

2013 - 2014 Report Card for Coldwater Elementary School

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?

Performance Index	90.6%	A
Indicators Met	100.0%	A

COMPONENT GRADE

Coming in
2016



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?

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

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	100.0%	A
------------------------------	--------	---

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

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	54.9%	C
--------------------------	-------	---

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

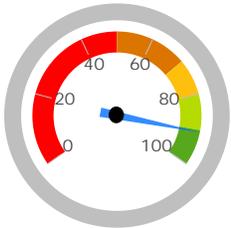
GRADE

A

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

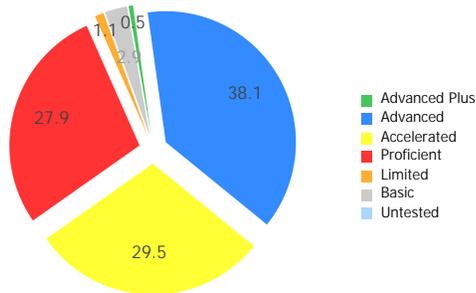


90.6%

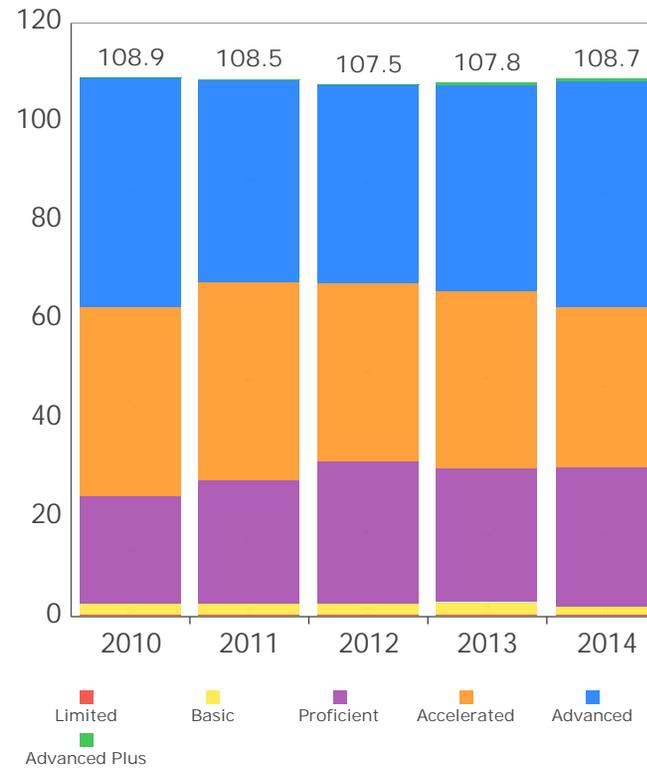
108.7 of a possible 120.0

- 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	0.5	x	1.3	=	0.6
Advanced	38.1	x	1.2	=	45.7
Accelerated	29.5	x	1.1	=	32.5
Proficient	27.9	x	1.0	=	27.9
Basic	2.9	x	0.6	=	1.8
Limited	1.1	x	0.3	=	0.3
Untested	0.0	x	0.0	=	0.0
				=	108.7



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%

4 out of 4

- 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	93.8%	✓
	Reading	95.6%	✓
4th Grade	Mathematics	95.4%	✓
	Reading	99.1%	✓
5th Grade	Mathematics	NC	
	Reading	NC	
	Science	NC	

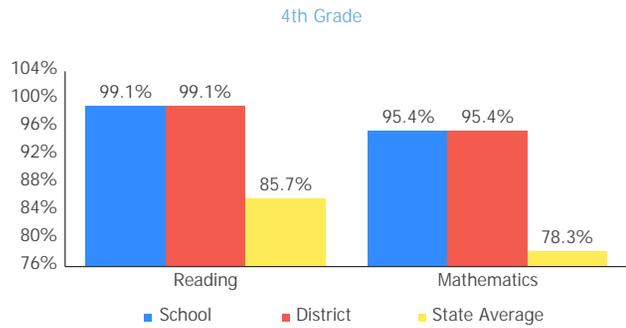
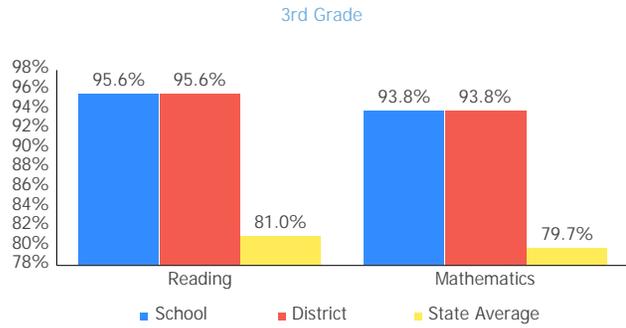
Grades 6-8

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

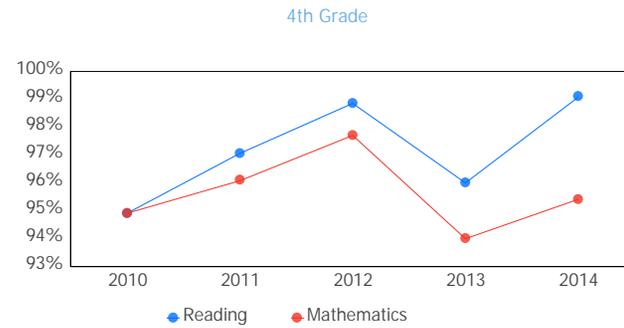
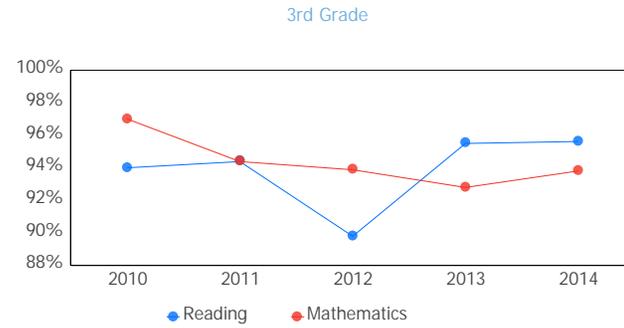
Ohio Graduation Test

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

Achievement Levels by Grade



Proficient Percent Trend by Grade



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

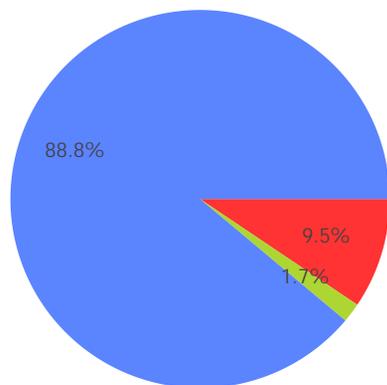
Gifted Summary

Students Identified as Gifted

11.2% of enrollment

Students Receiving Gifted Services

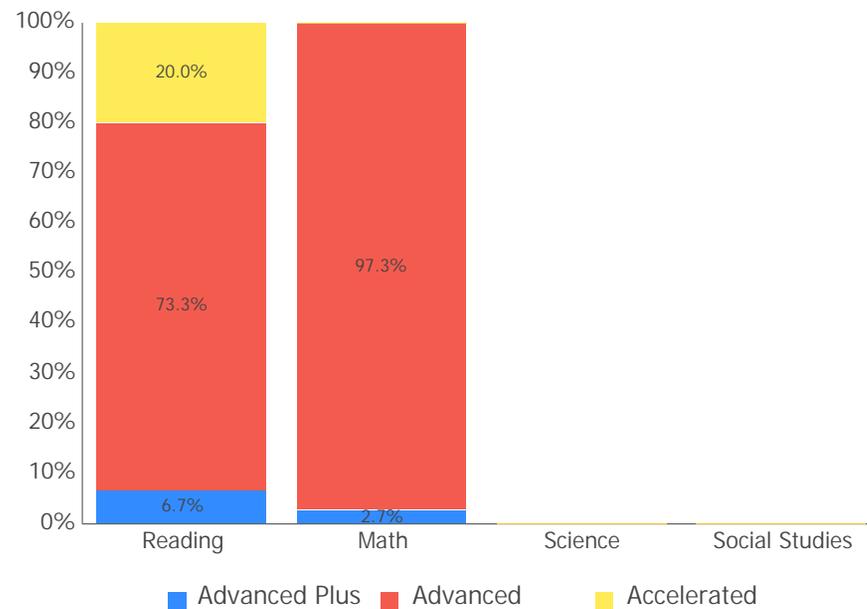
1.7% of enrollment



■ 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?



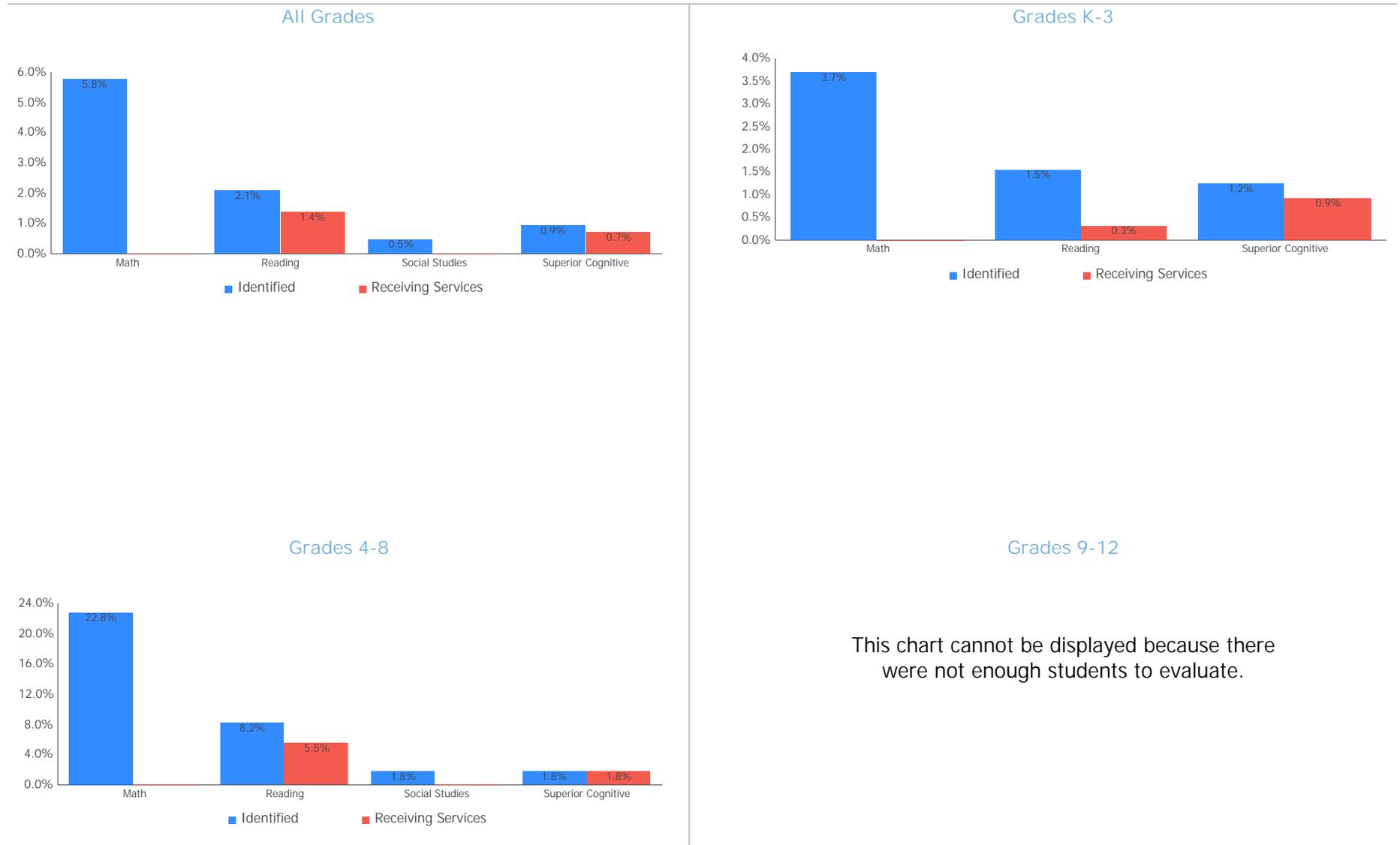
Value-Added

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.

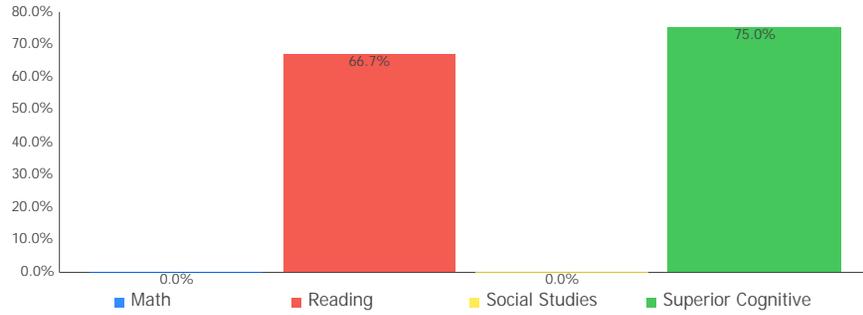


This chart cannot be displayed because there were not enough students to evaluate.

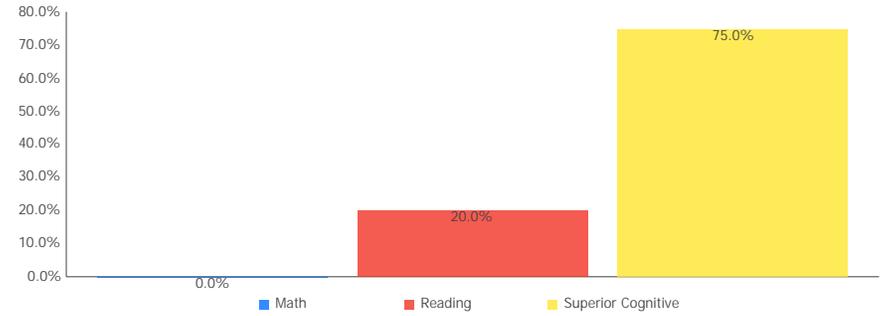
Identified and Receiving Services

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

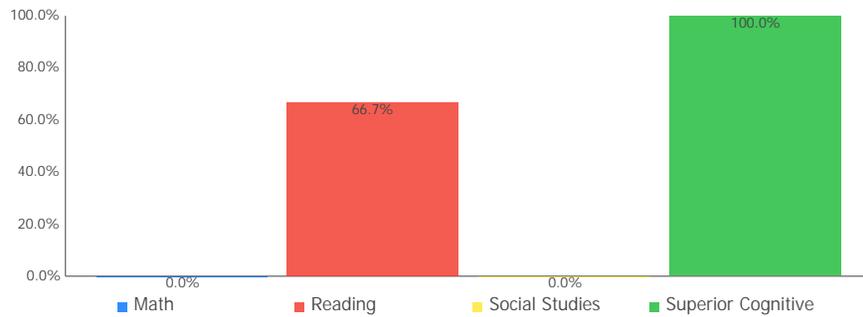
All Grades



Grades K-3



Grades 4-8



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	Overall
A	This measures the progress for all students in math and reading, grades 4-8.
GRADE	Gifted Students
A	This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.
GRADE	Students in the Lowest 20% in Achievement
C	This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
GRADE	Students with Disabilities
C	This measures the progress for students with disabilities.
GRADE	High School
Coming in 2015	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.

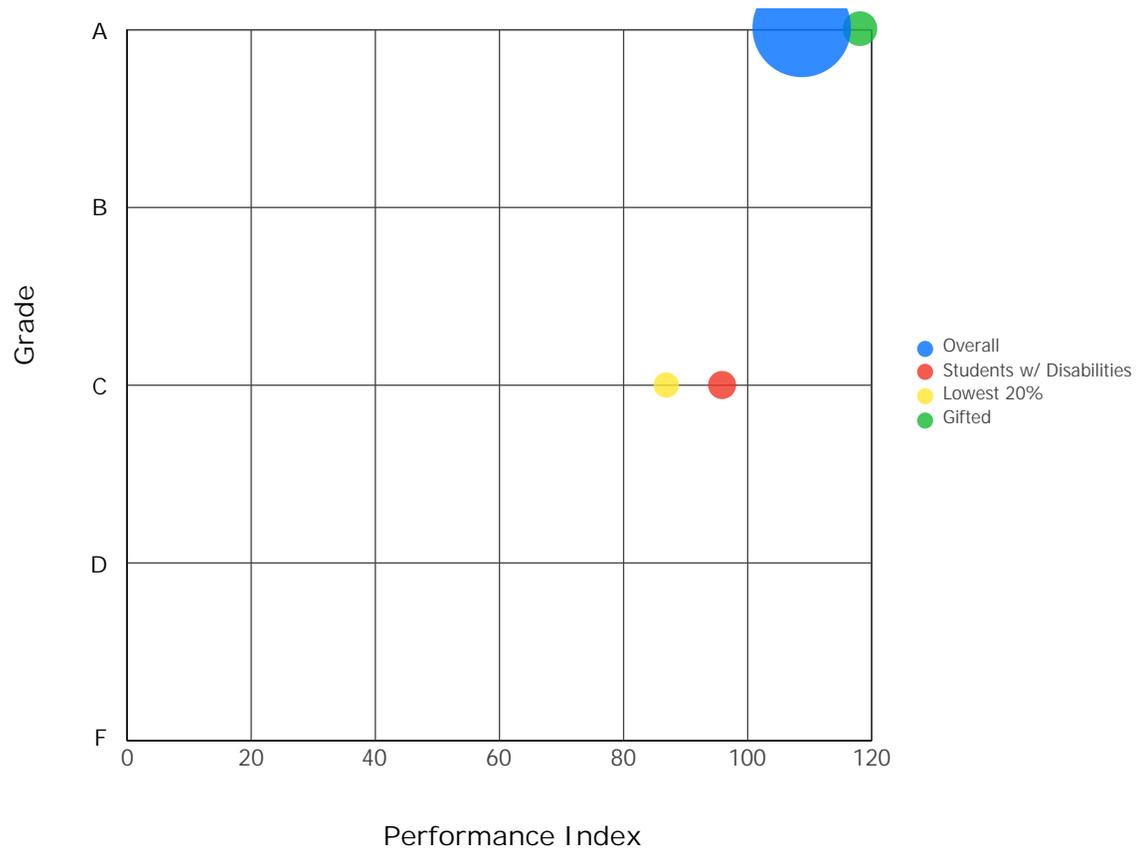
Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	2.84	9.44	7.77
4th Grade	2.84	9.44	7.77

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



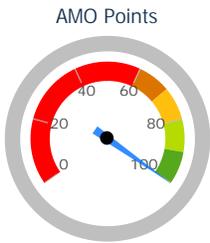
This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

COMPONENT GRADE
Coming in
2016

GRADE
A

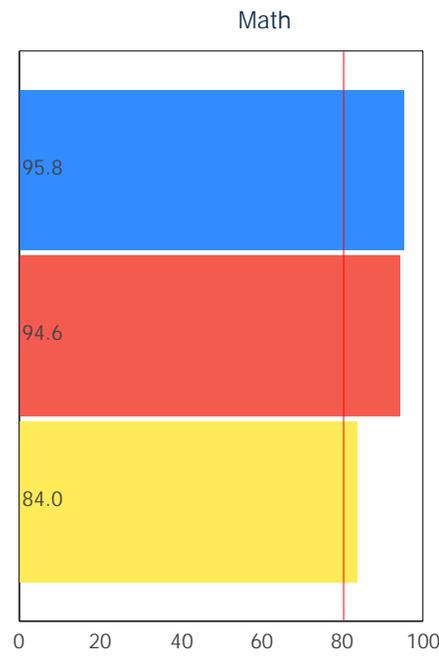
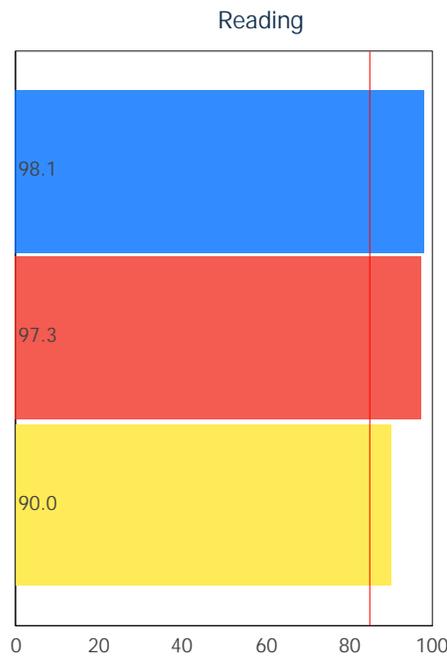
Annual Measurable Objectives

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.



100.0%

- 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%



Graduation Rate

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

White All Students
Econ Disadvantage

White All Students
Econ Disadvantage

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

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.

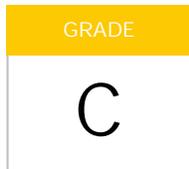
K-3 Literacy



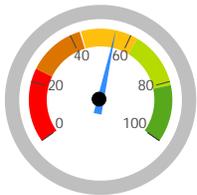
This grade answers the question - Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

Coming in
2016



K-3 Literacy Improvement



54.9%

39 out of 71

A = 81.2 - 100.0%
B = 62.2 - 81.1%
C = 43.2 - 62.1%
D = 24.3 - 43.1%
F = 0.0 - 24.2%

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.

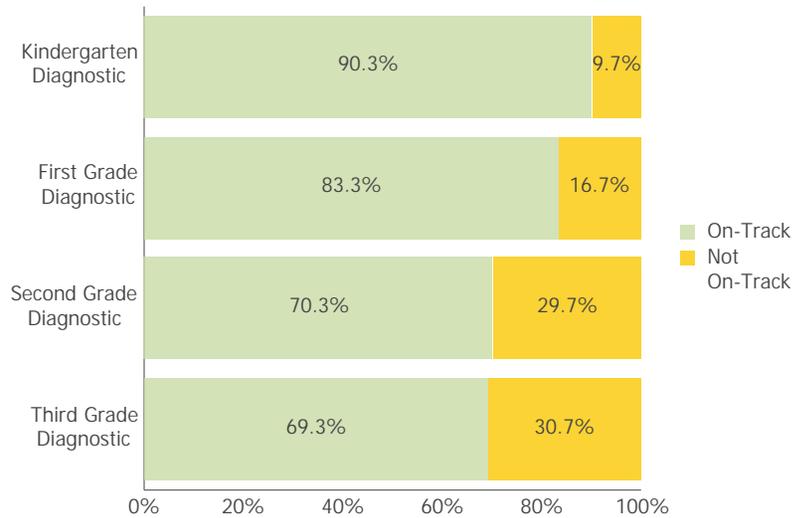
< 10 third grade students were not on-track this year.

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 2012 - 2013	< 10	to	1st Grade Reading Diagnostic, School Year 2013 - 2014 < 10
1st Grade Reading Diagnostic, School Year 2012 - 2013	< 10	to	2nd Grade Reading Diagnostic, School Year 2013 - 2014 < 10
2nd Grade Reading Diagnostic, School Year 2012 - 2013	< 10	to	3rd Grade Reading Diagnostic, School Year 2013 - 2014 < 10
3rd Grade Reading Diagnostic, School Year 2013 - 2014	< 10	to	3rd Grade Reading OAA, School Year 2013 - 2014 < 10
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan			< 10
Totals		71	39

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 2,013-2,014.

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? **100.0%**

How many third graders scored proficient on the state Reading test? **95.6%**

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 2013 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 2013 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 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.



Principal: Wade Spencer

Phone: (419) 678-2613

Address: 310 N 2nd St
Coldwater OH 45828-1242

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

Your School's Students

Average Daily Enrollment:

540

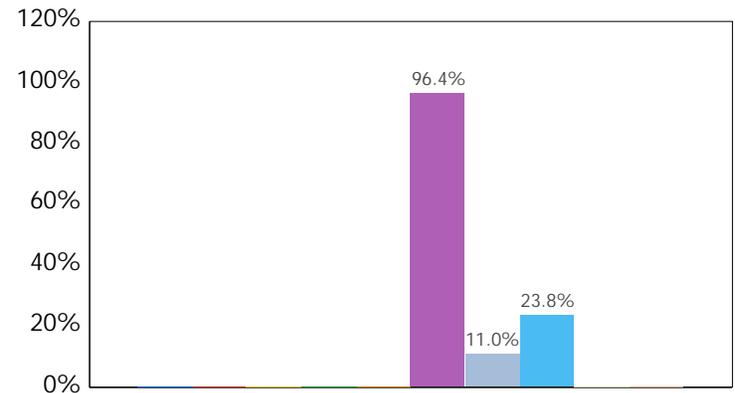
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

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	521	96.4%
Students with Disabilities	60	11.0%
Economically Disadvantaged	128	23.8%
Limited English Proficiency	NC	
Migrant	NC	

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



- 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

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>.

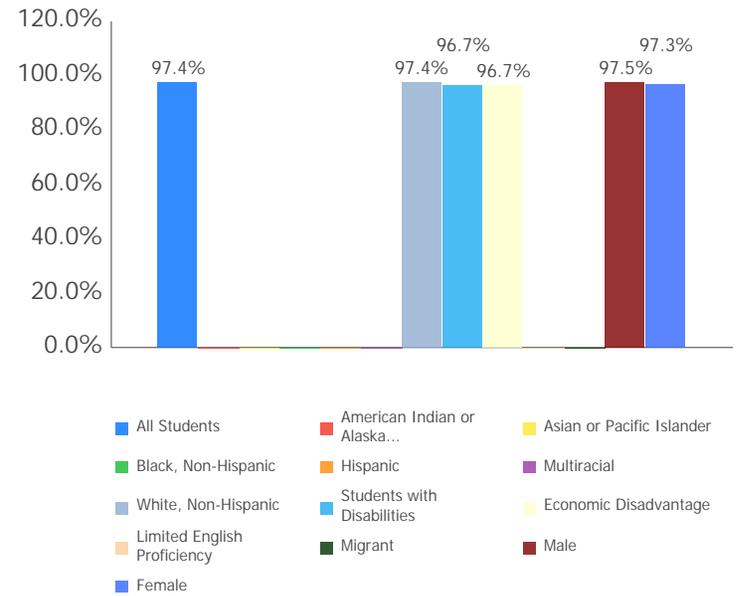
Attendance Rate

Chronic Absenteeism Rate:

1.5%

All Students	97.4%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	97.4%
Students with Disabilities	96.7%
Economic Disadvantage	96.2%
Limited English Proficiency	NC
Migrant	NC
Male	97.5%
Female	97.3%

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	NC
Hispanic	0.0%
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%.

Your School's Teachers

Your School's Poverty Status: Low	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	98.9
Percentage of teachers with at least a Master's Degree	71.1	78.6
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	99.3
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

Wellness and Physical Education

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

Moderate Success

Number of Teachers by Program Area

General Education	26.8
Gifted and Talented	0.0
Career-Technical Programs	0.0
Art Education K-8	1.0
Music Education K-8	1.0
Physical Education K-8	1.0
ELL Instructional Program	0.0
Special Education	4.0

Fine Arts Courses Offered

Music (K-8)
Visual Art (K-12)

Financial Data

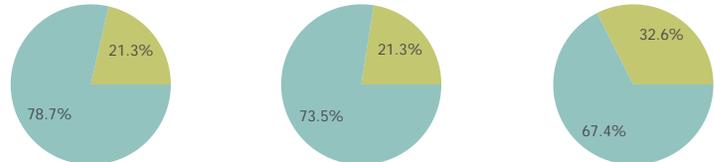


These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Classroom Spending Data

What percent of funds are spent on classroom instruction? **78.7%**

School District State



■ Classroom Instruction ■ Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	\$7,419	\$9,189
Classroom Instruction	\$5,841	\$6,192
Non-Classroom Spending	\$1,578	\$2,998

