Carlin Elementary School

SCHOOL GRADE

Coming in
2018

Achievement

COMPONENT GRADE

D

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

Performance Index
73.1%.. C

Indicators Met
22.2%.. F

Progress

COMPONENT GRADE

D

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

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

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
1.3%.. 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
This school is not evaluated for graduation rate because there are not enough students in the graduating class.

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
41.7%.. 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

D

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.
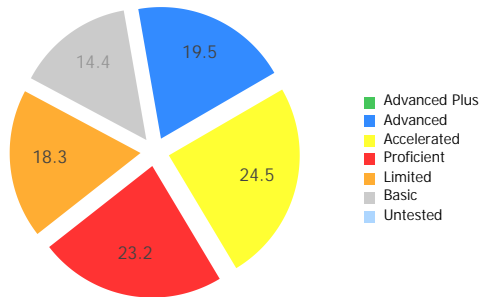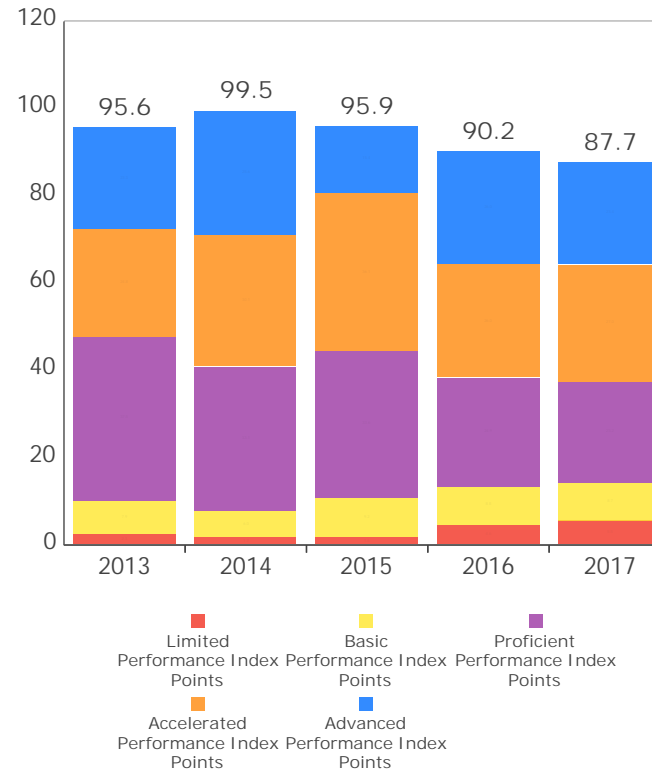
Performance Index
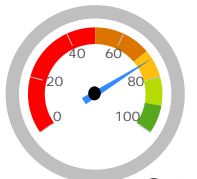
73.1%

87.7 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	0.0	x	1.3	=	0.0
Advanced	19.5	x	1.2	=	23.4
Accelerated	24.5	x	1.1	=	27.0
Proficient	23.2	x	1.0	=	23.2
Basic	14.4	x	0.6	=	8.7
Limited	18.3	x	0.3	=	5.5
Untested	0.0	x	0.0	=	0.0
					87.7

Pie chart values: 19.5, 24.5, 23.2, 18.3, 14.4

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

Performance Index Trend

Bar chart values: 95.6 (2013), 99.5 (2014), 95.9 (2015), 90.2 (2016), 87.7 (2017)

Legend:
- Limited Performance Index Points
- Basic Performance Index Points
- Proficient Performance Index Points
- Accelerated Performance Index Points
- Advanced Performance Index Points

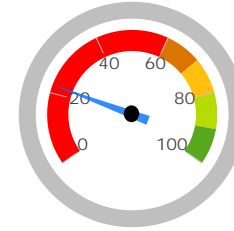
IRN: 016147

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. The passage rate for each indicator is 80%.

Indicators Met %

22.2%

2 out of 9

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

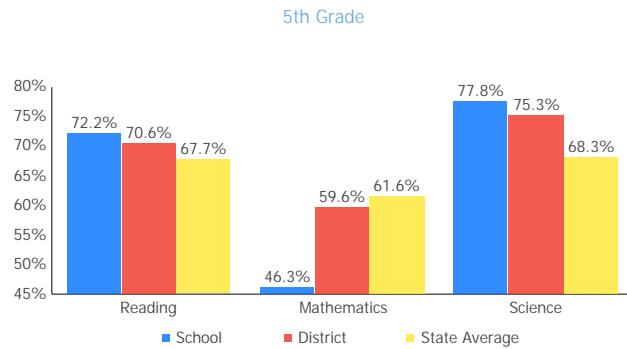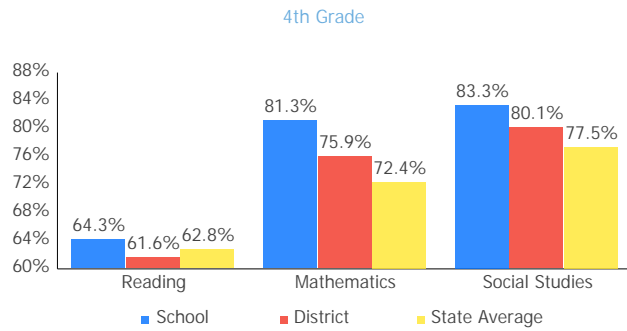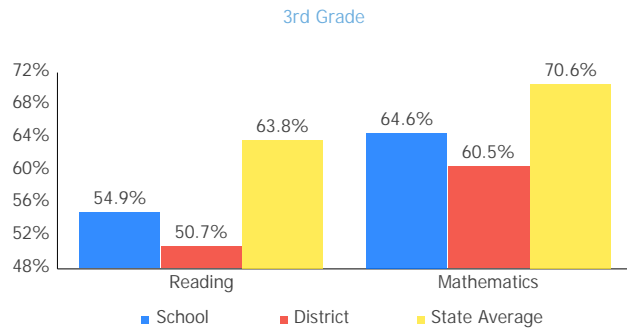|			
3rd Grade	English Language Arts	54.9%	✘
	Mathematics	64.6%	✘
4th Grade	English Language Arts	64.3%	✘
	Mathematics	81.3%	✔
	Social Studies	83.3%	✔
5th Grade	English Language Arts	72.2%	✘
	Mathematics	46.3%	✘
	Science	77.8%	✘

Grades 6-8

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

High School

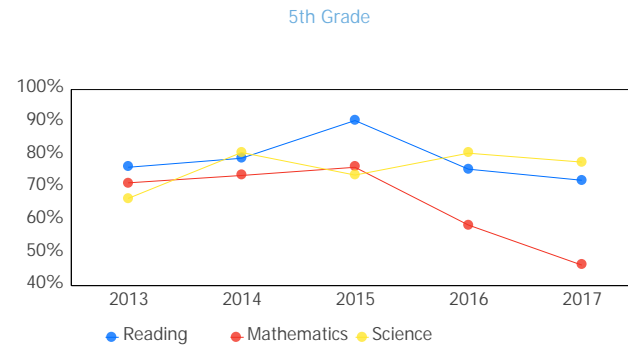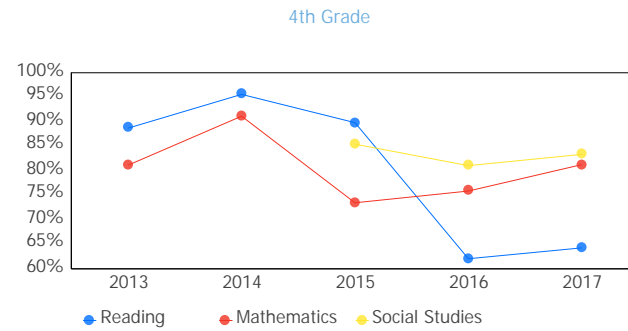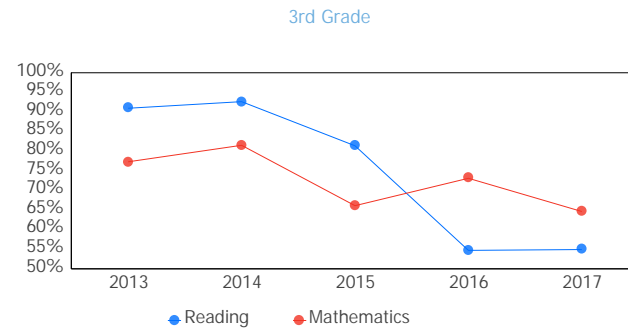This school does not have enough Ohio Graduation Test results to display this table.

GIFTED INDICATOR ✘

Achievement Levels by Grade

3rd Grade

	Reading	Mathematics
School	54.9%	64.6%
District	50.7%	60.5%
State Average	63.8%	70.6%

4th Grade

	Reading	Mathematics	Social Studies
School	64.3%	81.3%	83.3%
District	61.6%	75.9%	80.1%
State Average	62.8%	72.4%	77.5%

5th Grade

	Reading	Mathematics	Science
School	72.2%	46.3%	77.8%
District	70.6%	59.6%	75.3%
State Average	67.7%	61.6%	68.3%

6th Grade

Proficient Percent Trend by Grade

3rd Grade

(Line chart: Reading, Mathematics, years 2013–2017)

4th Grade

(Line chart: Reading, Mathematics, Social Studies, years 2013–2017)

5th Grade

(Line chart: Reading, Mathematics, Science, years 2013–2017)

6th 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.

7th Grade

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.

High School

High School

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.

A performance index cannot be calculated for this school because there are not enough students.

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:	NC
Performance Index Met?:	NC

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	38.0
Gifted Inputs Met?:	Not Met

Points are earned based on identification and services provided to gifted students. Schools must earn 80 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.

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.
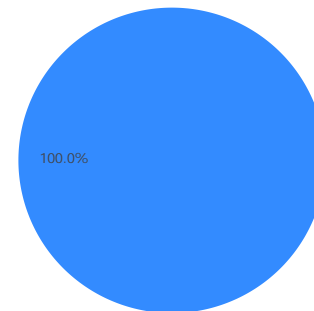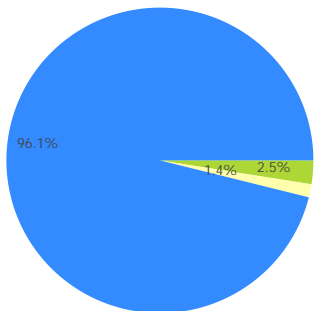
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking

96.1%   1.4%   2.5%

99.6%   0.4%
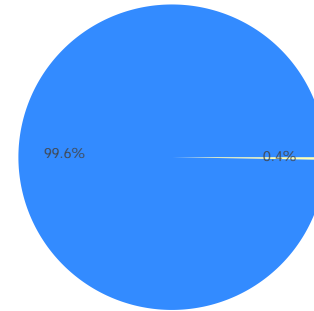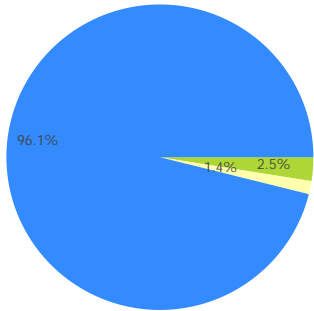
Disadvantaged Students

Minority Students

96.1%   1.4%   2.5%

100.0%

- Receiving Gifted Services
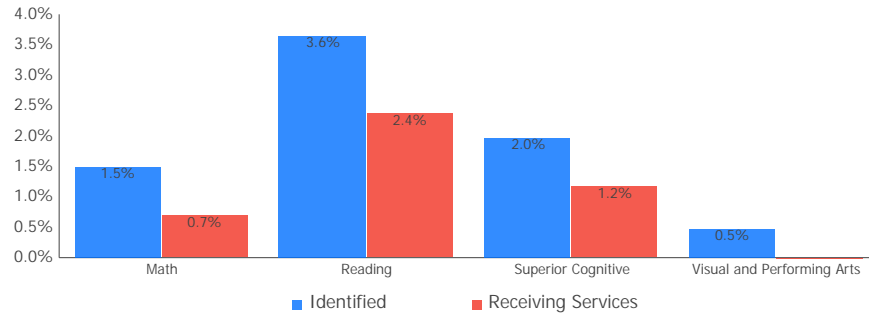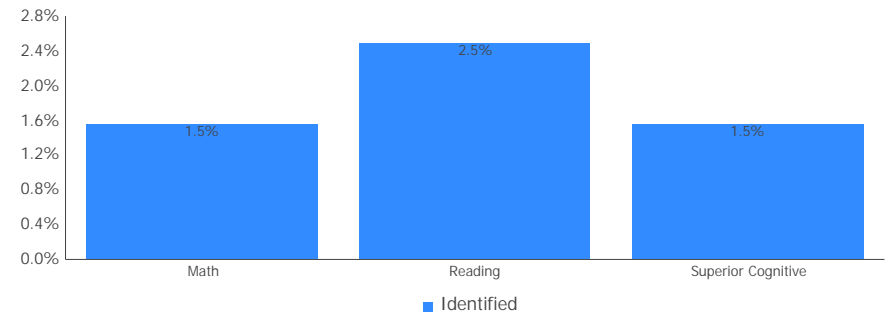- Identified as Gifted, but not receiving services
- Not Identified as Gifted

Identification and Receiving Services

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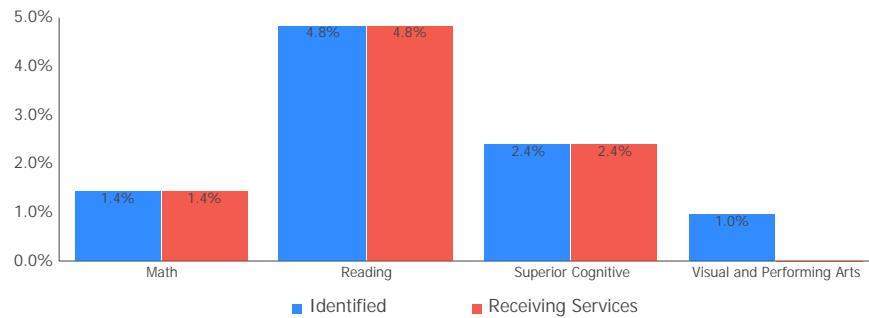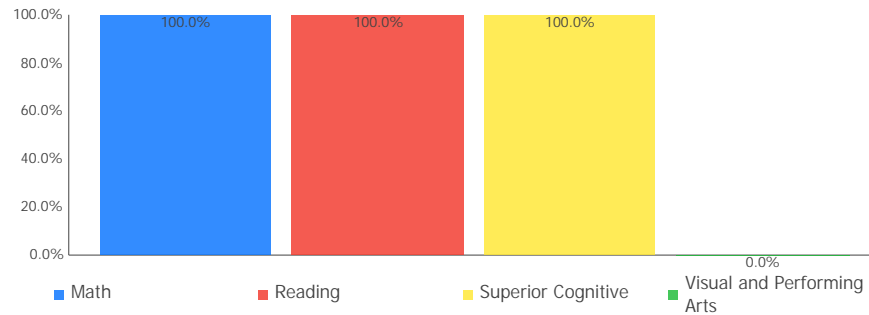
All Grades

Grades K-3
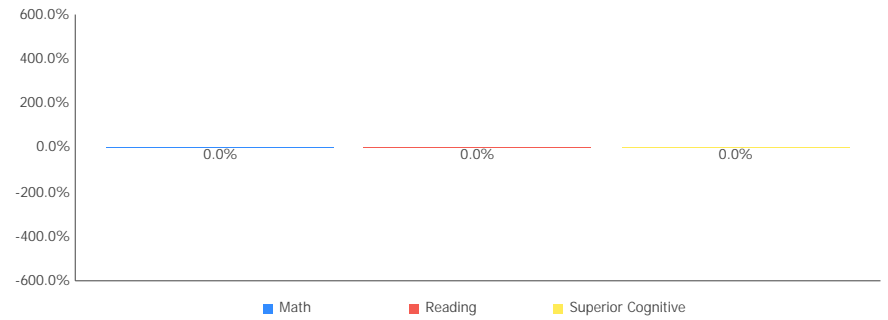
Grades 4-8

Grades 9-12

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

2016 - 2017 Report Card for Carlin Elementary School

Identified and Receiving Services

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

All Grades

100.0% — Math
100.0% — Reading
100.0% — Superior Cognitive
0.0% — Visual and Performing Arts

Grades K-3

0.0% — Math
0.0% — Reading
0.0% — Superior Cognitive

Grades 4-8

100.0% — Math
100.0% — Reading
100.0% — Superior Cognitive
0.0% — Visual and Performing Arts

Grades 9-12

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

Progress

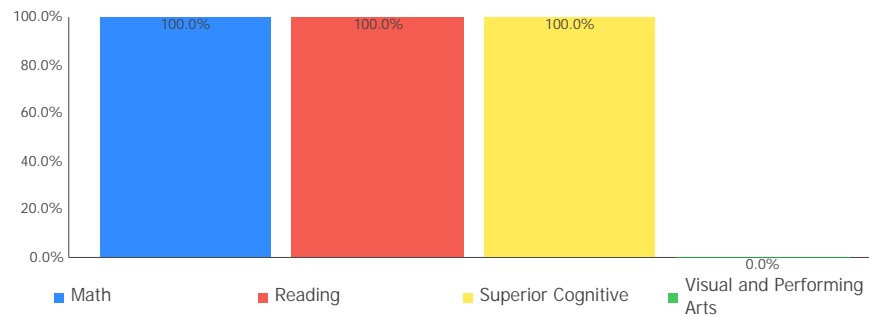The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

D

GRADE

F

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

C

Gifted Students

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

GRADE

F

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

F

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	[yellow]	[red]	[light green]	[red]
4th Grade	Dark Green	[yellow]	[white]	[light green]
5th Grade	[red]	[red]	[light green]	[red]

High School English Language Arts Value Added data is not available for this school

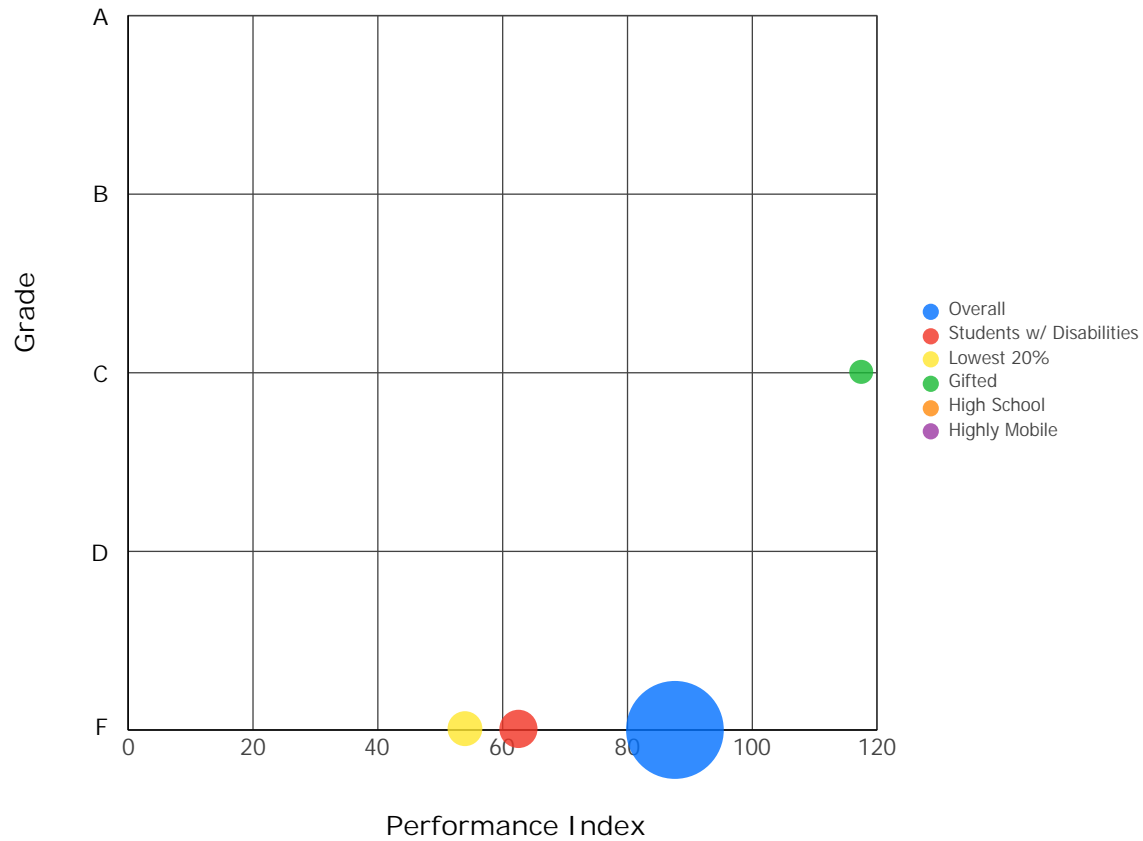### High School Math Value Added data is not available for this school

What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

Color	Description
Dark Green	Students made more progress than expected – significant evidence
[light green]	Students made more progress than expected – moderate evidence
[yellow]	Students made progress similar to the statewide expectation – evidence
[orange]	Students made less progress than expected – moderate evidence
[red]	Students made less progress than expected – significant evidence

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

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

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.
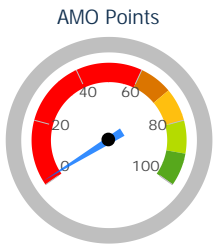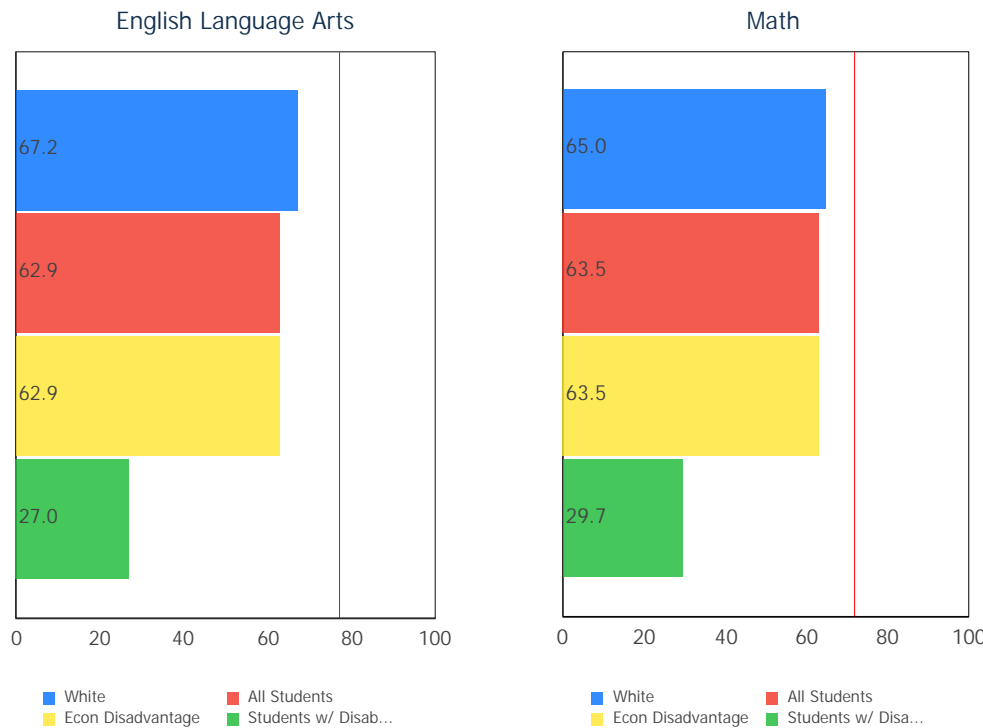
COMPONENT GRADE

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.

AMO Points

1.3%

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%

English Language Arts

White	67.2
All Students	62.9
Econ Disadvantage	62.9
Students w/ Disab...	27.0

■ White   ■ All Students
■ Econ Disadvantage   ■ Students w/ Disab...

Math

White	65.0
All Students	63.5
Econ Disadvantage	63.5
Students w/ Disa...	29.7

■ White   ■ All Students
■ Econ Disadvantage   ■ Students w/ Disa...

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 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. 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

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.
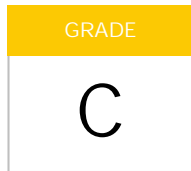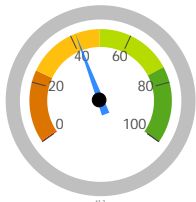
K-3 Literacy

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

GRADE

C

K-3 Literacy Improvement

41.7%

A = 74.7 - 100.0%
B = 49.3 - 74.6%
C = 23.9 - 49.2%
D = -1.5 - 23.8%
F = <= -1.6%

In Your School...

20 Students Moved to On Track - 0 RIMP Deductions

48 Students Started Off Track

= 41.7%

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

58.3%	41.7%

■ Remained Off Track ■ Moved to On Track

Details of Measure

Year 1

Year 2

Year 3

Year 4

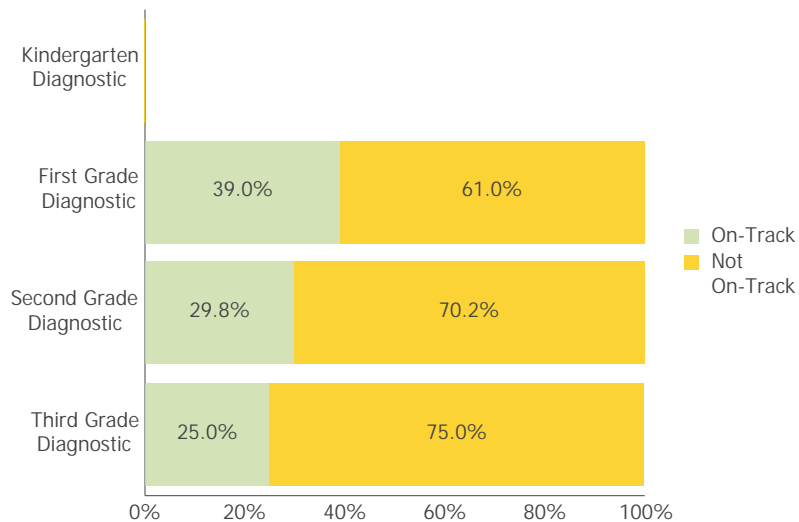| 58.3%	41.7%

58.3%	41.7%

■ Remained Off Track ■ Moved to On Track

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 2016-2017.

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?	98.4%
How many third graders scored proficient on the state Reading test?	54.9%

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

This data cannot be shown because there are not enough students in the graduating class of 2016 to evaluate.

How Prepared were Your 2015 and 2016 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

This data cannot be shown because there are not enough students in the graduating class of 2016 to evaluate.

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

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 2014 Graduating Class Entered College within Two Years?	NC	This graph is not displayed because the result is Not Calculated.
What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School?	NC	This graph is not displayed because the result is Not Calculated.

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.

Principal: Robert J. Mittiga
Address: 531 Washington Ave
Ravenna OH 44266-2440

Phone: (330) 296-6622

Directory information current as of the 2016-2017 Report Card publication date.

Your School's Students
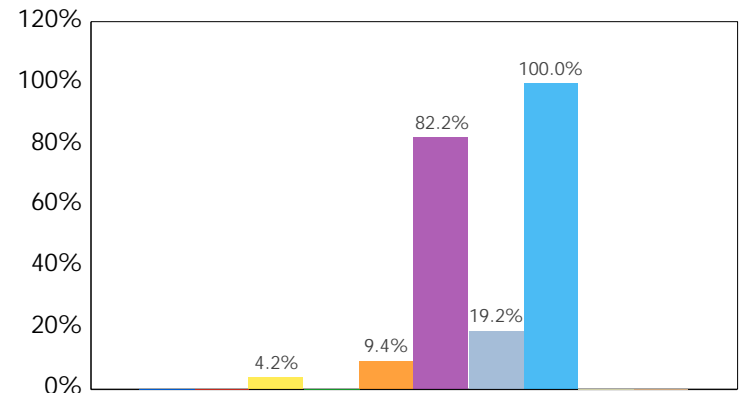
Average Daily Enrollment:

261

Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	11	4.2%
Hispanic	NC	
Multiracial	24	9.4%
White, Non-Hispanic	214	82.2%
Students with Disabilities	50	19.2%
Economically Disadvantaged	261	100.0%
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.
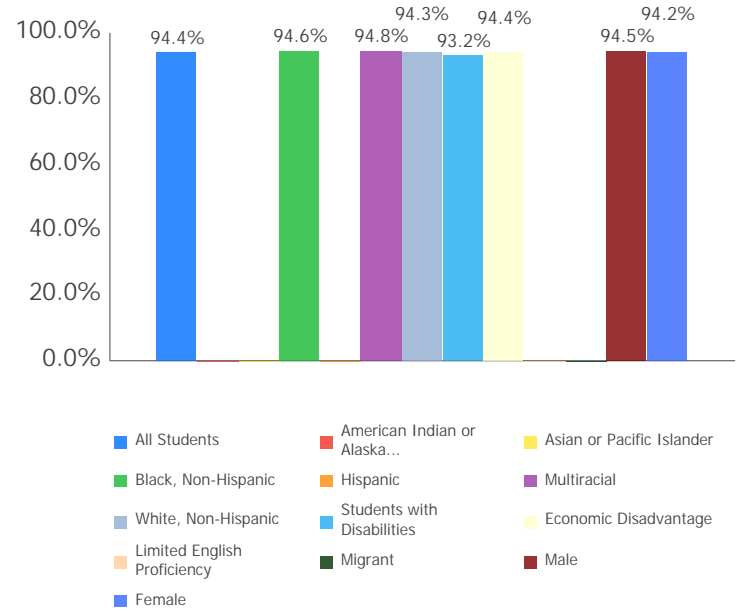
Attendance Rate

Chronic Absenteeism Rate:

13.3%

All Students	94.4%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	94.6%
Hispanic	NC
Multiracial	94.8%
White, Non-Hispanic	94.3%
Students with Disabilities	93.2%
Economic Disadvantage	94.4%
Limited English Proficiency	NC
Migrant	NC
Male	94.5%
Female	94.2%

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	0.4%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	0.0%
Hispanic	NC
Multiracial	0.0%
White, Non-Hispanic	0.4%
Students with Disabilities	0.0%
Economically Disadvantaged	0.4%
Limited English Proficiency	NC
Migrant	NC

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

Legend:
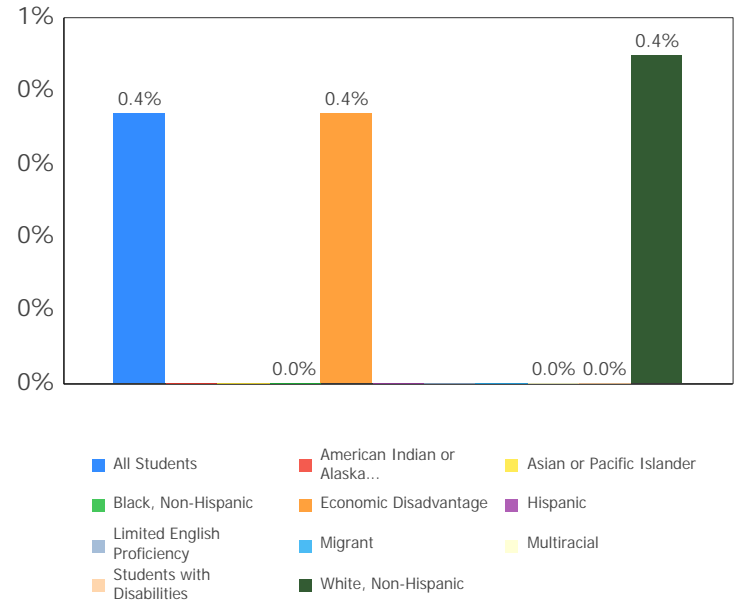- All Students
- American Indian or Alaska...
- Asian or Pacific Islander
- Black, Non-Hispanic
- Economic Disadvantage
- Hispanic
- Limited English Proficiency
- Migrant
- Multiracial
- Students with Disabilities
- White, Non-Hispanic

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 School's Teachers

| Your School's Poverty Status: High	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	--
Percentage of teachers with at least a Master's Degree	65.9	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	--
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--
Lead or Senior Teachers:	0.0	0.0

Number of Teachers by Program Area

	#	State Avg per 1000 Students
General Education Teachers	13.4	46.8
Career-Technical Teachers	0.0	2.3
Special Education Teachers	3.0	10.9
Teacher Aides	0.0	7.3
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	1.8	3.0
Music Teachers	0.4	2.5
Physical Education Teachers	0.0	2.8
ELL Specialists	0.0	0.3

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

Teacher Evaluations

44.4%

5.6%

50.0%
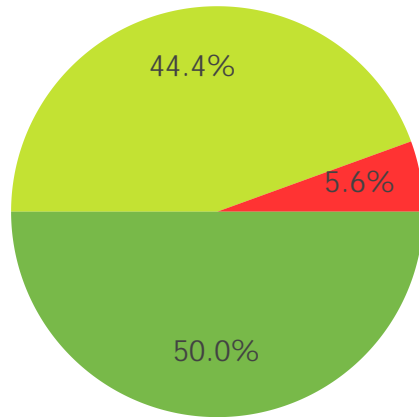
- ■ Accomplished ■ Skilled ■ Developing
- ■ Ineffective ■ Not Complete

Wellness and Physical Education

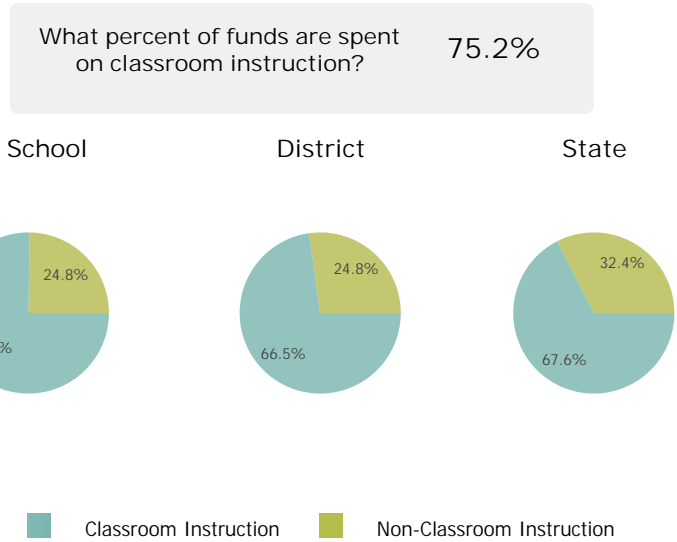| The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	Elected to administer BMI screening	Participation in Physical Activity Pilot Program
Moderate Success	✘	✘

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?	75.2%

School	District	State
24.8%	24.8%	32.4%
75.2%	66.5%	67.6%

■ Classroom Instruction   ■ Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	$6,166	$9,149
Classroom Instruction	$4,638	$6,181
Non-Classroom Spending	$1,528	$2,968

School: $4,638 | $1,528
State: $6,181 | $2,968

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