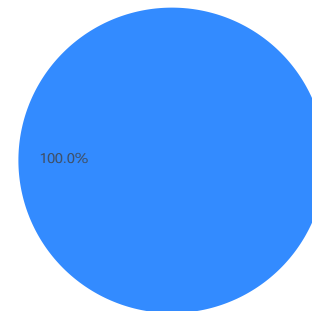
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

93.4%

2.2%

4.4%

Visual/Performing Arts and Creative Thinking

100.0%
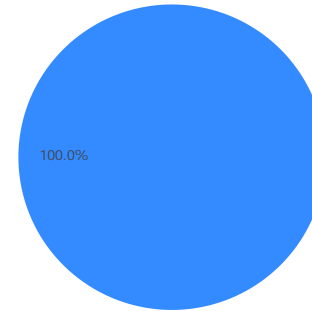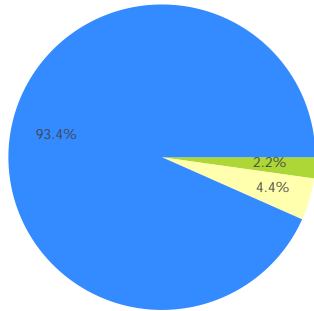
Disadvantaged Students

100.0%

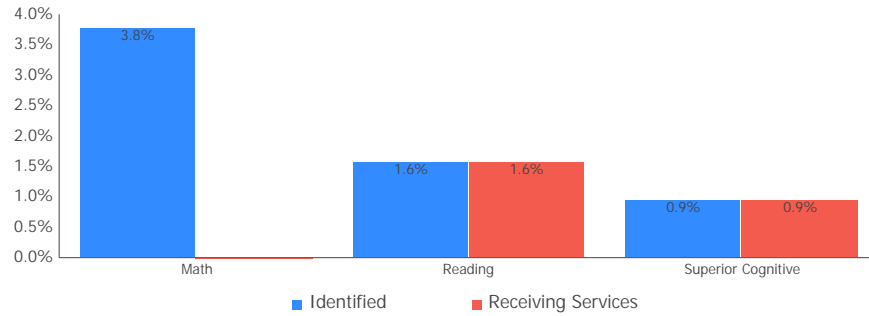Minority Students

100.0%
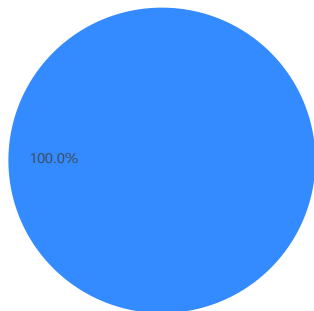
Receiving Gifted Services

Identified as Gifted, but not receiving services
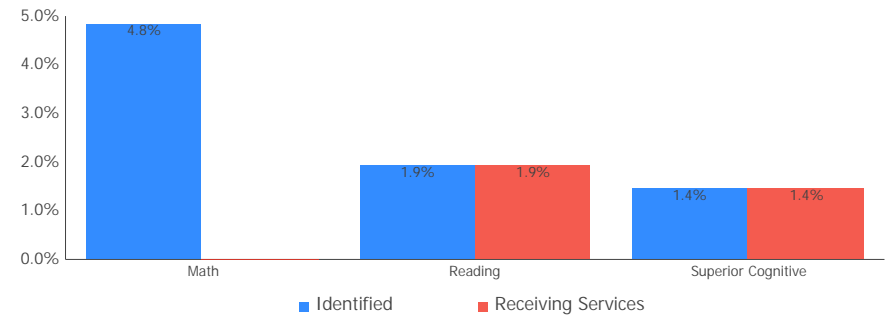
Not Identified as Gifted

Identification and Receiving Services

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

All Grades

Math: Identified 3.8%
Reading: Identified 1.6%, Receiving Services 1.6%
Superior Cognitive: Identified 0.9%, Receiving Services 0.9%

■ Identified   ■ Receiving Services

Grades K-3

Math: Identified 4.8%
Reading: Identified 1.9%, Receiving Services 1.9%
Superior Cognitive: Identified 1.4%, Receiving Services 1.4%

■ Identified   ■ Receiving Services

Grades 4-8

Math: Identified 10.8%
Reading: Identified 4.5%, Receiving Services 4.5%
Superior Cognitive: Identified 2.7%, Receiving Services 2.7%

■ Identified   ■ Receiving Services
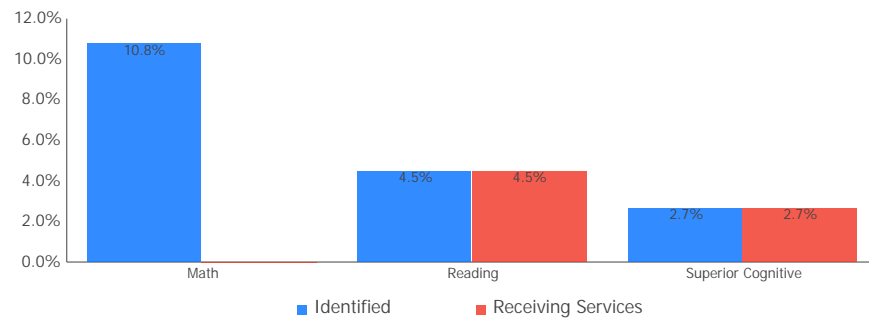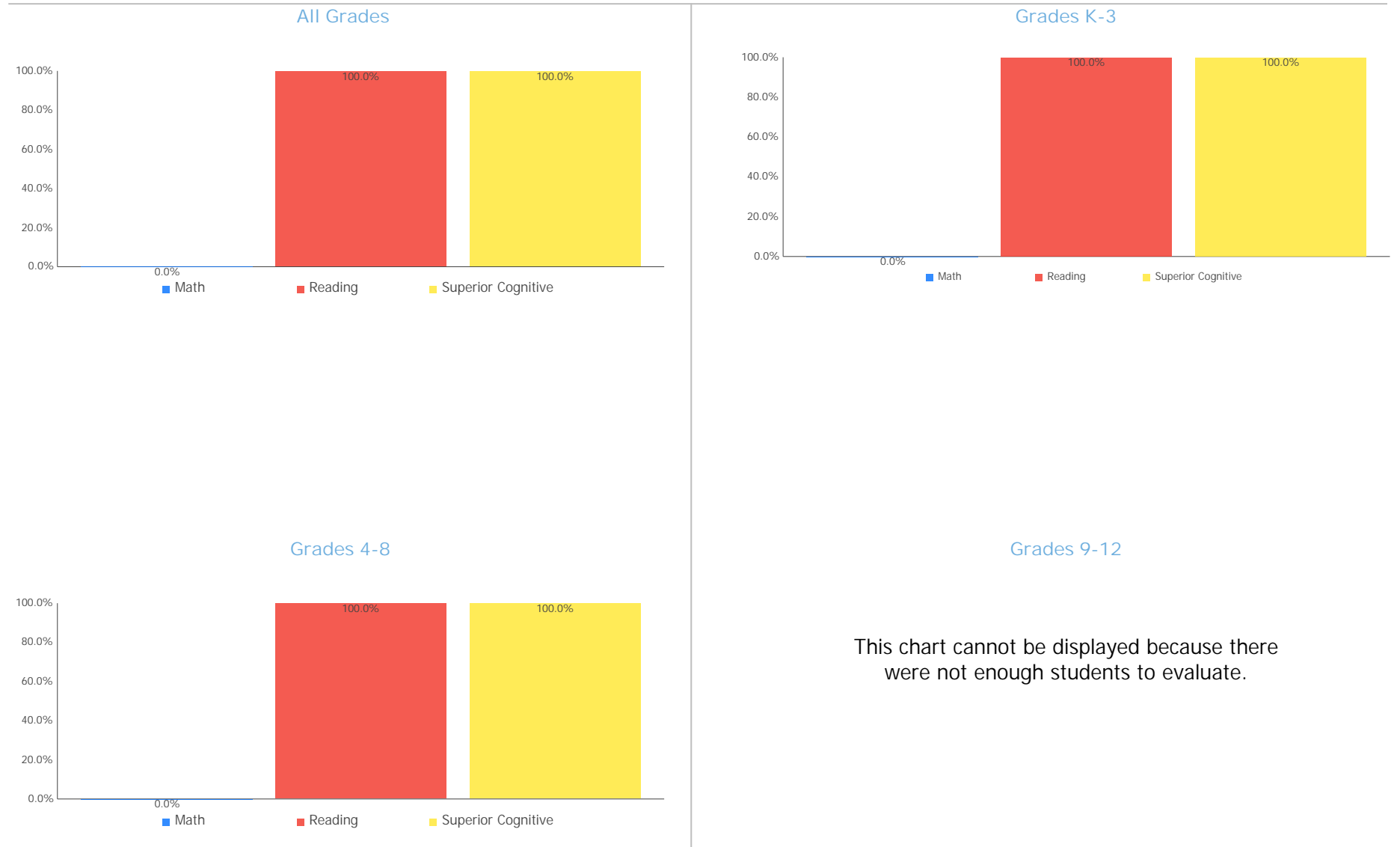
Grades 9-12

This chart cannot be displayed because there were not enough students to evaluate.

Identified and Receiving Services

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

All Grades

- Math: 0.0%
- Reading: 100.0%
- Superior Cognitive: 100.0%

Grades K-3

- Math: 0.0%
- Reading: 100.0%
- Superior Cognitive: 100.0%

Grades 4-8

- Math: 0.0%
- Reading: 100.0%
- Superior Cognitive: 100.0%

Grades 9-12

This chart cannot be displayed because there were not enough students to evaluate.

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

Coming in
2016

GRADE
C

Overall

This measures the progress for all students in math and reading, grades 4-8.

GRADE
C

Gifted Students

This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE
C

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

GRADE
C

Students with Disabilities

This measures the progress for students with disabilities.

GRADE
Coming in 2018

High School

A High School measure of progress will be reported in the 2014-15 school year.

Progress Details

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.
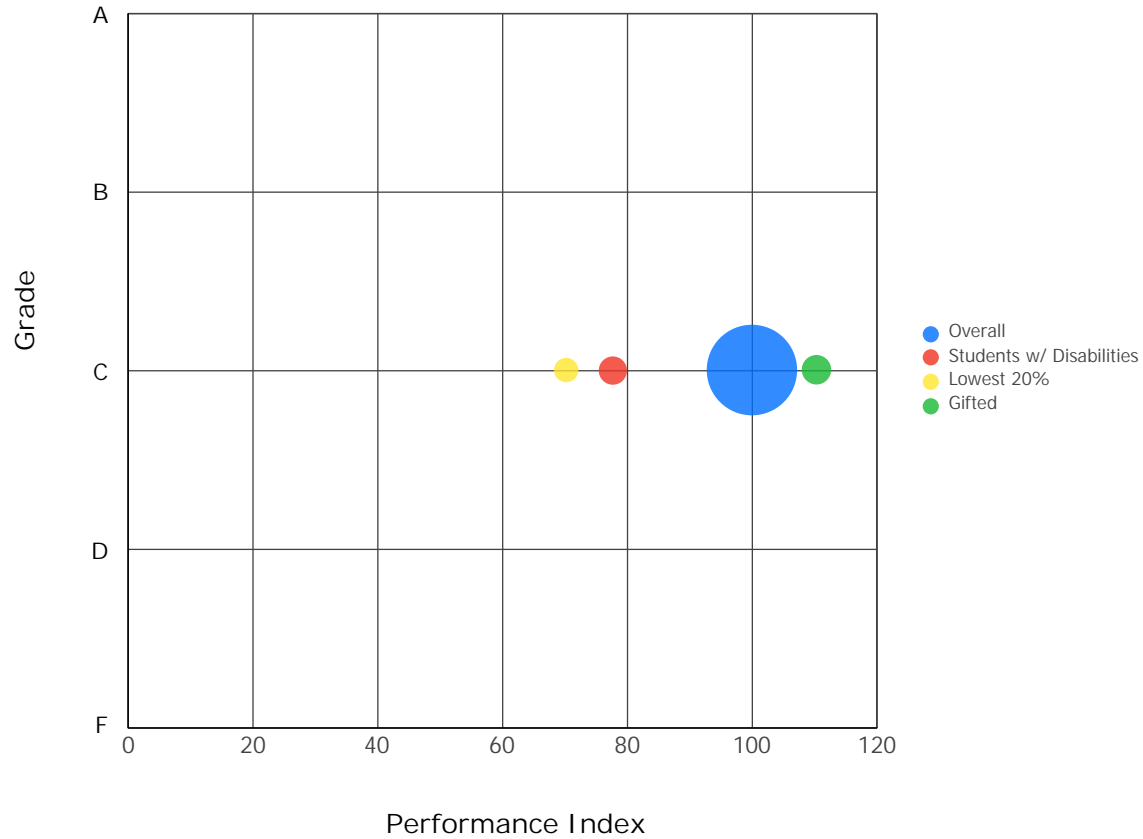
Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	-1.50	2.47	0.47
4th Grade	-1.50	2.47	0.47

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.

Legend:
- Overall
- Students w/ Disabilities
- Lowest 20%
- Gifted

Grade (vertical axis): A, B, C, D, F

Performance Index (horizontal axis): 0, 20, 40, 60, 80, 100, 120

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?

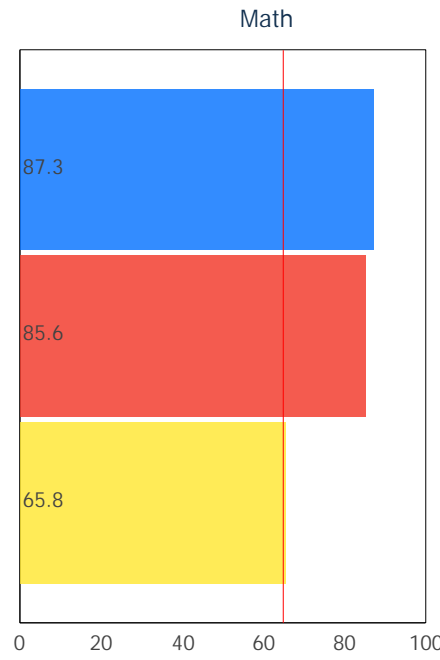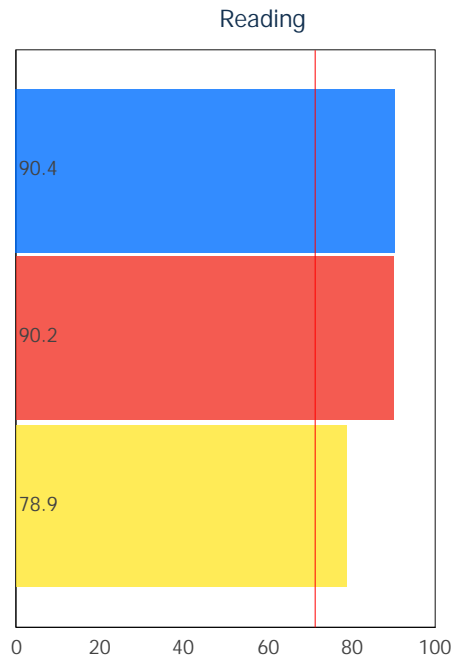COMPONENT GRADE

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.

AMO Points
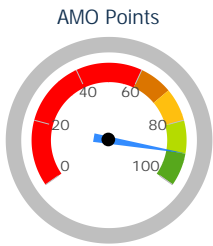
89.9%

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%

Reading

90.4

90.2

78.9

| 0 | 20 | 40 | 60 | 80 | 100 |

■ White   ■ All Students
■ Econ
  Disadvantage

Math

87.3

85.6

65.8

| 0 | 20 | 40 | 60 | 80 | 100 |

■ White   ■ All Students
■ Econ Disadvantage

Graduation Rate

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

The red line on each graph identifies the Annual Measurable Objective. The 2015 AMO for Reading is 71.3%, for Math is 65.0%, and for Graduation Rate is 80.5%. 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

This school has not been assigned
a grade for Graduation Rate
because there were not enough
students to evaluate.

The Graduation Rate graph that would appear in this space cannot be displayed because there were not enough students to evaluate.
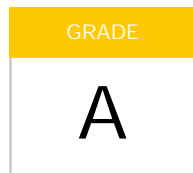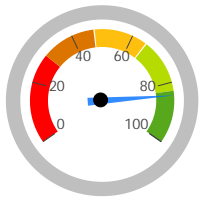
K-3 Literacy

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

COMPONENT GRADE

Coming in
2016

In Your School...

< 10	kindergarten students were not on-track last year.
NC	of those students improved to on-track in 1st grade.

< 10	first grade students were not on-track last year.
NC	of those students improved to on-track in 2nd grade.

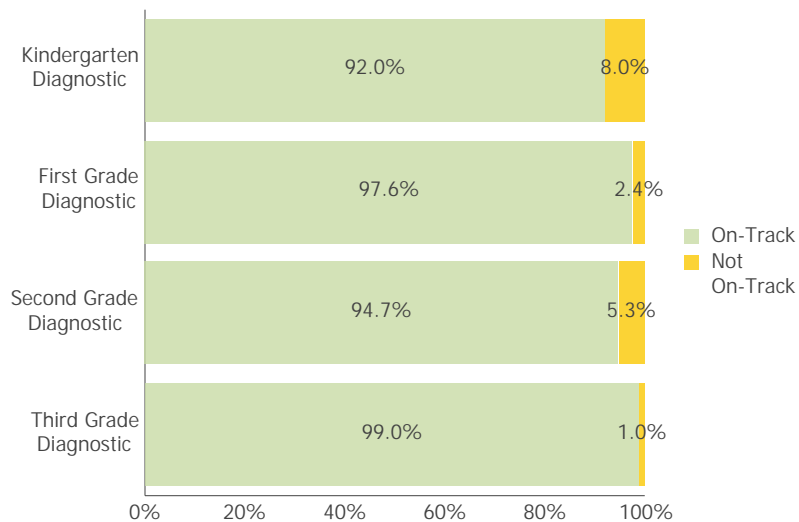|	
< 10	second grade students were not on-track last year.
NC	of those students improved to on-track in 3rd grade.

< 10	third grade students were not on-track this year.
NC	of those students reached proficiency on the 3rd grade OAA.

Details of Measure

Not On-Track at Point A		Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2013 - 2014	< 10 to	1st Grade Reading Diagnostic, School Year 2014 - 2015	< 10
1st Grade Reading Diagnostic, School Year 2013 - 2014	< 10 to	2nd Grade Reading Diagnostic, School Year 2014 - 2015	< 10
2nd Grade Reading Diagnostic, School Year 2013 - 2014	< 10 to	3rd Grade Reading Diagnostic, School Year 2014 - 2015	< 10
3rd Grade Reading Diagnostic, School Year 2014 - 2015	< 10 to	3rd Grade Reading OAA, School Year 2014 - 2015	< 10
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan			< 10
Totals	**51**		**43**

GRADE

A

K-3 Literacy Improvement

84.3%

43 out of 51

A = 82.6 - 100.0%
B = 64.9 - 82.5%
C = 47.2 - 64.8%
D = 29.5 - 47.1%
F = 0.0 - 29.4%

Percentage On-Track in Reading Diagnostic

Grade Level	On-Track	Not On-Track
Kindergarten Diagnostic	92.0%	8.0%
First Grade Diagnostic	97.6%	2.4%
Second Grade Diagnostic	94.7%	5.3%
Third Grade Diagnostic	99.0%	1.0%

Legend:
- On-Track
- Not On-Track

This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2,014-2,015.

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.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?	Coming Soon
How many third graders scored proficient on the state Reading test?	Coming Soon

Prepared for Success

This grade answers the question – Are students who graduate from your school 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 2014 Graduating Class?

ACT: Participation

ACT: Remediation Free

SAT: Participation

SAT: Remediation Free

Honors Diploma

Industry-Recognized Credential

Advanced Placement: Participation

AP: Exam Score of 3 or Better

Dual Enrollment Credit

International Baccalaureate

IB: Exam Score of 4 or Better

This data cannot be shown because there are not enough students in the graduating class of 2014 to evaluate.

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 2011.

Principal: Ted D. Shuttleworth
Address: 310 N 2nd St
Coldwater OH 45828-1242

Phone: (419) 678-2613

Directory information current as of the 2014-2015 Report Card publication date.

Your School's Students

Average Daily Enrollment:

500

Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	NC	
Hispanic	NC	
Multiracial	NC	
White, Non-Hispanic	483	96.5%
Students with Disabilities	63	12.5%
Economically Disadvantaged	103	20.5%
Limited English Proficiency	NC	
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group
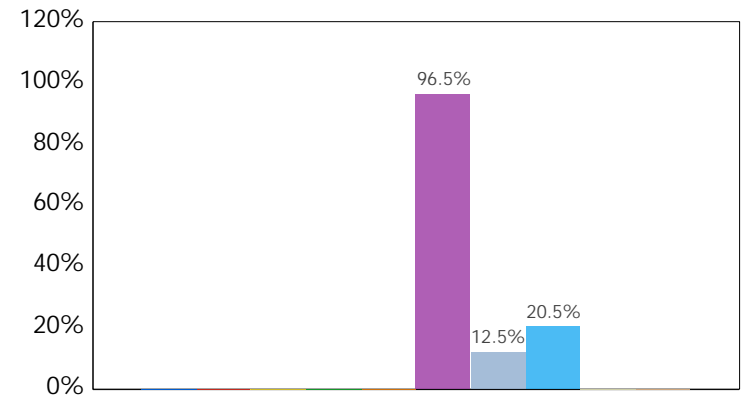
State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio Test of English Language Acquisition (OTELA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OTELA results, see the Department of Education's web site at http://education.ohio.gov.


Legend: 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

Attendance Rate

Chronic Absenteeism Rate:

1.7%

All Students	97.1%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	97.1%
Students with Disabilities	96.9%
Economic Disadvantage	95.2%
Limited English Proficiency	NC
Migrant	NC
Male	97.0%
Female	97.2%

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

Legend:
- All Students
- 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
- Male
- Female
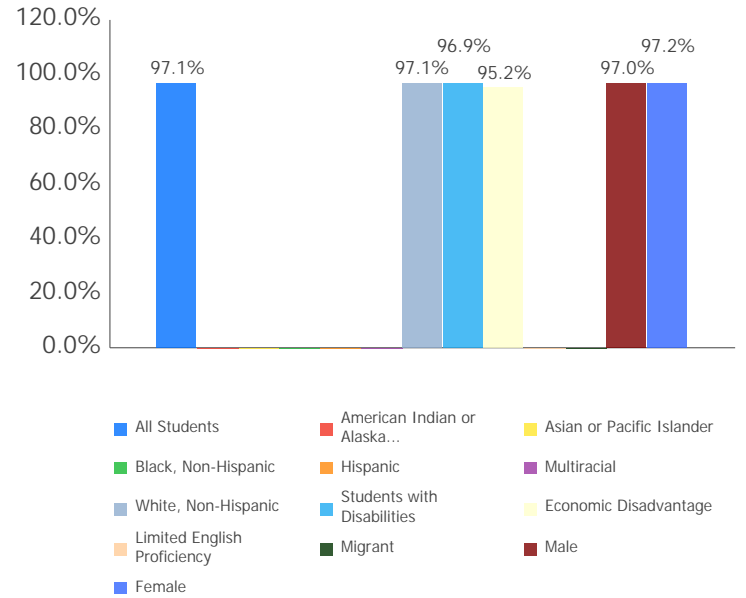
Attendance Rate is not shown if enrollment is less than 10.

.

Mobility Rates by Subgroup

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

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

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

Wellness and Physical Education

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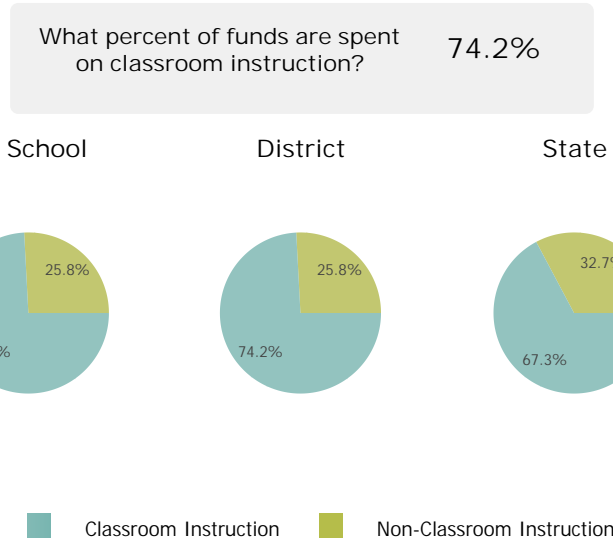
Moderate Success

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?

Classroom Spending Data

What percent of funds are spent on classroom instruction?	74.2%

School	District	State
25.8%	25.8%	32.7%
74.2%	74.2%	67.3%

■ Classroom Instruction   ■ Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	$9,489	$9,228
Classroom Instruction	$7,038	$6,211
Non-Classroom Spending	$2,451	$3,016

School	$7,038	$2,451
State	$6,211	$3,016

$0 $4,000 $8,000 $12,000