

# 2014 - 2015 Report Card for Northwest Local School District

## DISTRICT GRADE

Coming in  
2018

Graduation and Prepared for Success data subject to change due to local reporting error. Contact district for more information.



### 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  
82.4%..... B

Indicators Met  
94.3%..... A

[2015 Modified Achievement Measure](#)

## COMPONENT GRADE

Coming in  
2016



### Progress

This is your district'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..... D

## 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  
83.3%..... B

[2015 AMO Download File](#)

## 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  
94.1% of students graduated in 4 years..... A

97.5% of students graduated in 5 years..... A

## 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  
25.0%..... F

## 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?

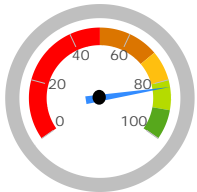
COMPONENT GRADE  
Coming in  
**2016**

GRADE  
**B**

## Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving performance.

### Performance Index

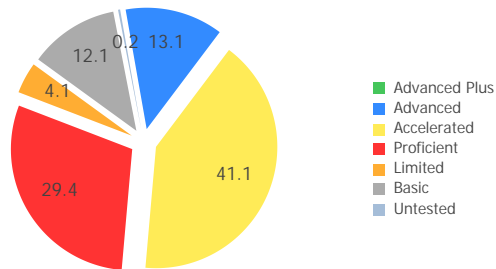


**82.4%**

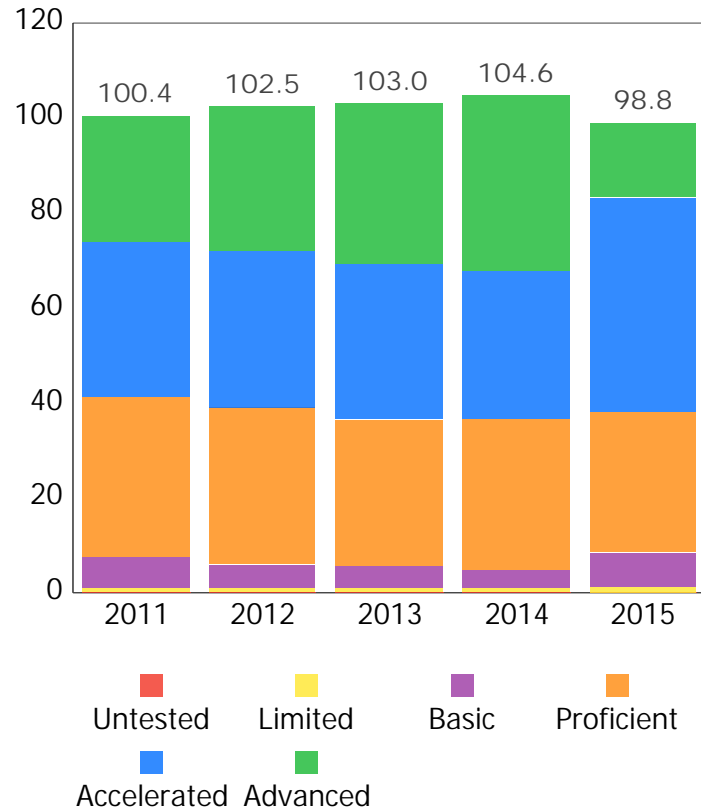
98.8 of a possible 120.0

- 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	13.1	x	1.2	=	15.7
Accelerated	41.1	x	1.1	=	45.2
Proficient	29.4	x	1.0	=	29.4
Basic	12.1	x	0.6	=	7.3
Limited	4.1	x	0.3	=	1.2
Untested	0.2	x	0.0	=	0.0
					<u>98.8</u>



Performance Index Trend



GRADE

**A**

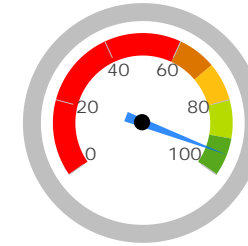
Indicators Met

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 %

**94.3%**  
33 out of 35

- 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

<b>3rd Grade</b>	Mathematics	78.1%	✓
	Reading	85.9%	✓
<b>4th Grade</b>	Mathematics	87.8%	✓
	Reading	69.4%	✓
	Social Studies	89.0%	✓
<b>5th Grade</b>	Mathematics	83.1%	✓
	Reading	79.6%	✓
	Science	86.6%	✓

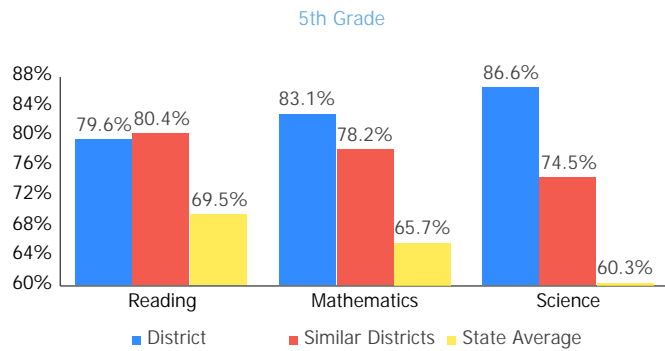
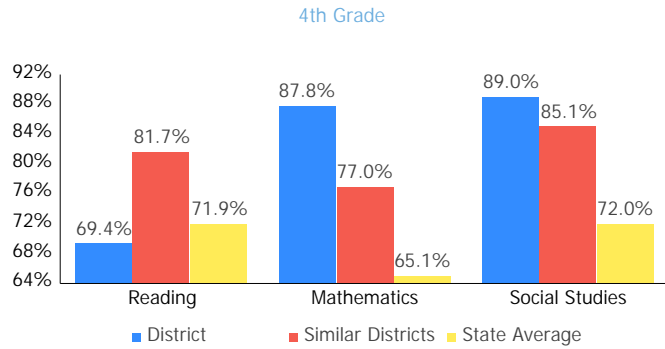
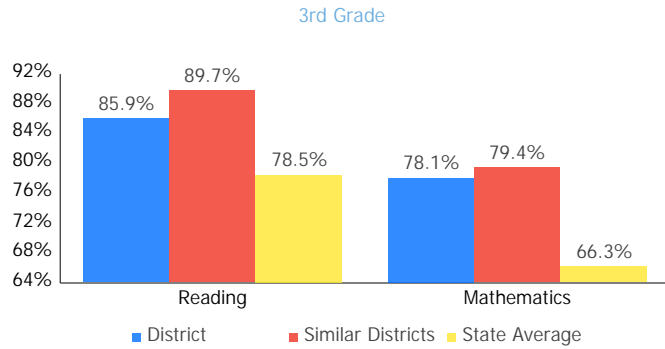
Grades 6-8

<b>6th Grade</b>	Mathematics	83.2%	✓
	Reading	86.4%	✓
	Social Studies	73.6%	✓
<b>7th Grade</b>	Mathematics	79.2%	✓
	Reading	88.7%	✓
<b>8th Grade</b>	Mathematics	88.9%	✓
	Reading	85.6%	✓
	Science	84.1%	✓

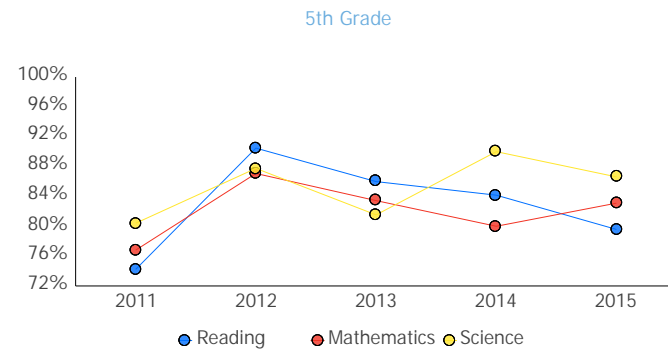
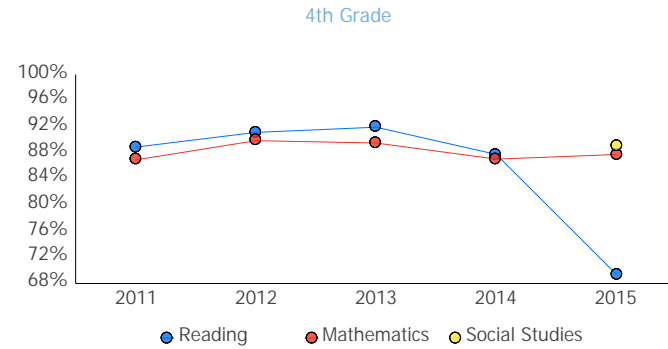
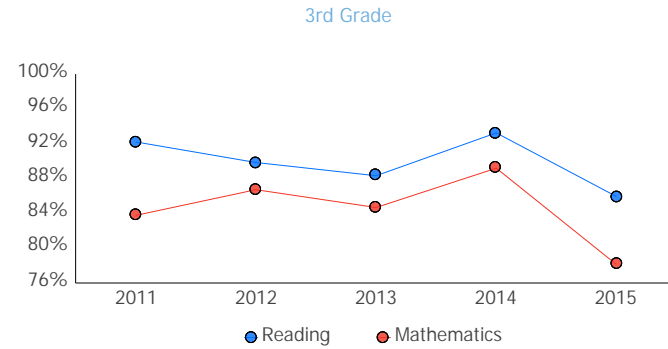
Ohio Graduation Test

<b>OGT, 10th Graders</b>	Mathematics	95.7%	✓
	Reading	92.5%	✓
	Science	88.2%	✓
	Social Studies	93.8%	✓
<b>OGT, 11th Graders</b>	Writing	90.7%	✓
	Mathematics	97.8%	✓
	Reading	96.4%	✓
	Science	93.4%	✓
	Social Studies	94.2%	✓
	Writing	97.1%	✓

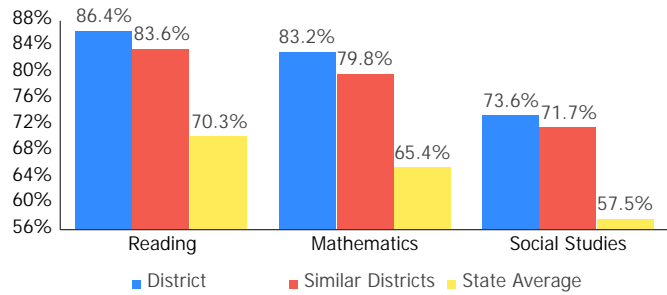
Achievement Levels by Grade



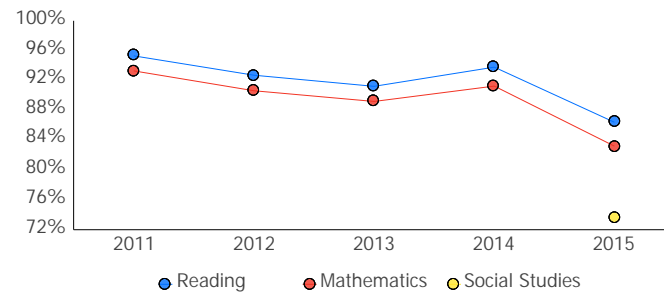
Proficient Percent Trend by Grade



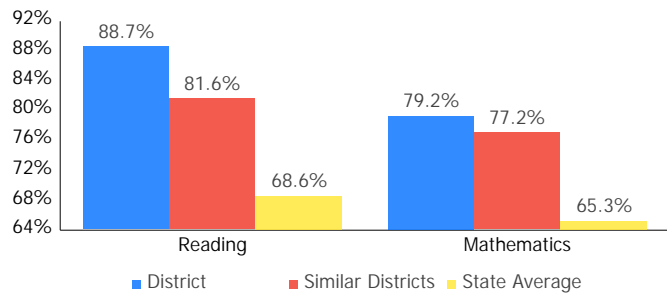
6th Grade



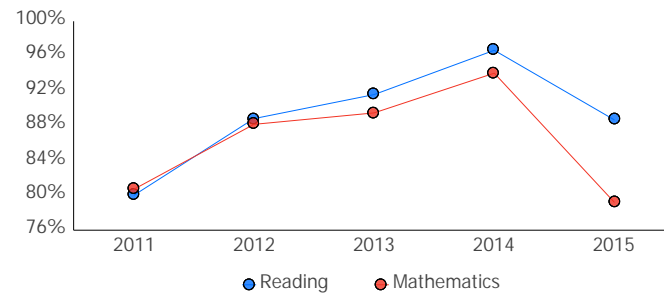
6th Grade



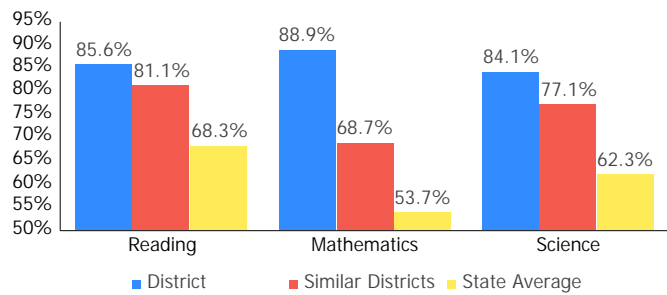
7th Grade



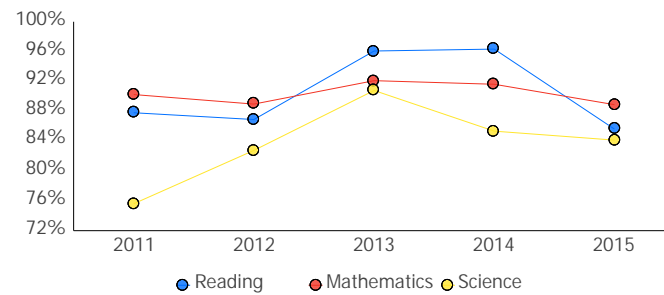
7th Grade



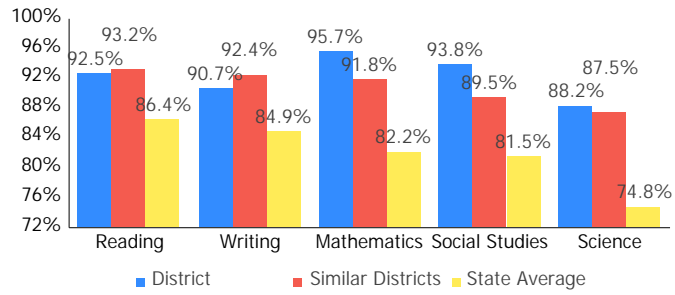
8th Grade



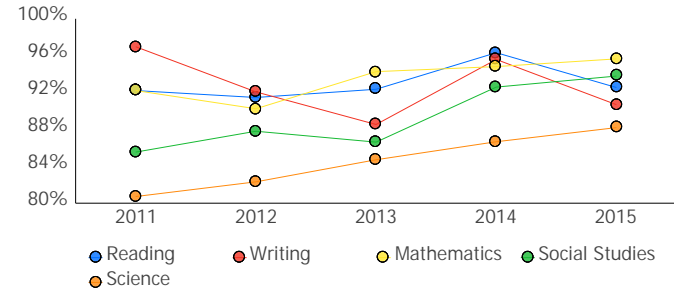
8th Grade



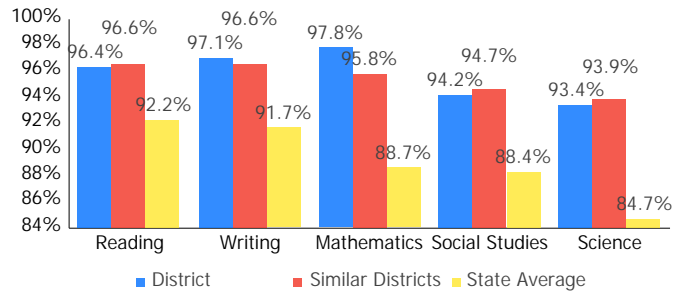
10th Grade OGT



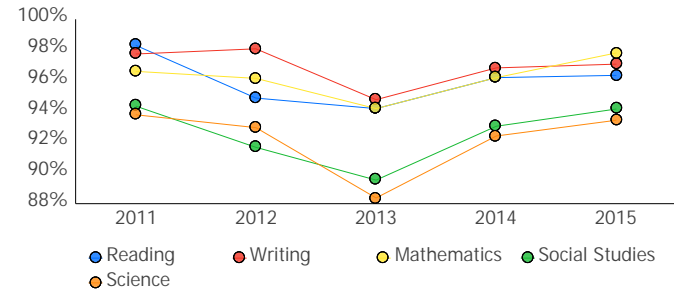
10th Grade OGT



11th Grade Cumulative OGT



11th Grade Cumulative OGT



## 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:	A	Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of "NR" results in Not Met if the district has an ADM of 600 or more.
Enrollment:	1,870	
Value Added Met?:	Met	

#### Gifted Performance Index

Performance Index:	112.6	Districts with at least 10 unique students in the Gifted Performance Index calculation must score 115.0 or better to meet the Gifted Performance Index component.
Performance Index Met?:	Not Met	

#### Gifted Inputs

Total Points:	41.0	Points are earned based on identification and services provided to gifted students. Districts must earn at least 40 points out of a possible 100 to meet the Gifted Inputs component.
Gifted Inputs Met?:	Met	

#### Gifted Indicator Final Result

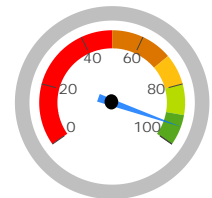
INDICATOR

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.

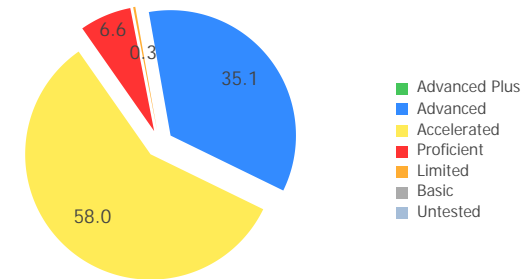


93.8%

112.6 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	35.1	x	1.2	=	42.1
Accelerated	58.0	x	1.1	=	63.8
Proficient	6.6	x	1.0	=	6.6
Basic	0.0	x	0.6	=	0.0
Limited	0.3	x	0.3	=	0.1
Untested	0.0	x	0.0	=	0.0
					<b>112.6</b>

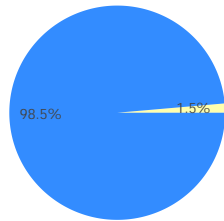


### Gifted Indicator

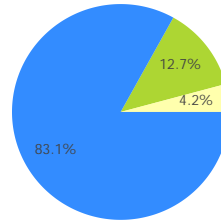
The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

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

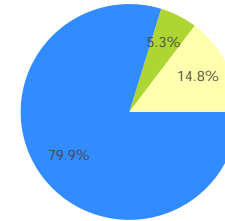
K-3



4-8

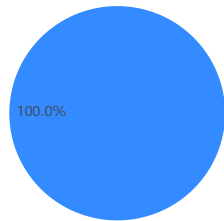


9-12

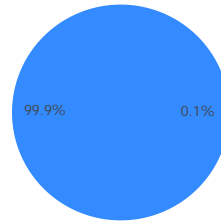


Visual/Performing Arts and Creative Thinking

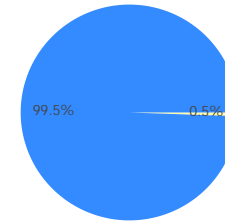
K-3



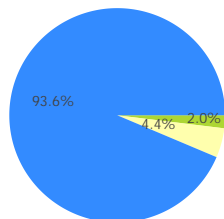
4-8



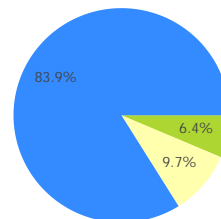
9-12



Disadvantaged Students



Minority Students



Receiving Gifted Services

Identified as Gifted, but not receiving services

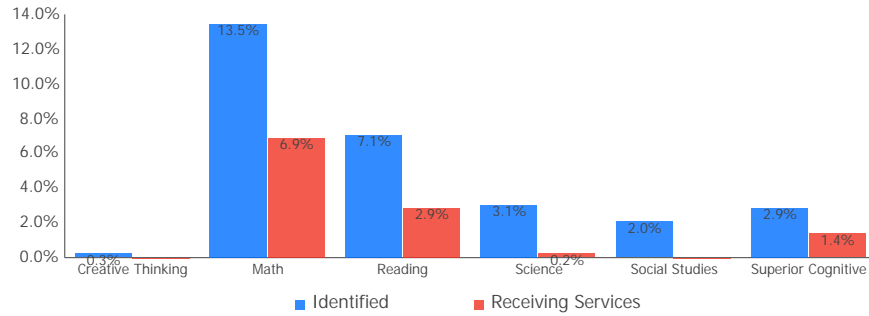
Not Identified as Gifted



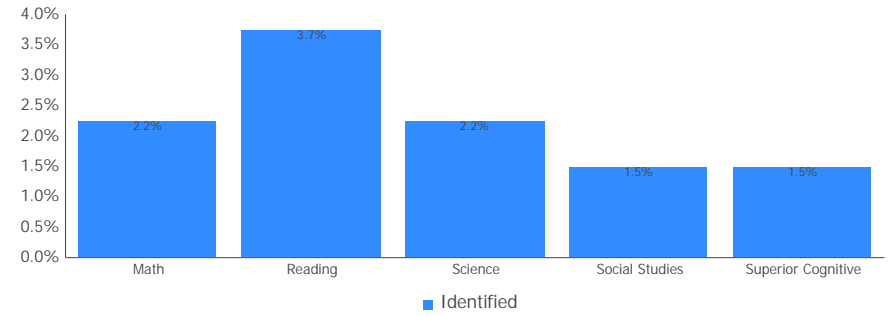
## Identification and Services

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

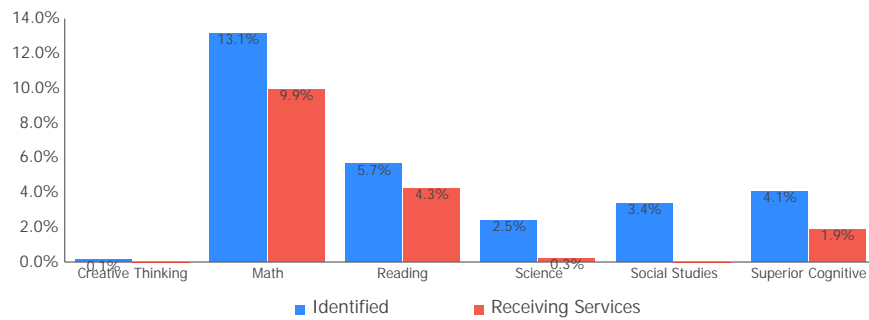
All Grades



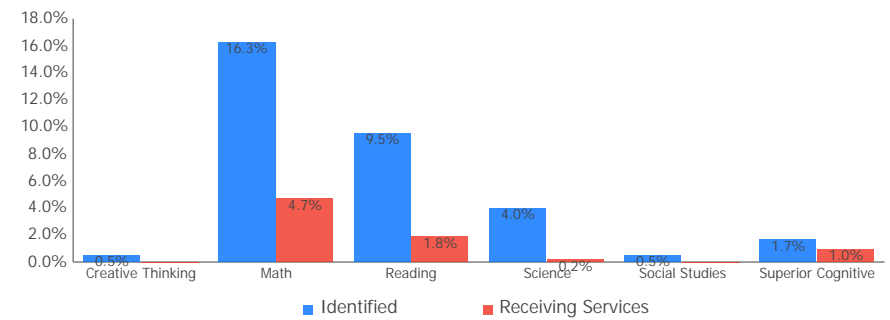
Grades K-3



Grades 4-8



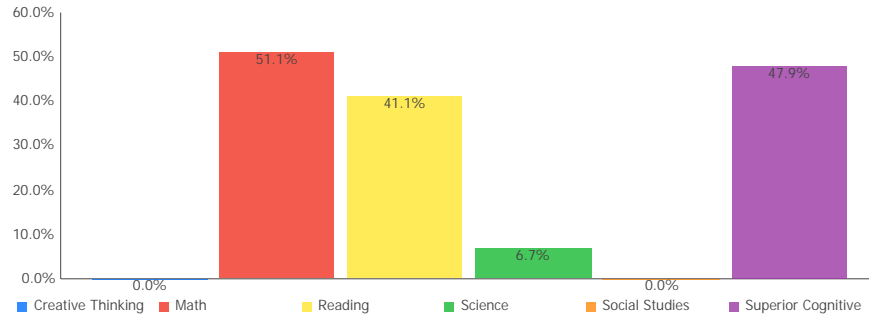
Grades 9-12



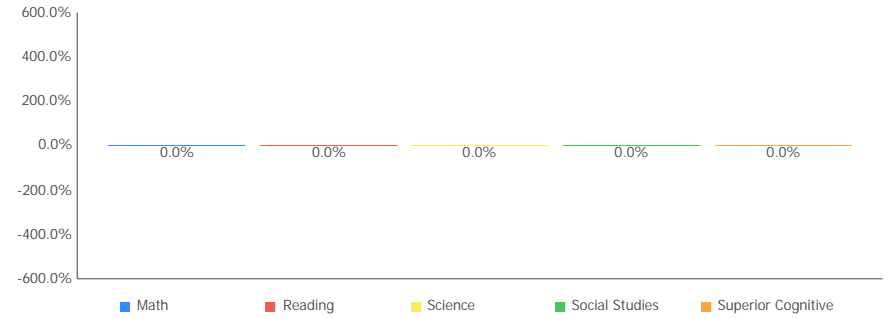
### Identified and Receiving Services

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

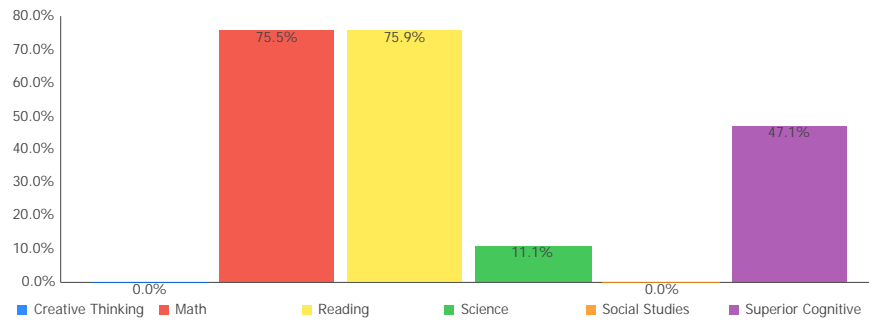
All Grades



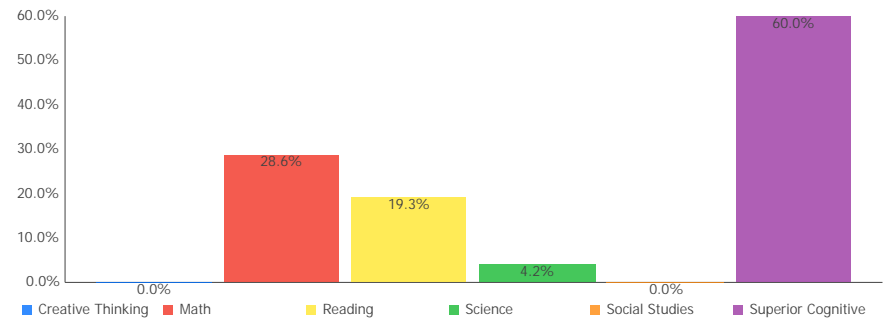
Grades K-3



Grades 4-8

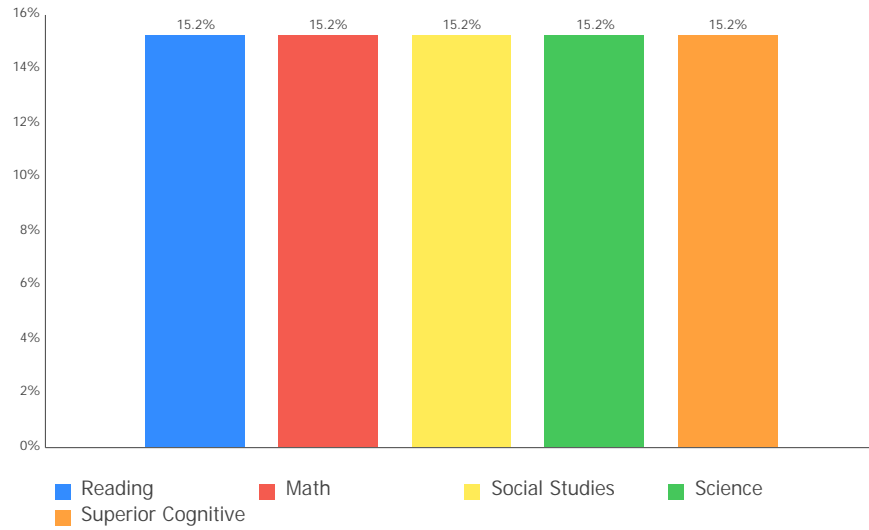


Grades 9-12



### Screening

This chart shows the percentage of students screened for gifted abilities this school year.



### Acceleration

Number of Subject Accelerated Students:

< 10

Number of Whole-Grade Accelerated Students:

0

## Progress



This is your district'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

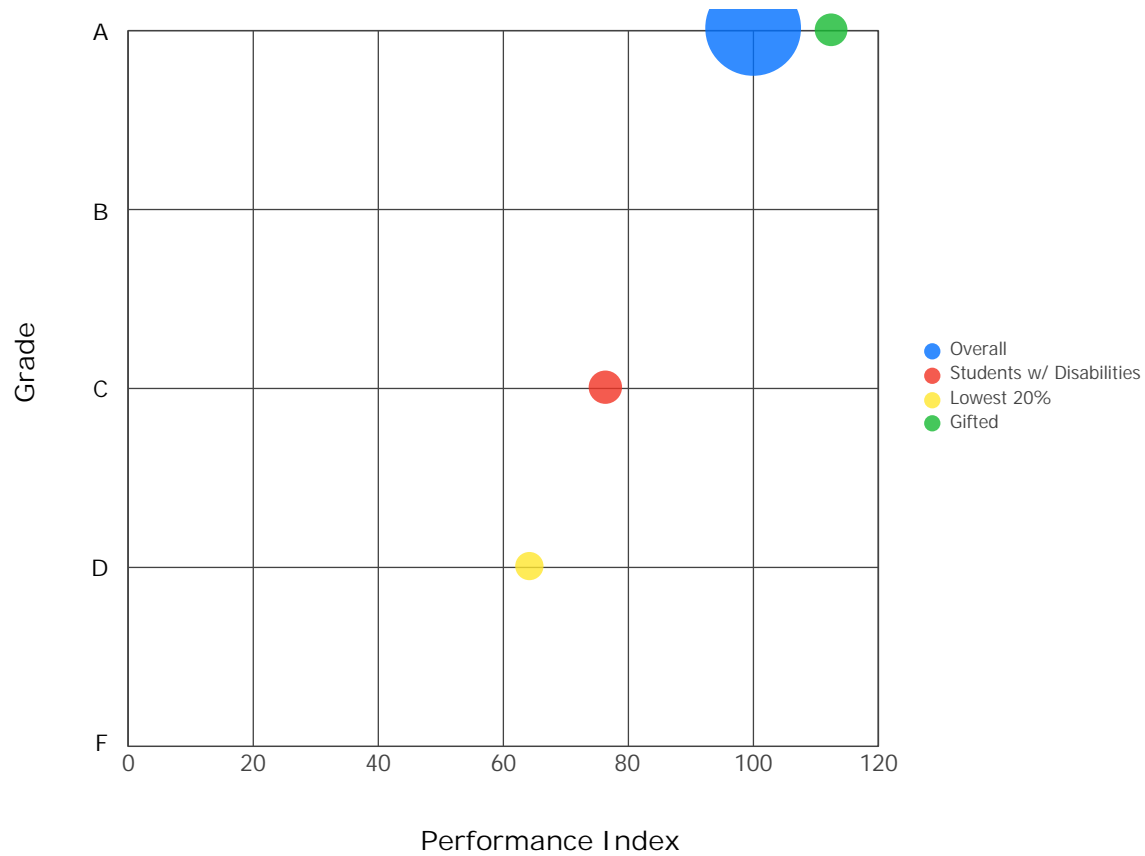
GRADE	<b>Overall</b> This measures the progress for all students in math and reading, grades 4-8.
A	
GRADE	<b>Gifted Students</b> This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.
A	
GRADE	<b>Students in the Lowest 20% in Achievement</b> This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
D	
GRADE	<b>Students with Disabilities</b> This measures the progress for students with disabilities.
C	
GRADE	<b>High School</b> A High School measure of progress will be reported in the 2014-15 school year.
Coming in 2018	

### Progress Details

This table is not currently available. Detailed Value Added scoring data can be found in the Download Data section of the Report Card.

### 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



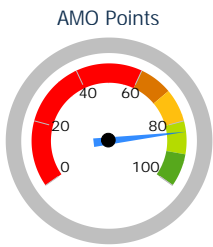
This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

COMPONENT GRADE  
Coming in  
2016

GRADE  
**B**

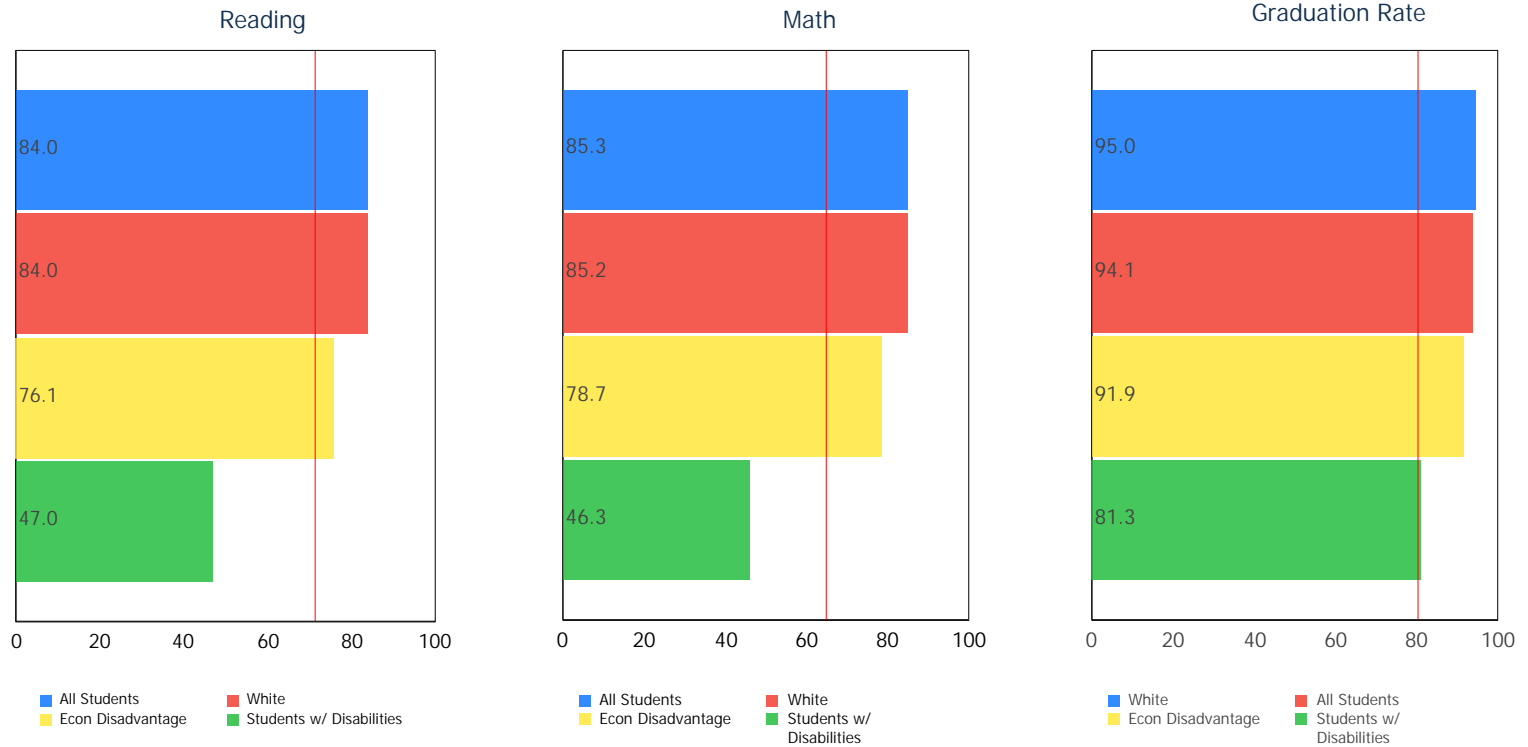
## Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.



83.3%

- 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%



The red line on each graph identifies the Annual Measurable Objective. The 2015 AMO for Reading is 71.3%, for Math is 65.0%, and for Graduation Rate is 80.5%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

## Graduation Rate



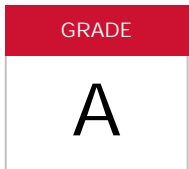
This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in  
2016

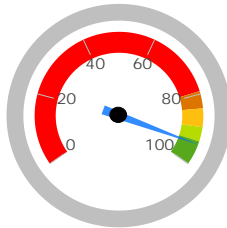
### 4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2014 who graduated within four years, i.e. students who entered the 9th grade in 2011 and graduated by 2014.

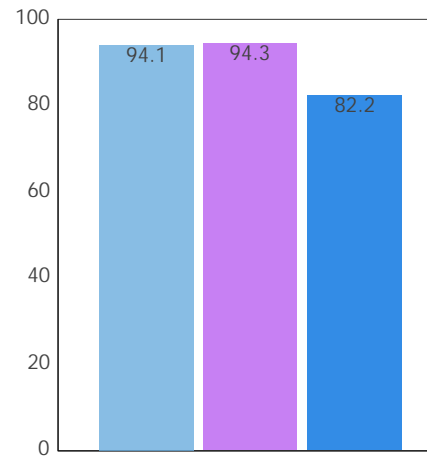


94.1%

A = 93.0 - 100.0%  
B = 89.0 - 92.9%  
C = 84.0 - 88.9%  
D = 79.0 - 83.9%  
F = 0.0 - 78.9%



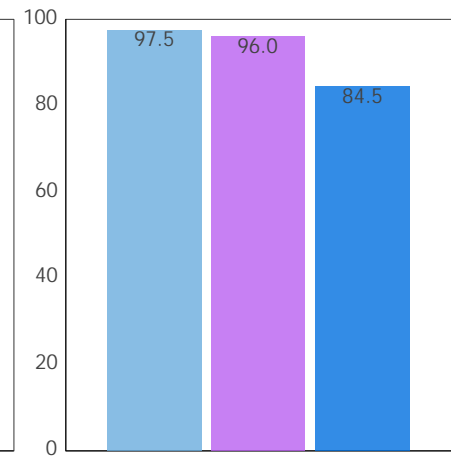
4-Year Rate



District  
State Average

Similar Districts

5-Year Rate

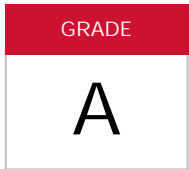


District  
State Average

Similar Districts

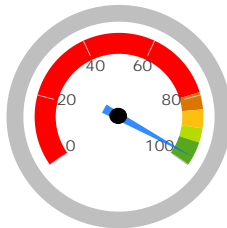
### 5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2013 who graduated within five years, i.e. students who entered the 9th grade in 2010 and graduated by 2014.

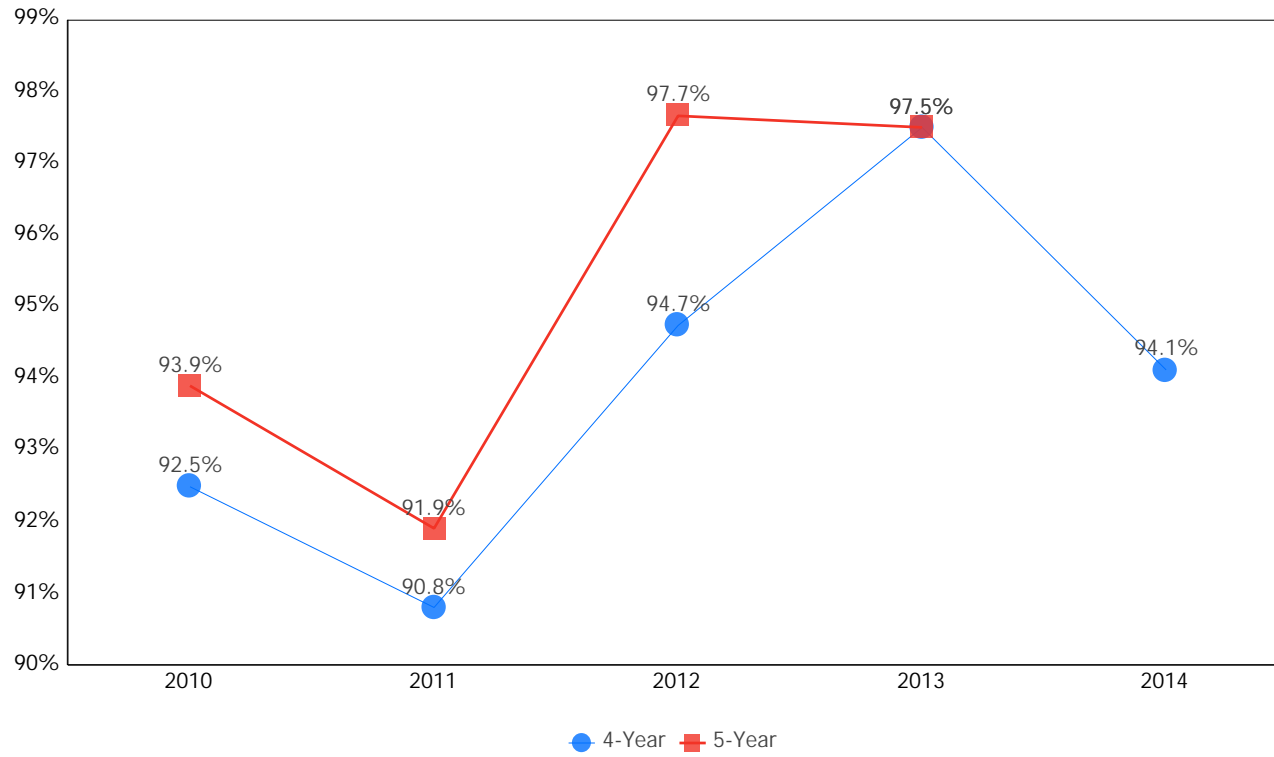


97.5%

A = 95.0 - 100.0%  
B = 90.0 - 94.9%  
C = 85.0 - 89.9%  
D = 80.0 - 84.9%  
F = 0.0 - 79.9%



Graduation Rate Trend



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.



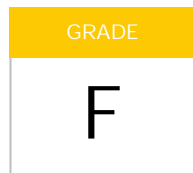
## K-3 Literacy



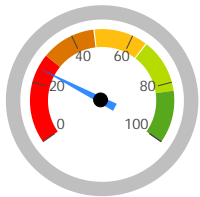
This grade answers the question - Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

Coming in  
2016



K-3 Literacy Improvement



**25.0%**

8 out of 32

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

### In Your District...

< 10 kindergarten students were not on-track last year.

NC of those students improved to on-track in 1st grade.

< 10 first grade students were not on-track last year.

NC of those students improved to on-track in 2nd grade.

< 10 second grade students were not on-track last year.

NC of those students improved to on-track in 3rd grade.

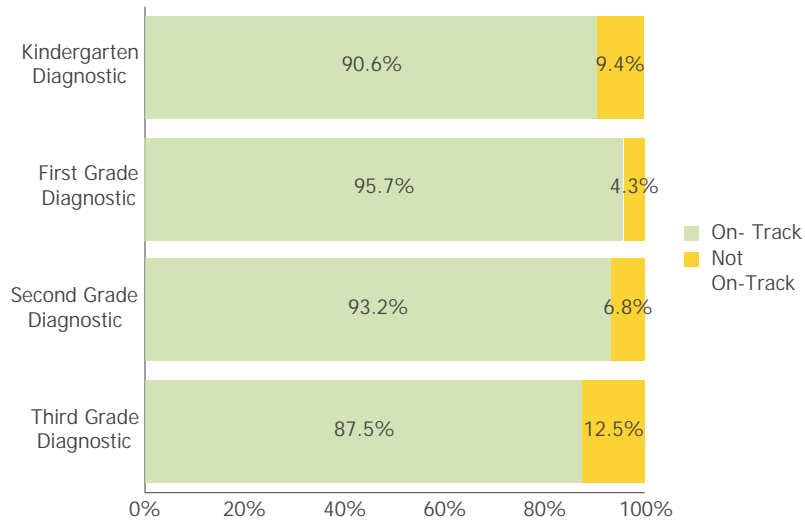
< 10 third grade students were not on-track this year.

NC of those students reached proficiency on the 3rd grade OAA.

### Details of Measure

Not On-Track at Point A		Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2013 - 2014	< 10	to	1st Grade Reading Diagnostic, School Year 2014 - 2015
1st Grade Reading Diagnostic, School Year 2013 - 2014	< 10	to	2nd Grade Reading Diagnostic, School Year 2014 - 2015
2nd Grade Reading Diagnostic, School Year 2013 - 2014	< 10	to	3rd Grade Reading Diagnostic, School Year 2014 - 2015
3rd Grade Reading Diagnostic, School Year 2014 - 2015	< 10	to	3rd Grade Reading OAA, School Year 2014 - 2015
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan			NC
Totals		32	8

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 2014-2015.

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.

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

How many third graders scored proficient on the state Reading test? Coming Soon

## Prepared for Success

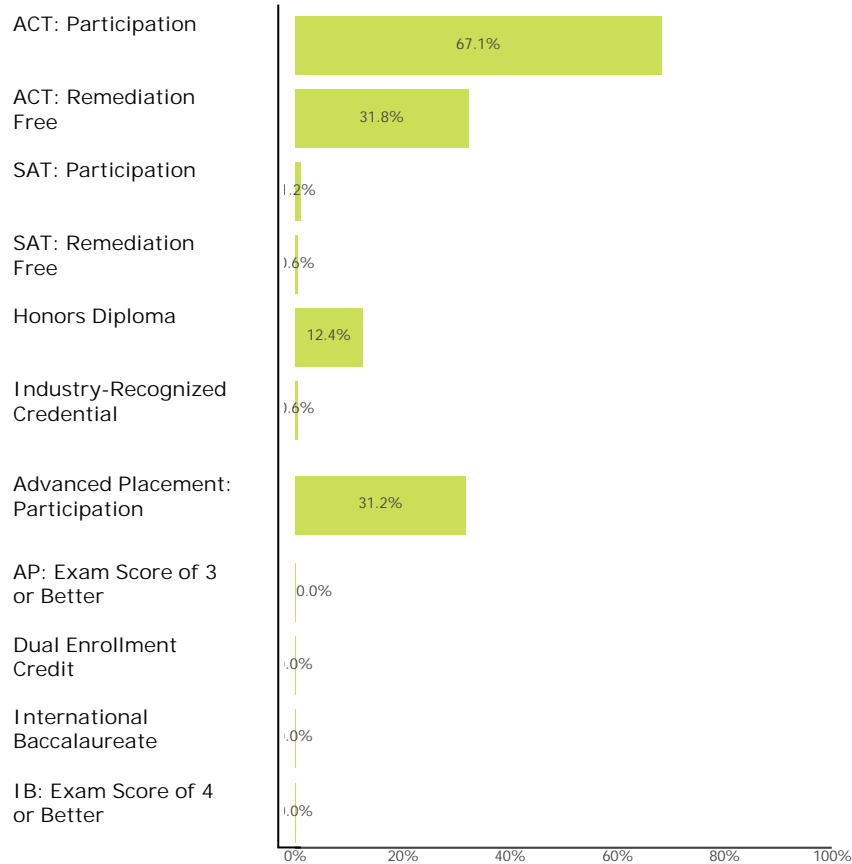


This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in  
2016

### How Prepared was Your 2014 Graduating Class?



### Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides [district reports](#) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

Additional data on outcomes after high school are coming soon. These will include college graduation, demographics of college enrollees, workforce and military enlistment.

Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2011.



Superintendent: Michael R. Shreffler  
 Address: 2309 Locust St S  
 Canal Fulton OH 44614-9389

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

Phone: (330) 854-2291  
 County: Stark  
 Career Tech  
 Planning District: Stark County Area JVSD CTPD

## Your District's Students

Average Daily Enrollment:

1,919

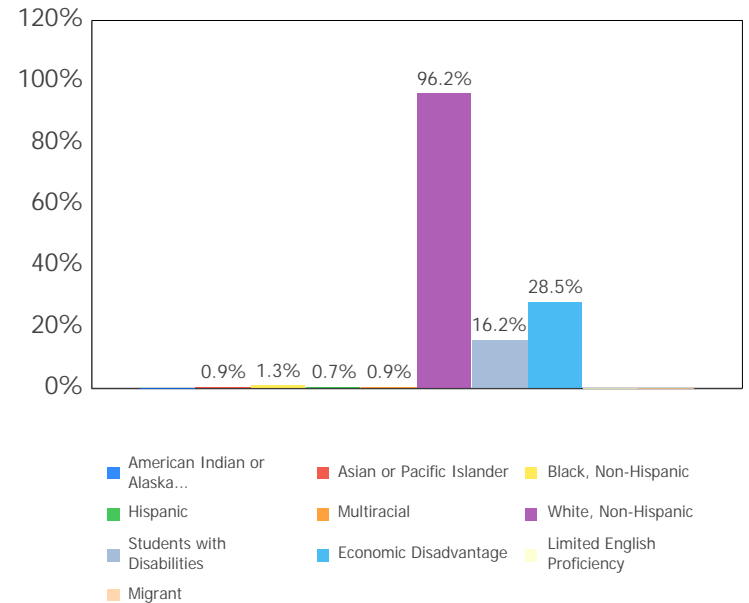
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

### Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	17	0.9%
Black, Non-Hispanic	26	1.3%
Hispanic	14	0.7%
Multiracial	17	0.9%
White, Non-Hispanic	1,846	96.2%
Students with Disabilities	310	16.2%
Economically Disadvantaged	547	28.5%
Limited English Proficiency	NC	
Migrant	NC	

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



Enrollments of less than 10 students are not shown.

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>.

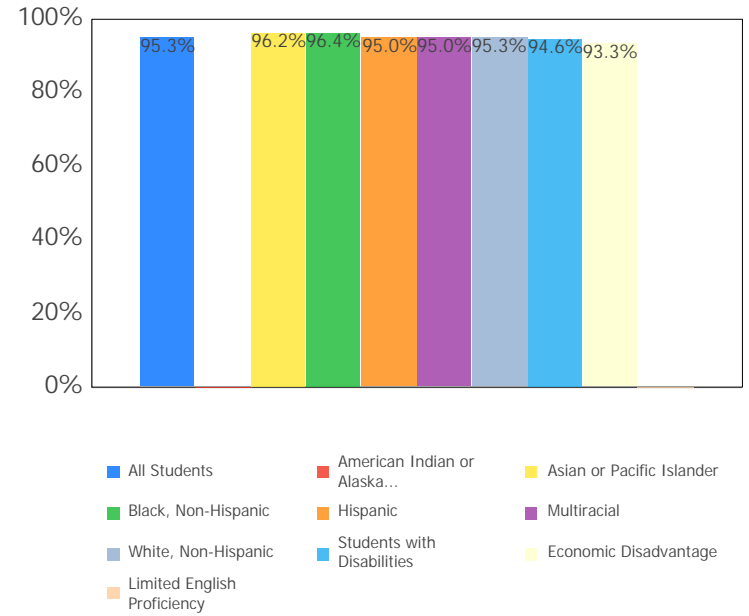
### Attendance

#### Chronic Absenteeism Rate:

10.6%

	Attendance Rate
All Students	95.3%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	96.2%
Black, Non-Hispanic	96.4%
Hispanic	95.0%
Multiracial	95.0%
White, Non-Hispanic	95.3%
Students with Disabilities	94.6%
Economic Disadvantage	93.3%
Limited English Proficiency	NC
Migrant	NC
Male	95.4%
Female	95.2%

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

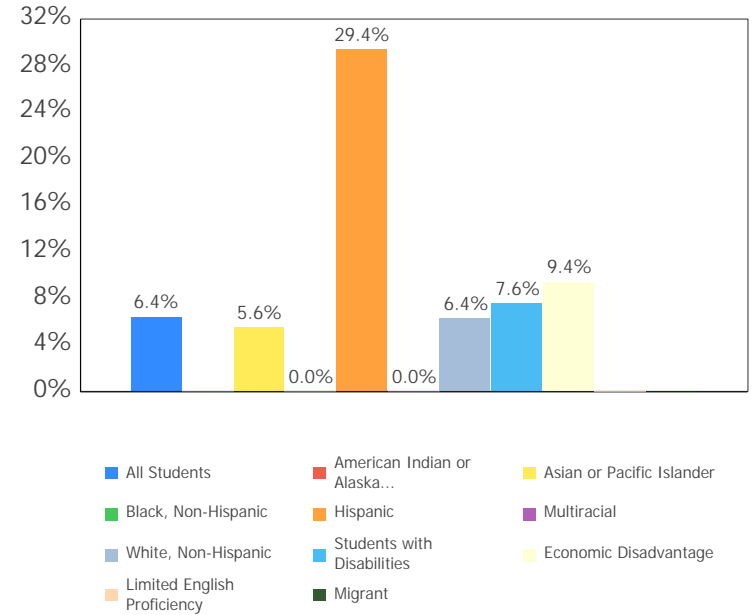


Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	District Mobility %
All Students	6.4%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	5.6%
Black, Non-Hispanic	0.0%
Hispanic	29.4%
Multiracial	0.0%
White, Non-Hispanic	6.4%
Students with Disabilities	7.6%
Economically Disadvantaged	9.4%
Limited English Proficiency	NC
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.

Wellness and Physical Education

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

Moderate Success

Compliance with the federal requirement for implementing a local wellness policy



Elected to administer BMI screening



Participation in Physical Activity Pilot Program



---

School Choice Options: Place of Enrollment for Students Residing in the District

School choice options coming soon

## 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?

Comparison Group: Enrollment between 1000 and 2499

### Classroom Spending Data

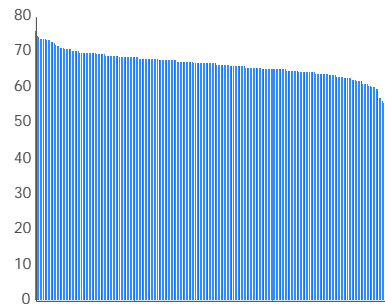
What percent of funds are spent on classroom instruction?

63.9%

How does this district rank in comparison to other districts of similar size?

225 out of 276

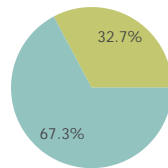
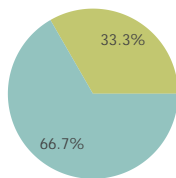
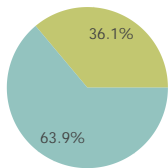
A rank of 1 indicates the highest percent spent on classroom instruction.



District

Comparison Group

State

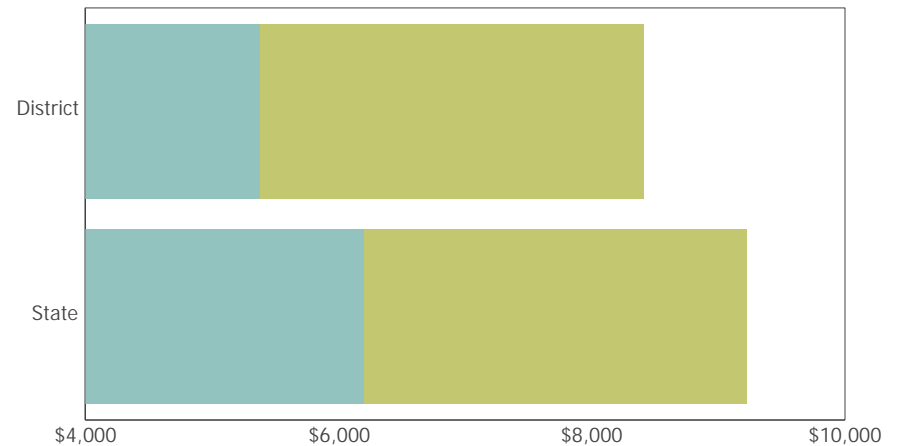


Classroom Instruction

Non-Classroom Instruction

### Spending per Pupil Data

	District	State
Operating Spending per Pupil	\$8,414	\$9,228
Classroom Instruction	\$5,380	\$6,211
Non-Classroom Spending	\$3,034	\$3,016



- ✗ Northwest Local IS NOT among the 20% of public districts with the lowest operating expenditures per pupil
- ✓ Northwest Local IS among the 20% of public districts with the highest academic performance index scores.

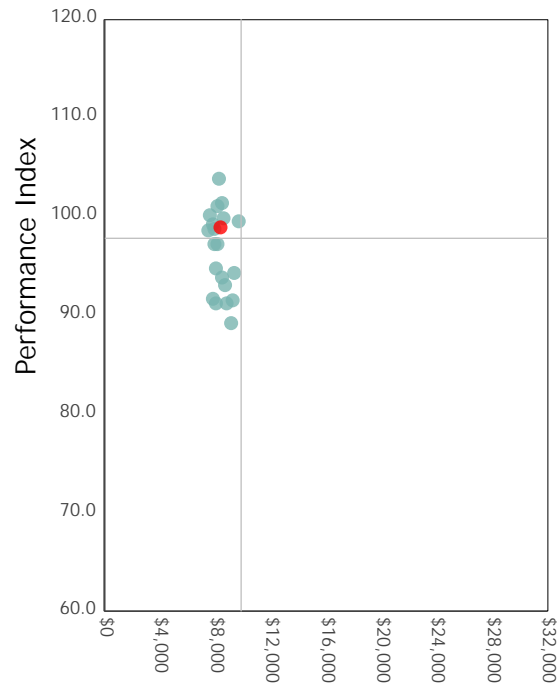
Note: District financial data do not include data associated with community schools that are sponsored by the school district.



# Spending and Performance

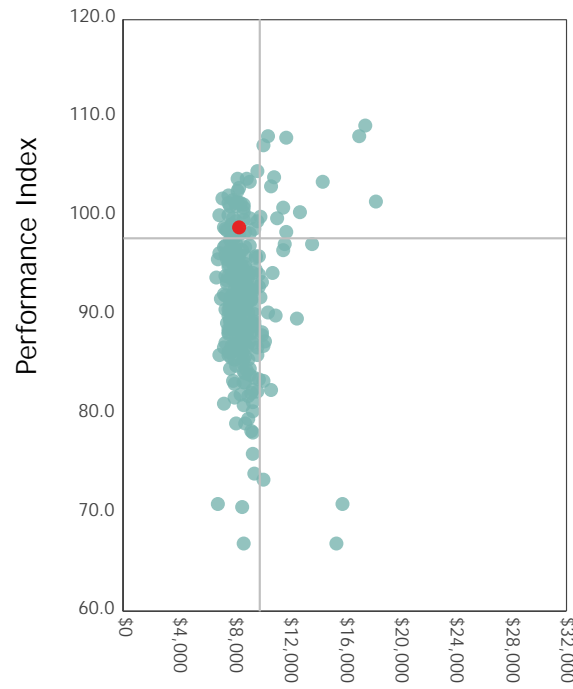
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

### Similar Districts



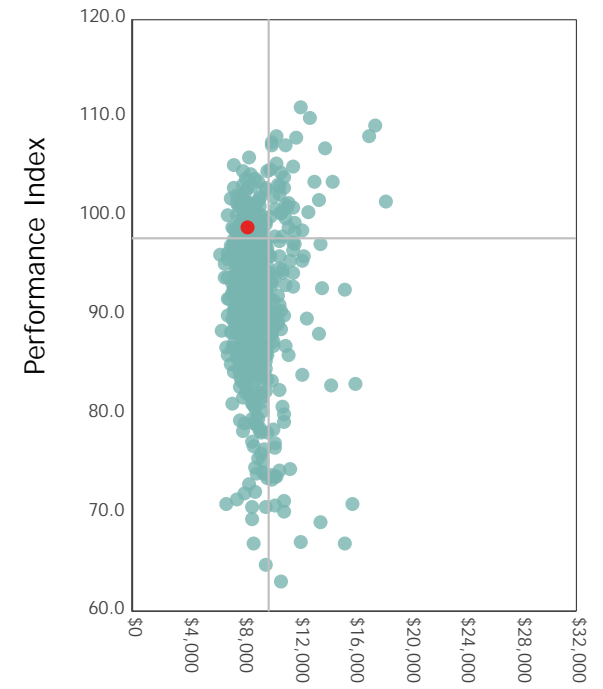
Spending per Pupil

### Comparison Group



Spending per Pupil

### All Districts

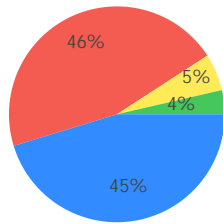


Spending per Pupil

# Source of Revenue

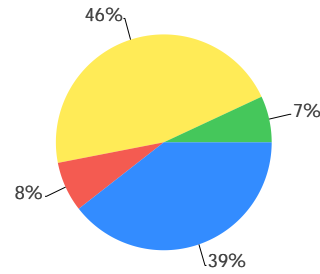
Source of Funds	District		State Total	
Local	\$9,569,667	45.3%	\$8,465,909,321	39.4%
State	\$9,640,800	45.6%	\$9,920,347,064	46.1%
Federal	\$1,140,772	5.4%	\$1,617,676,379	7.5%
Other Non-Tax	\$774,318	3.7%	\$1,492,334,587	6.9%
Total	\$21,125,557	100.0%	\$21,496,267,351	100.0%

District



■ Local  
■ State  
■ Federal  
■ Other Non-Tax

State



■ Local  
■ Federal  
■ State  
■ Other Non-Tax



Superintendent: Michael R. Shreffler  
 Address: 2309 Locust St S  
 Canal Fulton OH 44614-9389

Phone: (330) 854-2291  
 County: Stark

Your District's Schools

School	Achievement		Progress				Gap Closing	Graduation Rate		K-3 Literacy
	Performance Index	Indicators Met	Overall	Gifted	Lowest 20% Achieve	Students with Disabilities	Annual Measurable Objectives	4-Year Graduation Rate	5-Year Graduation Rate	K-3 Literacy
Northwest High School	B	B	NR	NR	NR	NR	A	A	A	NR
Northwest Middle School	B	A	A	A	C	C	C	NR	NR	NR
Northwest Primary School	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
W. S. Stinson Elementary School	B	B	B	C	D	C	D	NR	NR	F