**SCHOOL GRADE**

Coming in
**2018**

## Achievement

**COMPONENT GRADE**

**C**

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

**Performance Index**
75.5%................................................................................................ C

**Indicators Met**
30.0%................................................................................................ F

## Progress

**COMPONENT GRADE**

**C**

The Progress component looks closely at the growth that all students are making based on their past performances.

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

## Gap Closing

**COMPONENT GRADE**

**F**

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

**Annual Measurable Objectives**
50.0%................................................................................................ F

## Graduation Rate

**COMPONENT GRADE**

**Not Rated**

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

**Graduation Rates**

## K-3 Literacy

**COMPONENT GRADE**

**C**

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

**K-3 Literacy Improvement**
58.3%................................................................................................ C

## Prepared for Success

**COMPONENT GRADE**

**Not Rated**

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

## Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

**COMPONENT GRADE**
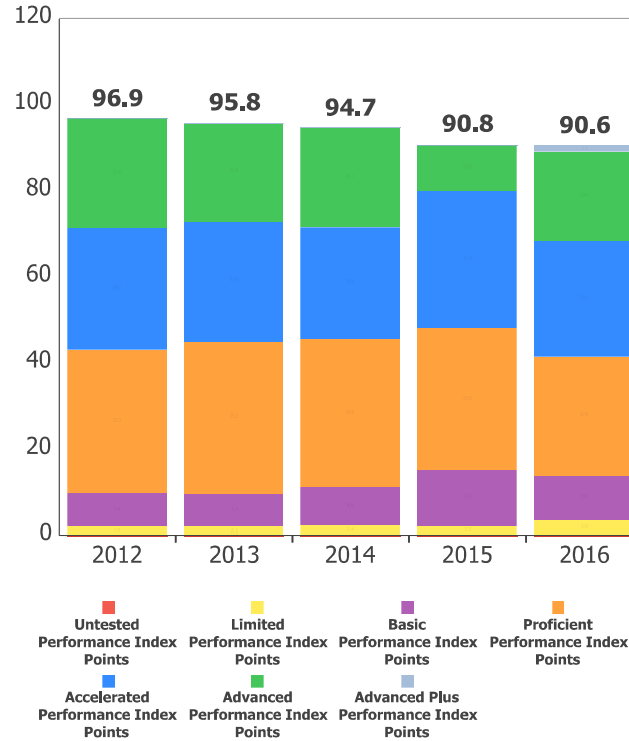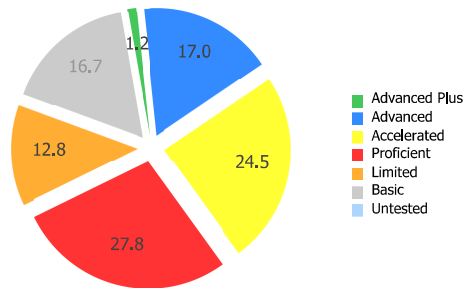
# C

**GRADE**

# C

### 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 the performance of all students, regardless of achievement level.

**75.5%**

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 | 1.2 | x | 1.3 | = | 1.6 |
| Advanced | 17.0 | x | 1.2 | = | 20.4 |
| Accelerated | 24.5 | x | 1.1 | = | 27.0 |
| Proficient | 27.8 | x | 1.0 | = | 27.8 |
| Basic | 16.7 | x | 0.6 | = | 10.0 |
| Limited | 12.8 | x | 0.3 | = | 3.8 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | | **90.6** |

Pie chart values: 1.2, 17.0, 24.5, 27.8, 12.8, 16.7

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

Bar chart values by year: 2012: 96.9, 2013: 95.8, 2014: 94.7, 2015: 90.8, 2016: 90.6

- Untested Performance Index Points
- Limited Performance Index Points
- Basic Performance Index Points
- Proficient Performance Index Points
- Accelerated Performance Index Points
- Advanced Performance Index Points
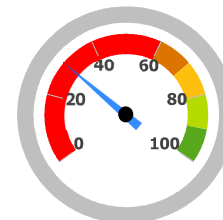- Advanced Plus Performance Index Points

**GRADE**

# F

## Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

## 30.0%

A = 90.0 - 100.0%
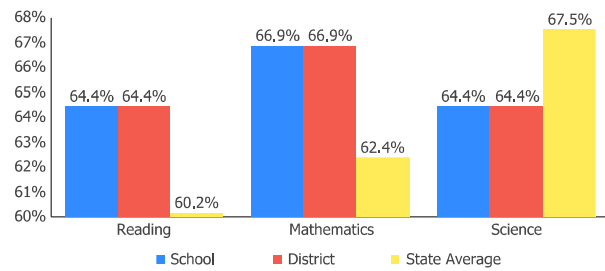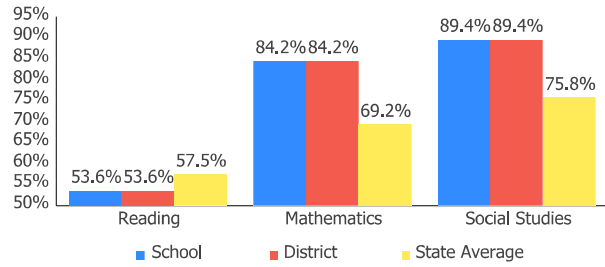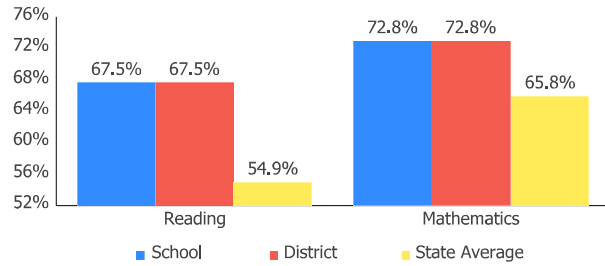B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

| 3rd Grade | English Language Arts | 67.5% | ✘ |
|---|---|---|---|
| | Mathematics | 72.8% | ✘ |
| 4th Grade | English Language Arts | 53.6% | ✘ |
| | Mathematics | 84.2% | ✔ |
| | Social Studies | 89.4% | ✔ |
| 5th Grade | English Language Arts | 64.4% | ✘ |
| | Mathematics | 66.9% | ✘ |
| | Science | 64.4% | ✘ |

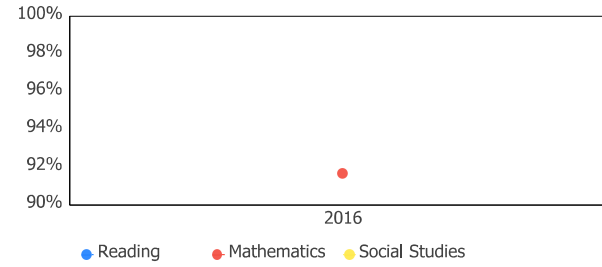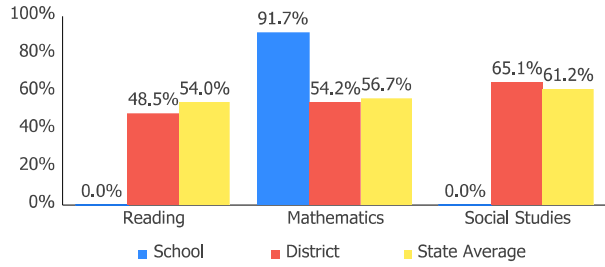| 6th Grade | English Language Arts | NC | NC |
|---|---|---|---|
| | Mathematics | 91.7% | ✔ |
| | Social Studies | NC | NC |

GIFTED INDICATOR ✘

## Achievement Levels by Grade



## Proficient Percent Trend by Grade

**Chart 1 (top left):**

| | Reading | Mathematics | Social Studies |
|---|---|---|---|
| School | 0.0% | 91.7% | 0.0% |
| District | 48.5% | 54.2% | 65.1% |
| State Average | 54.0% | 56.7% | 61.2% |

Legend: ● School ● District ● State Average

**Chart (top right):** 2016

Legend: ● Reading ● Mathematics ● Social Studies

**Chart 2 (middle left):**

| | Reading | Mathematics |
|---|---|---|
| School | 0.0% | 0.0% |
| District | 45.7% | 41.1% |
| State Average | 53.6% | 55.3% |

Legend: ■ School ■ District ■ State Average

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

**Chart 3 (lower-middle left):**

| | Reading | Mathematics | Science |
|---|---|---|---|
| School | 0.0% | 0.0% | 0.0% |
| District | 45.1% | 71.0% | 62.5% |
| State Average | 47.5% | 52.7% | 64.9% |

Legend: ■ School ■ District ■ State Average

**Chart (lower-middle right):** 2015

Legend: ● Reading ● Mathematics ● Science

**Chart 4 (bottom left):**

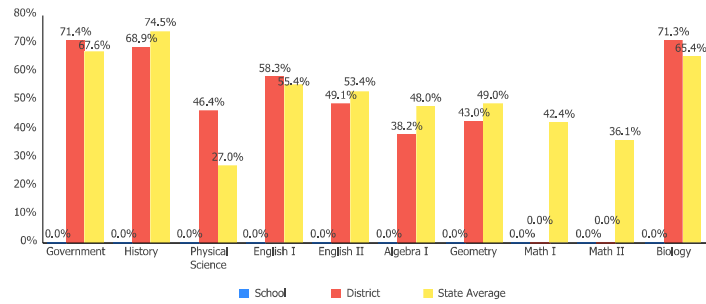| | Reading | Writing | Mathematics | Social Studies | Science |
|---|---|---|---|---|---|
| School | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| District | 97.9% | 95.2% | 97.3% | 91.8% | 89.0% |
| State Average | 92.1% | 89.6% | 88.0% | 87.5% | 83.3% |

Legend: ■ School ■ District ■ State Average
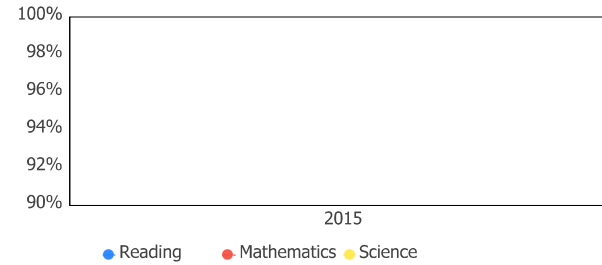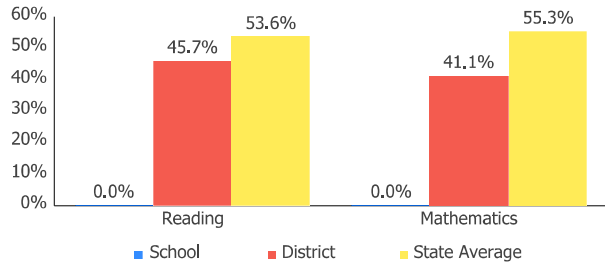
No data returned for this view. This might be because the applied filter excludes all data.
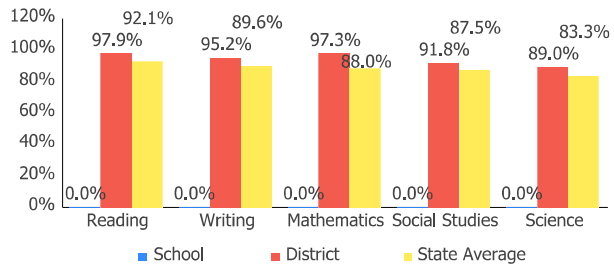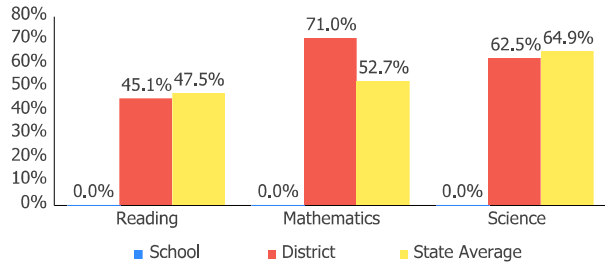
No data returned for this view. This might be because the applied filter excludes all data.

# 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:** | D |
| **Value Added Met?:** | Not 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:** | 112.271 |
| **Performance Index Met?:** | Not Met |

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.

### Gifted Inputs

| | |
|---|---|
| **Total Points:** | 43.0 |
| **Gifted Inputs Met?:** | Not Met |

Points are earned based on identification and services provided to gifted students. Schools must earn 60 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.
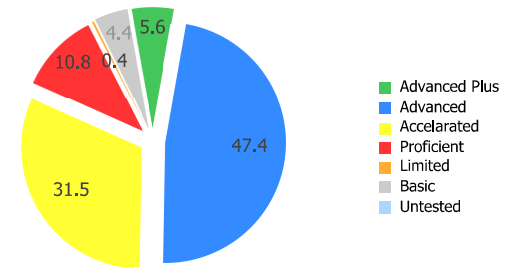
## Performance Index

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.
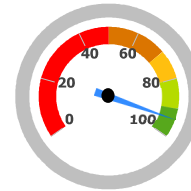
**93.6%**

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%

| Achievement Level | Pct of Students | | Points for this Level | | Points Received |
|---|---|---|---|---|---|
| Advanced Plus | 5.6 | x | 1.3 | = | 7.3 |
| Advanced | 47.4 | x | 1.2 | = | 56.9 |
| Accelerated | 31.5 | x | 1.1 | = | 34.6 |
| Proficient | 10.8 | x | 1.0 | = | 10.8 |
| Basic | 4.4 | x | 0.6 | = | 2.6 |
| Limited | 0.4 | x | 0.3 | = | 0.1 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | | **112.271** |



Legend:
- 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.
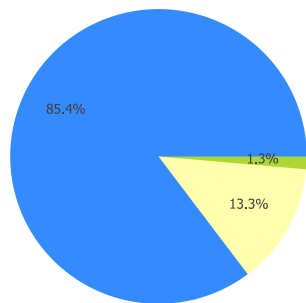
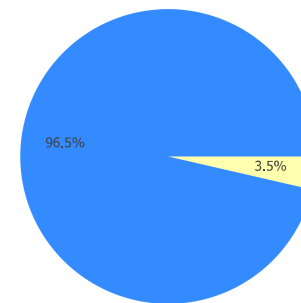**Reading, Math, Science, Social Studies, and Superior Cognitive Abilities**
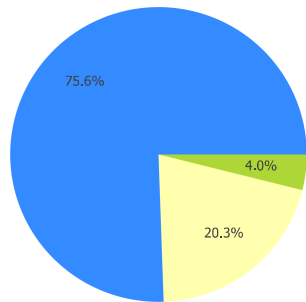
**Visual/Performing Arts and Creative Thinking**

75.6%

4.0%

20.3%

100.0%
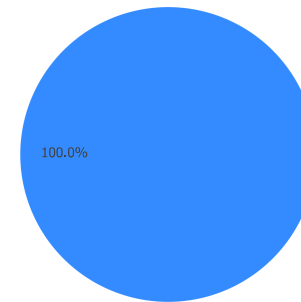
**Disadvantaged Students**

**Minority Students**

85.4%

1.3%

13.3%

96.5%

3.5%

■ Receiving Gifted Services
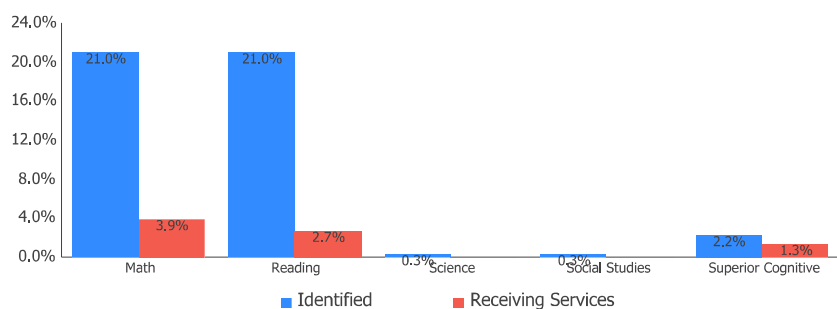
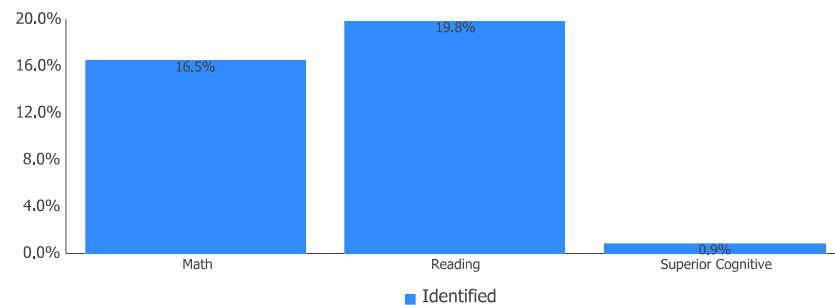□ Identified as Gifted, but not receiving services

■ 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.
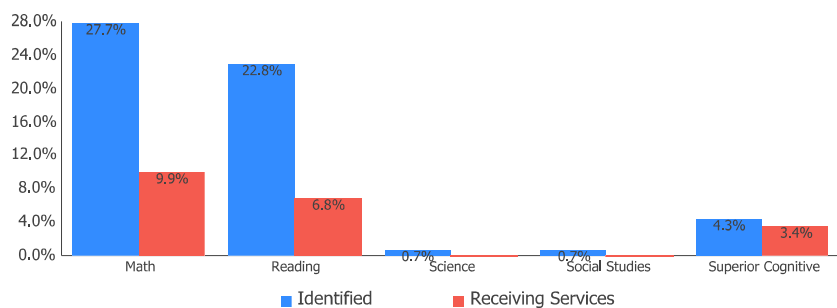
### All Grades



| | Identified | Receiving Services |
|---|---|---|
| Math | 21.0% | 3.9% |
| Reading | 21.0% | 2.7% |
| Science | 0.3% | |
| Social Studies | 0.3% | |
| Superior Cognitive | 2.2% | 1.3% |

### Grades K-3



| | Identified |
|---|---|
| Math | 16.5% |
| Reading | 19.8% |
| Superior Cognitive | 0.9% |

### Grades 4-8



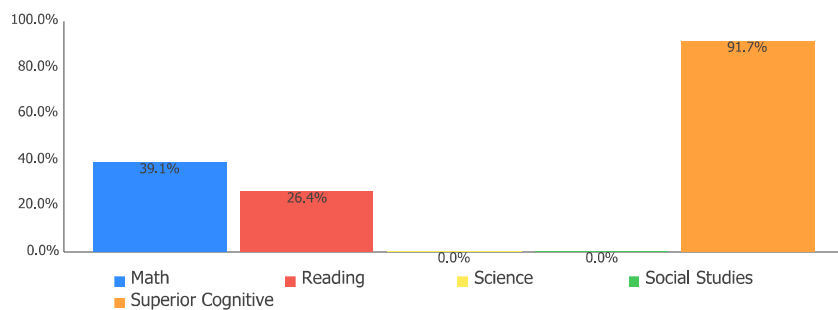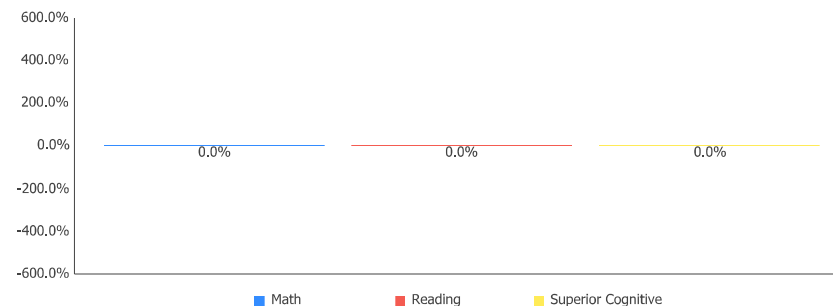| | Identified | Receiving Services |
|---|---|---|
| Math | 27.7% | 9.9% |
| Reading | 22.8% | 6.8% |
| Science | 0.7% | |
| Social Studies | 0.7% | |
| Superior Cognitive | 4.3% | 3.4% |

### Grades 9-12

## Identified and Receiving Services

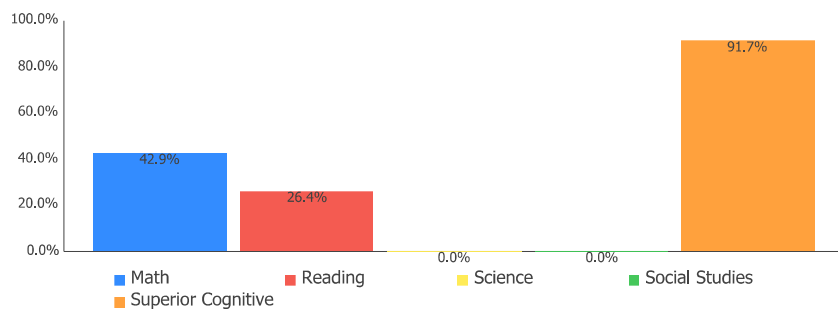These charts show, of the students identified as gifted, the percentage of students receiving gifted services.

### All Grades



### Grades K-3



### Grades 4-8



### Grades 9-12

## Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

**COMPONENT GRADE**

# C

---

**GRADE**

# C

### Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

**GRADE**

# D

### Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies 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, math, science or social studies achievement.

**GRADE**

# C

### Students with Disabilities

This measures the progress for students with disabilities.

### Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.
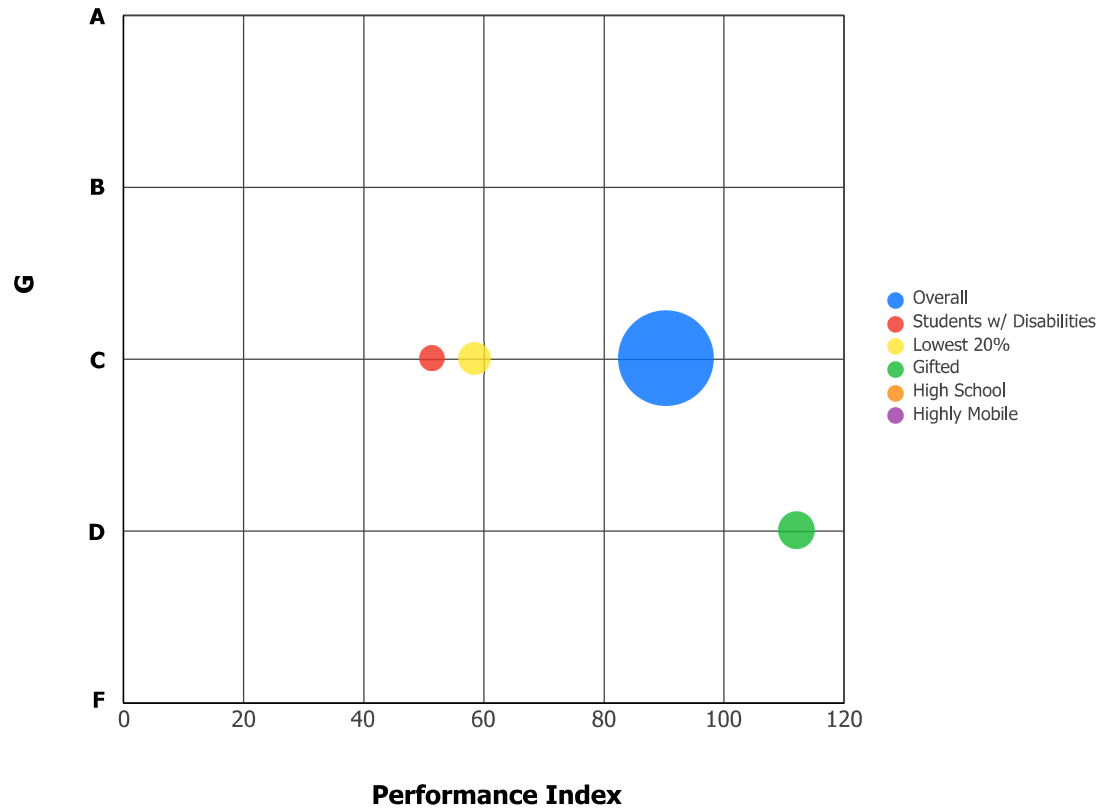
| Test Grade | Progress Score | | | |
|---|---|---|---|---|
| | English Language Arts | Mathematics | Science | All Tests |
| All Grades | -2.47 | 4.28 | -3.26 | 0.01 |
| 4th Grade | -3.50 | 6.24 | | 1.06 |
| 5th Grade | 0.14 | -0.09 | -3.26 | -1.38 |

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
- High School
- Highly Mobile

**G** (vertical axis)

**Performance Index** (horizontal axis)

# Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.
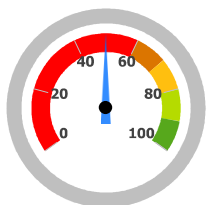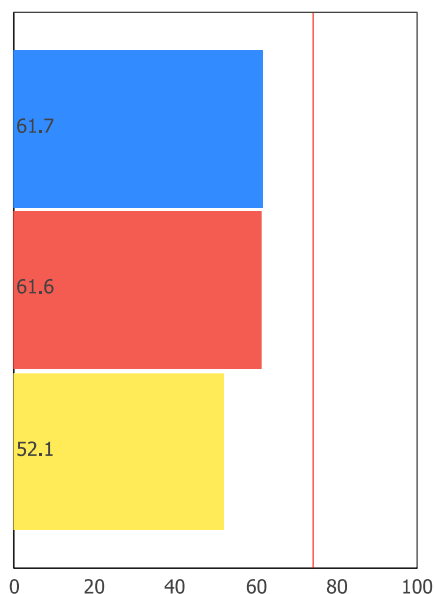
**COMPONENT GRADE**

**F**

---

**GRADE**

**F**

## 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.
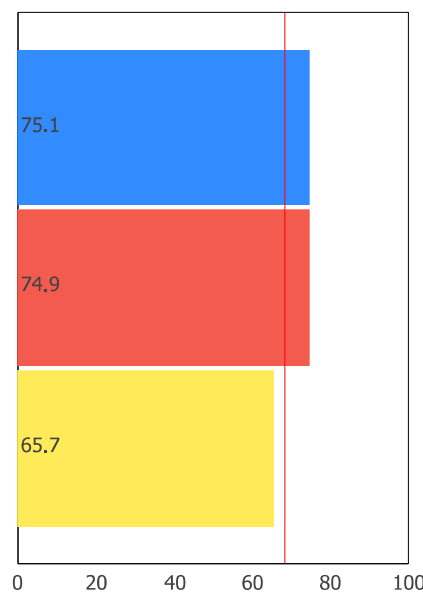
**50.0%**

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%

Chart 1:
- White: 61.7
- All Students: 61.6
- Econ Disadvantage: 52.1

Chart 2:
- White: 75.1
- All Students: 74.9
- Econ Disadvantage: 65.7

Legend: White, All Students, Econ Disadvantage

The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 74.2%, for Math is 68.5%, and for Graduation Rate is 82.8%.
Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

## Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.
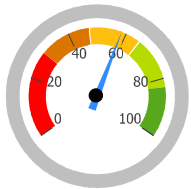
**COMPONENT GRADE**

## Not Rated

# K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

**COMPONENT GRADE**

## C

---

## In Your School...

**GRADE**

## C

## 58.3%

A = 81.4 - 100.0%
B = 62.6 - 81.3%
C = 43.8 - 62.5%
D = 25.0 - 43.7%
F = 0.0 - 24.9%

**< 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 2014 - 2015 | < 10 | to | 1st Grade Reading Diagnostic, School Year 2015 - 2016 | < 10 |
| 1st Grade Reading Diagnostic, School Year 2014 - 2015 | < 10 | to | 2nd Grade Reading Diagnostic, School Year 2015 - 2016 | < 10 |
| 2nd Grade Reading Diagnostic, School Year 2014 - 2015 | < 10 | to | 3rd Grade Reading Diagnostic, School Year 2015 - 2016 | < 10 |
| 3rd Grade Reading Diagnostic, School Year 2015 - 2016 | < 10 | to | 3rd Grade Reading OST, School Year 2015 - 2016 | < 10 |
| Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan | | | < 10 |
| **Totals** | **24** | | **14** |

**Percentage On-Track in Reading Diagnostic**
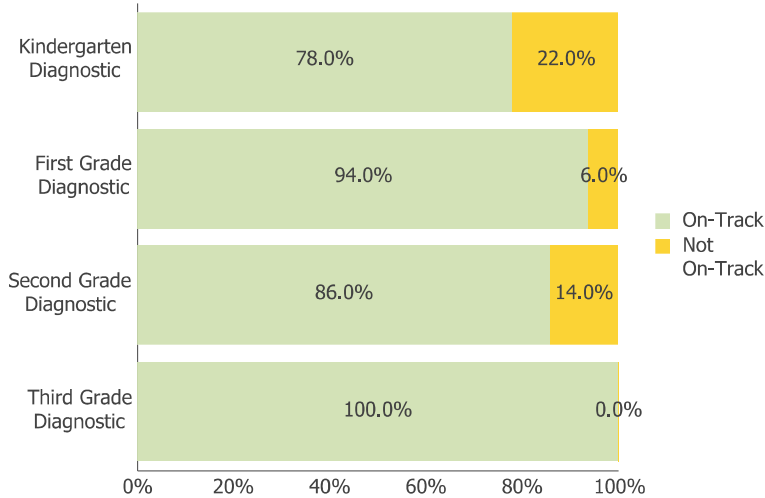


This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2015-2016.

**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? | **87.7%** |
|---|---|

| How many third graders scored proficient on the state Reading test? | **67.5%** |
|---|---|

## Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

**COMPONENT GRADE**

## Not Rated

---

**COMPONENT GRADE**

## Not Rated

### How Prepared were Your 2014 and 2015 Graduating Classes?

**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**

## 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.

What Percentage of the 2013 Graduating Class Entered College within Two Years?    **NC**

What Percentage of the 2009 Graduating Class Graduated from College within Six Years of Leaving High School?    **NC**

**Principal:** Sherry K. Crum
**Address:** 1510 Licking Valley Rd NE
Newark OH  43055-8857

**Phone:**  (740) 763-3525

## Your School's Students

**Average Daily Enrollment:**

897

**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 | 18 | 2.0% |
| White, Non-Hispanic | 868 | 96.8% |
| Students with Disabilities | 77 | 8.5% |
| Economically Disadvantaged | 377 | 42.1% |
| Limited English Proficiency | NC | |
| Migrant | NC | |

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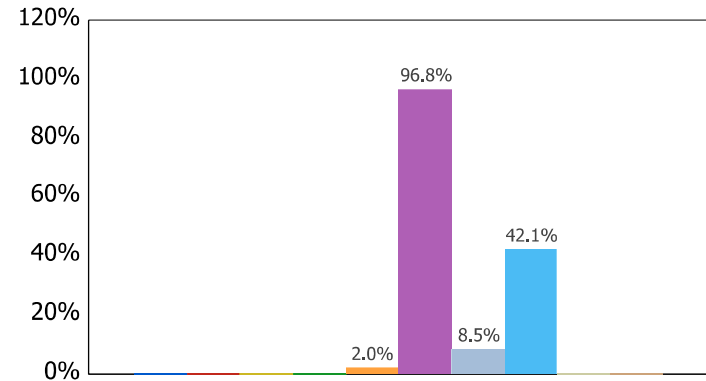
State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio  English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English.  For information about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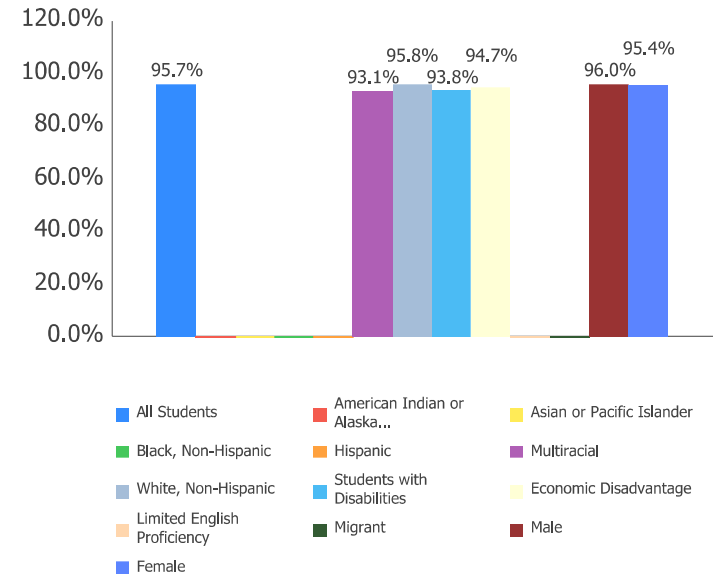
## Attendance Rate

**Chronic Absenteeism Rate:**

**6.1%**

| | |
|---|---|
| All Students | 95.7% |
| Am. Indian / Alaskan Native | NC |
| Asian or Pacific Islander | NC |
| Black, Non-Hispanic | NC |
| Hispanic | NC |
| Multiracial | 93.1% |
| White, Non-Hispanic | 95.8% |
| Students with Disabilities | 93.8% |
| Economic Disadvantage | 94.7% |
| Limited English Proficiency | NC |
| Migrant | NC |
| Male | 96.0% |
| Female | 95.4% |

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

|  | Student Mobility % |
|---|---|
| **All Students** | 0.0% |
| **Am. Indian / Alaskan Native** | NC |
| **Asian or Pacific Islander** | NC |
| **Black, Non-Hispanic** | 0.0% |
| **Hispanic** | NC |
| **Multiracial** | 0.0% |
| **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

## Your School's Teachers

| Your School's Poverty Status: Medium-Low | Your School | Your District |
|---|---|---|
| Percentage of teachers with at least a Bachelor's Degree | 100.0 | 100.0 |
| Percentage of teachers with at least a Master's Degree | 53.3 | 60.5 |
| Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers | 0 | 2.4 |
| Percentage of core academic subject and elementary classes taught by properly certified teachers | 100 | 98.6 |
| Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure | 0 | 0 |
| Lead or Senior Teachers: | 0.0 | 0.0 |

A district's 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.

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

## Number of Teachers by Program Area

| | # | State Avg per 1000 Students |
|---|---|---|
| General Education Teachers | 40.0 | 46.4 |
| Career-Technical Teachers | 0.0 | 2.3 |
| Special Education Teachers | 0.0 | 10.6 |
| Teacher Aides | 17.0 | 7.0 |
| Gifted Intervention Specialists | 0.0 | 0.6 |
| Fine Arts Teachers | 2.0 | 3.0 |
| Music Teachers | 2.0 | 2.5 |
| Physical Education Teachers | 1.0 | 2.9 |
| ELL Specialists | 0.0 | 0.3 |

## Teacher Evaluations

18.5%

1.9%

79.6%
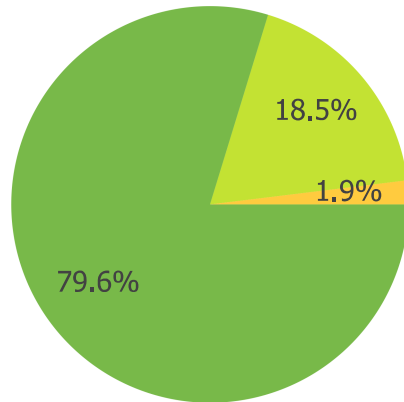
- Accomplished
- Skilled
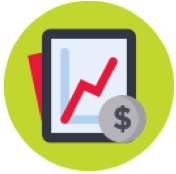- Developing
- Ineffective
- Not Complete

## 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?
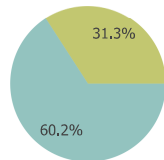
### Classroom Spending Data

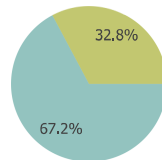| What percent of funds are spent on classroom instruction? | 68.7% |
|---|---|

**School**

31.3%

68.7%

**District**

31.3%

60.2%

**State**

32.8%

67.2%
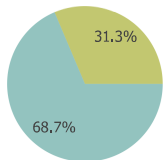
Classroom Instruction    Non-Classroom Instruction

### Spending per Pupil Data

| | School | State |
|---|---|---|
| Operating Spending per Pupil | $6,649 | $8,840 |

School    $4,570    $2,079

State    $5,942    $2,898

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