

2016 - 2017 Report Card for Monac Elementary School

SCHOOL GRADE

Coming in
2018



Achievement

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

COMPONENT GRADE

C

Performance Index

76.1%..... C

Indicators Met

25.0%..... F



Progress

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

COMPONENT GRADE

D

Value Added

Overall..... F

Gifted..... F

Students with Disabilities..... C

Lowest 20% in Achievement..... C



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

C

Annual Measurable Objectives

70.2%..... C



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

Graduation Rates

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



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

B

K-3 Literacy Improvement

53.5%..... B



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

Achievement



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

COMPONENT GRADE

C

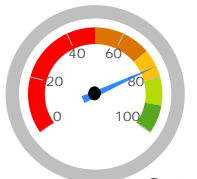
GRADE

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.

Performance Index

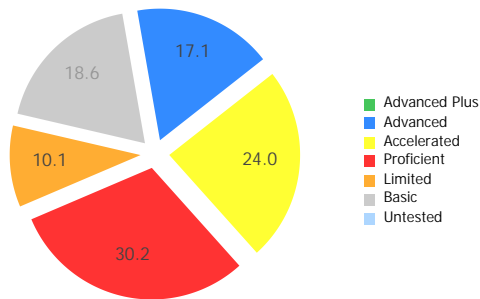


76.1%

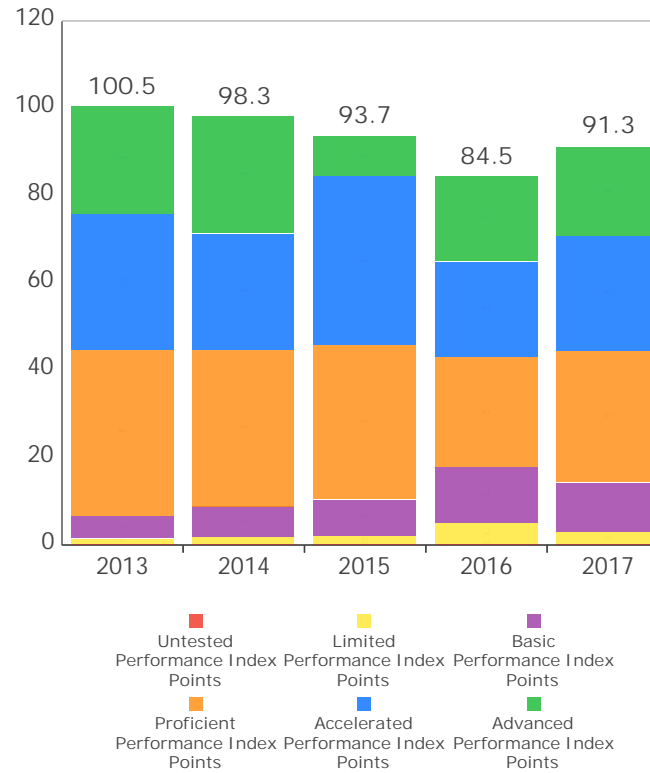
91.3 of a possible 120.0

- 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 | 17.1 | x | 1.2 | = | 20.5 |
| Accelerated | 24.0 | x | 1.1 | = | 26.4 |
| Proficient | 30.2 | x | 1.0 | = | 30.2 |
| Basic | 18.6 | x | 0.6 | = | 11.2 |
| Limited | 10.1 | x | 0.3 | = | 3.0 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | = | 91.3 |



Performance Index Trend



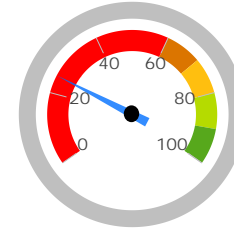
GRADE
F

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 %
25.0%
3 out of 12

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 | 67.1% | ✗ |
| | Mathematics | 74.7% | ✗ |
| 4th Grade | English Language Arts | 67.7% | ✗ |
| | Mathematics | 85.5% | ✓ |
| | Social Studies | 83.9% | ✓ |
| 5th Grade | English Language Arts | 78.3% | ✗ |
| | Mathematics | 60.9% | ✗ |
| | Science | 85.5% | ✓ |

Grades 6-8

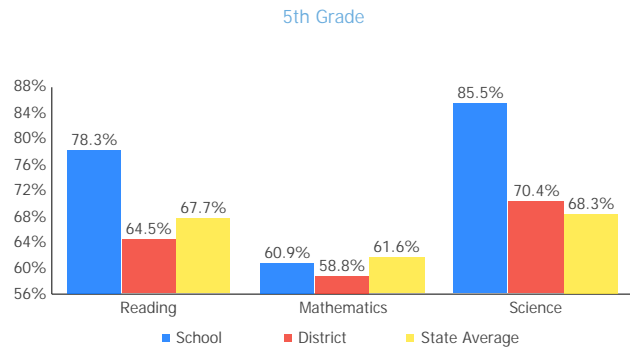
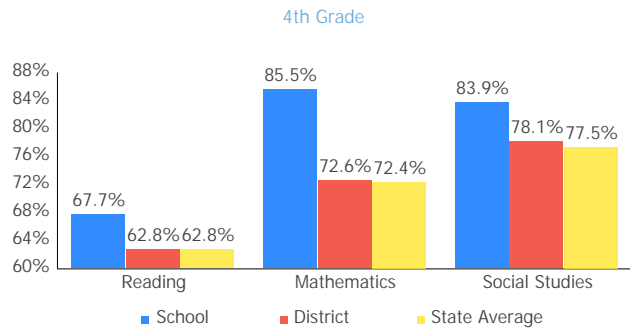
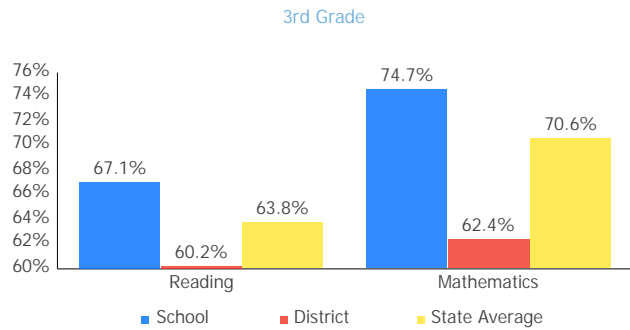
| | | | |
|------------------|-----------------------|-------|---|
| 6th Grade | English Language Arts | 60.6% | ✗ |
| | Mathematics | 43.9% | ✗ |
| | Social Studies | 77.3% | ✗ |

High School

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

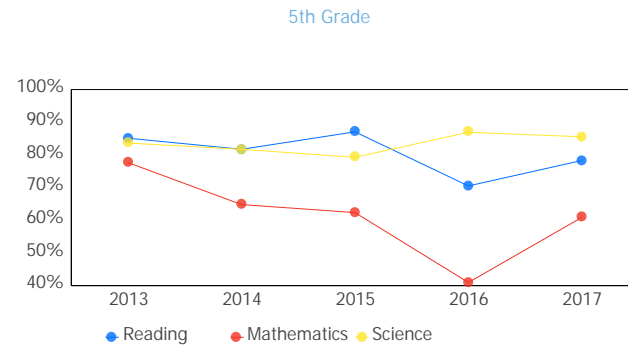
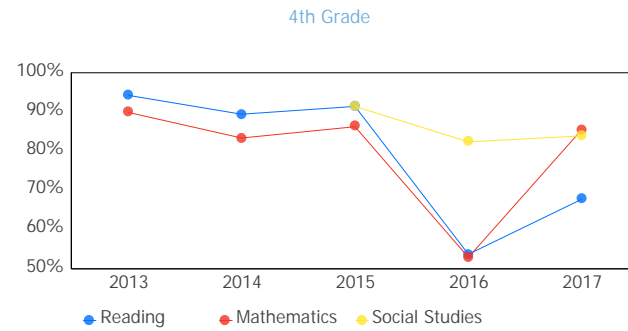
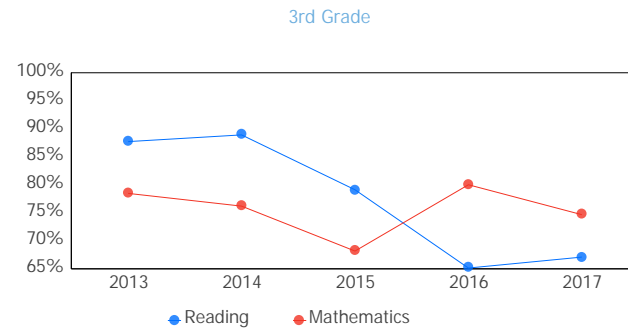
GIFTED INDICATOR ✗

Achievement Levels by Grade



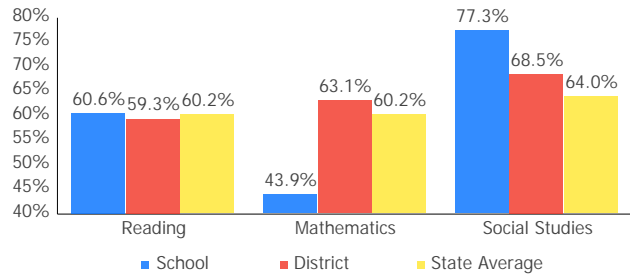
6th Grade

Proficient Percent Trend by Grade

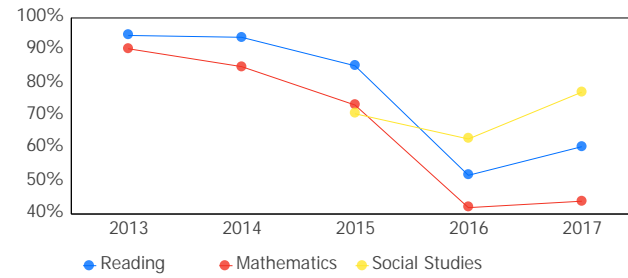


6th Grade

2016 - 2017 Report Card for Monac Elementary School

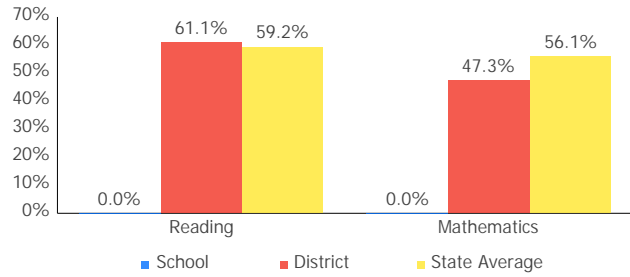


7th Grade



7th Grade

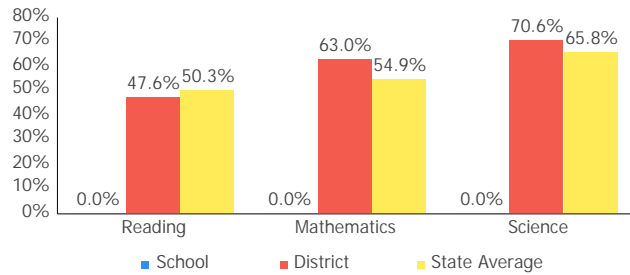
No data returned for this view. This might be because the applied filter excludes all data.



8th Grade

8th Grade

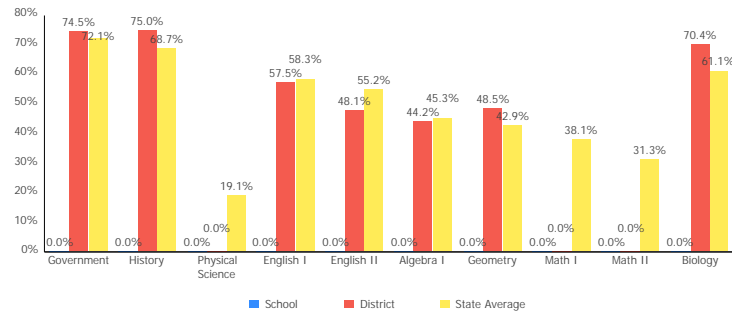
No data returned for this view. This might be because the applied filter excludes all data.



High School

High School

2016 - 2017 Report Card for Monac Elementary School



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: **F**
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: **114.490**
Performance Index Met?: **Not Met**

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: **31.0**
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

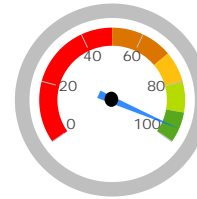
INDICATOR

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.

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.

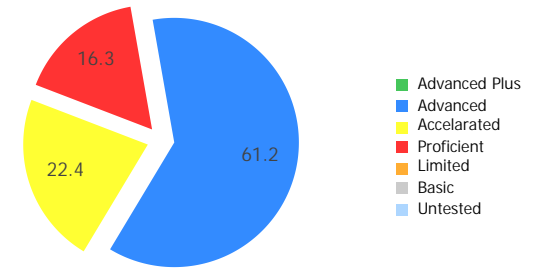


95.4%

114.490 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 | 61.2 | x | 1.2 | = | 73.5 |
| Accelerated | 22.4 | x | 1.1 | = | 24.7 |
| Proficient | 16.3 | x | 1.0 | = | 16.3 |
| Basic | 0.0 | x | 0.6 | = | 0.0 |
| Limited | 0.0 | x | 0.3 | = | 0.0 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | | 114.490 |

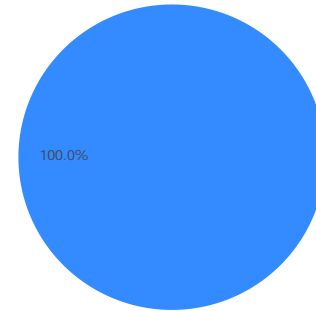
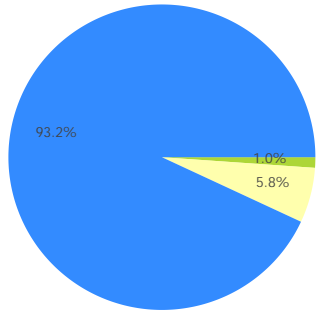


Gifted Indicator

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.

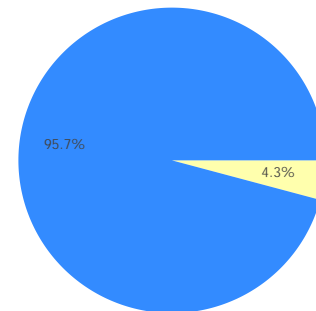
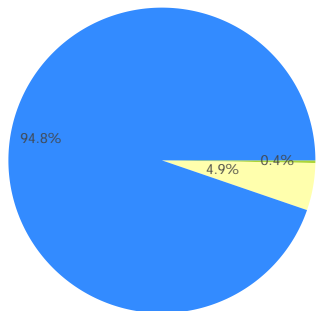
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking



Disadvantaged Students

Minority Students



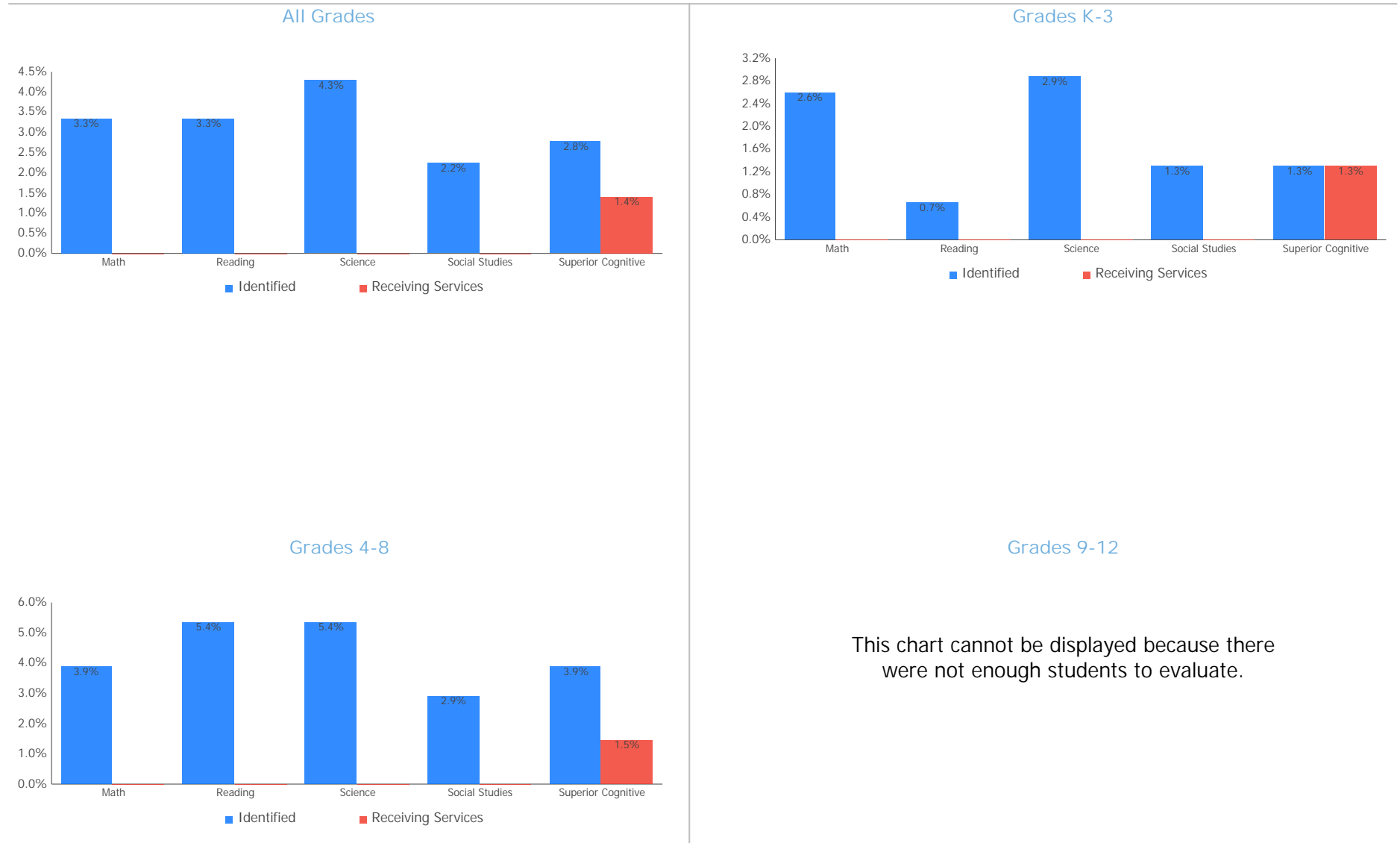
■ Receiving Gifted Services

■ Identified as Gifted, but not receiving services

■ Not Identified as Gifted

Identification and Receiving Services

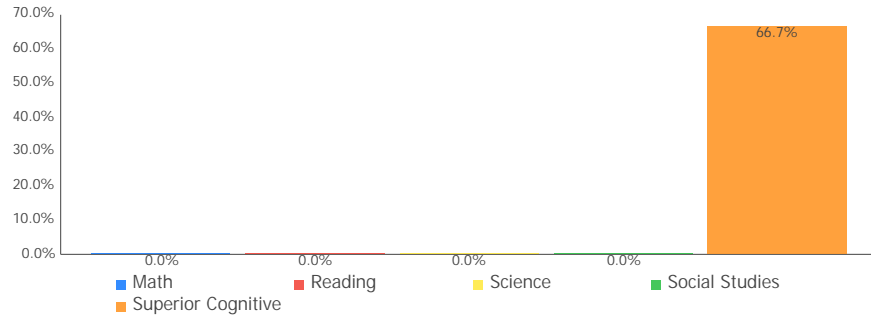
These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.



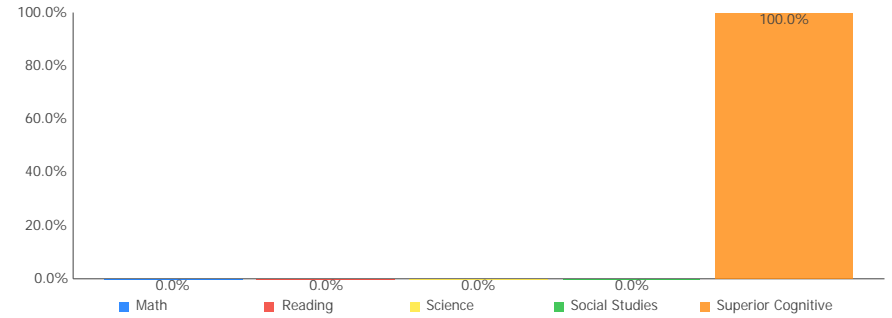
Identified and Receiving Services

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

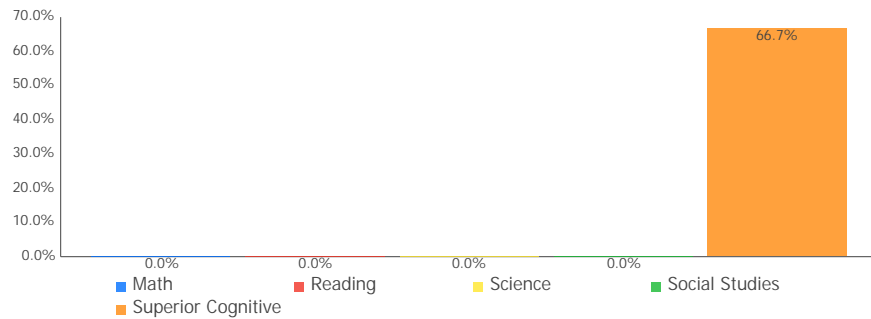
All Grades



Grades K-3



Grades 4-8



Grades 9-12

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

Progress



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 |
|-------|
| F |

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 | Social Studies | Science | All Tests |
| All Grades | | | | Dark Green | |
| 4th Grade | | | | | |
| 5th Grade | | | | Dark Green | Dark Green |
| 6th Grade | | | | | |

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

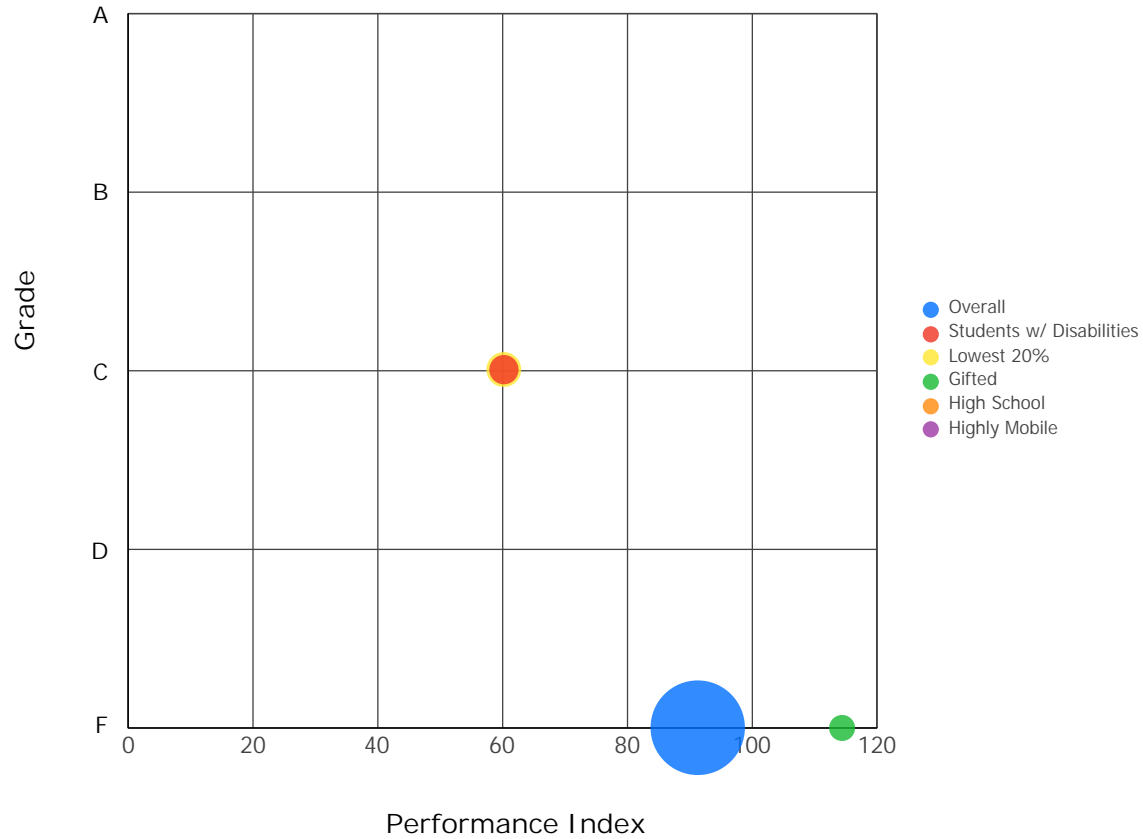
What do the colors mean?

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

- Students made more progress than expected – significant evidence
- Students made more progress than expected – moderate evidence
- Students made progress similar to the statewide expectation – evidence
- Students made less progress than expected – moderate evidence
- 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.



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

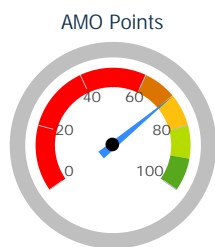
C

GRADE

C

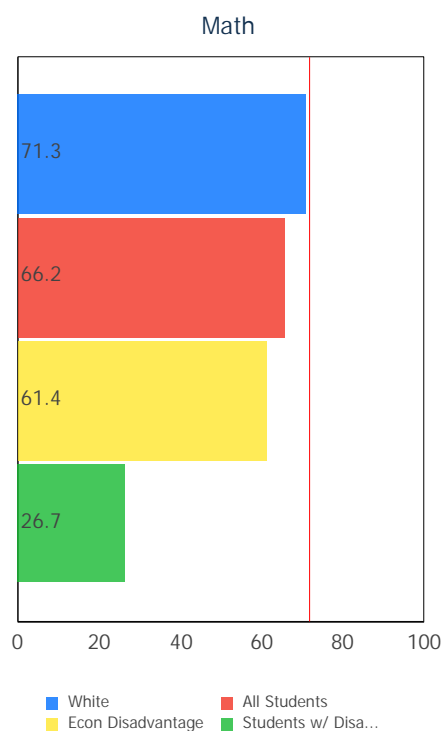
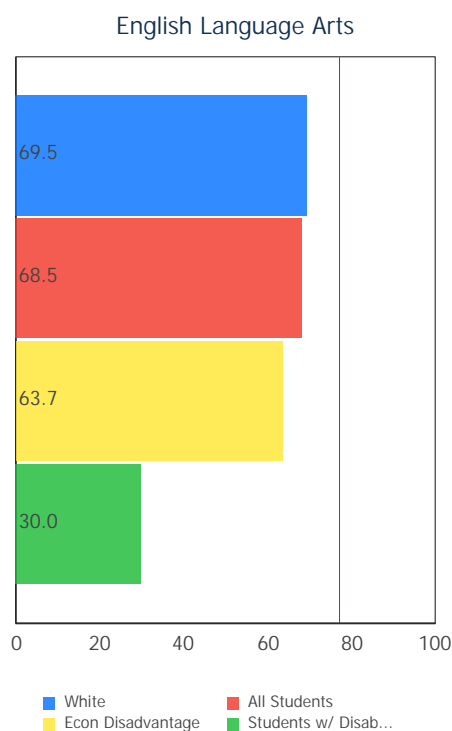
Annual Measurable Objectives

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.



70.2%

- 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.

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.

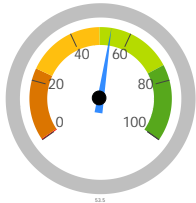
COMPONENT GRADE

B

GRADE

B

K-3 Literacy Improvement



53.5%

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...

47 Students Moved to On Track - 1 RIMP Deductions \div 86 Students Started Off Track

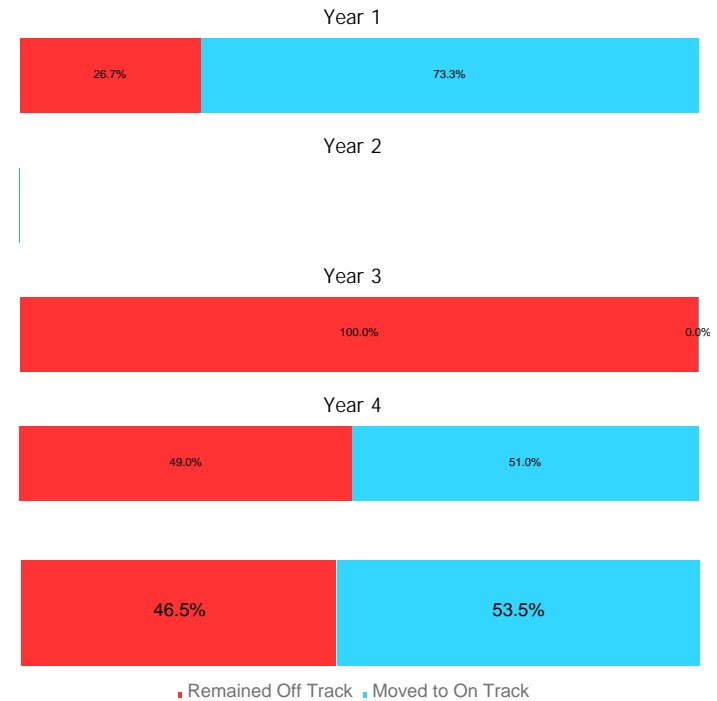
= 53.5%

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.



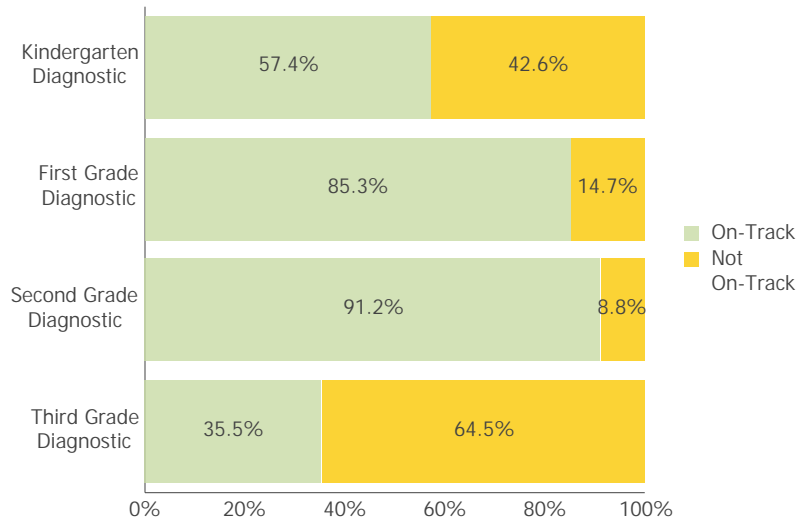
■ Remained Off Track ■ Moved to On Track

Details of Measure



■ 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? **98.6%**

How many third graders scored proficient on the state Reading test? **67.1%**

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: Sean M. Flemmings
 Address: 3845 Clawson Ave
 Toledo OH 43623-3874

Phone: (419) 473-8289

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

Your School's Students

Average Daily Enrollment:

504

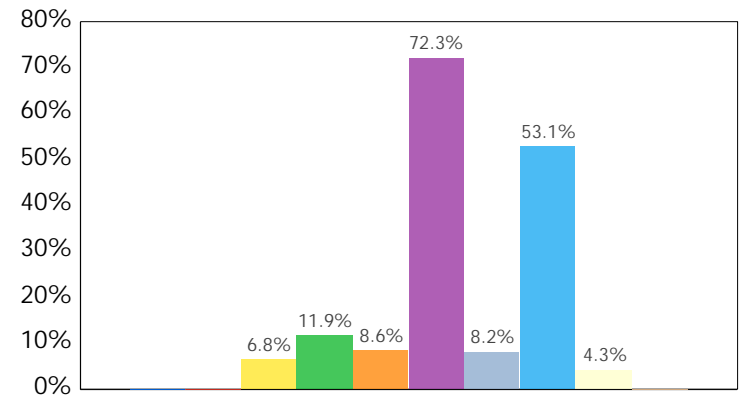
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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Enrollment by Subgroup

| | Enrollment # | Enrollment % |
|-----------------------------|--------------|--------------|
| Am. Indian / Alaskan Native | NC | |
| Asian or Pacific Islander | NC | |
| Black, Non-Hispanic | 34 | 6.8% |
| Hispanic | 60 | 11.9% |
| Multiracial | 44 | 8.6% |
| White, Non-Hispanic | 364 | 72.3% |
| Students with Disabilities | 41 | 8.2% |
| Economically Disadvantaged | 267 | 53.1% |
| Limited English Proficiency | 21 | 4.3% |
| 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 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>.

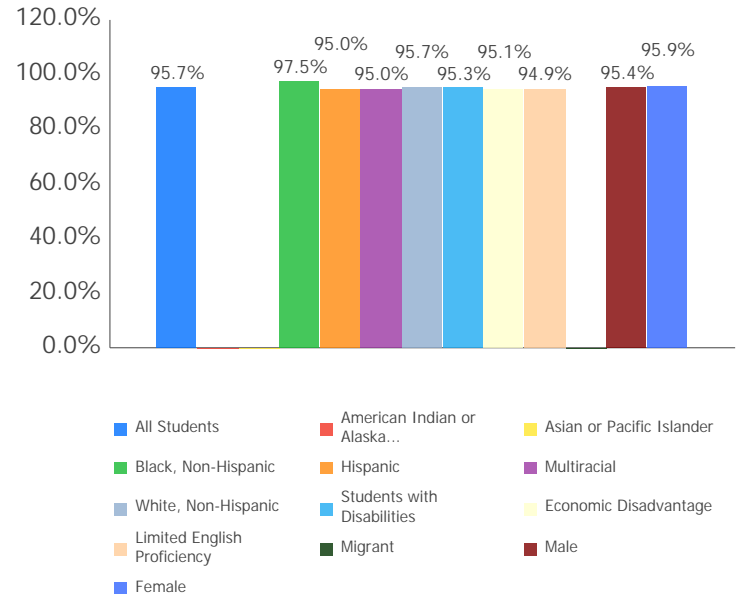
Attendance Rate

Chronic Absenteeism Rate:

7.8%

| | |
|-----------------------------|-------|
| All Students | 95.7% |
| Am. Indian / Alaskan Native | NC |
| Asian or Pacific Islander | NC |
| Black, Non-Hispanic | 97.5% |
| Hispanic | 95.0% |
| Multiracial | 95.0% |
| White, Non-Hispanic | 95.7% |
| Students with Disabilities | 95.3% |
| Economic Disadvantage | 95.1% |
| Limited English Proficiency | 94.9% |
| Migrant | NC |
| Male | 95.4% |
| Female | 95.9% |

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

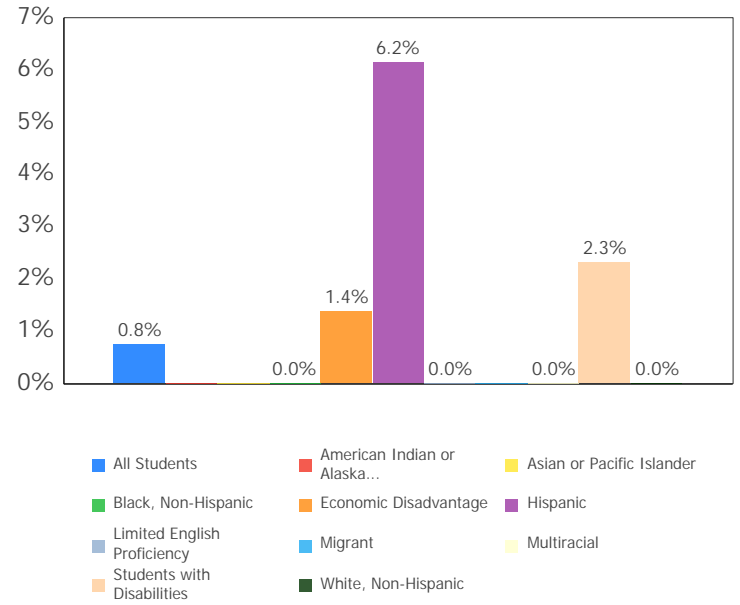


Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

| | Student Mobility % |
|-----------------------------|--------------------|
| All Students | 0.8% |
| Am. Indian / Alaskan Native | NC |
| Asian or Pacific Islander | NC |
| Black, Non-Hispanic | 0.0% |
| Hispanic | 6.2% |
| Multiracial | 0.0% |
| White, Non-Hispanic | 0.0% |
| Students with Disabilities | 2.3% |
| Economically Disadvantaged | 1.4% |
| Limited English Proficiency | 0.0% |
| Migrant | NC |

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



This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

Your School's Teachers

| Your School's Poverty Status: Medium-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 | 71.0 | -- |
| 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 |

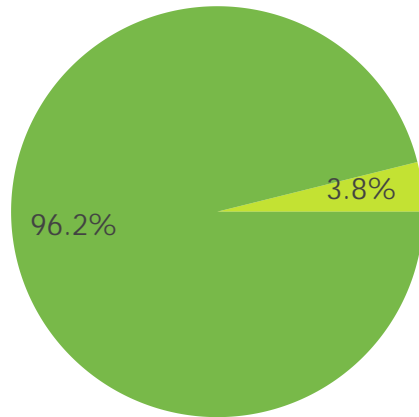
Number of Teachers by Program Area

| | # | State Avg per 1000 Students |
|---------------------------------|------|-----------------------------|
| General Education Teachers | 21.0 | 46.8 |
| Career-Technical Teachers | 0.0 | 2.3 |
| Special Education Teachers | 1.0 | 10.9 |
| Teacher Aides | 1.0 | 7.3 |
| Gifted Intervention Specialists | 0.0 | 0.6 |
| Fine Arts Teachers | 0.8 | 3.0 |
| Music Teachers | 0.9 | 2.5 |
| Physical Education Teachers | 0.8 | 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



- Accomplished
- Skilled
- Developing
- Ineffective
- Not Complete

Wellness and Physical Education

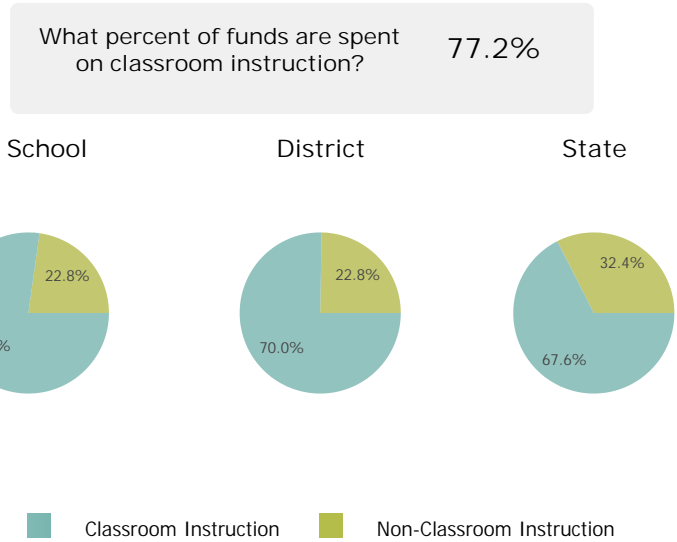
| | | | |
|--|--|-------------------------------------|--|
| The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards | Compliance with the federal requirement for implementing a local wellness policy | Elected to administer BMI screening | Participation in Physical Activity Pilot Program |
| Moderate Success | X | X | X |

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



Spending per Pupil Data

| | School | State |
|------------------------------|---------|---------|
| Operating Spending per Pupil | \$8,535 | \$9,149 |
| Classroom Instruction | \$6,585 | \$6,181 |
| Non-Classroom Spending | \$1,950 | \$2,968 |

