



# STRUTHERS CITY SCHOOLS

BOARD OF EDUCATION OFFICE  
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*MR. JOSEPH S. NOHRA, JR., SUPERINTENDENT*  
*MR. ARTHUR J. GINNETTI III, TREASURER*

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**PRESS RELEASE ---February 25, 2016**

- FOR IMMEDIATE RELEASE -

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Statement and Letter to Struthers Staff, Community, and Media on the Ohio Department of Education's Release of the District Report Card and School Data

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Later this morning, the Ohio Department of Education will be finally releasing Ohio district report cards. I can assure that this will probably paint a negative portrait for districts that have any "D" or "F" fields within the report card. The Struthers City Schools will have some "D" and "F" grades for both our district and individual schools.

This is my response as Superintendent of the Struthers City Schools:

- ✓ We are very proud of our district's trend upward after students have spent time in our classrooms. Grade level indicators in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade are red which represents the fact that we did not make the indicator at that grade level. But, I am proud of the representation shown of upward trending. At the grade levels after 3<sup>rd</sup> – 5<sup>th</sup> grades, we make every indicator with the exception of one. It doesn't take an expert to know that this is due to the work of everyone including the teachers in the 3<sup>rd</sup> – 5<sup>th</sup> grades. Please see the following illustration on the next page:

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<b>3rd Grade</b>	Reading	124	94	75.8%	80.0%	NOT MET	✗
	Mathematics	123	77	62.6%	65.0%	NOT MET	✗
<b>4th Grade</b>	Reading	122	64	52.5%	69.0%	NOT MET	✗
	Mathematics	122	62	50.8%	64.0%	NOT MET	✗
	Social Studies	122	77	63.1%	70.0%	NOT MET	✗
<b>5th Grade</b>	Reading	142	89	62.7%	66.0%	NOT MET	✗
	Mathematics	142	92	64.8%	68.0%	NOT MET	✗
	Science	142	85	59.9%	62.0%	NOT MET	✗
<b>6th Grade</b>	Reading	146	125	85.6%	68.0%	MET	✓
	Mathematics	146	111	76.0%	67.0%	MET	✓
	Social Studies	146	103	70.5%	56.0%	MET	✓
<b>7th Grade</b>	Reading	163	121	74.2%	68.0%	MET	✓
	Mathematics	163	111	68.1%	67.0%	MET	✓
<b>8th Grade</b>	Reading	154	117	76.0%	68.0%	MET	✓
	Mathematics	131	76	58.0%	51.0%	MET	✓
	Science	154	96	62.3%	60.0%	MET	✓
<b>10th Grade</b>	Reading	146	131	89.7%	80.0%	MET	✓
	Writing	146	129	88.4%	80.0%	MET	✓
	Mathematics	146	129	88.4%	80.0%	MET	✓
	Social Studies	146	122	83.6%	80.0%	MET	✓
	Science	146	108	74.0%	80.0%	NOT MET	✗
<b>11th Grade</b>	Reading	128	123	96.1%	85.0%	MET	✓
	Writing	128	124	96.9%	85.0%	MET	✓
	Mathematics	128	121	94.5%	85.0%	MET	✓
	Social Studies	128	122	95.3%	85.0%	MET	✓
	Science	128	115	89.8%	85.0%	MET	✓

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- ✓ It is very important to understand that we are not making excuses where the data shows that we need to work very hard on behalf of our students. We recognize the challenge and we have embraced the state supported Ohio Improvement Process. We have embraced technology and we expect to see improvement each and every year.
- ✓ But, we do have to acknowledge and recognize some of the reasons for the challenges laid before us. This includes: (not in any order of importance)
  1. Last year, the Struthers City Schools suffered through the loss of student instruction because of eight calamity days. On eight separate occasions, our students did not work with their teachers or grow on that particular day.
  2. National data trends show a huge discrepancy between comparison districts just like us that gave the test in digital computer form versus paper and pencil. I stand by the push to take the digital test. Our philosophy is always to embrace the future by preparing our students to be submerged in technology. But, there needs to be recognition that many of our students have no computer experience or access to digital devices to even practice computer skills required for the test such as pasting and copying. Please refer to this article and others currently trending:

<http://www.npr.org/sections/ed/2016/02/20/467202640/the-state-that-pulled-the-plug-on-computer-testing>

3. We have a very high transient population especially at the elementary and middle school. In essence, the challenge is there because these students suffer because of the constant movement from district to district. We are being judged on old data from last year and some of it reflects students that are no longer with us this school year.
4. We had students who did not test because of their parent's decision on their behalf to not participate in the PARCC and AIR programs. Directly because of this issue, our elementary school received a "D" versus a "C" for performance index.

Once again, we are not using these issues as excuses. We recognize this as a challenge and for the first time, we are **completely** attacking our needs with all of our students through the Ohio Improvement Process.

Joseph Nohra, Superintendent

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