

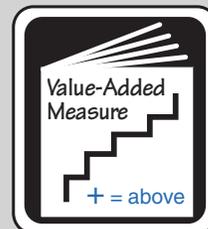


# Cincinnati Public Schools

PO Box 5381, Cincinnati, OH 45201-5381 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Mary A. Ronan (513) 363-0000



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	60.3 %	59.8 %	<b>77.4 %</b>
2. Mathematics	63.1 %	63.3 %	<b>81.3 %</b>
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	62.1 %	62.9 %	<b>82 %</b>
4. Mathematics	56.6 %	56.4 %	<b>78.4 %</b>
5. Writing	67.6 %	68.9 %	<b>84.4 %</b>
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	47.2 %	48.3 %	72 %
7. Mathematics	36.7 %	36.9 %	62.3 %
8. Science	44.5 %	42.2 %	70.6 %
9. Social Studies	37.9 %	34.9 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	61.8 %	59.7 %	<b>81.3 %</b>
11. Mathematics	51.9 %	49.3 %	<b>75.2 %</b>
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	57.6 %	52.5 %	<b>76.6 %</b>
13. Mathematics	56.9 %	49.7 %	74.3 %
14. Writing	65.5 %	63.0 %	<b>80.5 %</b>
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	57.3 %	49.6 %	72.4 %
16. Mathematics	52.1 %	42.3 %	70.6 %
17. Science	39.4 %	32.2 %	62.8 %
18. Social Studies	32.2 %	23.3 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	<b>77.2 %</b> ✓	72.3 %	<b>84.5 %</b>
20. Mathematics	72.1 %	65.7 %	<b>81.4 %</b>
21. Writing	<b>83.6 %</b> ✓	<b>83.0 %</b>	<b>89.7 %</b>
22. Science	62.0 %	53.6 %	<b>76 %</b>
23. Social Studies	74.4 %	66.1 %	<b>81.6 %</b>
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	<b>92.3 %</b> ✓	<b>89.8 %</b>	<b>92.8 %</b>
25. Mathematics	84.7 %	80.6 %	<b>88.4 %</b>
26. Writing	<b>93.0 %</b> ✓	<b>91.0 %</b>	<b>93.2 %</b>
27. Science	76.8 %	70.2 %	84.2 %
28. Social Studies	<b>86.0 %</b> ✓	81.1 %	<b>88.6 %</b>
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	<b>95.2 %</b> ✓	<b>93.3 %</b>	<b>94.3 %</b>
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	82.9 %	72.5 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

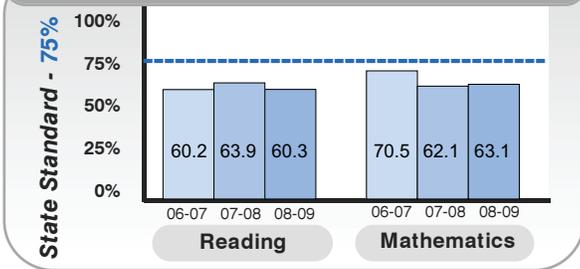
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

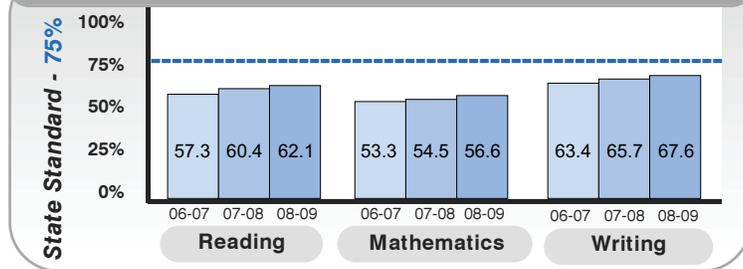


All students in the district for a full academic year are included in the results.

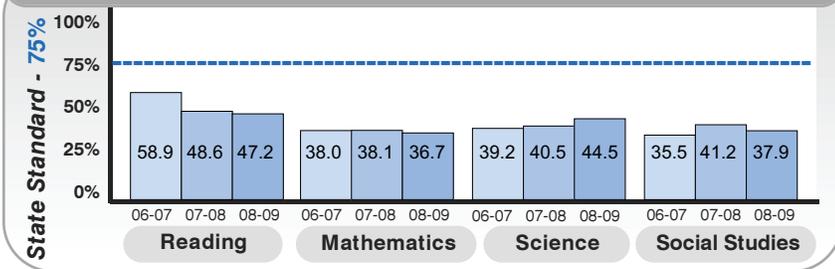
## 3rd Grade Achievement



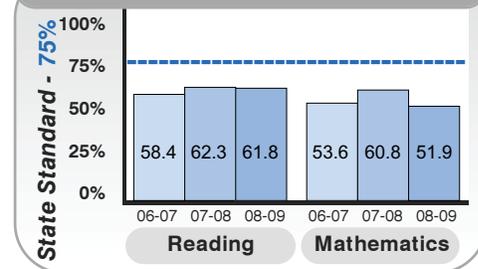
## 4th Grade Achievement



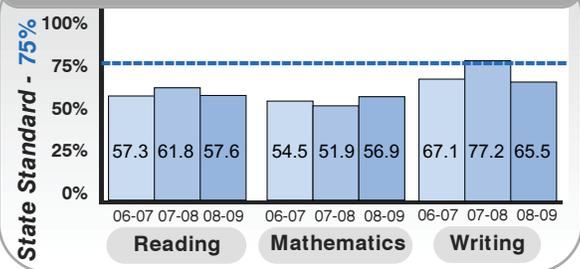
## 5th Grade Achievement



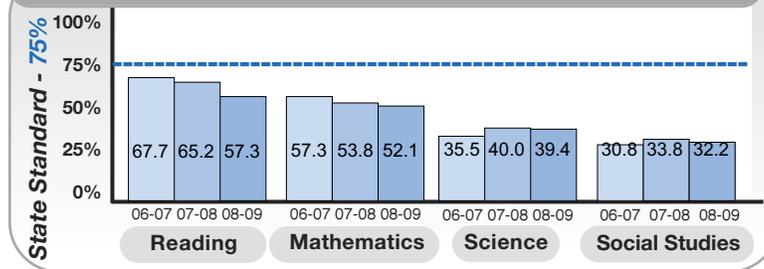
## 6th Grade Achievement



## 7th Grade Achievement

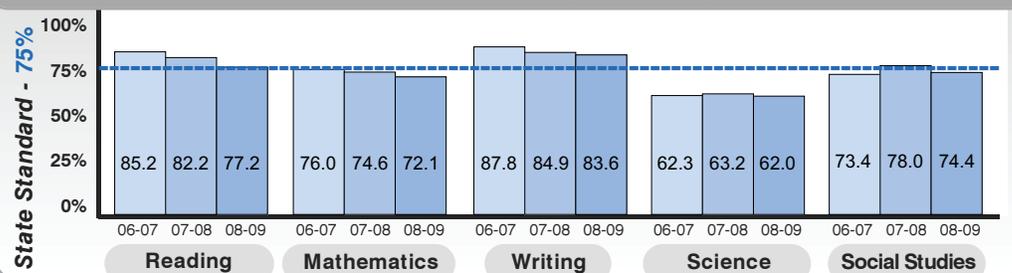


## 8th Grade Achievement

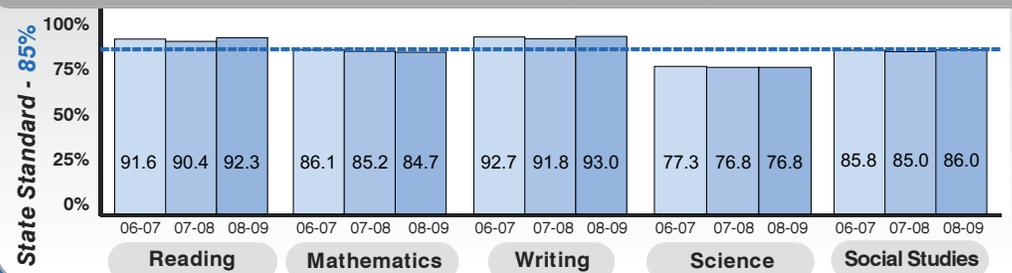


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	1.0	X	0.0	=	0.0
Limited	16.8	X	0.3	=	5.0
Basic	25.5	X	0.6	=	15.3
Proficient	30.6	X	1.0	=	30.6
Accelerated	15.7	X	1.1	=	17.2
Advanced	10.3	X	1.2	=	12.4

**Your District's Performance Index** **80.6**



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
80.6	81.9	80.7

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

-

-

+

-

-

### Mathematics

+

✓

+

-

✓

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator	
Percent Proficient	Reading	Met	Not Met	Met	Not Met	NR	Met	Met	Met	Not Met	Met	Reading Proficiency:	Not Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met	Mathematics Proficiency:	Not Met
Percent Tested	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	Reading Participation:	Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	Mathematics Participation:	Met
Graduation Rate*		Met										Graduation Rate:	Met
Attendance Rate*		Met										Attendance Rate:	Met
AYP Determination by Subgroup		Met	Not Met	Met	Not Met	NR	Met	Met	Met	Not Met	Met	AYP Determination for Your District:	Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/ Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtdgd
>95%	91.9%	81.9%	83.5%
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities
87.5%	88.9%	86.2%	77.7%
			White, non-Hispanic
			84.6%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	22.9	--	6.7	21.0	13.0	8.5	15.5	31.3	--	8.8	23.3	21.1	15.2	22.7
Writing	8.7	--	3.3	9.7	7.3	3.5	5.3	14.8	--	3.1	9.5	11.7	4.6	10.3
Mathematics	25.4	--	6.7	22.3	17.4	9.7	16.9	37.0	--	10.4	25.8	22.7	19.1	23.4
Science	14.1	--	2.2	15.1	6.6	3.9	8.1	22.9	--	5.6	14.4	13.8	10.5	12.3
Social Studies	21.0	--	4.4	23.3	13.1	8.1	13.3	32.9	--	9.9	21.6	18.6	15.3	19.8
<b>Percentage of Students Scoring Basic</b>														
Reading	23.9	--	10.0	18.3	14.7	12.7	17.0	34.1	--	10.8	24.9	17.5	19.1	22.3
Writing	24.2	--	6.7	26.9	14.5	11.7	14.7	42.0	--	10.9	25.6	21.4	15.4	26.2
Mathematics	26.8	--	11.7	25.1	15.7	13.8	20.2	33.8	--	14.1	27.0	21.4	22.7	23.6
Science	46.4	--	24.4	40.7	36.5	23.2	38.4	47.2	--	27.2	47.3	42.5	40.0	40.6
Social Studies	39.1	--	22.2	29.1	32.8	23.5	34.0	38.3	--	22.0	41.8	34.7	35.7	34.2
<b>Percentage of Students Scoring Proficient</b>														
Reading	35.4	--	26.7	37.7	36.8	30.2	37.5	22.3	--	32.3	35.0	35.3	36.6	31.9
Writing	43.4	--	36.7	40.9	34.9	31.4	43.7	27.7	--	33.7	43.3	40.8	41.1	39.2
Mathematics	31.1	--	22.5	29.9	34.2	28.0	34.1	17.3	--	29.6	30.9	32.2	32.5	28.4
Science	26.1	--	28.9	19.8	25.2	24.2	29.0	13.4	--	28.0	24.2	27.5	27.7	23.4
Social Studies	20.9	--	15.6	22.1	19.3	18.1	22.6	11.4	--	21.9	19.3	23.4	21.7	18.7
<b>Percentage of Students Scoring Accelerated</b>														
Reading	12.5	--	32.5	15.9	23.1	25.1	19.0	5.7	--	26.2	11.8	18.6	17.8	14.4
Writing	20.5	--	41.7	21.5	35.3	41.5	32.1	5.6	--	42.1	18.3	22.4	32.4	19.8
Mathematics	10.1	--	21.7	11.2	16.0	20.9	15.3	4.5	--	20.2	9.9	11.4	13.6	12.3
Science	10.0	--	26.7	14.0	21.9	28.8	17.4	6.7	--	24.0	10.3	13.2	14.9	15.2
Social Studies	10.5	--	24.4	8.1	14.6	16.8	14.3	4.7	--	17.6	9.3	8.4	12.3	12.1
<b>Percentage of Students Scoring Advanced</b>														
Reading	5.3	--	24.2	7.1	12.4	23.6	11.0	6.5	--	21.9	5.0	7.4	11.3	8.7
Writing	3.2	--	11.7	1.1	8.0	11.9	4.2	10.0	--	10.1	3.2	3.6	6.4	4.5
Mathematics	6.5	--	37.5	11.6	16.6	27.6	13.5	7.4	--	25.7	6.4	12.3	12.0	12.2
Science	3.4	--	17.8	10.5	9.9	19.9	7.1	9.8	--	15.2	3.7	3.0	6.9	8.5
Social Studies	8.6	--	33.3	17.4	20.1	33.5	15.8	12.7	--	28.7	8.0	15.0	15.1	15.2

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
33118	68.8%	0.1%	0.8%	1.9%	4.6%	23.7%	68.7%	3.1%	20.0%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

13

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State	
Percentage of teachers with at least a Bachelor's Degree	99.5	99.3	
Percentage of teachers with at least a Master's Degree	66.9	59.3	
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	8.4	1.8	
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	91.1	98.7	
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.1	High-Poverty Schools Located in Your District* 0.1	Low-Poverty Schools Located in Your District* 0.0

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Academy for Multilingual Immersion Studies	2	Academy Of World Languages Elementary	2
Aiken College and Career High School	3	Aiken University High School	4
Bond Hill Academy Elementary School	3	Carson Elementary School	5
Chase Elementary School	4	Cheviot Elementary School	4
Dater High School	2	Ethel M. Taylor Academy	3
Frederick Douglass Elementary School	3	George Hays - Jennie Porter	2
Hartwell Elementary School	2	Hughes Center High School	3
John P Parker Elementary School	3	Midway Elementary School	4
Mt. Airy Elementary School	6	Oyler Elementary School	8
Pleasant Hill Elementary School	8	Pleasant Ridge Montessori School	7

Continued on Page 8

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	82.9 %	EMIS
Mean ACT Score	19	ACT Corp., EMIS
Percent of Graduates participating in the ACT	63.3 %	ACT Corp., EMIS
Mean SAT Score	982	College Board, EMIS
Percent of Graduates participating in the SAT	34.9 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	13.0 %	EMIS
Number of Graduates participating in an AP test	675	College Board
Percent of Graduates with an AP score of 3 or above	29.9 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

**Name of Schools Identified for Improvement and  
Years in Improvement Status, continued**

Quebec Heights Elementary School	5	Rees E. Price Elementary School	1
Riverview East Academy	2	Roberts Academy: A Paideia Learning Community	3
Rockdale Academy Elementary School	6	Roll Hill School	3
Roselawn Condon Elementary School	2	Rothenberg Preparatory Academy	9
Sands Montessori Elementary School	4	Shroder Paideia High School	3
Silverton Paideia Elementary School	3	South Avondale Elementary School	8
Virtual High School	2	Western Hills Design Tech High School	5
Westwood Elementary School	2	William H Taft Elementary School	10
Winton Hills Academy Elementary School	2	Winton Montessori Elementary School	3
Withrow International High School	1	Woodford Paideia Elementary School	3
Woodward Career Technical High School	3		

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

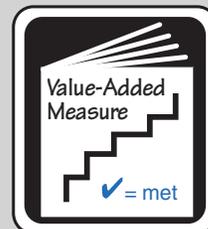
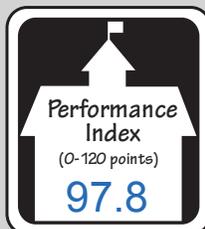
# Deer Park Community City School District



4131 Matson Ave, Cincinnati, OH 45236-2509 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Kimberlee A. Gray (513) 891-0222



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	86.7 % ✓	85.1 %	77.4 %
2. Mathematics	85.7 % ✓	86.3 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	95.5 % ✓	86.8 %	82 %
4. Mathematics	89.9 % ✓	83.4 %	78.4 %
5. Writing	92.1 % ✓	89.2 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	82.2 % ✓	77.3 %	72 %
7. Mathematics	63.3 %	65.6 %	62.3 %
8. Science	75.6 % ✓	76.5 %	70.6 %
9. Social Studies	60.0 %	67.8 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	96.6 % ✓	84.9 %	81.3 %
11. Mathematics	87.5 % ✓	80.6 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	84.4 % ✓	81.8 %	76.6 %
13. Mathematics	87.5 % ✓	80.6 %	74.3 %
14. Writing	89.6 % ✓	85.9 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	79.1 % ✓	77.2 %	72.4 %
16. Mathematics	80.9 % ✓	77.7 %	70.6 %
17. Science	73.6 %	68.3 %	62.8 %
18. Social Studies	53.6 %	56.2 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	92.4 % ✓	89.3 %	84.5 %
20. Mathematics	87.0 % ✓	86.7 %	81.4 %
21. Writing	92.4 % ✓	93.7 %	89.7 %
22. Science	69.6 %	82.6 %	76 %
23. Social Studies	86.8 % ✓	87.2 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	94.2 % ✓	95.7 %	92.8 %
25. Mathematics	91.3 % ✓	93.8 %	88.4 %
26. Writing	95.3 % ✓	96.5 %	93.2 %
27. Science	87.4 % ✓	91.0 %	84.2 %
28. Social Studies	95.0 % ✓	93.4 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	95.2 % ✓	95.0 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	93.7 % ✓	94.0 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

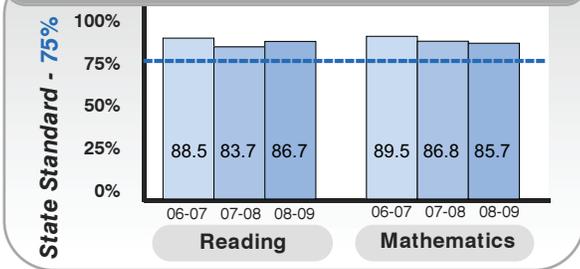
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

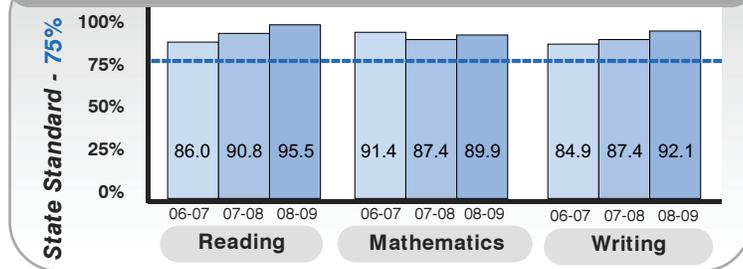


All students in the district for a full academic year are included in the results.

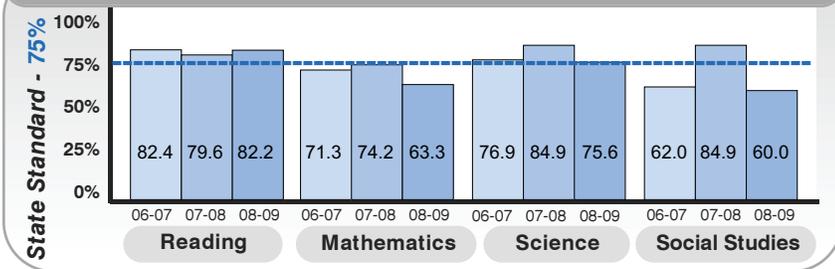
## 3rd Grade Achievement



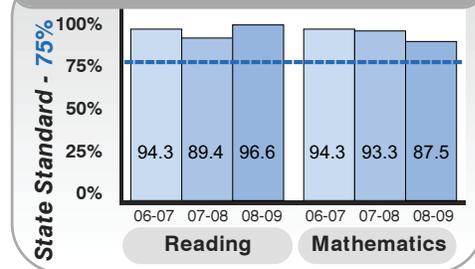
## 4th Grade Achievement



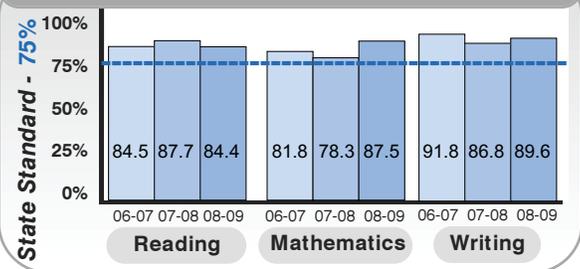
## 5th Grade Achievement



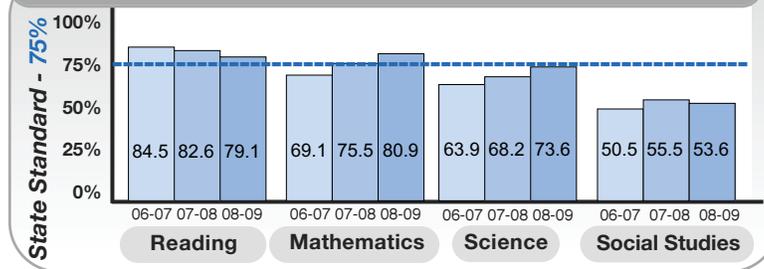
## 6th Grade Achievement



## 7th Grade Achievement

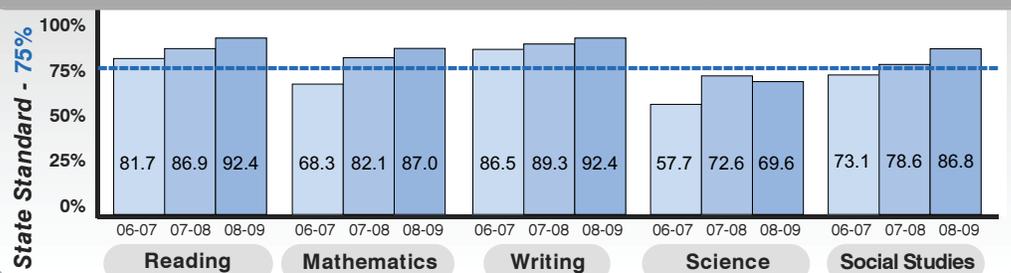


## 8th Grade Achievement

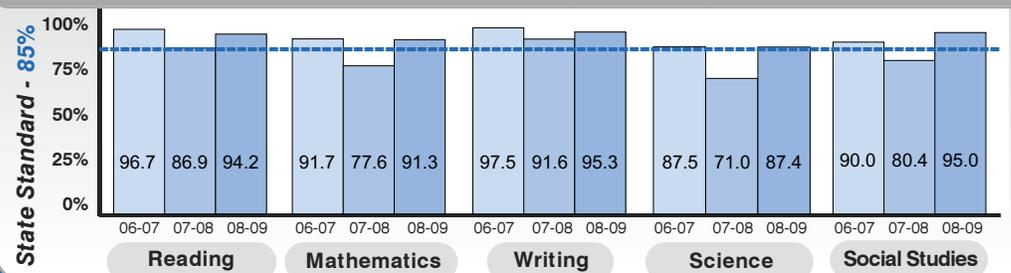


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.2	X	0.0	=	0.0
Limited	4.5	X	0.3	=	1.3
Basic	13.6	X	0.6	=	8.1
Proficient	34.8	X	1.0	=	34.8
Accelerated	27.8	X	1.1	=	30.6
Advanced	19.1	X	1.2	=	22.9

**Your District's Performance Index** 97.8



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
97.8	96.9	95.2

# Value-Added Measure



### Overall Composite



Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

+	-	+	-	-
---	---	---	---	---

### Mathematics

+	-	+	-	✓
---	---	---	---	---

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient
Percent Proficient	Reading	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR
Percent Tested	Reading	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR
	Mathematics	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR
Graduation Rate*		Met									
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Met	NR	Met	NR	NR	NR	Met	Met	NR

**AYP Determination by Indicator**

Reading Proficiency:	Met
Mathematics Proficiency:	Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for Your District:	Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	0%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	>95%
Hispanic	0%	Limited English Proficient	0%	Multi-Racial	>95%	Students with Disabilities	94.1%
						White, non-Hispanic	94%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	6.9	--	0.0	--	5.0	4.2	2.8	13.3	--	2.7	7.1	--	2.5	5.8
Writing	--	--	--	--	--	1.6	0.8	5.1	--	1.0	2.4	--	1.4	1.5
Mathematics	13.8	--	0.0	--	15.0	5.7	3.7	22.2	--	3.9	10.6	--	5.0	7.3
Science	0.0	--	--	--	--	1.1	0.4	5.6	--	1.5	0.0	--	0.7	1.4
Social Studies	18.8	--	--	--	--	6.9	5.9	20.0	--	6.2	10.2	--	7.4	7.7
<b>Percentage of Students Scoring Basic</b>														
Reading	24.1	--	18.8	--	10.0	6.9	7.3	12.2	--	6.9	10.2	--	5.6	10.2
Writing	--	--	--	--	--	6.7	5.5	17.9	--	6.3	9.4	--	3.5	11.0
Mathematics	20.7	--	25.0	--	10.0	9.9	10.8	10.0	--	8.7	14.6	--	10.9	10.5
Science	62.5	--	--	--	--	22.8	23.4	44.4	--	21.6	34.7	--	24.3	27.8
Social Studies	50.0	--	--	--	--	24.4	25.4	34.3	--	23.8	31.6	--	23.0	30.1
<b>Percentage of Students Scoring Proficient</b>														
Reading	41.4	--	43.8	--	30.0	39.6	38.7	44.4	--	35.9	46.5	--	38.8	40.2
Writing	--	--	--	--	--	31.2	30.3	48.7	--	29.7	40.0	--	24.8	41.2
Mathematics	51.7	--	25.0	--	40.0	35.9	36.8	35.6	--	36.6	36.7	--	36.9	36.4
Science	31.3	--	--	--	--	31.9	33.6	19.4	--	29.4	36.7	--	34.5	29.2
Social Studies	25.0	--	--	--	--	25.2	25.0	25.7	--	23.8	27.6	--	26.4	23.8
<b>Percentage of Students Scoring Accelerated</b>														
Reading	20.7	--	18.8	--	45.0	26.8	29.3	11.1	--	30.0	20.8	--	27.8	25.9
Writing	--	--	--	--	--	51.0	55.5	10.3	--	52.6	41.2	--	58.2	39.7
Mathematics	10.3	--	25.0	--	25.0	23.9	24.1	17.8	--	25.9	18.1	--	23.1	23.3
Science	6.3	--	--	--	--	31.9	30.5	25.0	--	33.5	22.4	--	31.1	28.5
Social Studies	6.3	--	--	--	--	19.8	20.7	5.7	--	19.2	18.4	--	22.3	15.4
<b>Percentage of Students Scoring Advanced</b>														
Reading	6.9	--	18.8	--	10.0	22.6	21.8	18.9	--	24.5	15.5	--	25.3	17.8
Writing	--	--	--	--	--	9.5	8.0	17.9	--	10.4	7.1	--	12.1	6.6
Mathematics	3.4	--	25.0	--	10.0	24.6	24.6	14.4	--	24.9	19.9	--	24.1	22.4
Science	0.0	--	--	--	--	12.2	12.1	5.6	--	13.9	6.1	--	9.5	13.2
Social Studies	0.0	--	--	--	--	23.7	23.0	14.3	--	26.9	12.2	--	20.9	23.1

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
1201	5.9%	--	2.3%	1.1%	3.8%	86.8%	30.2%	--	14.0%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	99.7	99.3
Percentage of teachers with at least a Master's Degree	52.6	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	3.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	98.6	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* 0.0

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Deer Park Jr/Sr High School	1
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## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	93.7 %	EMIS
Mean ACT Score	22	ACT Corp., EMIS
Percent of Graduates participating in the ACT	50.4 %	ACT Corp., EMIS
Mean SAT Score	1018	College Board, EMIS
Percent of Graduates participating in the SAT	27.7 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	21.0 %	EMIS
Number of Graduates participating in an AP test	47	College Board
Percent of Graduates with an AP score of 3 or above	22.7 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

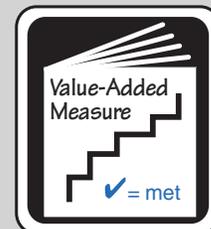
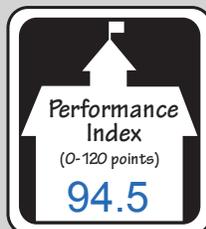


# Finneytown Local School District

8916 Fontainebleau Ter, Cincinnati, OH 45231-4806 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Randall B. Parsons (513) 728-3700



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	81.3 % ✓	84.6 %	77.4 %
2. Mathematics	83.2 % ✓	87.2 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	84.7 % ✓	87.0 %	82 %
4. Mathematics	84.7 % ✓	85.7 %	78.4 %
5. Writing	89.8 % ✓	90.0 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	78.5 % ✓	79.5 %	72 %
7. Mathematics	74.6 %	70.6 %	62.3 %
8. Science	70.0 %	78.2 %	70.6 %
9. Social Studies	71.5 %	71.6 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	82.6 % ✓	86.4 %	81.3 %
11. Mathematics	70.2 %	81.7 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	74.8 %	82.9 %	76.6 %
13. Mathematics	72.8 %	78.3 %	74.3 %
14. Writing	73.8 %	85.6 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	73.5 %	78.4 %	72.4 %
16. Mathematics	63.6 %	75.3 %	70.6 %
17. Science	65.2 %	69.8 %	62.8 %
18. Social Studies	40.9 %	58.8 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	90.2 % ✓	89.9 %	84.5 %
20. Mathematics	83.3 % ✓	86.4 %	81.4 %
21. Writing	93.9 % ✓	94.1 %	89.7 %
22. Science	81.1 % ✓	83.1 %	76 %
23. Social Studies	81.7 % ✓	88.7 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	91.9 % ✓	95.6 %	92.8 %
25. Mathematics	88.5 % ✓	93.1 %	88.4 %
26. Writing	89.2 % ✓	96.0 %	93.2 %
27. Science	84.5 %	89.6 %	84.2 %
28. Social Studies	87.8 % ✓	93.6 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	95.5 % ✓	95.2 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	93.7 % ✓	95.0 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

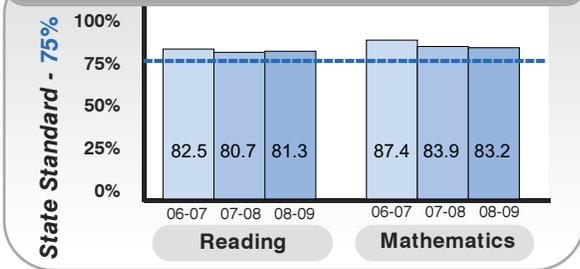
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

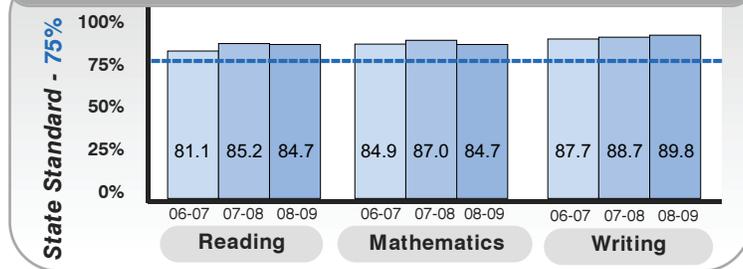


All students in the district for a full academic year are included in the results.

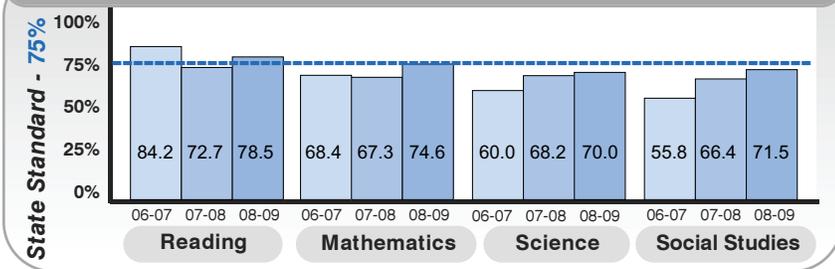
## 3rd Grade Achievement



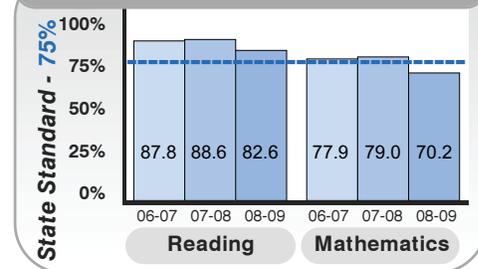
## 4th Grade Achievement



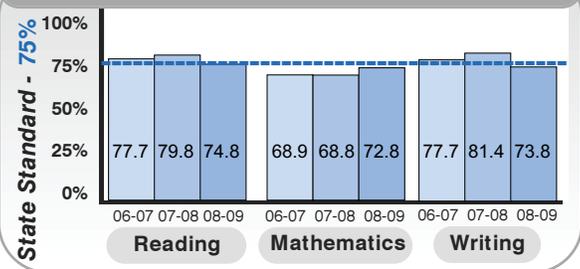
## 5th Grade Achievement



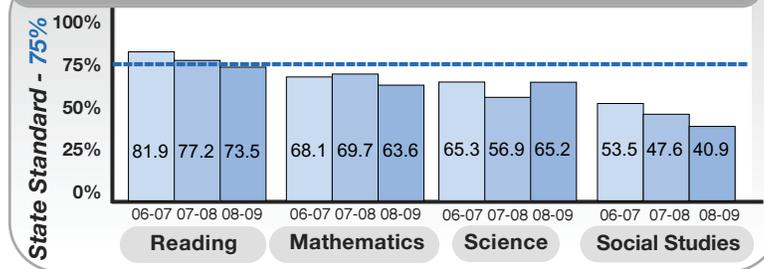
## 6th Grade Achievement



## 7th Grade Achievement

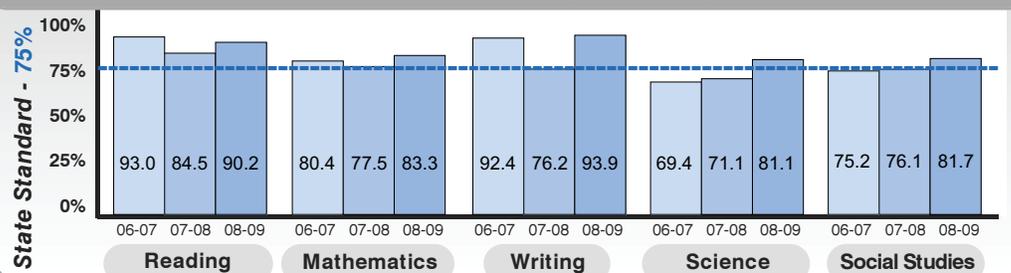


## 8th Grade Achievement

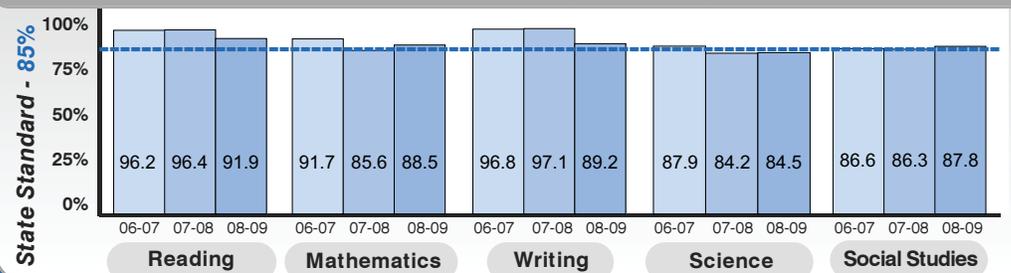


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.2	X	0.0	=	0.0
Limited	7.7	X	0.3	=	2.3
Basic	15.9	X	0.6	=	9.5
Proficient	31.1	X	1.0	=	31.1
Accelerated	25.4	X	1.1	=	28.0
Advanced	19.7	X	1.2	=	23.6

**Your District's Performance Index** 94.5



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
94.5	92.9	94.0

# Value-Added Measure



### Overall Composite



Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

+	✓	+	-	-
---	---	---	---	---

### Mathematics

+	-	-	-	-
---	---	---	---	---

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	NR	Met	NR	NR	Met	Met	Not Met	NR	
	Mathematics	Met	Met	NR	Met	NR	NR	Met	Met	Not Met	NR	Mathematics Proficiency: Not Met
Percent Tested	Reading	Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	Reading Participation: Met
	Mathematics	Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	NR	Met	NR	NR	Met	Met	Not Met	NR	AYP Determination for Your District: Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	>95%	Black, non-Hispanic	90.7%	Econ. Disadvtdgd	>95%
Hispanic	>95%	Limited English Proficient	0%	Multi-Racial	88.9%	Students with Disabilities	>95%
				White, non-Hispanic	>95%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	12.5	--	--	--	7.7	4.1	3.5	29.1	--	4.8	13.8	--	5.7	9.2
Writing	3.7	--	--	--	0.0	0.6	0.7	8.2	--	1.3	2.8	--	0.0	3.7
Mathematics	15.0	--	--	--	7.7	4.8	4.5	32.3	--	6.0	15.4	--	7.5	10.2
Science	7.8	--	--	--	0.0	2.7	1.8	18.5	--	3.2	8.3	--	5.4	3.8
Social Studies	22.9	--	--	--	0.0	9.0	9.1	38.5	--	10.9	22.0	--	11.4	16.3
<b>Percentage of Students Scoring Basic</b>														
Reading	17.8	--	--	--	12.8	7.3	9.8	22.0	--	8.1	19.8	--	10.5	12.8
Writing	18.5	--	--	--	10.5	6.9	8.1	32.7	--	8.1	19.3	--	10.7	12.8
Mathematics	24.5	--	--	--	12.8	9.5	14.0	23.6	--	10.6	26.7	--	15.4	15.6
Science	38.6	--	--	--	28.6	13.1	20.1	40.0	--	16.1	42.2	--	21.2	25.2
Social Studies	28.1	--	--	--	35.7	16.3	20.4	26.2	--	17.6	31.2	--	21.2	21.5
<b>Percentage of Students Scoring Proficient</b>														
Reading	43.4	--	--	--	33.3	30.8	38.2	22.0	--	34.7	38.1	--	35.2	36.2
Writing	55.6	--	--	--	52.6	41.6	49.5	38.8	--	43.0	57.8	--	48.2	47.6
Mathematics	33.9	--	--	--	43.6	22.4	30.0	16.5	--	26.2	31.6	--	31.4	24.6
Science	23.5	--	--	--	28.6	22.5	25.5	9.2	--	23.5	21.1	--	27.2	19.0
Social Studies	20.9	--	--	--	35.7	23.1	26.2	4.6	--	22.9	22.0	--	29.3	16.7
<b>Percentage of Students Scoring Accelerated</b>														
Reading	17.2	--	--	--	25.6	29.9	27.7	10.2	--	29.0	15.8	--	25.2	24.8
Writing	15.6	--	--	--	31.6	48.6	38.9	8.2	--	43.0	16.5	--	35.7	32.9
Mathematics	15.7	--	--	--	23.1	25.9	22.8	15.7	--	25.4	13.4	--	21.1	22.3
Science	20.3	--	--	--	42.9	36.9	34.0	15.4	--	36.1	17.4	--	30.4	31.4
Social Studies	18.3	--	--	--	21.4	23.1	20.7	24.6	--	23.6	15.6	--	19.6	23.0
<b>Percentage of Students Scoring Advanced</b>														
Reading	9.1	--	--	--	20.5	27.9	20.7	16.5	--	23.4	12.6	--	23.4	17.0
Writing	6.7	--	--	--	5.3	2.3	2.8	12.2	--	4.5	3.7	--	5.4	3.0
Mathematics	11.0	--	--	--	12.8	37.4	28.7	11.8	--	31.7	13.0	--	24.7	27.3
Science	9.8	--	--	--	0.0	24.8	18.5	16.9	--	21.1	11.0	--	15.8	20.5
Social Studies	9.8	--	--	--	7.1	28.5	23.5	6.2	--	25.0	9.2	--	18.5	22.5

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
1552	39.4%	--	1.2%	0.8%	5.2%	53.5%	28.5%	0.8%	15.7%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	93.5	99.3
Percentage of teachers with at least a Master's Degree	25.7	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Finneytown Secondary Campus	3	Whitaker Elementary School	1
-----------------------------	---	----------------------------	---

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	93.7 %	EMIS
Mean ACT Score	22	ACT Corp., EMIS
Percent of Graduates participating in the ACT	53 %	ACT Corp., EMIS
Mean SAT Score	1000	College Board, EMIS
Percent of Graduates participating in the SAT	59.7 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	21.5 %	EMIS
Number of Graduates participating in an AP test	109	College Board
Percent of Graduates with an AP score of 3 or above	46.3 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

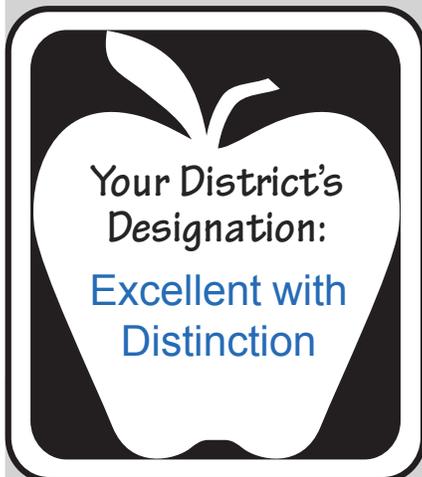


# Forest Hills Local School District

7550 Forest Rd, Cincinnati, OH 45255-4307 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: John B. Patzwald (513) 231-3600



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	91.3 % ✓	90.5 %	77.4 %
2. Mathematics	92.8 % ✓	91.2 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	90.8 % ✓	92.7 %	82 %
4. Mathematics	90.5 % ✓	90.1 %	78.4 %
5. Writing	93.4 % ✓	94.0 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	88.1 % ✓	88.1 %	72 %
7. Mathematics	84.8 % ✓	80.8 %	62.3 %
8. Science	89.9 % ✓	87.6 %	70.6 %
9. Social Studies	83.0 % ✓	81.4 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	94.1 % ✓	93.7 %	81.3 %
11. Mathematics	91.4 % ✓	91.3 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	91.9 % ✓	91.7 %	76.6 %
13. Mathematics	91.4 % ✓	89.5 %	74.3 %
14. Writing	94.2 % ✓	93.9 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	89.9 % ✓	88.9 %	72.4 %
16. Mathematics	92.3 % ✓	88.8 %	70.6 %
17. Science	84.6 % ✓	83.7 %	62.8 %
18. Social Studies	79.9 % ✓	76.7 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	97.3 % ✓	95.0 %	84.5 %
20. Mathematics	95.2 % ✓	94.3 %	81.4 %
21. Writing	98.3 % ✓	97.3 %	89.7 %
22. Science	93.5 % ✓	92.4 %	76 %
23. Social Studies	95.7 % ✓	94.6 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	99.3 % ✓	98.4 %	92.8 %
25. Mathematics	98.1 % ✓	97.3 %	88.4 %
26. Writing	99.1 % ✓	98.3 %	93.2 %
27. Science	96.7 % ✓	95.6 %	84.2 %
28. Social Studies	98.6 % ✓	97.2 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	96.4 % ✓	96.2 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	95.3 % ✓	96.4 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

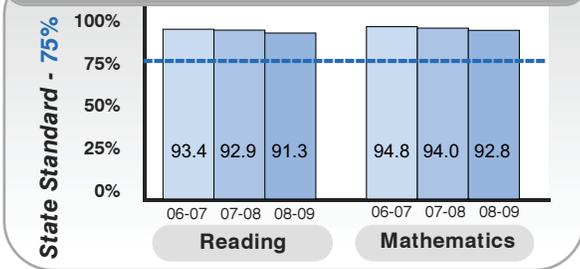
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

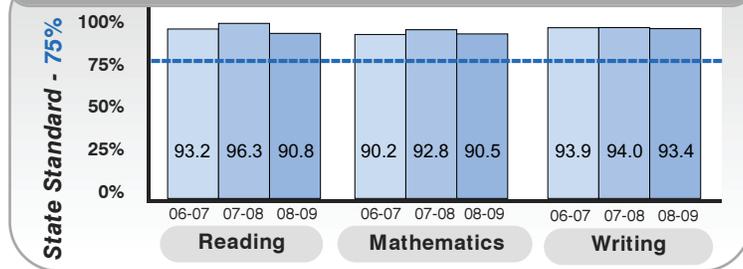


All students in the district for a full academic year are included in the results.

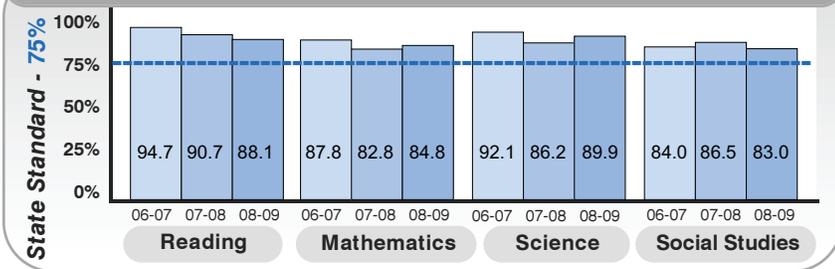
## 3rd Grade Achievement



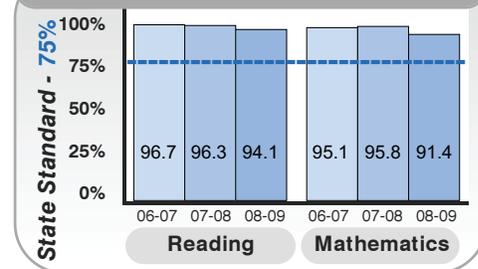
## 4th Grade Achievement



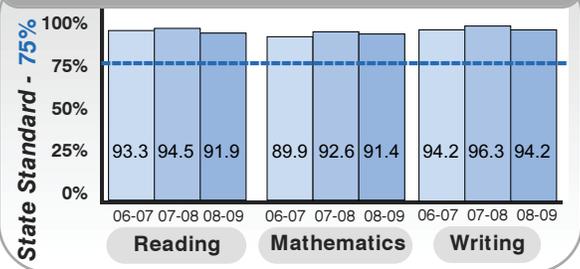
## 5th Grade Achievement



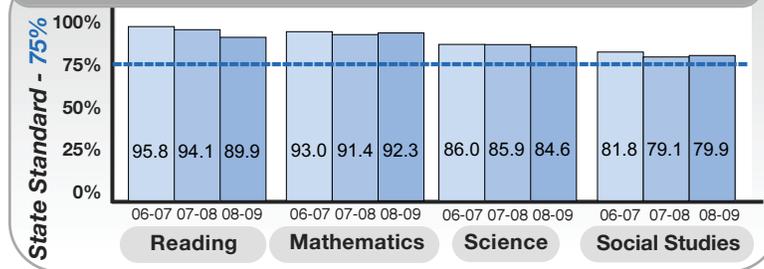
## 6th Grade Achievement



## 7th Grade Achievement

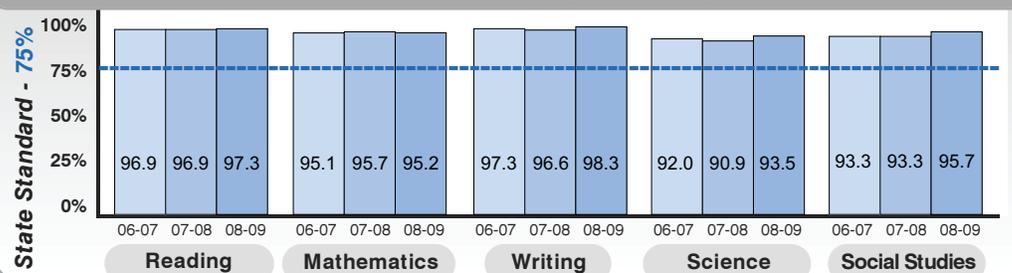


## 8th Grade Achievement

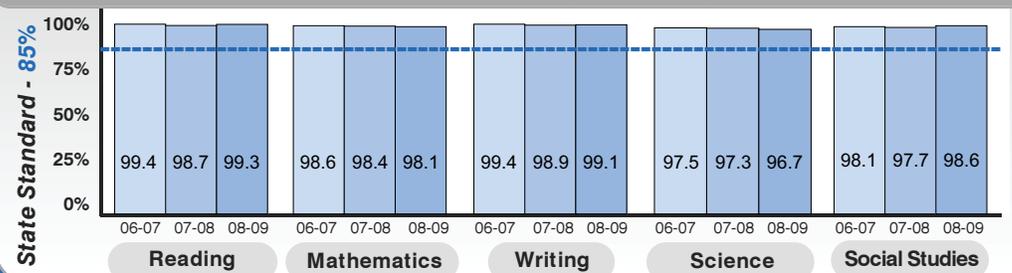


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.1	X	0.0	=	0.0
Limited	2.1	X	0.3	=	0.6
Basic	6.7	X	0.6	=	4.0
Proficient	25.0	X	1.0	=	25.0
Accelerated	32.4	X	1.1	=	35.6
Advanced	33.8	X	1.2	=	40.6

**Your District's Performance Index** 105.8



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
105.8	106.0	106.0

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

**+**

**✓**

**+**

**-**

**-**

### Mathematics

**+**

**✓**

**+**

**+**

**-**

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	Mathematics Proficiency: Met
Percent Tested	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Met	NR	Reading Participation: Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Met	NR	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	AYP Determination for Your District: Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/ Alaska Native 0%	Asian or Pacific Islander >95%	Black, non-Hispanic 57.1%	Econ. Disadvtdgd 83.3%
Hispanic 87.5%	Limited English Proficient 80%	Multi-Racial 81.8%	Students with Disabilities 88.1%
			White, non-Hispanic >95%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	5.8	--	1.2	9.5	0.8	2.2	0.8	13.6	--	1.6	8.5	16.7	1.7	2.8
Writing	3.8	--	2.6	10.5	0.0	1.0	0.2	8.5	--	0.9	3.7	12.5	0.7	1.7
Mathematics	13.5	--	1.2	9.5	0.8	2.9	0.9	19.8	--	2.4	9.3	16.7	3.1	3.0
Science	4.8	--	0.0	5.9	0.0	0.7	0.5	3.7	--	0.6	3.4	--	1.0	0.6
Social Studies	4.8	--	0.0	17.6	4.3	1.8	0.8	12.3	--	1.4	9.0	--	1.9	2.1
<b>Percentage of Students Scoring Basic</b>														
Reading	21.2	--	1.2	11.9	8.9	5.5	3.4	25.2	--	4.9	15.3	3.3	5.0	6.6
Writing	11.5	--	5.3	0.0	4.4	3.3	1.6	18.1	--	2.5	12.2	0.0	2.4	4.6
Mathematics	15.4	--	2.5	4.8	11.4	5.4	3.8	20.3	--	4.6	16.4	6.7	5.9	5.4
Science	23.8	--	0.0	29.4	15.2	9.3	6.8	33.7	--	8.1	27.6	--	11.0	8.4
Social Studies	23.8	--	0.0	23.5	15.2	11.1	8.8	32.6	--	10.4	22.1	--	11.7	11.1
<b>Percentage of Students Scoring Proficient</b>														
Reading	36.5	--	23.5	26.2	28.5	27.7	27.1	33.9	--	26.8	38.9	40.0	26.5	29.2
Writing	46.2	--	18.4	42.1	17.8	23.3	21.7	38.7	--	21.8	40.9	37.5	16.9	31.0
Mathematics	44.2	--	16.0	31.0	30.9	25.7	24.8	35.0	--	24.9	36.5	20.0	26.8	25.1
Science	38.1	--	7.7	11.8	15.2	24.0	22.7	31.0	--	23.5	24.1	--	25.7	21.5
Social Studies	42.9	--	7.7	5.9	19.6	18.8	18.3	23.5	--	18.0	28.3	--	21.9	15.8
<b>Percentage of Students Scoring Accelerated</b>														
Reading	23.1	--	29.6	23.8	34.1	32.5	34.6	12.9	--	33.1	22.7	16.7	32.5	32.0
Writing	34.6	--	55.3	42.1	64.4	60.4	64.3	24.6	--	62.0	38.4	50.0	65.6	53.5
Mathematics	15.4	--	17.3	19.0	21.1	24.9	26.3	9.1	--	24.9	19.0	30.0	24.4	24.4
Science	9.5	--	46.2	35.3	43.5	34.4	36.3	18.7	--	34.8	30.3	--	34.6	34.3
Social Studies	4.8	--	23.1	17.6	19.6	22.4	22.8	15.5	--	22.0	22.1	--	22.7	21.3
<b>Percentage of Students Scoring Advanced</b>														
Reading	13.5	--	44.4	28.6	27.6	32.1	34.2	14.3	--	33.6	14.5	23.3	34.3	29.6
Writing	3.8	--	18.4	5.3	13.3	12.0	12.2	10.1	--	12.7	4.9	0.0	14.5	9.3
Mathematics	11.5	--	63.0	35.7	35.8	41.2	44.2	15.8	--	43.1	18.7	26.7	39.8	42.3
Science	23.8	--	46.2	17.6	26.1	31.7	33.7	12.8	--	33.0	14.5	--	27.6	35.3
Social Studies	23.8	--	69.2	35.3	41.3	45.9	49.3	16.0	--	48.2	18.6	--	41.7	49.7

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
7345	1.5%	--	2.0%	1.1%	3.1%	92.4%	9.0%	0.7%	11.3%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	100.0	99.3
Percentage of teachers with at least a Master's Degree	71.5	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* --
		Low-Poverty Schools Located in Your District* 0.0

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

No Schools Identified for Improvement in District

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	95.3 %	EMIS
Mean ACT Score	24	ACT Corp., EMIS
Percent of Graduates participating in the ACT	75.2 %	ACT Corp., EMIS
Mean SAT Score	1098	College Board, EMIS
Percent of Graduates participating in the SAT	70.4 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	40.1 %	EMIS
Number of Graduates participating in an AP test	384	College Board
Percent of Graduates with an AP score of 3 or above	54.3 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

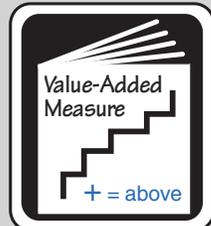
# Indian Hill Exempted Village School District



6855 Drake Rd, Cincinnati, OH 45243-2737 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Jane R. Knudson (513) 272-4500



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	94.3 % ✓	92.6 %	77.4 %
2. Mathematics	93.6 % ✓	92.6 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	97.4 % ✓	95.1 %	82 %
4. Mathematics	95.4 % ✓	92.7 %	78.4 %
5. Writing	98.7 % ✓	95.3 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	96.9 % ✓	90.8 %	72 %
7. Mathematics	94.4 % ✓	84.8 %	62.3 %
8. Science	94.4 % ✓	89.7 %	70.6 %
9. Social Studies	88.3 % ✓	84.0 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	98.2 % ✓	95.0 %	81.3 %
11. Mathematics	95.2 % ✓	93.2 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	94.8 % ✓	93.7 %	76.6 %
13. Mathematics	95.4 % ✓	92.0 %	74.3 %
14. Writing	97.4 % ✓	95.5 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	94.7 % ✓	91.8 %	72.4 %
16. Mathematics	91.5 % ✓	91.8 %	70.6 %
17. Science	82.5 % ✓	85.3 %	62.8 %
18. Social Studies	87.3 % ✓	80.6 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	98.8 % ✓	96.8 %	84.5 %
20. Mathematics	98.1 % ✓	96.3 %	81.4 %
21. Writing	99.4 % ✓	98.2 %	89.7 %
22. Science	96.9 % ✓	94.8 %	76 %
23. Social Studies	97.5 % ✓	96.7 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	100.0 % ✓	99.1 %	92.8 %
25. Mathematics	99.6 % ✓	98.3 %	88.4 %
26. Writing	100.0 % ✓	98.9 %	93.2 %
27. Science	100.0 % ✓	97.3 %	84.2 %
28. Social Studies	100.0 % ✓	98.5 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	96.3 % ✓	96.1 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	97.3 % ✓	97.9 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

### State Indicators

To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

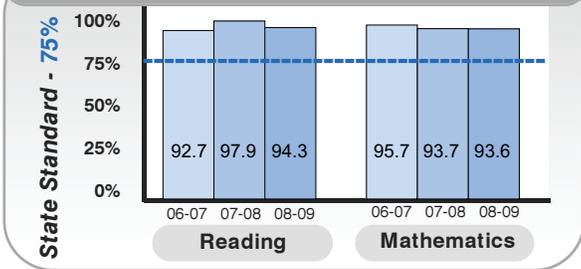
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

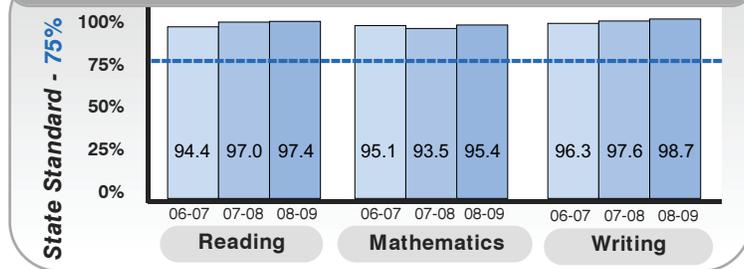


All students in the district for a full academic year are included in the results.

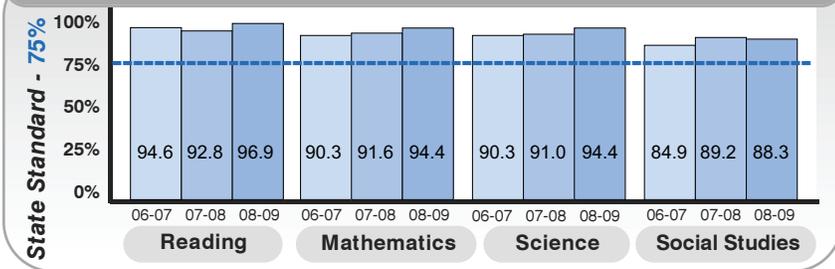
## 3rd Grade Achievement



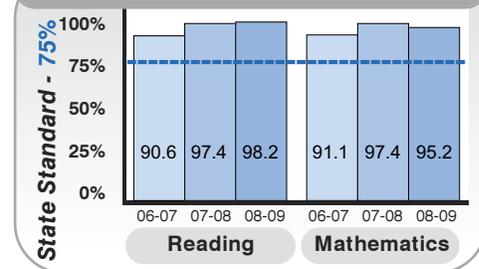
## 4th Grade Achievement



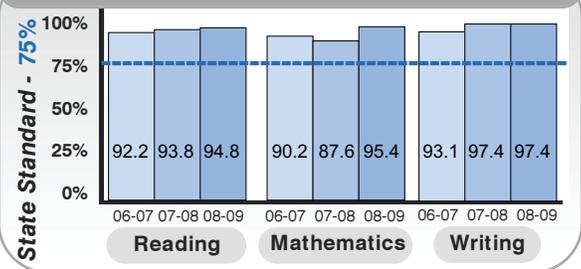
## 5th Grade Achievement



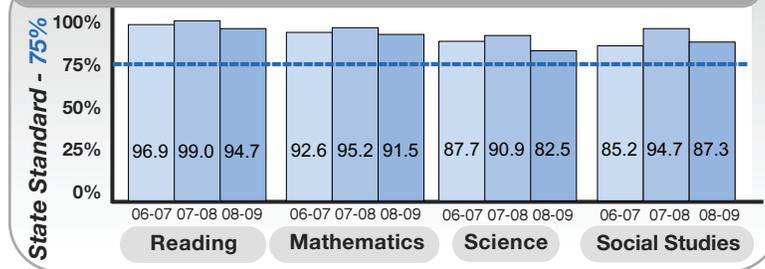
## 6th Grade Achievement



## 7th Grade Achievement

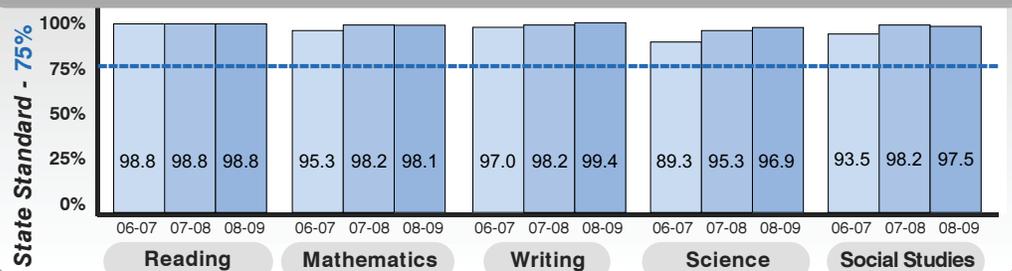


## 8th Grade Achievement

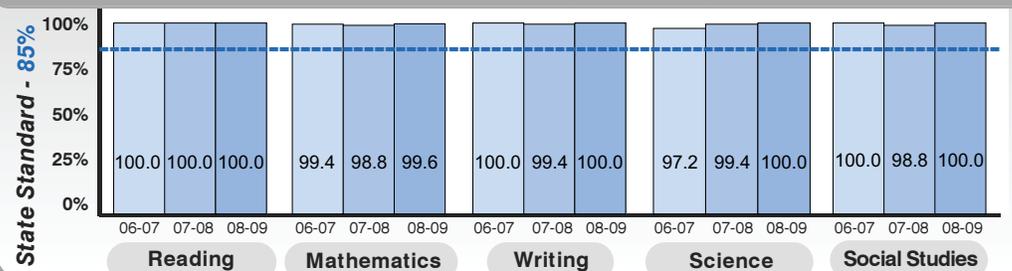


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.2	X	0.0	=	0.0
Limited	0.9	X	0.3	=	0.3
Basic	4.4	X	0.6	=	2.7
Proficient	20.0	X	1.0	=	20.0
Accelerated	33.0	X	1.1	=	36.3
Advanced	41.5	X	1.2	=	49.8

**Your District's Performance Index** 109.0



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
109.0	108.7	106.7

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

**+**

**+**

**+**

**-**

**✓**

### Mathematics

**+**

**+**

**+**

**+**

**+**

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	Met	Met	NR	NR	NR	Met	Met	NR	
	Mathematics	Met	Met	Met	Met	NR	NR	NR	Met	Met	NR	Mathematics Proficiency: Met
Percent Tested	Reading	Met	Met	Met	Met	NR	NR	NR	Met	Met	NR	Reading Participation: Met
	Mathematics	Met	Met	Met	Met	NR	NR	NR	Met	Met	NR	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	Met	Met	NR	NR	NR	Met	Met	NR	AYP Determination for Your District: Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	>95%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	>95%
Hispanic	0%	Limited English Proficient	>95%	Multi-Racial	>95%	Students with Disabilities	>95%
				White, non-Hispanic	>95%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	0.0	--	0.0	5.0	0.0	0.8	0.7	1.8	--	0.6	5.4	5.6	0.3	1.2
Writing	0.0	--	0.0	--	0.0	0.0	0.0	0.0	--	0.0	0.0	--	0.0	0.0
Mathematics	9.7	--	0.0	5.0	3.7	1.1	0.7	8.1	--	1.2	8.1	11.1	1.9	0.9
Science	5.6	--	3.1	--	8.3	0.2	0.2	6.1	--	0.8	0.0	--	1.2	0.4
Social Studies	0.0	--	0.0	--	8.3	0.7	0.2	6.1	--	0.8	0.0	--	1.2	0.4
<b>Percentage of Students Scoring Basic</b>														
Reading	19.4	--	2.6	0.0	3.7	2.4	1.8	12.6	--	2.6	10.8	11.1	2.8	2.9
Writing	5.9	--	0.0	--	8.3	1.2	1.1	6.0	--	1.2	11.1	--	0.4	2.6
Mathematics	16.1	--	2.6	0.0	11.1	3.5	2.7	15.3	--	3.6	10.8	5.6	4.3	3.4
Science	27.8	--	6.3	--	16.7	7.6	6.3	28.6	--	8.2	20.0	--	9.6	7.2
Social Studies	33.3	--	3.1	--	16.7	7.6	6.3	28.6	--	8.2	20.0	--	10.0	6.8
<b>Percentage of Students Scoring Proficient</b>														
Reading	41.9	--	7.7	10.0	40.7	21.9	19.4	43.2	--	21.0	43.2	22.2	20.0	23.4
Writing	35.3	--	11.9	--	33.3	17.3	14.0	52.0	--	17.4	27.8	--	10.4	24.4
Mathematics	35.5	--	9.0	15.0	33.3	19.1	17.6	33.3	--	18.2	48.6	0.0	21.6	16.7
Science	44.4	--	25.0	--	33.3	22.2	22.8	26.5	--	22.7	50.0	--	24.9	21.6
Social Studies	38.9	--	15.6	--	16.7	16.8	16.4	26.5	--	16.9	40.0	--	17.7	17.0
<b>Percentage of Students Scoring Accelerated</b>														
Reading	25.8	--	38.5	35.0	29.6	34.9	35.6	27.0	--	34.9	29.7	27.8	32.0	37.5
Writing	52.9	--	57.1	--	50.0	61.4	63.5	32.0	--	60.5	55.6	--	64.7	56.4
Mathematics	22.6	--	19.2	35.0	18.5	25.5	25.3	21.6	--	25.3	16.2	33.3	25.2	24.7
Science	16.7	--	21.9	--	25.0	37.2	36.9	20.4	--	35.4	30.0	--	32.5	37.9
Social Studies	11.1	--	15.6	--	25.0	19.1	19.0	14.3	--	18.7	10.0	--	15.7	21.2
<b>Percentage of Students Scoring Advanced</b>														
Reading	12.9	--	51.3	50.0	25.9	40.0	42.5	15.3	--	40.9	10.8	33.3	44.9	35.0
Writing	5.9	--	31.0	--	8.3	20.1	21.4	10.0	--	20.9	5.6	--	24.5	16.5
Mathematics	16.1	--	69.2	45.0	33.3	50.8	53.7	21.6	--	51.8	16.2	50.0	47.0	54.3
Science	5.6	--	43.8	--	16.7	32.7	33.8	18.4	--	33.0	0.0	--	31.7	33.0
Social Studies	16.7	--	65.6	--	33.3	55.8	58.2	24.5	--	55.5	30.0	--	55.4	54.5

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
2022	3.0%	--	7.1%	1.7%	3.3%	84.9%	3.3%	1.2%	9.1%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	97.9	99.3
Percentage of teachers with at least a Master's Degree	66.0	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* --
		Low-Poverty Schools Located in Your District* 0.0

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

No Schools Identified for Improvement in District

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	97.3 %	EMIS
Mean ACT Score	25	ACT Corp., EMIS
Percent of Graduates participating in the ACT	78.1 %	ACT Corp., EMIS
Mean SAT Score	1164	College Board, EMIS
Percent of Graduates participating in the SAT	93.4 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	50.3 %	EMIS
Number of Graduates participating in an AP test	258	College Board
Percent of Graduates with an AP score of 3 or above	100.0 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

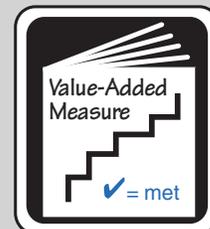


# Lockland Local School District

210 N Cooper Ave, Cincinnati, OH 45215-3011 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Donna F. Hubbard (513) 563-5000



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	77.4 % ✓	75.7 %	77.4 %
2. Mathematics	77.4 % ✓	79.2 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	74.3 %	77.7 %	82 %
4. Mathematics	62.9 %	74.3 %	78.4 %
5. Writing	80.0 % ✓	80.6 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	61.8 %	65.2 %	72 %
7. Mathematics	44.1 %	52.9 %	62.3 %
8. Science	55.9 %	60.0 %	70.6 %
9. Social Studies	44.1 %	48.8 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	58.3 %	75.2 %	81.3 %
11. Mathematics	66.7 %	70.2 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	80.0 % ✓	70.2 %	76.6 %
13. Mathematics	68.6 %	68.1 %	74.3 %
14. Writing	88.6 % ✓	74.6 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	58.3 %	66.0 %	72.4 %
16. Mathematics	41.7 %	66.2 %	70.6 %
17. Science	41.7 %	52.5 %	62.8 %
18. Social Studies	13.9 %	38.8 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	78.9 % ✓	79.9 %	84.5 %
20. Mathematics	75.4 % ✓	76.7 %	81.4 %
21. Writing	80.7 % ✓	86.3 %	89.7 %
22. Science	56.1 %	67.7 %	76 %
23. Social Studies	64.9 %	77.7 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	93.2 % ✓	91.9 %	92.8 %
25. Mathematics	86.4 % ✓	87.3 %	88.4 %
26. Writing	90.9 % ✓	92.0 %	93.2 %
27. Science	72.7 %	80.3 %	84.2 %
28. Social Studies	80.7 %	88.7 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	93.8 % ✓	94.2 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	95.3 % ✓	87.6 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

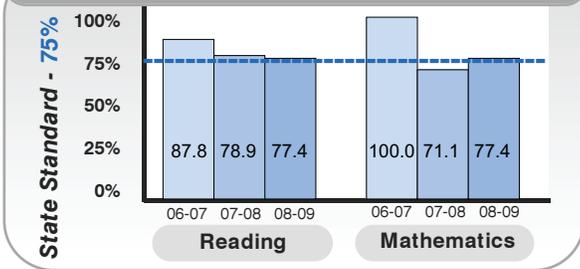
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

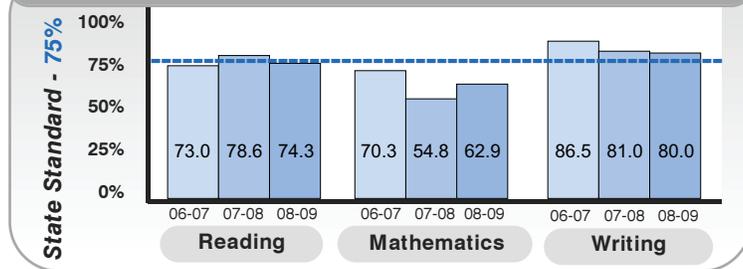


All students in the district for a full academic year are included in the results.

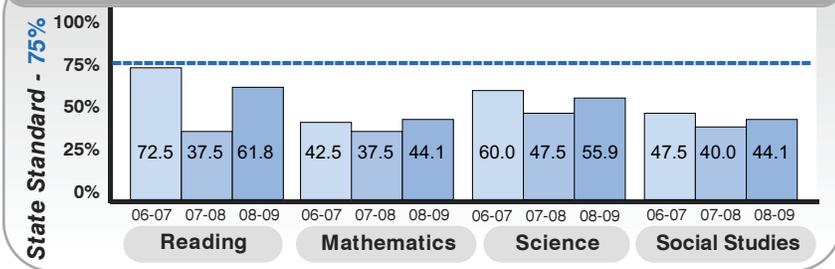
## 3rd Grade Achievement



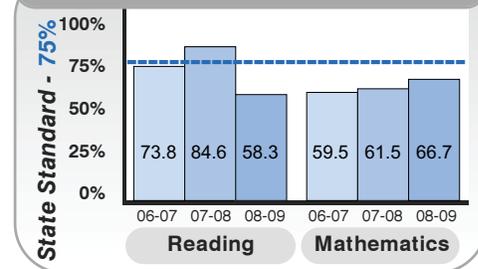
## 4th Grade Achievement



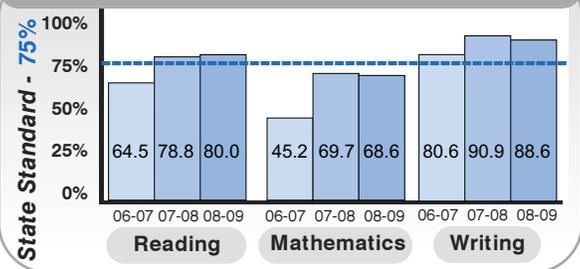
## 5th Grade Achievement



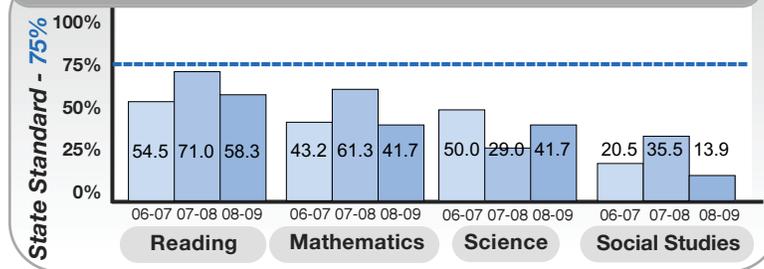
## 6th Grade Achievement



## 7th Grade Achievement

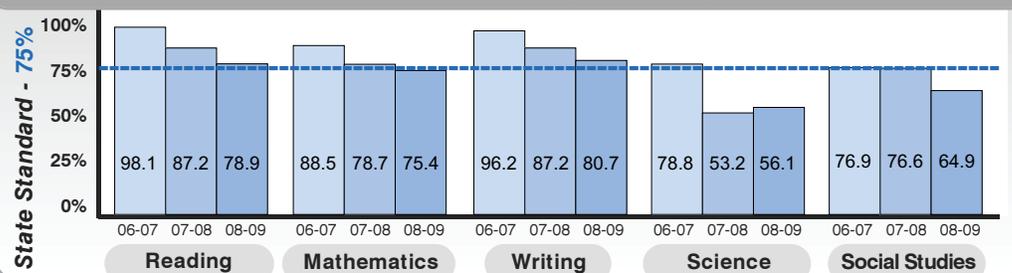


## 8th Grade Achievement

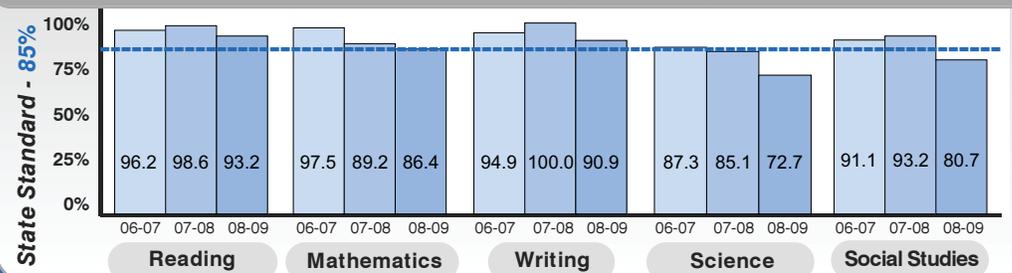


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.5	X	0.0	=	0.0
Limited	11.9	X	0.3	=	3.6
Basic	24.0	X	0.6	=	14.4
Proficient	36.8	X	1.0	=	36.8
Accelerated	19.5	X	1.1	=	21.4
Advanced	7.3	X	1.2	=	8.8

**Your District's Performance Index** **84.9**



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
84.9	84.6	88.3

# Value-Added Measure



### Overall Composite



Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

✓	-	+	-	-
---	---	---	---	---

### Mathematics

+	+	+	✓	-
---	---	---	---	---

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient
Percent Proficient	Reading	Met	Not Met	NR	Met	NR	NR	NR	Met	Not Met	NR
	Mathematics	Met	Met	NR	Met	NR	NR	NR	Met	Not Met	NR
Percent Tested	Reading	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR
	Mathematics	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR
Graduation Rate*		Met									
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Not Met	NR	Met	NR	NR	NR	Met	Not Met	NR

**AYP Determination by Indicator**

Reading Proficiency:	Not Met
Mathematics Proficiency:	Not Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for Your District:	Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtdgd
0%	0%	>95%	>95%
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities
>95%	0%	>95%	>95%
			White, non-Hispanic
			93.8%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	16.3	--	--	--	0.0	6.6	8.0	25.0	--	7.2	20.3	42.1	9.2	11.8
Writing	7.8	--	--	--	--	1.5	2.8	10.5	--	2.2	8.3	--	3.7	4.1
Mathematics	21.2	--	--	--	0.0	12.4	8.9	50.0	--	13.3	20.3	21.1	12.5	17.4
Science	13.5	--	--	--	--	9.1	6.9	23.1	--	7.3	19.4	--	11.8	9.2
Social Studies	25.0	--	--	--	--	15.2	13.9	34.6	--	15.6	25.8	--	15.7	19.7
<b>Percentage of Students Scoring Basic</b>														
Reading	25.0	--	--	--	10.5	16.1	19.2	17.5	--	19.5	17.4	26.3	17.5	20.1
Writing	17.6	--	--	--	--	10.8	12.0	21.1	--	8.8	25.0	--	5.6	19.2
Mathematics	26.0	--	--	--	36.8	16.8	23.2	12.5	--	22.6	18.8	36.8	22.5	20.8
Science	48.1	--	--	--	--	31.8	41.6	23.1	--	38.5	35.5	--	35.3	39.5
Social Studies	40.4	--	--	--	--	30.3	41.6	19.2	--	37.5	35.5	--	39.2	35.5
<b>Percentage of Students Scoring Proficient</b>														
Reading	40.4	--	--	--	57.9	38.7	43.3	27.5	--	41.5	39.1	21.1	39.2	42.4
Writing	49.0	--	--	--	--	35.4	45.4	21.1	--	42.9	38.9	--	42.6	41.1
Mathematics	36.5	--	--	--	36.8	33.6	39.7	12.5	--	34.4	39.1	42.1	35.8	35.4
Science	28.8	--	--	--	--	31.8	34.7	26.9	--	33.3	32.3	--	31.4	34.2
Social Studies	25.0	--	--	--	--	34.8	34.7	15.4	--	30.2	32.3	--	25.5	34.2
<b>Percentage of Students Scoring Accelerated</b>														
Reading	10.6	--	--	--	26.3	27.0	20.5	17.5	--	21.5	15.9	5.3	23.3	17.4
Writing	25.5	--	--	--	--	46.2	38.9	31.6	--	41.8	27.8	--	44.4	32.9
Mathematics	8.7	--	--	--	26.3	22.6	17.9	12.5	--	19.0	11.6	0.0	15.8	18.1
Science	7.7	--	--	--	--	21.2	14.9	15.4	--	15.6	12.9	--	19.6	11.8
Social Studies	7.7	--	--	--	--	13.6	7.9	19.2	--	13.5	0.0	--	13.7	7.9
<b>Percentage of Students Scoring Advanced</b>														
Reading	7.7	--	--	--	5.3	11.7	8.9	12.5	--	10.3	7.2	5.3	10.8	8.3
Writing	0.0	--	--	--	--	6.2	0.9	15.8	--	4.4	0.0	--	3.7	2.7
Mathematics	7.7	--	--	--	0.0	14.6	10.3	12.5	--	10.8	10.1	0.0	13.3	8.3
Science	1.9	--	--	--	--	6.1	2.0	11.5	--	5.2	0.0	--	2.0	5.3
Social Studies	1.9	--	--	--	--	6.1	2.0	11.5	--	3.1	6.5	--	5.9	2.6

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
639	40.7%	--	--	--	7.0%	50.5%	36.5%	6.5%	14.9%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	100.0	99.3
Percentage of teachers with at least a Master's Degree	43.1	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Lockland Elementary School	2
----------------------------	---

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	95.3 %	EMIS
Mean ACT Score	19	ACT Corp., EMIS
Percent of Graduates participating in the ACT	45.1 %	ACT Corp., EMIS
Mean SAT Score	926	College Board, EMIS
Percent of Graduates participating in the SAT	--	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	7.3 %	EMIS
Number of Graduates participating in an AP test	0	College Board
Percent of Graduates with an AP score of 3 or above	0	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

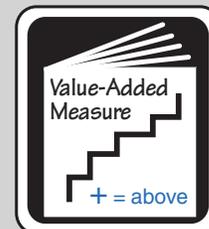
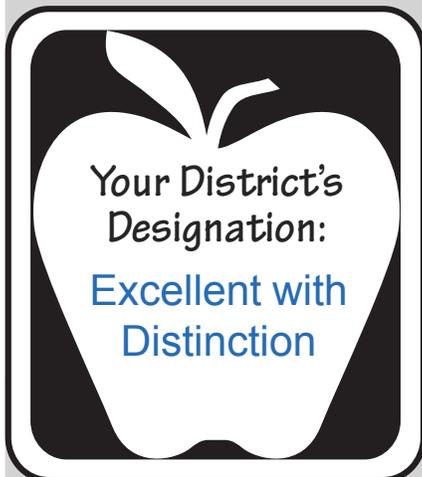


# Loveland City School District

757 S Lebanon Rd, Loveland, OH 45140-9308 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Kevin S. Boys (513) 683-5600



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	85.3 % ✓	92.2 %	77.4 %
2. Mathematics	91.6 % ✓	92.5 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	93.7 % ✓	94.3 %	82 %
4. Mathematics	90.0 % ✓	91.5 %	78.4 %
5. Writing	93.2 % ✓	95.2 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	85.0 % ✓	88.8 %	72 %
7. Mathematics	81.5 % ✓	82.3 %	62.3 %
8. Science	85.6 % ✓	88.7 %	70.6 %
9. Social Studies	74.2 %	82.8 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	94.3 % ✓	94.5 %	81.3 %
11. Mathematics	92.1 % ✓	91.5 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	92.9 % ✓	92.5 %	76.6 %
13. Mathematics	92.3 % ✓	90.4 %	74.3 %
14. Writing	94.6 % ✓	94.5 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	88.9 % ✓	89.5 %	72.4 %
16. Mathematics	86.1 % ✓	89.4 %	70.6 %
17. Science	90.1 % ✓	85.0 %	62.8 %
18. Social Studies	83.1 % ✓	77.7 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	93.9 % ✓	95.3 %	84.5 %
20. Mathematics	92.5 % ✓	94.5 %	81.4 %
21. Writing	96.7 % ✓	97.8 %	89.7 %
22. Science	91.7 % ✓	93.0 %	76 %
23. Social Studies	95.0 % ✓	95.0 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	99.2 % ✓	98.7 %	92.8 %
25. Mathematics	98.4 % ✓	97.5 %	88.4 %
26. Writing	99.2 % ✓	98.5 %	93.2 %
27. Science	97.6 % ✓	96.3 %	84.2 %
28. Social Studies	98.4 % ✓	97.5 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	95.4 % ✓	96.1 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	96.0 % ✓	97.2 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

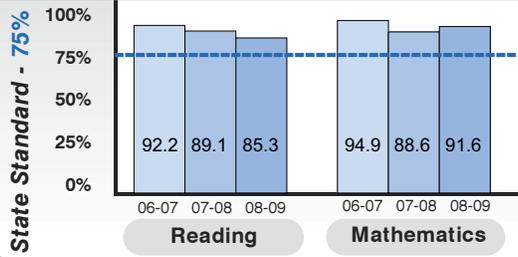
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

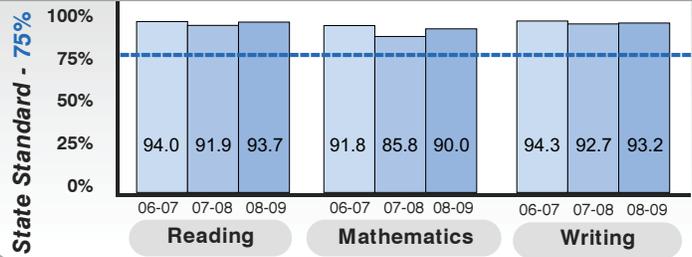


All students in the district for a full academic year are included in the results.

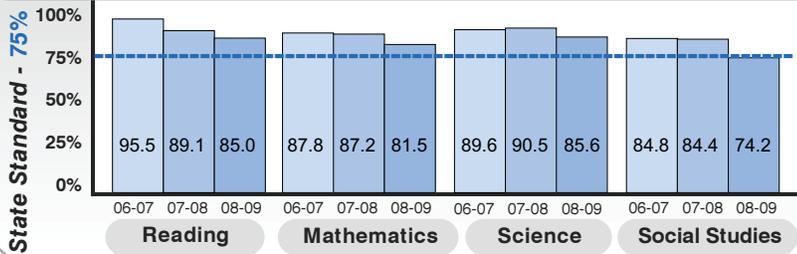
## 3rd Grade Achievement



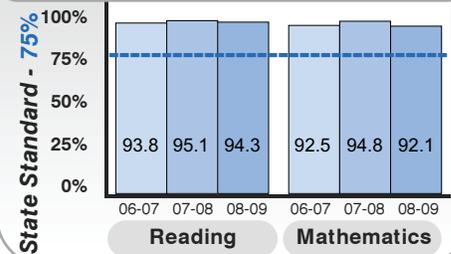
## 4th Grade Achievement



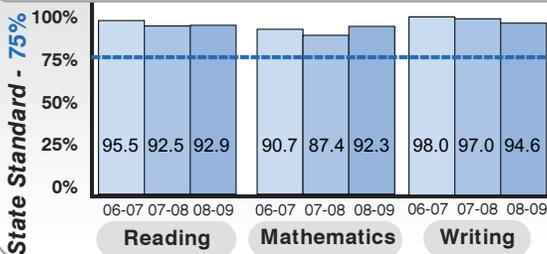
## 5th Grade Achievement



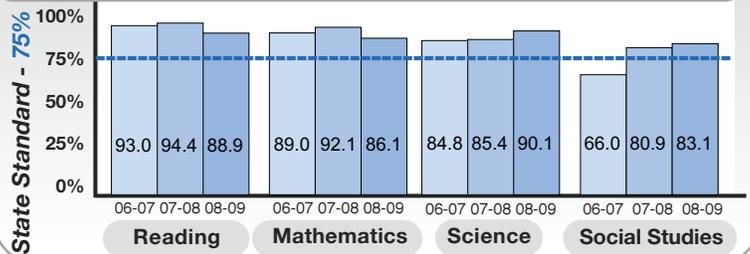
## 6th Grade Achievement



## 7th Grade Achievement

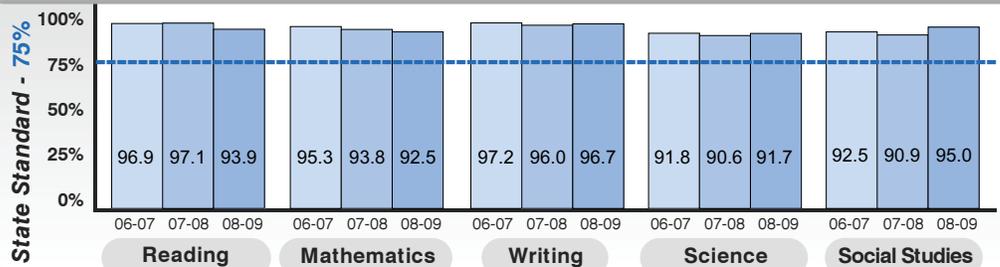


## 8th Grade Achievement

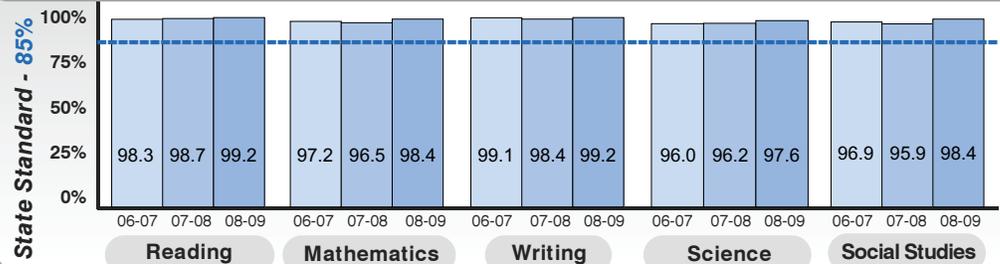


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.1	X	0.0	=	0.0
Limited	2.7	X	0.3	=	0.8
Basic	7.4	X	0.6	=	4.4
Proficient	26.4	X	1.0	=	26.4
Accelerated	33.9	X	1.1	=	37.3
Advanced	29.5	X	1.2	=	35.4

**Your District's Performance Index** 104.3



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
104.3	104.8	104.5

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

**+**

**✓**

**+**

**-**

**-**

### Mathematics

**+**

**+**

**-**

**+**

**-**

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	Met	NR	NR	NR	Met	Met	Met	NR	
	Mathematics	Met	Met	Met	NR	NR	NR	Met	Met	Met	NR	Mathematics Proficiency: Met
Percent Tested	Reading	Met	Met	Met	NR	NR	NR	Met	Met	Met	NR	Reading Participation: Met
	Mathematics	Met	Met	Met	NR	NR	NR	Met	Met	Met	NR	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	Met	NR	NR	NR	Met	Met	Met	NR	AYP Determination for Your District: Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/ Alaska Native	0%	Asian or Pacific Islander	>95%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	85%
Hispanic	>95%	Limited English Proficient	>95%	Multi-Racial	>95%	Students with Disabilities	86.4%
				White, non-Hispanic	>95%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	7.7	--	2.0	8.0	5.9	2.9	1.3	18.7	--	2.4	8.1	10.5	2.0	4.0
Writing	0.0	--	0.0	0.0	0.0	1.3	0.3	9.6	--	1.1	1.6	--	0.8	1.6
Mathematics	11.5	--	0.0	16.0	11.8	3.5	1.8	21.0	--	3.0	9.8	15.8	3.8	3.9
Science	0.0	--	0.0	10.0	0.0	0.8	0.4	5.0	--	0.8	2.0	--	0.4	1.3
Social Studies	14.3	--	0.0	20.0	4.5	2.5	1.6	13.9	--	1.8	11.8	--	3.2	2.4
<b>Percentage of Students Scoring Basic</b>														
Reading	19.2	--	2.0	12.0	13.7	5.9	4.2	23.7	--	4.8	17.2	10.5	5.0	7.3
Writing	6.7	--	8.3	20.0	4.3	3.7	1.9	24.0	--	3.1	11.0	--	1.9	6.1
Mathematics	15.4	--	6.0	8.0	5.9	6.6	5.2	19.5	--	5.3	16.8	0.0	6.4	6.9
Science	21.4	--	4.5	10.0	22.7	9.6	7.5	32.7	--	8.2	26.5	--	11.2	8.9
Social Studies	14.3	--	9.1	20.0	22.7	12.6	11.4	26.7	--	11.1	29.4	--	13.2	12.6
<b>Percentage of Students Scoring Proficient</b>														
Reading	50.0	--	22.0	32.0	27.5	29.5	29.0	34.2	--	28.4	38.2	31.6	27.6	31.3
Writing	60.0	--	12.5	10.0	43.5	27.9	26.6	43.3	--	25.5	48.8	--	21.1	34.9
Mathematics	46.2	--	18.0	28.0	29.4	26.3	25.8	31.1	--	24.4	41.1	31.6	27.6	25.3
Science	35.7	--	18.2	30.0	22.7	23.9	24.3	20.8	--	22.2	40.2	--	25.4	22.7
Social Studies	42.9	--	9.1	10.0	22.7	19.9	19.8	20.8	--	19.2	26.5	--	20.3	19.6
<b>Percentage of Students Scoring Accelerated</b>														
Reading	3.8	--	40.0	16.0	27.5	32.5	34.5	11.7	--	33.0	25.3	26.3	32.3	32.0
Writing	33.3	--	70.8	40.0	47.8	57.7	61.8	14.4	--	60.5	33.1	--	62.7	52.2
Mathematics	11.5	--	26.0	16.0	25.5	28.6	29.6	16.0	--	29.2	20.0	31.6	27.7	28.6
Science	35.7	--	27.3	20.0	45.5	37.1	38.0	25.7	--	37.8	28.4	--	37.9	35.9
Social Studies	7.1	--	22.7	10.0	22.7	24.7	24.7	20.8	--	24.7	20.6	--	25.8	22.9
<b>Percentage of Students Scoring Advanced</b>														
Reading	19.2	--	34.0	32.0	25.5	29.1	31.1	11.7	--	31.4	11.2	21.1	33.1	25.5
Writing	0.0	--	8.3	30.0	4.3	9.3	9.3	8.7	--	9.7	5.5	--	13.6	5.2
Mathematics	15.4	--	50.0	32.0	27.5	35.1	37.6	12.5	--	38.0	12.3	21.1	34.6	35.4
Science	7.1	--	50.0	30.0	9.1	28.6	29.7	15.8	--	31.1	2.9	--	25.2	31.2
Social Studies	21.4	--	59.1	40.0	27.3	40.3	42.6	17.8	--	43.2	11.8	--	37.5	42.5

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
4505	1.3%	--	2.7%	1.4%	2.3%	92.4%	11.7%	1.0%	9.9%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	99.6	99.3
Percentage of teachers with at least a Master's Degree	71.4	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	2.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	98.4	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* 0.0

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Loveland Early Childhood Center	1	Loveland Elementary School	1
Loveland Primary School	1		

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	96.0 %	EMIS
Mean ACT Score	24	ACT Corp., EMIS
Percent of Graduates participating in the ACT	77 %	ACT Corp., EMIS
Mean SAT Score	1090	College Board, EMIS
Percent of Graduates participating in the SAT	53.4 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	33.8 %	EMIS
Number of Graduates participating in an AP test	201	College Board
Percent of Graduates with an AP score of 3 or above	47.5 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

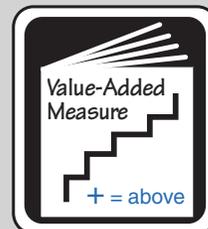
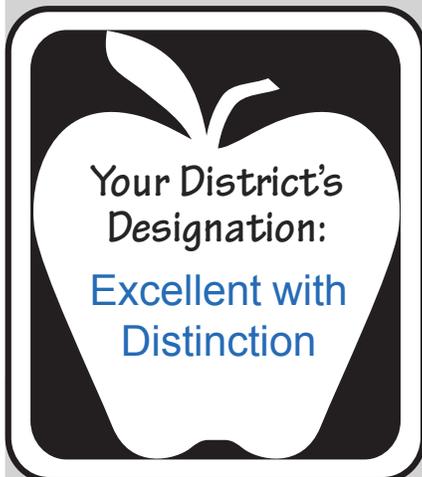


# Madeira City School District

7465 Loannes Dr, Cincinnati, OH 45243-1851 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Stephen M. Kramer (513) 985-6070



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	100.0 % ✓	92.7 %	77.4 %
2. Mathematics	99.1 % ✓	93.5 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	100.0 % ✓	94.8 %	82 %
4. Mathematics	97.0 % ✓	92.8 %	78.4 %
5. Writing	97.0 % ✓	94.7 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	97.1 % ✓	90.3 %	72 %
7. Mathematics	85.4 % ✓	83.2 %	62.3 %
8. Science	95.1 % ✓	89.3 %	70.6 %
9. Social Studies	93.2 % ✓	83.6 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	99.0 % ✓	95.1 %	81.3 %
11. Mathematics	97.1 % ✓	92.9 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	97.2 % ✓	92.7 %	76.6 %
13. Mathematics	95.4 % ✓	91.5 %	74.3 %
14. Writing	95.4 % ✓	94.5 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	94.4 % ✓	89.5 %	72.4 %
16. Mathematics	90.3 % ✓	90.1 %	70.6 %
17. Science	90.3 % ✓	84.6 %	62.8 %
18. Social Studies	86.3 % ✓	77.6 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	95.6 % ✓	96.2 %	84.5 %
20. Mathematics	94.7 % ✓	95.5 %	81.4 %
21. Writing	97.3 % ✓	98.1 %	89.7 %
22. Science	95.6 % ✓	94.2 %	76 %
23. Social Studies	95.6 % ✓	95.6 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	99.2 % ✓	99.1 %	92.8 %
25. Mathematics	98.4 % ✓	98.1 %	88.4 %
26. Writing	98.4 % ✓	99.0 %	93.2 %
27. Science	99.2 % ✓	97.1 %	84.2 %
28. Social Studies	98.4 % ✓	98.3 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	96.1 % ✓	96.2 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	96.0 % ✓	97.4 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

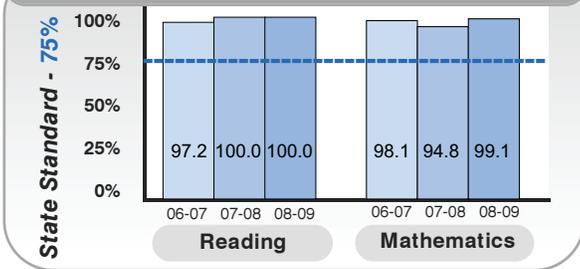
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

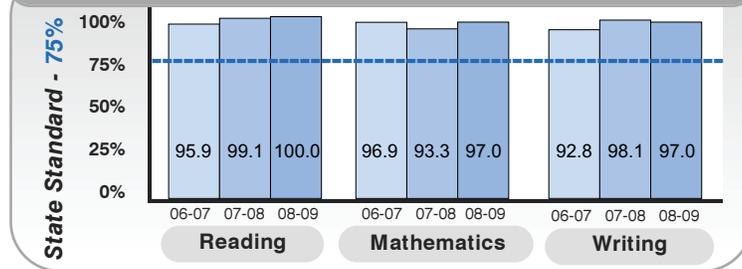


All students in the district for a full academic year are included in the results.

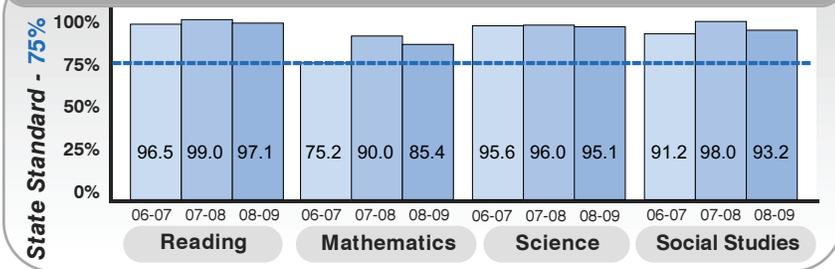
## 3rd Grade Achievement



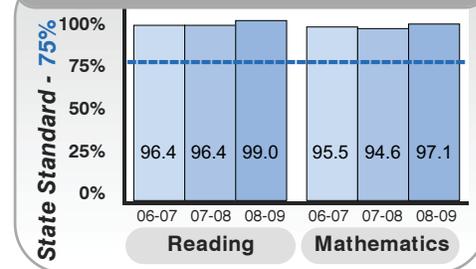
## 4th Grade Achievement



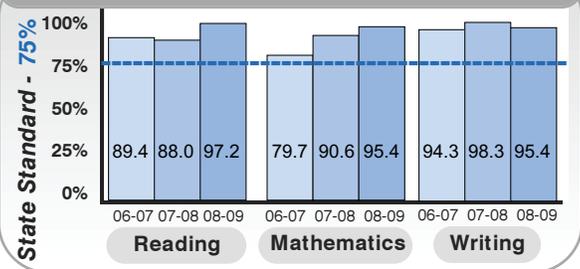
## 5th Grade Achievement



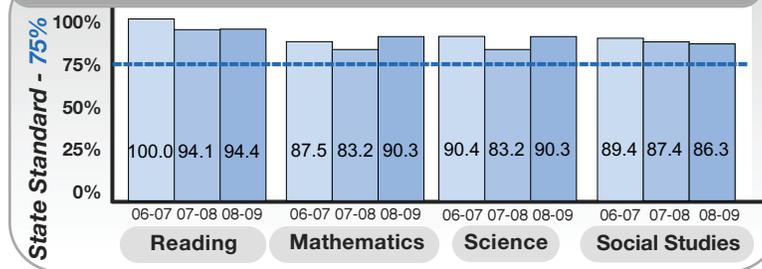
## 6th Grade Achievement



## 7th Grade Achievement

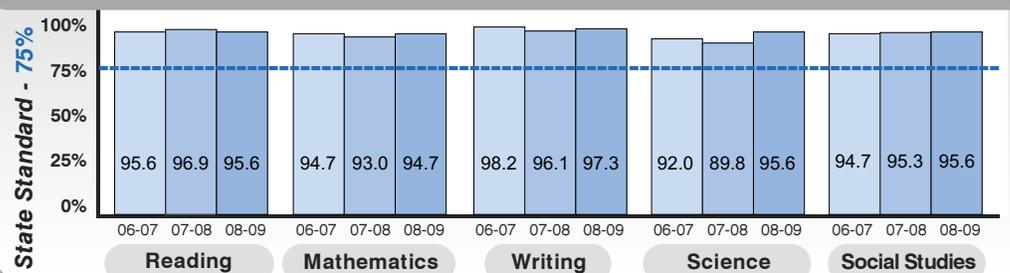


## 8th Grade Achievement

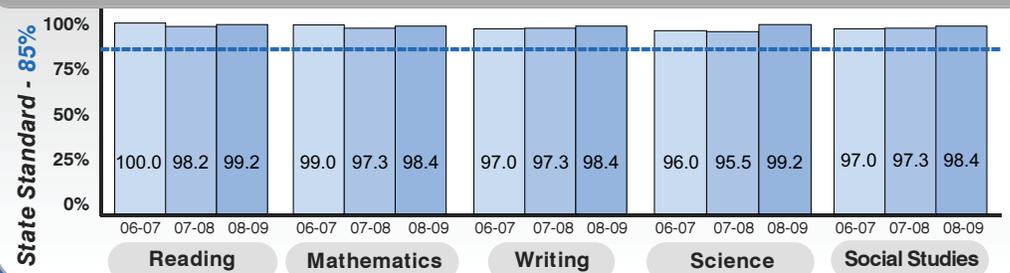


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.0	X	0.0	=	0.0
Limited	1.0	X	0.3	=	0.3
Basic	4.0	X	0.6	=	2.4
Proficient	20.5	X	1.0	=	20.5
Accelerated	33.4	X	1.1	=	36.7
Advanced	41.1	X	1.2	=	49.3

**Your District's Performance Index** 109.2



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
109.2	107.6	106.5

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

✓

+

+

-

✓

### Mathematics

+

+

+

+

+

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR	
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR	Mathematics Proficiency: Met
Percent Tested	Reading	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR	Reading Participation: Met
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	NR	NR	NR	NR	NR	Met	Met	NR	AYP Determination for Your District: Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	>95%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	>95%
Hispanic	0%	Limited English Proficient	>95%	Multi-Racial	>95%	Students with Disabilities	50%
				White, non-Hispanic	>95%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	--	--	7.4	6.3	0.0	0.7	0.6	5.6	--	1.0	2.1	30.0	1.3	0.8
Writing	--	--	7.1	--	--	0.3	0.7	0.0	--	0.7	0.0	--	0.0	1.3
Mathematics	--	--	0.0	12.5	0.0	1.0	0.4	9.7	--	1.3	2.1	10.0	2.1	0.5
Science	--	--	20.0	--	--	0.3	1.0	2.9	--	1.3	0.0	--	0.0	2.3
Social Studies	--	--	10.0	--	--	0.3	0.7	0.0	--	0.6	0.0	--	0.6	0.6
<b>Percentage of Students Scoring Basic</b>														
Reading	--	--	0.0	12.5	0.0	1.3	0.4	11.1	--	1.3	4.3	10.0	1.3	1.6
Writing	--	--	7.1	--	--	2.4	1.4	16.7	--	2.7	4.5	--	1.7	4.0
Mathematics	--	--	3.7	12.5	6.3	4.4	3.3	16.7	--	4.4	8.5	30.0	5.0	4.2
Science	--	--	0.0	--	--	3.9	3.6	20.0	--	4.1	21.7	--	6.6	4.0
Social Studies	--	--	10.0	--	--	7.5	5.2	31.4	--	7.6	13.0	--	8.4	7.5
<b>Percentage of Students Scoring Proficient</b>														
Reading	--	--	22.2	25.0	18.8	22.9	21.2	41.7	--	22.7	29.8	20.0	17.8	28.5
Writing	--	--	14.3	--	--	15.6	14.8	30.0	--	15.7	22.7	--	9.3	24.2
Mathematics	--	--	25.9	25.0	37.5	21.9	21.1	34.7	--	21.6	34.0	30.0	22.8	22.0
Science	--	--	20.0	--	--	21.8	19.3	34.3	--	21.1	17.4	--	19.9	21.8
Social Studies	--	--	20.0	--	--	12.7	13.1	22.9	--	12.9	30.4	--	12.7	15.5
<b>Percentage of Students Scoring Accelerated</b>														
Reading	--	--	22.2	31.3	37.5	32.8	33.1	25.0	--	31.8	40.4	30.0	33.4	31.3
Writing	--	--	50.0	--	--	62.4	63.6	43.3	--	61.5	63.6	--	62.8	60.4
Mathematics	--	--	14.8	25.0	25.0	26.3	26.6	20.8	--	26.0	27.7	20.0	24.1	28.0
Science	--	--	40.0	--	--	38.1	38.0	37.1	--	37.2	47.8	--	39.8	36.2
Social Studies	--	--	0.0	--	--	22.1	19.7	31.4	--	20.2	30.4	--	22.3	19.5
<b>Percentage of Students Scoring Advanced</b>														
Reading	--	--	48.1	25.0	43.8	42.3	44.6	16.7	--	43.2	23.4	10.0	46.2	37.9
Writing	--	--	21.4	--	--	19.3	19.6	10.0	--	19.4	9.1	--	26.2	10.1
Mathematics	--	--	55.6	25.0	31.3	46.4	48.5	18.1	--	46.8	27.7	10.0	45.9	45.3
Science	--	--	20.0	--	--	35.8	38.0	5.7	--	36.3	13.0	--	33.7	35.6
Social Studies	--	--	60.0	--	--	57.3	61.3	14.3	--	58.7	26.1	--	56.0	56.9

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
1381	1.2%	--	3.7%	1.9%	2.2%	90.8%	6.7%	0.9%	9.4%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	99.3	99.3
Percentage of teachers with at least a Master's Degree	67.7	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.5	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.3	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* --
		Low-Poverty Schools Located in Your District* 0.0

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

No Schools Identified for Improvement in District

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	96.0 %	EMIS
Mean ACT Score	24	ACT Corp., EMIS
Percent of Graduates participating in the ACT	58.8 %	ACT Corp., EMIS
Mean SAT Score	1108	College Board, EMIS
Percent of Graduates participating in the SAT	78.4 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	38.1 %	EMIS
Number of Graduates participating in an AP test	96	College Board
Percent of Graduates with an AP score of 3 or above	82.5 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

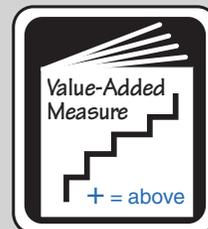
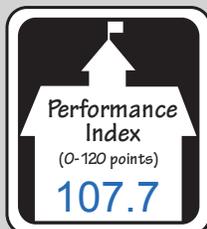


# Mariemont City School District

6743 Chestnut St, Cincinnati, OH 45227-3600 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Paul W. Imhoff (513) 272-7500



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	96.2 % ✓	92.8 %	77.4 %
2. Mathematics	96.2 % ✓	93.2 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	95.7 % ✓	95.3 %	82 %
4. Mathematics	95.0 % ✓	92.9 %	78.4 %
5. Writing	99.3 % ✓	95.0 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	90.6 % ✓	90.6 %	72 %
7. Mathematics	81.9 % ✓	82.6 %	62.3 %
8. Science	89.9 % ✓	89.1 %	70.6 %
9. Social Studies	86.2 % ✓	83.9 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	97.7 % ✓	94.8 %	81.3 %
11. Mathematics	90.9 % ✓	92.3 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	95.4 % ✓	93.0 %	76.6 %
13. Mathematics	91.7 % ✓	91.6 %	74.3 %
14. Writing	97.2 % ✓	95.1 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	91.5 % ✓	89.6 %	72.4 %
16. Mathematics	90.7 % ✓	90.5 %	70.6 %
17. Science	86.0 % ✓	85.1 %	62.8 %
18. Social Studies	77.5 % ✓	77.9 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	97.7 % ✓	95.6 %	84.5 %
20. Mathematics	96.2 % ✓	95.3 %	81.4 %
21. Writing	100.0 % ✓	97.9 %	89.7 %
22. Science	94.7 % ✓	93.7 %	76 %
23. Social Studies	97.0 % ✓	95.3 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	98.4 % ✓	98.7 %	92.8 %
25. Mathematics	96.7 % ✓	97.6 %	88.4 %
26. Writing	98.4 % ✓	98.7 %	93.2 %
27. Science	96.7 % ✓	96.6 %	84.2 %
28. Social Studies	98.4 % ✓	97.8 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	95.7 % ✓	96.2 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	95.8 % ✓	97.2 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

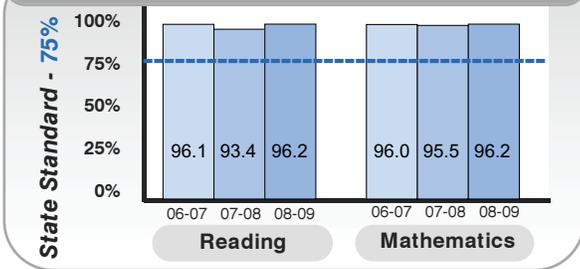
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

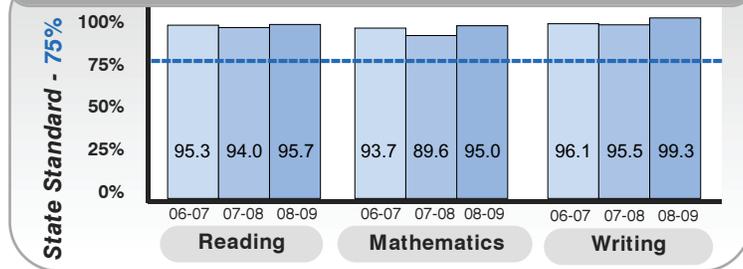


All students in the district for a full academic year are included in the results.

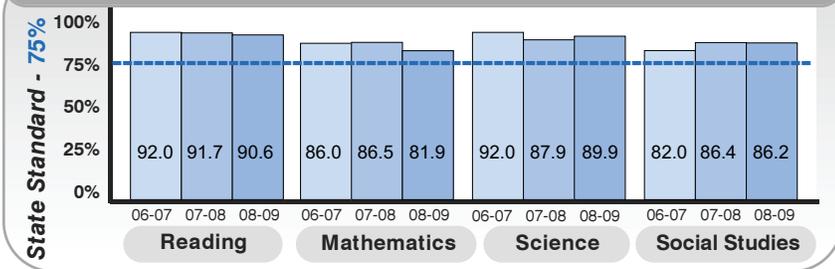
## 3rd Grade Achievement



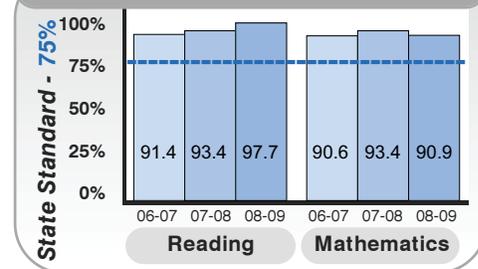
## 4th Grade Achievement



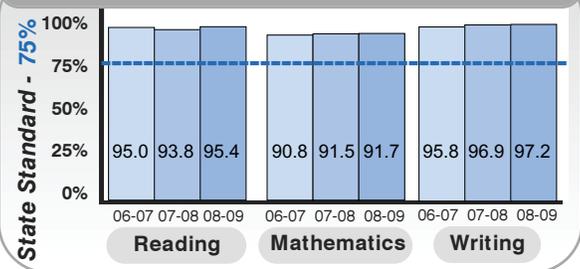
## 5th Grade Achievement



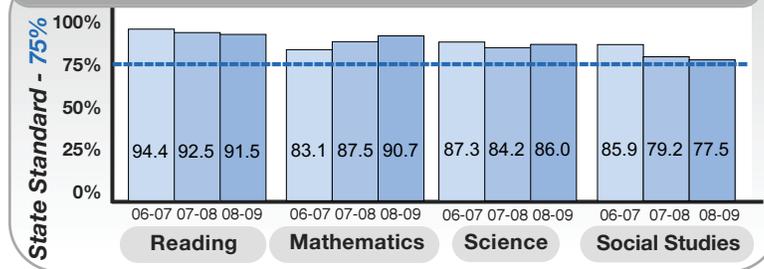
## 6th Grade Achievement



## 7th Grade Achievement

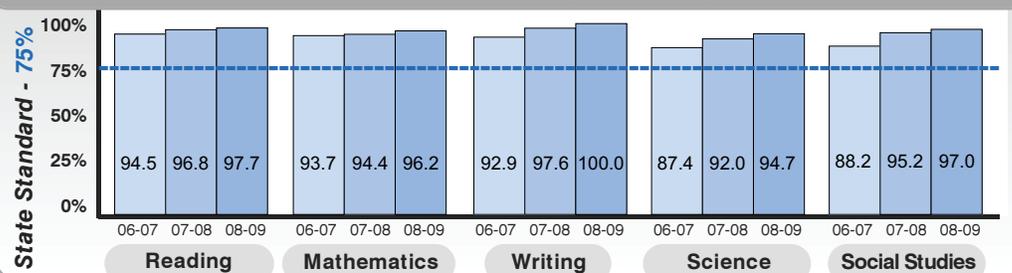


## 8th Grade Achievement

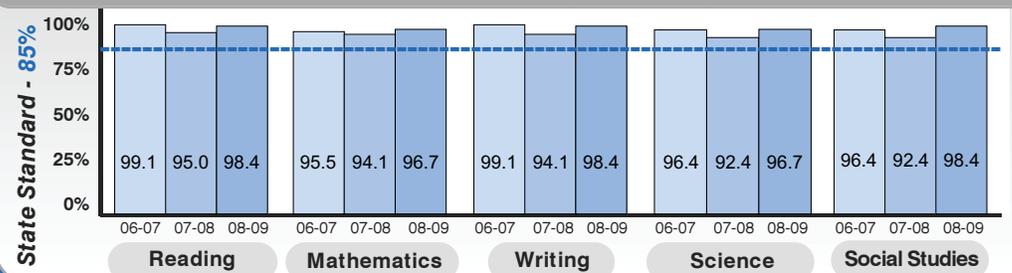


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.0	X	0.0	=	0.0
Limited	1.9	X	0.3	=	0.6
Basic	5.3	X	0.6	=	3.2
Proficient	21.7	X	1.0	=	21.7
Accelerated	30.8	X	1.1	=	33.9
Advanced	40.3	X	1.2	=	48.3

**Your District's Performance Index** 107.7



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
107.7	106.5	106.0

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

**+**

**✓**

**+**

**✓**

**✓**

### Mathematics

**+**

**✓**

**+**

**+**

**-**

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient
Percent Proficient	Reading	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR
	Mathematics	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR
Percent Tested	Reading	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR
Graduation Rate*		Met									
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Met	NR	Met	NR	NR	NR	Met	Met	NR

### AYP Determination by Indicator

Reading Proficiency:	Met
Mathematics Proficiency:	Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for Your District:	Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	0%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	0%
Hispanic	>95%	Limited English Proficient	0%	Multi-Racial	0%	Students with Disabilities	94.1%
						White, non-Hispanic	>95%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	0.0	--	10.0	--	5.3	1.7	0.4	13.7	--	1.5	4.3	--	1.9	1.7
Writing	0.0	--	--	--	--	0.0	0.0	0.0	--	0.0	0.0	--	0.0	0.0
Mathematics	13.3	--	20.0	--	10.5	2.8	1.6	20.0	--	2.4	17.4	--	4.0	3.1
Science	0.0	--	--	--	--	0.8	0.0	7.5	--	0.8	0.0	--	0.0	1.4
Social Studies	23.1	--	--	--	--	1.1	0.6	12.5	--	1.6	4.3	--	1.6	1.9
<b>Percentage of Students Scoring Basic</b>														
Reading	23.3	--	20.0	--	5.3	2.4	1.8	15.8	--	2.8	8.7	--	2.8	3.7
Writing	0.0	--	--	--	--	1.1	0.0	9.5	--	0.8	3.7	--	0.6	1.4
Mathematics	30.0	--	20.0	--	21.1	3.3	2.7	22.1	--	5.1	0.0	--	5.1	4.3
Science	30.8	--	--	--	--	7.0	6.7	30.0	--	7.7	30.4	--	10.0	8.1
Social Studies	23.1	--	--	--	--	10.5	8.3	37.5	--	9.8	34.8	--	13.7	9.0
<b>Percentage of Students Scoring Proficient</b>														
Reading	56.7	--	50.0	--	31.6	21.7	20.4	47.4	--	21.7	42.0	--	20.3	25.9
Writing	35.7	--	--	--	--	19.1	15.4	57.1	--	18.1	44.4	--	14.2	24.6
Mathematics	13.3	--	30.0	--	21.1	23.0	21.9	30.5	--	22.2	30.4	--	25.9	20.1
Science	53.8	--	--	--	--	23.6	24.4	27.5	--	23.1	52.2	--	27.9	21.9
Social Studies	15.4	--	--	--	--	13.9	13.6	20.0	--	14.3	13.0	--	15.3	13.3
<b>Percentage of Students Scoring Accelerated</b>														
Reading	16.7	--	20.0	--	31.6	30.3	31.9	10.5	--	29.9	27.5	--	28.4	30.8
Writing	64.3	--	--	--	--	56.7	62.1	16.7	--	57.8	48.1	--	54.4	59.2
Mathematics	30.0	--	10.0	--	26.3	25.0	26.6	11.6	--	24.4	31.9	--	24.5	25.5
Science	15.4	--	--	--	--	32.2	31.4	27.5	--	31.8	17.4	--	31.1	31.0
Social Studies	30.8	--	--	--	--	20.6	22.8	10.0	--	21.0	30.4	--	20.0	22.9
<b>Percentage of Students Scoring Advanced</b>														
Reading	3.3	--	0.0	--	26.3	44.0	45.4	12.6	--	44.0	17.4	--	46.6	37.9
Writing	0.0	--	--	--	--	23.1	22.5	16.7	--	23.2	3.7	--	30.8	14.7
Mathematics	13.3	--	20.0	--	21.1	45.9	47.2	15.8	--	45.9	20.3	--	40.6	47.0
Science	0.0	--	--	--	--	36.5	37.5	7.5	--	36.6	0.0	--	31.1	37.6
Social Studies	7.7	--	--	--	--	53.9	54.7	20.0	--	53.3	17.4	--	49.5	52.9

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
1598	2.7%	--	1.3%	0.7%	2.1%	93.1%	7.4%	--	10.5%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	100.0	99.3
Percentage of teachers with at least a Master's Degree	86.6	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	1.8	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.8	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* 0.0

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

No Schools Identified for Improvement in District

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	95.8 %	EMIS
Mean ACT Score	25	ACT Corp., EMIS
Percent of Graduates participating in the ACT	69.9 %	ACT Corp., EMIS
Mean SAT Score	1160	College Board, EMIS
Percent of Graduates participating in the SAT	75.2 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	42.5 %	EMIS
Number of Graduates participating in an AP test	139	College Board
Percent of Graduates with an AP score of 3 or above	100.0 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

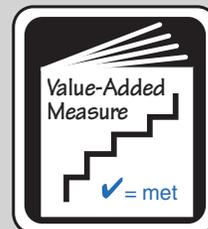


# Mt Healthy City School District

7615 Harrison Ave, Cincinnati, OH 45231-3107 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: David J. Horine (513) 729-0077



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	64.0 %	71.7 %	77.4 %
2. Mathematics	72.3 %	75.7 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	70.3 %	75.7 %	82 %
4. Mathematics	60.6 %	71.3 %	78.4 %
5. Writing	76.4 % ✓	78.7 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	46.9 %	60.2 %	72 %
7. Mathematics	46.7 %	48.4 %	62.3 %
8. Science	46.1 %	55.8 %	70.6 %
9. Social Studies	28.6 %	44.8 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	68.3 %	72.7 %	81.3 %
11. Mathematics	62.9 %	66.8 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	56.9 %	66.1 %	76.6 %
13. Mathematics	59.5 %	65.1 %	74.3 %
14. Writing	63.7 %	69.5 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	40.8 %	60.4 %	72.4 %
16. Mathematics	40.6 %	59.2 %	70.6 %
17. Science	34.9 %	46.4 %	62.8 %
18. Social Studies	19.7 %	34.9 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	79.6 % ✓	78.6 %	84.5 %
20. Mathematics	69.2 %	74.2 %	81.4 %
21. Writing	86.3 % ✓	87.1 %	89.7 %
22. Science	54.2 %	65.8 %	76 %
23. Social Studies	69.5 %	74.8 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	92.6 % ✓	91.3 %	92.8 %
25. Mathematics	85.3 % ✓	86.5 %	88.4 %
26. Writing	91.1 % ✓	91.9 %	93.2 %
27. Science	73.9 %	79.5 %	84.2 %
28. Social Studies	86.7 % ✓	87.4 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	94.9 % ✓	94.2 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	93.7 % ✓	86.7 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

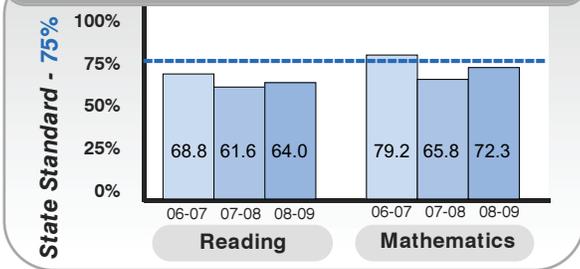
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

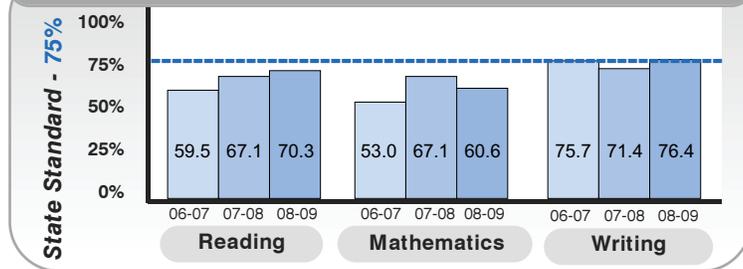


All students in the district for a full academic year are included in the results.

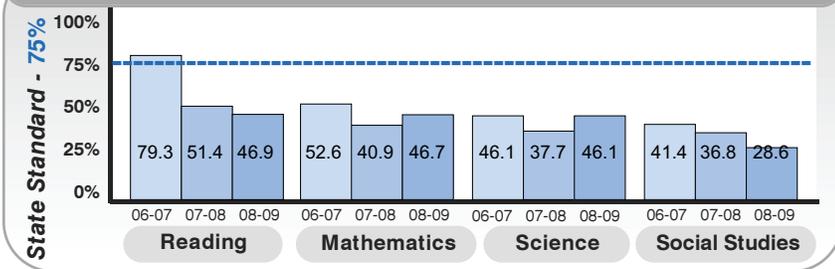
## 3rd Grade Achievement



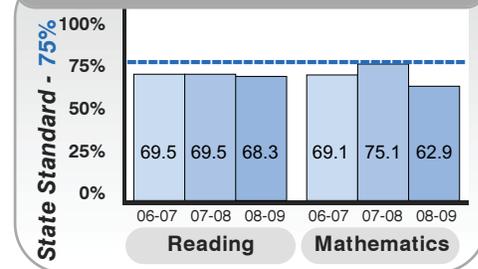
## 4th Grade Achievement



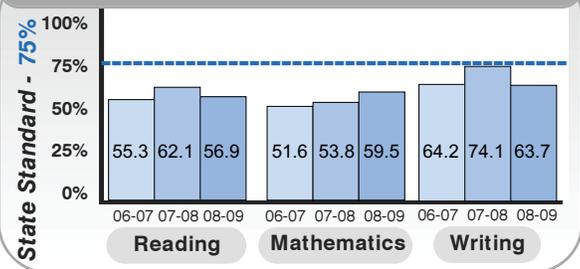
## 5th Grade Achievement



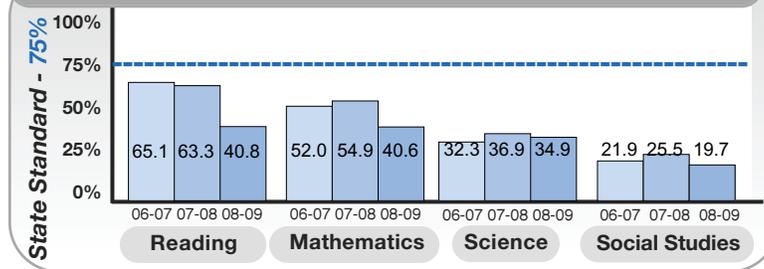
## 6th Grade Achievement



## 7th Grade Achievement

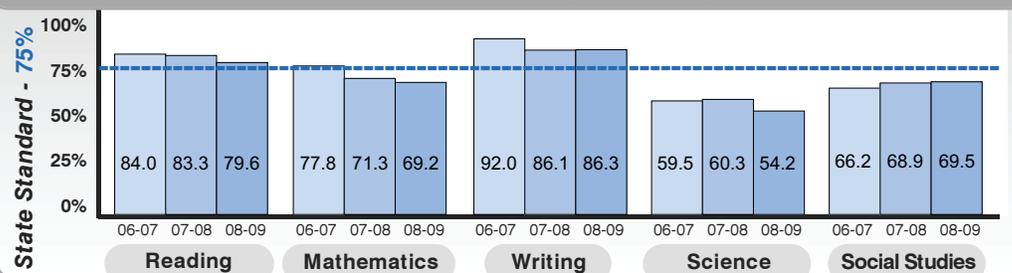


## 8th Grade Achievement

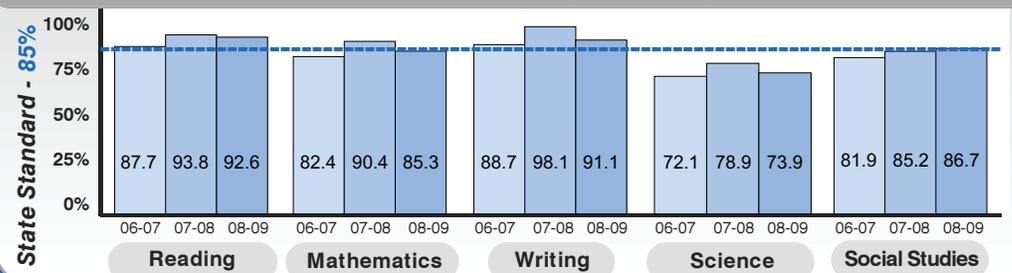


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.0	X	0.0	=	0.0
Limited	14.0	X	0.3	=	4.2
Basic	28.2	X	0.6	=	16.9
Proficient	34.4	X	1.0	=	34.4
Accelerated	15.9	X	1.1	=	17.4
Advanced	7.5	X	1.2	=	9.0

**Your District's Performance Index**      **82.0**



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
82.0	82.7	84.0

# Value-Added Measure



### Overall Composite



Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

+	-	+	-	-
---	---	---	---	---

### Mathematics

+	✓	+	-	-
---	---	---	---	---

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress		Grades 3-8 and 10 Reading and Mathematics											
		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient		
Percent Proficient	Reading	Met	Not Met	NR	Not Met	NR	Met	Met	Met	Not Met	NR		
	Mathematics	Met	Met	NR	Met	NR	Met	Met	Met	Not Met	NR	Mathematics Proficiency:	Not Met
Percent Tested	Reading	Met	Met	NR	Met	NR	Met	Met	Met	Met	NR	Reading Participation:	Met
	Mathematics	Met	Met	NR	Met	NR	Met	Met	Met	Met	NR	Mathematics Participation:	Met
Graduation Rate*		Met										Graduation Rate:	Met
Attendance Rate*		Met										Attendance Rate:	Met
AYP Determination by Subgroup		Met	Not Met	NR	Not Met	NR	Met	Met	Met	Not Met	NR	AYP Determination for Your District:	Not Met

### AYP Determination by Indicator

Reading Proficiency:	Not Met
Mathematics Proficiency:	Not Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for Your District:	Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	0%	Black, non-Hispanic	93.6%	Econ. Disadvtdgd	>95%
Hispanic	0%	Limited English Proficient	0%	Multi-Racial	>95%	Students with Disabilities	94.1%
				White, non-Hispanic	93.5%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	16.7	--	12.5	7.3	21.9	8.5	10.2	32.3	--	8.7	17.7	11.5	11.6	18.2
Writing	4.3	--	--	5.6	3.9	1.3	1.1	12.6	--	3.3	3.8	10.0	3.5	3.8
Mathematics	20.2	--	12.5	9.8	17.2	7.7	11.4	36.4	--	9.3	20.1	11.5	16.4	17.5
Science	10.9	--	--	7.1	19.1	2.1	5.4	23.2	--	3.5	12.4	--	9.1	9.9
Social Studies	21.8	--	--	14.3	21.3	10.3	13.6	37.8	--	8.8	24.3	--	18.8	19.6
<b>Percentage of Students Scoring Basic</b>														
Reading	26.5	--	12.5	22.0	9.4	19.7	19.2	38.1	--	15.3	26.8	30.8	21.3	25.3
Writing	21.8	--	--	16.7	25.5	14.1	13.2	45.0	--	12.6	23.7	40.0	12.0	27.2
Mathematics	26.1	--	12.5	7.3	19.5	19.9	19.9	36.9	--	17.6	26.2	7.7	21.6	25.5
Science	49.4	--	--	42.9	34.0	34.5	42.5	53.7	--	36.8	49.1	--	45.6	44.6
Social Studies	42.9	--	--	21.4	34.0	37.2	40.0	44.5	--	36.0	43.5	--	37.9	43.6
<b>Percentage of Students Scoring Proficient</b>														
Reading	38.1	--	31.3	56.1	34.4	41.6	44.2	20.8	--	41.2	38.0	42.3	41.5	36.7
Writing	48.4	--	--	55.6	35.3	50.3	54.1	27.2	--	46.7	48.8	50.0	50.3	46.4
Mathematics	34.7	--	37.5	51.2	28.9	32.8	39.7	15.5	--	37.9	32.8	57.7	35.4	33.3
Science	24.6	--	--	21.4	23.4	23.4	29.3	7.3	--	29.4	21.7	--	24.7	23.8
Social Studies	20.3	--	--	28.6	25.5	20.7	25.3	5.5	--	24.6	18.8	--	24.8	17.2
<b>Percentage of Students Scoring Accelerated</b>														
Reading	13.4	--	31.3	9.8	20.3	17.9	18.5	2.9	--	22.8	11.9	11.5	17.9	12.6
Writing	22.3	--	--	16.7	31.4	31.5	29.7	7.3	--	32.7	21.1	0.0	31.0	19.4
Mathematics	11.7	--	18.8	14.6	18.0	24.2	18.1	4.5	--	19.0	13.5	15.4	16.8	13.6
Science	11.9	--	--	21.4	19.1	30.3	18.7	8.5	--	20.2	14.5	--	17.5	15.4
Social Studies	8.0	--	--	21.4	10.6	17.2	12.8	2.4	--	14.9	8.2	--	10.7	10.2
<b>Percentage of Students Scoring Advanced</b>														
Reading	5.3	--	12.5	4.9	14.1	12.3	7.9	5.9	--	12.0	5.6	3.8	7.7	7.2
Writing	3.2	--	--	5.6	3.9	2.7	1.9	7.9	--	4.7	2.5	0.0	3.2	3.2
Mathematics	7.2	--	18.8	17.1	16.4	15.4	10.9	6.7	--	16.1	7.4	7.7	9.8	10.1
Science	3.3	--	--	7.1	4.3	9.7	4.1	7.3	--	10.1	2.3	--	3.1	6.3
Social Studies	7.0	--	--	14.3	8.5	14.5	8.4	9.8	--	15.8	5.3	--	7.8	9.4

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
3241	66.1%	--	0.9%	2.5%	8.3%	22.0%	71.0%	1.6%	21.4%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	100.0	99.3
Percentage of teachers with at least a Master's Degree	41.4	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* 0.0
		Low-Poverty Schools Located in Your District* --

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\*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.

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Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Duval	3	Frost Elementary School	1
Greener Elementary School	4	Hoop Elementary School	1
Mt Healthy Junior High School	4		

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	93.7 %	EMIS
Mean ACT Score	18	ACT Corp., EMIS
Percent of Graduates participating in the ACT	46.4 %	ACT Corp., EMIS
Mean SAT Score	958	College Board, EMIS
Percent of Graduates participating in the SAT	8.3 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	3.6 %	EMIS
Number of Graduates participating in an AP test	44	College Board
Percent of Graduates with an AP score of 3 or above	3.1 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

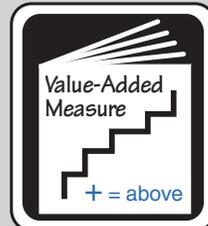
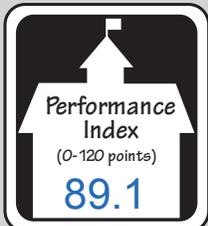


# North College Hill City School District

1498 W Galbraith Rd, Cincinnati, OH 45231-5588 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Gary L. Gellert (513) 728-4770



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	75.3 % ✓	71.0 %	77.4 %
2. Mathematics	86.6 % ✓	74.6 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	77.9 % ✓	74.4 %	82 %
4. Mathematics	77.0 % ✓	70.3 %	78.4 %
5. Writing	82.3 % ✓	77.8 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	62.8 %	59.1 %	72 %
7. Mathematics	63.7 %	47.1 %	62.3 %
8. Science	55.8 %	54.0 %	70.6 %
9. Social Studies	61.9 %	43.0 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	93.8 % ✓	71.6 %	81.3 %
11. Mathematics	90.1 % ✓	64.6 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	72.2 %	65.1 %	76.6 %
13. Mathematics	76.3 % ✓	63.7 %	74.3 %
14. Writing	75.3 % ✓	68.9 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	60.6 %	60.1 %	72.4 %
16. Mathematics	52.9 %	58.4 %	70.6 %
17. Science	35.0 %	45.1 %	62.8 %
18. Social Studies	38.5 %	32.8 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	76.6 % ✓	78.4 %	84.5 %
20. Mathematics	78.0 % ✓	73.7 %	81.4 %
21. Writing	88.7 % ✓	86.9 %	89.7 %
22. Science	52.5 %	64.7 %	76 %
23. Social Studies	71.6 %	74.1 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	92.1 % ✓	90.9 %	92.8 %
25. Mathematics	86.8 % ✓	85.9 %	88.4 %
26. Writing	93.9 % ✓	91.5 %	93.2 %
27. Science	71.1 %	78.2 %	84.2 %
28. Social Studies	85.1 % ✓	87.3 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	94.4 % ✓	94.1 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	89.1 %	87.0 %	84.6 %

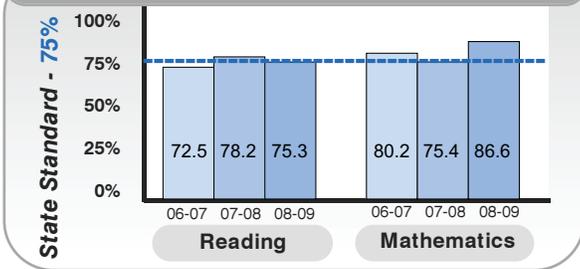
Any result at or above the state standard is indicated by a ✓.  
 -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.  
 \*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

# Your District's Assessment Results Over Time

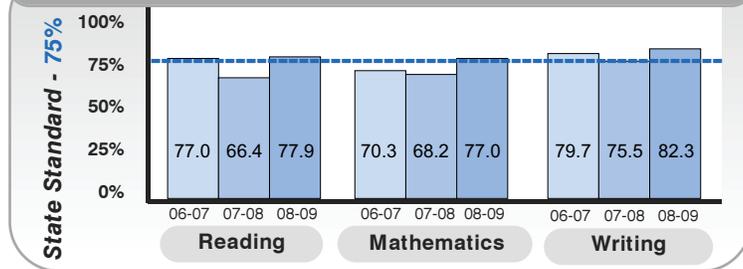


All students in the district for a full academic year are included in the results.

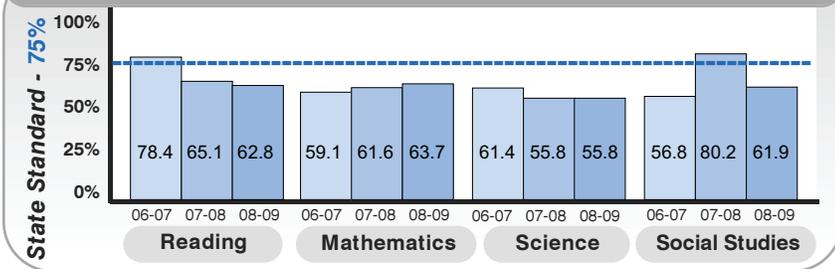
## 3rd Grade Achievement



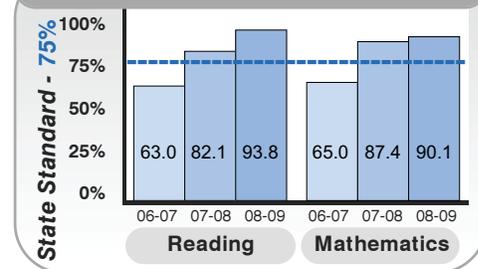
## 4th Grade Achievement



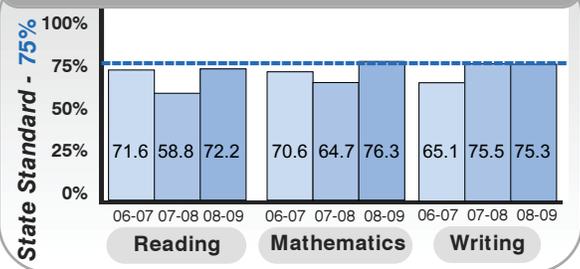
## 5th Grade Achievement



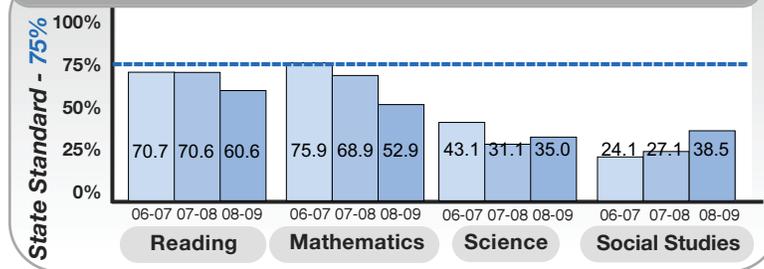
## 6th Grade Achievement



## 7th Grade Achievement

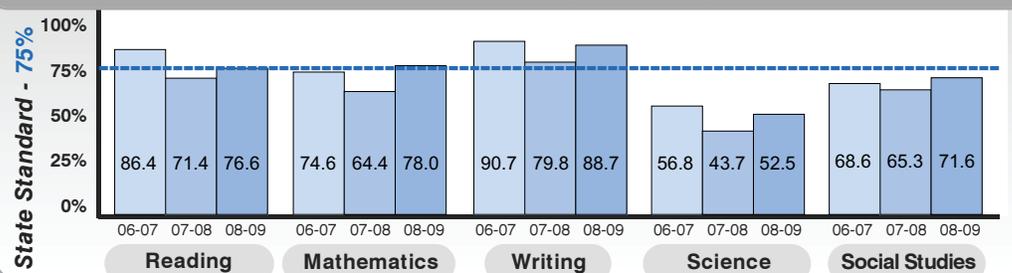


## 8th Grade Achievement

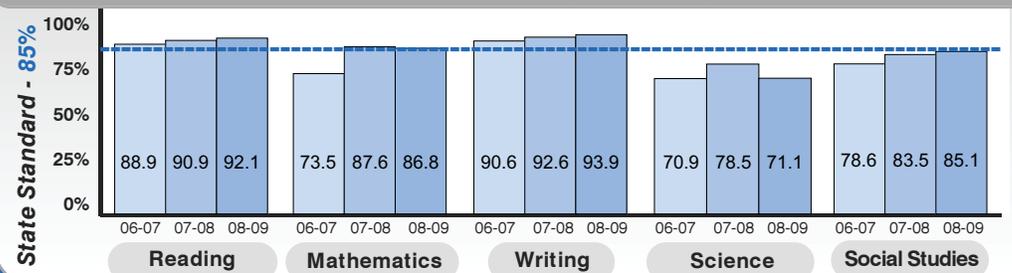


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.0	X	0.0	=	0.0
Limited	8.7	X	0.3	=	2.6
Basic	21.8	X	0.6	=	13.1
Proficient	40.3	X	1.0	=	40.3
Accelerated	19.5	X	1.1	=	21.5
Advanced	9.7	X	1.2	=	11.6

**Your District's Performance Index** 89.1



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
89.1	86.8	88.0

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

✓

-

+

-

✓

### Mathematics

+

+

+

✓

-

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	
	Mathematics	Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	Mathematics Proficiency: Met
Percent Tested	Reading	Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	Reading Participation: Met
	Mathematics	Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	AYP Determination for Your District: Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	0%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	85%
Hispanic	0%	Limited English Proficient	>95%	Multi-Racial	71.4%	Students with Disabilities	88.9%
				White, non-Hispanic	77.8%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	11.0	--	--	--	10.5	3.8	7.8	17.9	--	5.6	11.3	--	8.3	11.0
Writing	2.9	--	--	--	0.0	0.0	2.1	3.3	--	1.1	2.7	--	1.8	2.7
Mathematics	8.8	--	--	--	15.8	6.8	5.1	24.3	--	6.6	9.6	--	7.8	9.7
Science	12.7	--	--	--	5.9	8.6	5.9	34.3	--	8.7	12.8	--	11.5	11.5
Social Studies	10.1	--	--	--	29.4	5.6	5.9	27.1	--	7.8	11.2	--	9.3	10.9
<b>Percentage of Students Scoring Basic</b>														
Reading	18.4	--	--	--	15.8	10.6	14.2	27.9	--	8.0	20.3	--	17.7	15.8
Writing	16.8	--	--	--	0.0	9.1	10.7	35.0	--	10.6	16.3	--	8.3	20.9
Mathematics	18.9	--	--	--	15.8	9.1	15.7	22.1	--	13.6	18.2	--	16.6	17.2
Science	46.4	--	--	--	29.4	18.6	40.8	37.1	--	29.6	45.0	--	41.5	38.5
Social Studies	34.5	--	--	--	17.6	21.1	29.2	38.6	--	22.4	35.1	--	36.1	25.7
<b>Percentage of Students Scoring Proficient</b>														
Reading	47.1	--	--	--	36.8	43.2	50.2	27.9	--	48.4	45.0	--	46.1	45.8
Writing	52.9	--	--	--	66.7	45.5	54.3	41.7	--	50.0	52.9	--	53.8	50.5
Mathematics	42.9	--	--	--	36.8	29.5	42.9	29.3	--	33.3	43.2	--	41.3	39.4
Science	23.6	--	--	--	41.2	34.3	31.0	8.6	--	32.2	24.0	--	26.8	26.4
Social Studies	31.8	--	--	--	17.6	28.2	33.0	20.0	--	29.3	31.0	--	26.2	34.9
<b>Percentage of Students Scoring Accelerated</b>														
Reading	15.2	--	--	--	23.7	25.8	19.5	10.0	--	25.4	14.6	--	17.7	17.7
Writing	24.6	--	--	--	33.3	38.2	30.9	10.0	--	35.1	24.5	--	32.5	22.5
Mathematics	18.6	--	--	--	15.8	27.3	22.4	9.3	--	25.4	17.8	--	19.6	20.4
Science	14.2	--	--	--	11.8	28.6	18.1	11.4	--	20.9	14.9	--	14.2	19.5
Social Studies	15.4	--	--	--	17.6	26.8	19.8	8.6	--	20.7	16.1	--	16.4	18.9
<b>Percentage of Students Scoring Advanced</b>														
Reading	8.2	--	--	--	13.2	16.7	8.4	16.4	--	12.7	8.8	--	10.2	9.7
Writing	2.9	--	--	--	0.0	7.3	2.1	10.0	--	3.2	3.5	--	3.6	3.3
Mathematics	10.9	--	--	--	15.8	27.3	13.9	15.0	--	21.1	11.3	--	14.7	13.4
Science	3.0	--	--	--	11.8	10.0	4.2	8.6	--	8.7	3.3	--	6.0	4.0
Social Studies	8.2	--	--	--	17.6	18.3	12.2	5.7	--	19.8	6.6	--	12.0	9.7

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
1458	74.5%	--	--	--	5.6%	18.8%	67.9%	--	18.2%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	100.0	99.3
Percentage of teachers with at least a Master's Degree	48.7	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.1	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* 0.0
		Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

North College Hill Jr/Sr High School	4
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## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	89.1 %	EMIS
Mean ACT Score	17	ACT Corp., EMIS
Percent of Graduates participating in the ACT	50.9 %	ACT Corp., EMIS
Mean SAT Score	1116	College Board, EMIS
Percent of Graduates participating in the SAT	--	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	12.1 %	EMIS
Number of Graduates participating in an AP test	0	College Board
Percent of Graduates with an AP score of 3 or above	0	College Board, EMIS

### Legend

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**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

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<http://education.ohio.gov>  
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# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
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The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

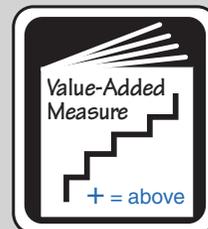
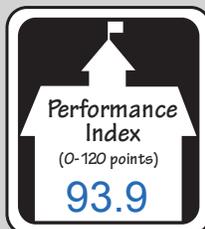


# Northwest Local School District

3240 Banning Rd, Cincinnati, OH 45239-5207 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: John R. Glatfelter (513) 923-1000



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	81.3 % ✓	81.4 %	77.4 %
2. Mathematics	84.6 % ✓	84.8 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	83.8 % ✓	85.1 %	82 %
4. Mathematics	83.9 % ✓	83.7 %	78.4 %
5. Writing	87.3 % ✓	88.3 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	74.7 %	76.1 %	72 %
7. Mathematics	65.2 %	68.6 %	62.3 %
8. Science	73.3 %	76.5 %	70.6 %
9. Social Studies	62.6 %	66.8 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	82.7 % ✓	83.6 %	81.3 %
11. Mathematics	80.5 % ✓	80.7 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	73.0 %	79.9 %	76.6 %
13. Mathematics	77.1 % ✓	78.1 %	74.3 %
14. Writing	76.2 % ✓	83.3 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	69.9 %	75.4 %	72.4 %
16. Mathematics	69.5 %	75.9 %	70.6 %
17. Science	56.3 %	66.9 %	62.8 %
18. Social Studies	39.9 %	56.9 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	86.5 % ✓	87.6 %	84.5 %
20. Mathematics	87.3 % ✓	85.0 %	81.4 %
21. Writing	93.9 % ✓	93.0 %	89.7 %
22. Science	79.0 % ✓	80.0 %	76 %
23. Social Studies	84.9 % ✓	85.5 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	95.4 % ✓	95.3 %	92.8 %
25. Mathematics	91.7 % ✓	92.4 %	88.4 %
26. Writing	95.7 % ✓	95.7 %	93.2 %
27. Science	89.0 % ✓	88.8 %	84.2 %
28. Social Studies	92.4 % ✓	92.4 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	95.0 % ✓	94.9 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	90.1 % ✓	92.2 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

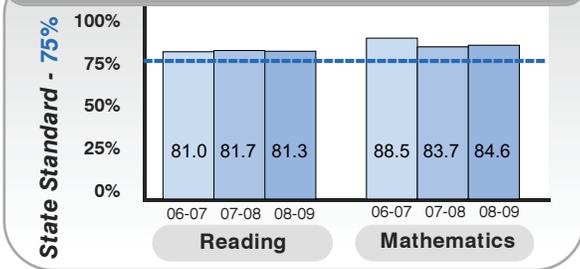
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

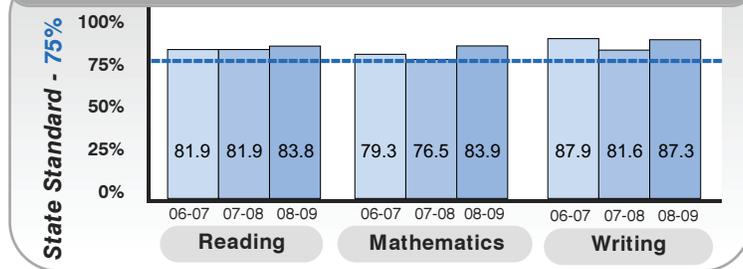


All students in the district for a full academic year are included in the results.

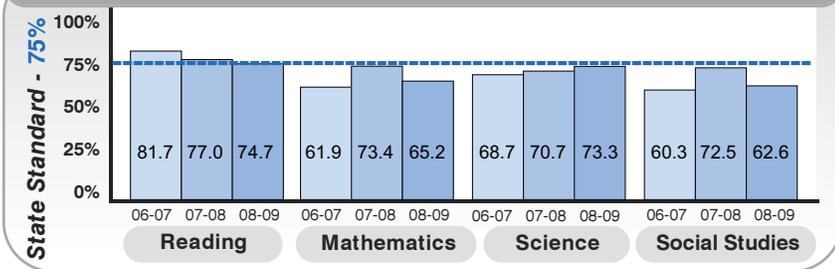
## 3rd Grade Achievement



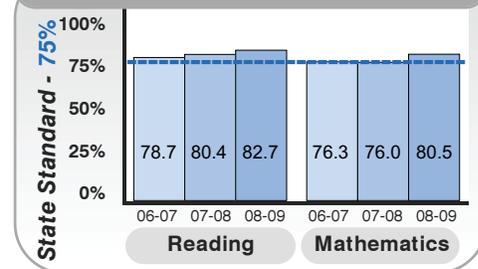
## 4th Grade Achievement



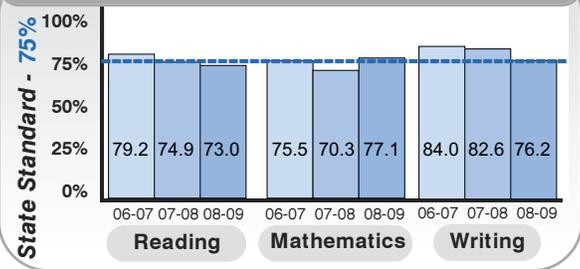
## 5th Grade Achievement



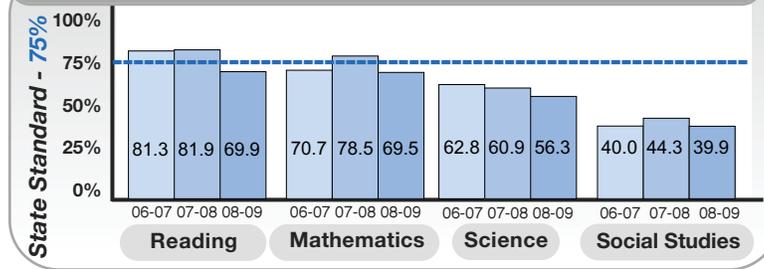
## 6th Grade Achievement



## 7th Grade Achievement

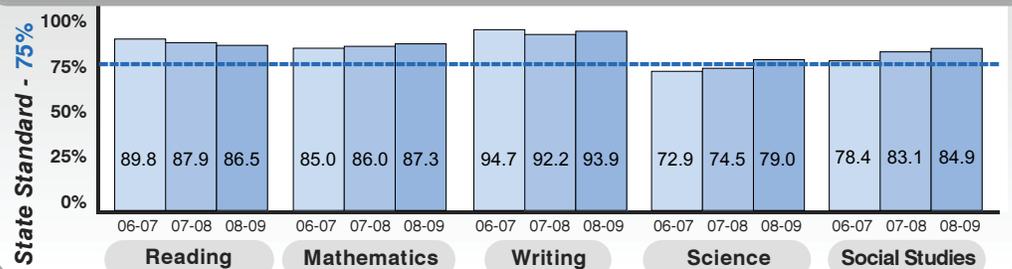


## 8th Grade Achievement

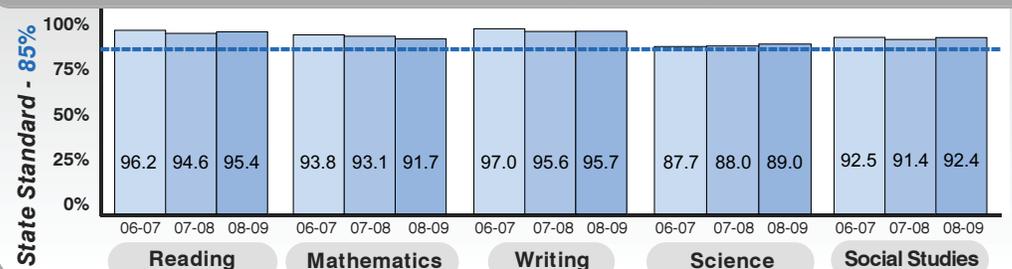


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.4	X	0.0	=	0.0
Limited	6.4	X	0.3	=	1.9
Basic	17.3	X	0.6	=	10.4
Proficient	35.5	X	1.0	=	35.5
Accelerated	24.6	X	1.1	=	27.1
Advanced	15.9	X	1.2	=	19.0

**Your District's Performance Index** 93.9



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
93.9	94.4	93.6

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

**+**

**-**

**+**

**-**

**-**

### Mathematics

**+**

**+**

**✓**

**+**

**-**

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient
Percent Proficient	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met
Percent Tested	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met
Graduation Rate*		Met									
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met

## AYP Determination by Indicator

Reading Proficiency:	Not Met
Mathematics Proficiency:	Not Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for Your District:	Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	50%	Asian or Pacific Islander	85.7%	Black, non-Hispanic	84.1%	Econ. Disadvtdgd	87%		
Hispanic	83.3%	Limited English Proficient	80%	Multi-Racial	>95%	Students with Disabilities	90.1%	White, non-Hispanic	91.5%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	10.5	--	0.0	9.0	8.6	5.9	4.2	25.8	--	4.7	11.1	2.1	4.8	9.2
Writing	4.6	--	0.0	7.7	2.5	1.6	0.8	12.0	--	1.8	3.5	5.7	0.6	4.0
Mathematics	14.5	--	0.0	6.0	9.2	5.5	4.6	27.7	--	4.8	12.4	3.2	6.2	9.0
Science	7.4	--	0.0	3.4	2.8	2.1	1.6	13.6	--	2.0	5.9	0.0	2.9	3.7
Social Studies	14.6	--	0.0	0.0	7.4	7.7	5.6	29.2	--	5.9	15.1	0.0	8.1	9.9
<b>Percentage of Students Scoring Basic</b>														
Reading	20.7	--	7.1	11.9	13.7	12.2	11.0	34.0	--	10.7	19.8	8.4	12.6	15.5
Writing	17.6	--	10.0	11.5	8.2	10.0	8.3	32.1	--	8.0	18.4	8.6	8.2	15.0
Mathematics	22.6	--	7.1	13.4	14.7	11.2	11.0	32.3	--	10.7	19.2	9.5	13.6	14.2
Science	46.4	--	12.0	24.1	26.6	21.5	24.6	43.8	--	21.6	38.6	23.7	27.6	27.2
Social Studies	39.4	--	12.0	34.5	34.3	24.8	27.7	33.8	--	24.4	36.7	23.7	29.4	27.9
<b>Percentage of Students Scoring Proficient</b>														
Reading	43.9	--	46.4	49.3	43.2	37.4	41.6	26.1	--	37.9	42.1	56.8	38.1	40.8
Writing	46.7	--	35.0	50.0	50.0	39.4	42.6	36.8	--	38.7	47.5	48.6	38.1	45.2
Mathematics	38.9	--	35.7	55.2	39.6	33.7	37.3	24.5	--	32.7	40.3	51.6	37.5	33.7
Science	26.1	--	28.0	34.5	35.8	32.5	33.1	19.8	--	31.2	31.1	36.8	33.5	29.1
Social Studies	23.8	--	24.0	27.6	24.1	25.2	26.7	14.6	--	25.0	24.8	28.9	25.0	24.8
<b>Percentage of Students Scoring Accelerated</b>														
Reading	18.5	--	26.8	19.4	20.9	26.9	27.6	5.0	--	28.0	18.8	20.0	28.4	21.0
Writing	26.8	--	55.0	30.8	34.4	44.0	44.8	6.7	--	46.1	27.2	37.1	47.8	31.6
Mathematics	13.1	--	28.6	14.9	19.5	23.3	23.2	5.0	--	23.9	15.4	23.2	20.9	20.6
Science	14.4	--	32.0	31.0	25.7	29.6	28.1	13.0	--	29.8	18.4	31.6	24.7	27.0
Social Studies	12.9	--	36.0	20.7	16.7	19.8	19.6	10.4	--	20.6	13.8	34.2	17.9	18.6
<b>Percentage of Students Scoring Advanced</b>														
Reading	6.4	--	19.6	10.4	13.7	17.5	15.6	9.1	--	18.7	8.2	12.6	16.2	13.4
Writing	4.4	--	0.0	0.0	4.9	5.0	3.5	12.4	--	5.4	3.5	0.0	5.3	4.2
Mathematics	10.8	--	28.6	10.4	17.1	26.3	23.9	10.4	--	27.8	12.7	12.6	21.7	22.5
Science	5.7	--	28.0	6.9	9.2	14.4	12.6	9.7	--	15.4	5.9	7.9	11.3	12.9
Social Studies	9.2	--	28.0	17.2	17.6	22.5	20.4	12.0	--	24.1	9.7	13.2	19.6	18.8

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
8914	22.4%	--	1.3%	1.4%	6.2%	68.6%	35.8%	1.5%	12.8%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

15

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	99.5	99.3
Percentage of teachers with at least a Master's Degree	46.8	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.2	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.0	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Colerain High School	1	Pleasant Run Middle School	2
White Oak Middle School	3		

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	90.1 %	EMIS
Mean ACT Score	21	ACT Corp., EMIS
Percent of Graduates participating in the ACT	60.1 %	ACT Corp., EMIS
Mean SAT Score	1040	College Board, EMIS
Percent of Graduates participating in the SAT	21.4 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	18.8 %	EMIS
Number of Graduates participating in an AP test	205	College Board
Percent of Graduates with an AP score of 3 or above	16.2 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

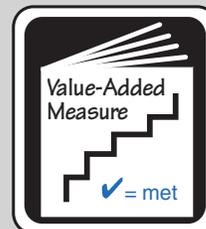


# Norwood City Schools District

2132 Williams Ave, Norwood, OH 45212-3806 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Robert M. Amodio (513) 924-2500



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	74.3 %	73.6 %	77.4 %
2. Mathematics	75.4 % ✓	75.8 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	80.1 % ✓	78.9 %	82 %
4. Mathematics	75.9 % ✓	75.6 %	78.4 %
5. Writing	83.0 % ✓	81.0 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	67.5 %	66.6 %	72 %
7. Mathematics	54.5 %	55.1 %	62.3 %
8. Science	74.0 %	64.8 %	70.6 %
9. Social Studies	53.2 %	54.2 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	81.3 % ✓	76.5 %	81.3 %
11. Mathematics	71.0 %	70.4 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	77.7 % ✓	71.0 %	76.6 %
13. Mathematics	76.9 % ✓	70.3 %	74.3 %
14. Writing	77.7 % ✓	74.4 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	76.5 % ✓	67.1 %	72.4 %
16. Mathematics	70.0 %	65.4 %	70.6 %
17. Science	59.1 %	52.8 %	62.8 %
18. Social Studies	46.3 %	40.0 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	86.1 % ✓	80.5 %	84.5 %
20. Mathematics	81.0 % ✓	78.3 %	81.4 %
21. Writing	91.7 % ✓	87.4 %	89.7 %
22. Science	76.6 % ✓	71.0 %	76 %
23. Social Studies	79.1 % ✓	77.5 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	98.2 % ✓	92.0 %	92.8 %
25. Mathematics	94.7 % ✓	88.7 %	88.4 %
26. Writing	96.5 % ✓	92.5 %	93.2 %
27. Science	93.5 % ✓	83.4 %	84.2 %
28. Social Studies	97.1 % ✓	87.8 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	94.0 % ✓	94.0 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	82.7 %	84.3 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

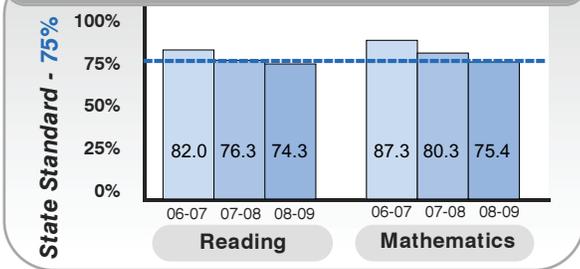
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

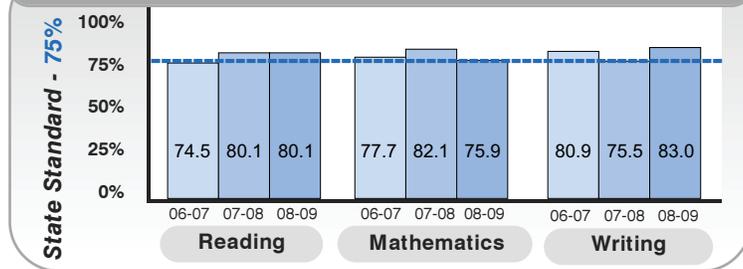


All students in the district for a full academic year are included in the results.

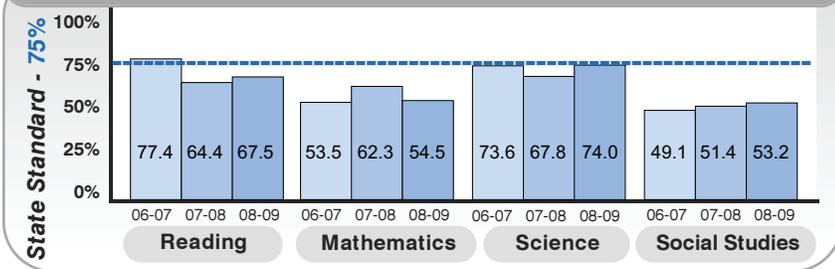
## 3rd Grade Achievement



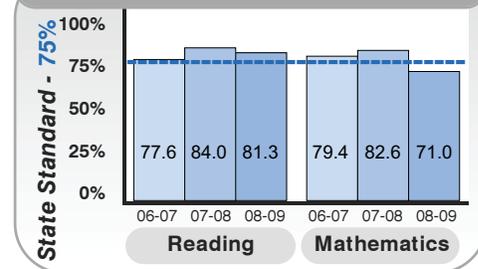
## 4th Grade Achievement



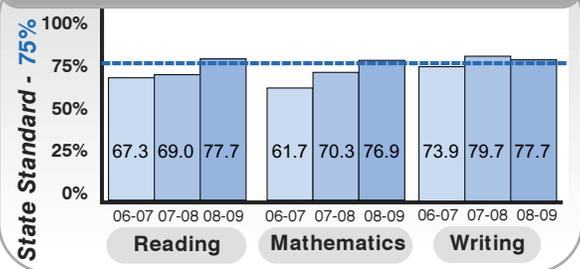
## 5th Grade Achievement



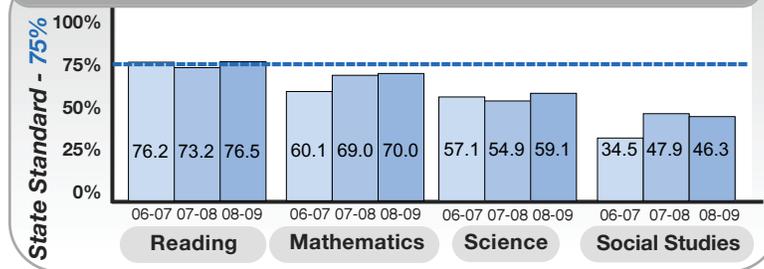
## 6th Grade Achievement



## 7th Grade Achievement

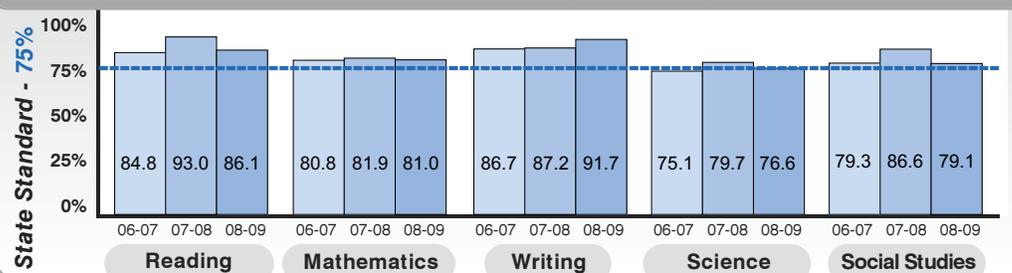


## 8th Grade Achievement

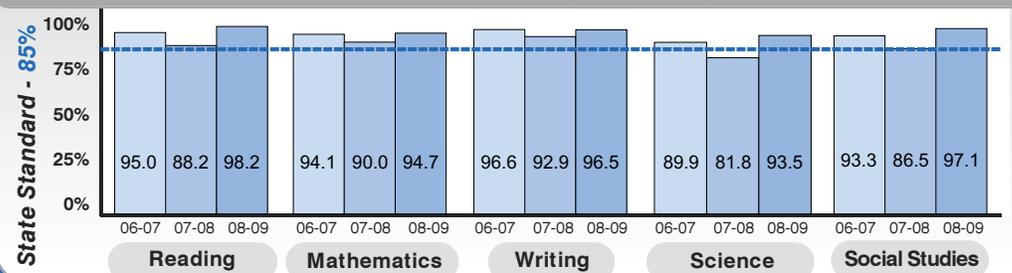


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.3	X	0.0	=	0.0
Limited	9.5	X	0.3	=	2.8
Basic	16.9	X	0.6	=	10.2
Proficient	33.0	X	1.0	=	33.0
Accelerated	25.6	X	1.1	=	28.2
Advanced	14.6	X	1.2	=	17.5

**Your District's Performance Index** **91.8**



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
91.8	92.6	90.9

# Value-Added Measure



### Overall Composite



Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

-	-	+	-	+
---	---	---	---	---

### Mathematics

+	-	+	✓	✓
---	---	---	---	---

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	NR	Met	NR	Met	Met	Met	Not Met	Met	
	Mathematics	Met	Met	NR	Not Met	NR	Met	Met	Met	Not Met	Met	Mathematics Proficiency: Not Met
Percent Tested	Reading	Met	Met	NR	Met	NR	Met	Met	Met	Met	Met	Reading Participation: Met
	Mathematics	Met	Met	NR	Met	NR	Met	Met	Met	Met	Met	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	NR	Not Met	NR	Met	Met	Met	Not Met	Met	AYP Determination for Your District: Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	>95%	Black, non-Hispanic	57.1%	Econ. Disadvtdgd	70%
Hispanic	>95%	Limited English Proficient	>95%	Multi-Racial	85.7%	Students with Disabilities	76.9%
				White, non-Hispanic	83.2%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	21.3	--	--	21.5	10.4	8.9	5.6	38.1	--	4.9	14.6	25.5	9.4	11.1
Writing	4.5	--	--	3.7	5.0	4.0	1.0	23.3	--	2.3	5.7	4.5	1.8	6.3
Mathematics	36.1	--	--	18.5	14.6	9.0	7.2	36.3	--	6.4	15.5	20.0	9.2	13.4
Science	16.0	--	--	18.2	13.3	3.5	2.6	20.3	--	2.5	8.1	25.0	5.0	5.4
Social Studies	32.0	--	--	27.3	20.0	10.4	7.7	42.0	--	5.9	20.3	37.5	11.3	14.4
<b>Percentage of Students Scoring Basic</b>														
Reading	18.0	--	--	7.7	14.6	11.9	10.3	23.1	--	9.2	14.5	10.9	9.6	14.5
Writing	18.2	--	--	14.8	25.0	10.4	8.8	30.0	--	6.8	16.3	18.2	7.6	15.7
Mathematics	23.0	--	--	21.5	25.0	15.3	14.2	29.4	--	11.9	20.1	23.6	17.5	15.4
Science	44.0	--	--	36.4	26.7	22.5	20.2	50.7	--	16.7	33.3	43.8	26.4	23.0
Social Studies	44.0	--	--	31.8	20.0	26.1	25.8	36.2	--	20.1	35.1	43.8	27.2	27.5
<b>Percentage of Students Scoring Proficient</b>														
Reading	36.1	--	--	43.1	37.5	37.9	39.7	27.5	--	34.2	41.0	40.0	38.7	37.3
Writing	45.5	--	--	55.6	45.0	41.2	44.0	30.0	--	39.7	44.5	54.5	35.0	49.3
Mathematics	27.9	--	--	29.2	37.5	34.4	35.9	21.3	--	30.7	36.2	29.1	34.3	33.2
Science	28.0	--	--	13.6	33.3	24.8	26.8	13.0	--	25.1	24.3	12.5	25.9	23.4
Social Studies	8.0	--	--	9.1	33.3	20.8	20.9	13.0	--	18.8	20.7	0.0	22.2	17.1
<b>Percentage of Students Scoring Accelerated</b>														
Reading	16.4	--	--	21.5	29.2	27.6	31.1	2.5	--	34.4	20.9	21.8	29.4	24.6
Writing	22.7	--	--	25.9	25.0	41.7	44.6	5.0	--	47.5	31.3	22.7	52.0	26.5
Mathematics	6.6	--	--	20.0	14.6	22.4	24.0	3.1	--	26.4	16.6	14.5	20.9	21.0
Science	4.0	--	--	13.6	20.0	32.2	32.9	8.7	--	33.5	24.8	12.5	29.3	29.3
Social Studies	0.0	--	--	13.6	20.0	18.5	20.2	1.4	--	23.4	10.8	12.5	16.3	18.5
<b>Percentage of Students Scoring Advanced</b>														
Reading	8.2	--	--	6.2	8.3	13.8	13.4	8.8	--	17.2	9.0	1.8	12.8	12.5
Writing	9.1	--	--	0.0	0.0	2.7	1.6	11.7	--	3.7	2.2	0.0	3.6	2.2
Mathematics	6.6	--	--	10.8	8.3	19.0	18.7	10.0	--	24.6	11.7	12.7	17.9	17.0
Science	8.0	--	--	18.2	6.7	17.0	17.6	7.2	--	22.2	9.5	6.3	13.4	18.9
Social Studies	16.0	--	--	18.2	6.7	24.3	25.5	7.2	--	31.8	13.1	6.3	23.0	22.5

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
2155	6.1%	0.5%	0.8%	6.6%	4.6%	81.4%	54.0%	4.7%	13.5%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

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Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	100.0	99.3
Percentage of teachers with at least a Master's Degree	41.6	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.4	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.9	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* 0.0
		Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Norwood Middle School	1
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## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	82.7 %	EMIS
Mean ACT Score	20	ACT Corp., EMIS
Percent of Graduates participating in the ACT	49.6 %	ACT Corp., EMIS
Mean SAT Score	1040	College Board, EMIS
Percent of Graduates participating in the SAT	--	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	7.0 %	EMIS
Number of Graduates participating in an AP test	71	College Board
Percent of Graduates with an AP score of 3 or above	8.5 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

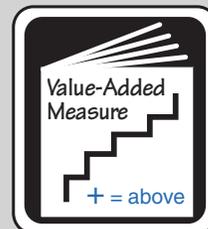
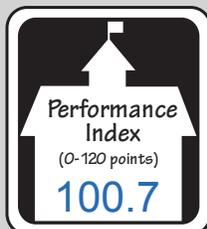
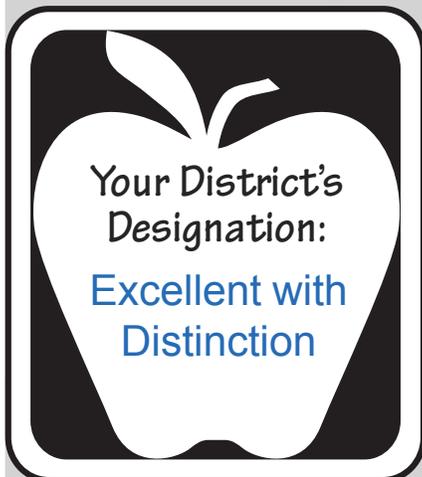


# Oak Hills Local School District

6325 Rapid Run Rd, Cincinnati, OH 45233-4555 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: MICHAEL YOHEY (513) 574-3200



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	84.1 % ✓	88.0 %	77.4 %
2. Mathematics	88.3 % ✓	90.2 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	87.0 % ✓	91.4 %	82 %
4. Mathematics	88.7 % ✓	90.2 %	78.4 %
5. Writing	90.8 % ✓	92.7 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	79.4 % ✓	84.7 %	72 %
7. Mathematics	76.7 % ✓	77.1 %	62.3 %
8. Science	82.4 % ✓	85.1 %	70.6 %
9. Social Studies	75.7 % ✓	77.5 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	90.4 % ✓	91.0 %	81.3 %
11. Mathematics	88.8 % ✓	88.6 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	86.6 % ✓	87.7 %	76.6 %
13. Mathematics	89.8 % ✓	86.4 %	74.3 %
14. Writing	92.6 % ✓	90.8 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	80.9 % ✓	83.2 %	72.4 %
16. Mathematics	86.9 % ✓	84.9 %	70.6 %
17. Science	80.2 % ✓	78.4 %	62.8 %
18. Social Studies	68.3 %	65.6 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	93.0 % ✓	92.6 %	84.5 %
20. Mathematics	90.7 % ✓	91.2 %	81.4 %
21. Writing	96.7 % ✓	96.0 %	89.7 %
22. Science	86.2 % ✓	89.1 %	76 %
23. Social Studies	91.7 % ✓	92.0 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	96.7 % ✓	97.4 %	92.8 %
25. Mathematics	95.8 % ✓	95.7 %	88.4 %
26. Writing	97.1 % ✓	97.6 %	93.2 %
27. Science	92.4 % ✓	93.9 %	84.2 %
28. Social Studies	93.6 % ✓	95.4 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	94.7 % ✓	95.5 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	96.6 % ✓	96.5 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

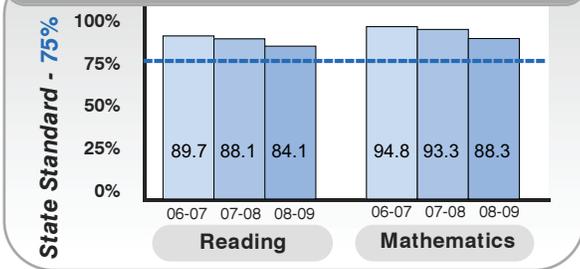
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

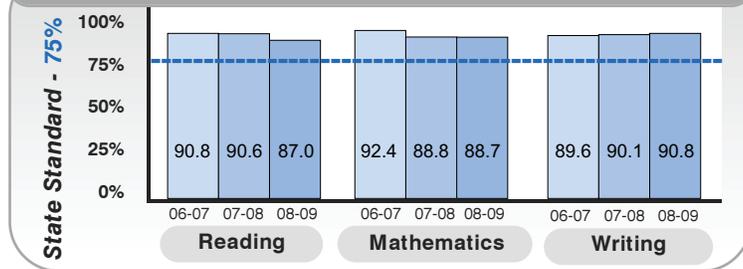


All students in the district for a full academic year are included in the results.

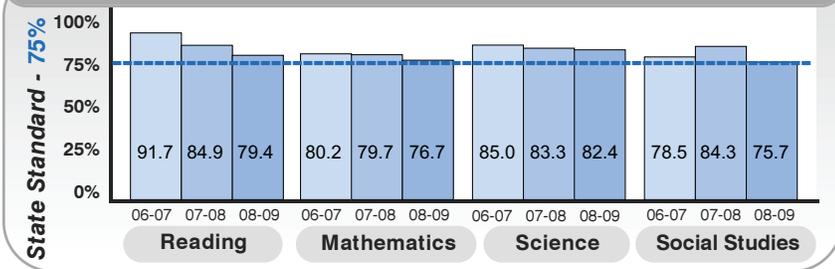
## 3rd Grade Achievement



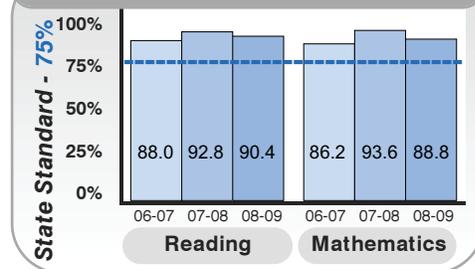
## 4th Grade Achievement



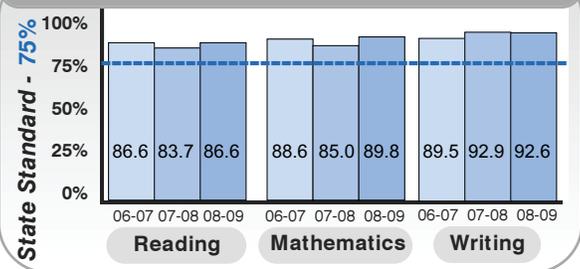
## 5th Grade Achievement



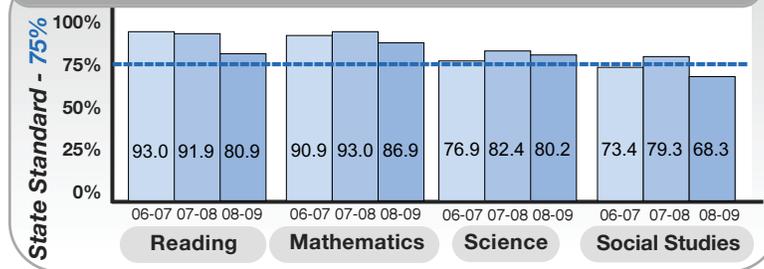
## 6th Grade Achievement



## 7th Grade Achievement

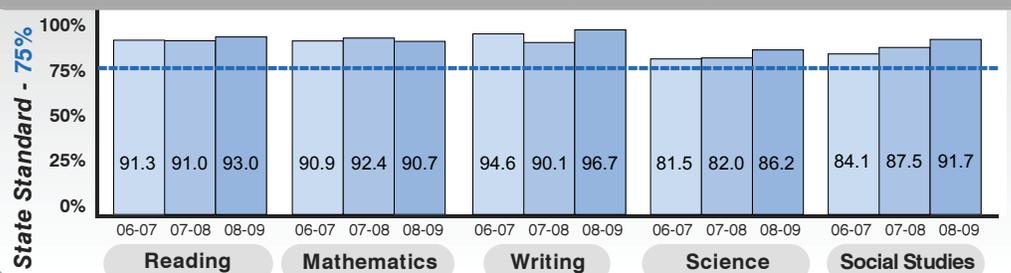


## 8th Grade Achievement

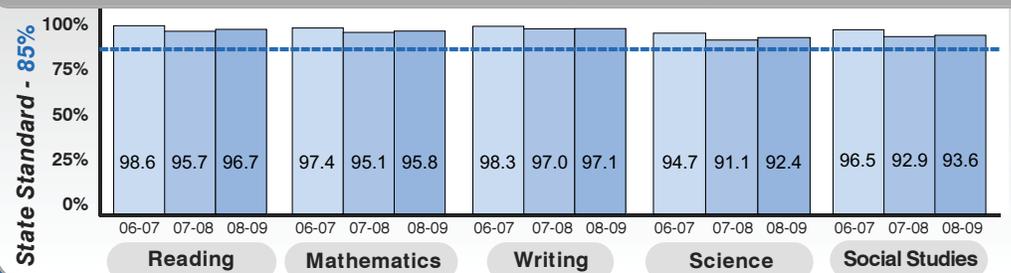


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.5	X	0.0	=	0.0
Limited	3.0	X	0.3	=	0.9
Basic	10.8	X	0.6	=	6.5
Proficient	33.5	X	1.0	=	33.5
Accelerated	29.3	X	1.1	=	32.2
Advanced	23.0	X	1.2	=	27.5

**Your District's Performance Index** 100.7



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
100.7	101.7	101.3

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

✓

-

+

-

-

### Mathematics

+

✓

+

+

✓

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator	
Percent Proficient	Reading	Met	Met	Met	Met	NR	NR	Met	Met	Not Met	NR	Reading Proficiency:	Not Met
	Mathematics	Met	Met	Met	Met	NR	NR	Met	Met	Met	NR	Mathematics Proficiency:	Met
Percent Tested	Reading	Met	Met	Met	Met	NR	NR	Met	Met	Met	NR	Reading Participation:	Met
	Mathematics	Met	Met	Met	Met	NR	NR	Met	Met	Met	NR	Mathematics Participation:	Met
Graduation Rate*		Met										Graduation Rate:	Met
Attendance Rate*		Met										Attendance Rate:	Met
AYP Determination by Subgroup		Met	Met	Met	Met	NR	NR	Met	Met	Not Met	NR	AYP Determination for Your District:	Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/ Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtdgd
>95%	85.7%	85.7%	0%
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities
>95%	0%	90.9%	87.5%
			White, non-Hispanic
			>95%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	10.6	0.0	2.1	22.7	6.7	3.6	2.5	13.0	--	3.2	8.3	--	2.8	4.8
Writing	0.0	--	0.0	0.0	2.3	0.8	0.5	3.2	--	0.5	3.4	--	0.5	1.2
Mathematics	12.8	8.3	2.1	0.0	7.7	3.7	2.4	13.8	--	3.5	6.7	--	4.0	3.8
Science	0.0	--	0.0	--	0.0	1.2	0.8	3.8	--	1.1	1.6	--	1.8	0.5
Social Studies	19.2	--	0.0	--	2.1	3.0	2.3	9.9	--	2.8	6.0	--	2.8	3.5
<b>Percentage of Students Scoring Basic</b>														
Reading	25.5	25.0	6.3	4.5	12.5	9.8	7.9	24.8	--	9.7	12.2	--	8.3	11.7
Writing	10.0	--	5.6	8.3	9.1	5.4	4.0	17.1	--	5.3	8.4	--	3.3	7.7
Mathematics	21.3	8.3	2.1	31.8	13.5	8.5	6.0	28.1	--	8.0	15.2	--	8.9	8.8
Science	46.2	--	12.5	--	25.5	14.9	14.0	28.6	--	15.4	18.5	--	16.8	14.7
Social Studies	30.8	--	20.8	--	29.8	16.9	16.2	27.7	--	16.8	23.9	--	19.1	16.1
<b>Percentage of Students Scoring Proficient</b>														
Reading	46.8	41.7	31.3	40.9	47.1	40.4	40.5	40.6	--	40.1	43.2	--	38.7	42.2
Writing	60.0	--	11.1	58.3	45.5	37.7	37.2	44.1	--	37.7	41.6	--	30.8	44.8
Mathematics	44.7	25.0	18.8	18.2	40.4	30.9	31.1	30.9	--	30.6	34.6	--	30.8	31.3
Science	30.8	--	12.5	--	36.2	28.4	28.5	27.7	--	29.2	21.2	--	28.8	28.0
Social Studies	19.2	--	12.5	--	29.8	24.8	24.5	26.8	--	25.4	19.0	--	26.1	23.5
<b>Percentage of Students Scoring Accelerated</b>														
Reading	10.6	33.3	31.3	22.7	22.1	27.5	29.6	11.5	--	27.6	24.3	--	28.1	26.4
Writing	25.0	--	72.2	33.3	38.6	49.6	53.3	18.5	--	49.9	41.0	--	57.4	41.2
Mathematics	6.4	58.3	27.1	27.3	21.2	23.8	25.3	13.0	--	23.6	24.4	--	25.3	22.2
Science	11.5	--	41.7	--	31.9	34.8	34.7	32.4	--	33.0	47.3	--	33.6	35.2
Social Studies	19.2	--	16.7	--	19.1	23.3	22.9	23.5	--	22.9	23.4	--	22.0	23.9
<b>Percentage of Students Scoring Advanced</b>														
Reading	6.4	0.0	29.2	9.1	11.5	18.7	19.6	10.1	--	19.2	12.0	--	22.2	14.8
Writing	5.0	--	11.1	0.0	4.5	6.6	5.0	17.1	--	6.6	5.6	--	8.0	5.1
Mathematics	14.9	0.0	50.0	22.7	17.3	33.1	35.2	14.2	--	34.3	19.1	--	31.0	33.9
Science	11.5	--	33.3	--	6.4	20.7	22.0	7.5	--	21.3	11.4	--	19.0	21.6
Social Studies	11.5	--	50.0	--	19.1	32.0	34.1	12.2	--	32.0	27.7	--	30.0	33.0

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
7623	1.3%	0.2%	1.2%	0.6%	2.5%	94.2%	8.2%	--	12.9%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	100.0	99.3
Percentage of teachers with at least a Master's Degree	69.2	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.7	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* 0.9

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

No Schools Identified for Improvement in District

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	96.6 %	EMIS
Mean ACT Score	22	ACT Corp., EMIS
Percent of Graduates participating in the ACT	48.8 %	ACT Corp., EMIS
Mean SAT Score	998	College Board, EMIS
Percent of Graduates participating in the SAT	40.5 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	14.0 %	EMIS
Number of Graduates participating in an AP test	498	College Board
Percent of Graduates with an AP score of 3 or above	36.5 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

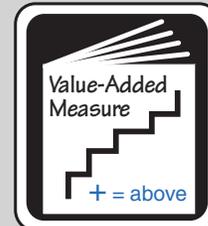


# Princeton City School District

25 W Sharon Rd, Cincinnati, OH 45246-4322 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: William G. Pack (513) 864-1000



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	82.3 % ✓	84.4 %	77.4 %
2. Mathematics	83.5 % ✓	87.8 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	80.4 % ✓	86.3 %	82 %
4. Mathematics	77.7 % ✓	84.8 %	78.4 %
5. Writing	88.3 % ✓	89.8 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	71.9 %	76.5 %	72 %
7. Mathematics	61.9 %	67.0 %	62.3 %
8. Science	69.1 %	75.7 %	70.6 %
9. Social Studies	60.0 %	66.3 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	80.5 % ✓	85.7 %	81.3 %
11. Mathematics	80.2 % ✓	80.6 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	78.6 % ✓	81.6 %	76.6 %
13. Mathematics	77.7 % ✓	78.3 %	74.3 %
14. Writing	90.4 % ✓	85.3 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	69.0 %	76.4 %	72.4 %
16. Mathematics	62.8 %	75.0 %	70.6 %
17. Science	61.4 %	65.6 %	62.8 %
18. Social Studies	38.6 %	55.2 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	86.1 % ✓	87.9 %	84.5 %
20. Mathematics	84.5 % ✓	83.6 %	81.4 %
21. Writing	96.2 % ✓	92.8 %	89.7 %
22. Science	73.3 %	79.6 %	76 %
23. Social Studies	87.5 % ✓	85.9 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	93.5 % ✓	95.6 %	92.8 %
25. Mathematics	88.8 % ✓	92.2 %	88.4 %
26. Writing	95.0 % ✓	96.2 %	93.2 %
27. Science	86.0 % ✓	88.9 %	84.2 %
28. Social Studies	93.0 % ✓	92.6 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	95.0 % ✓	95.2 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	97.4 % ✓	94.2 %	84.6 %

Any result at or above the state standard is indicated by a ✓.  
 -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.  
 \*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

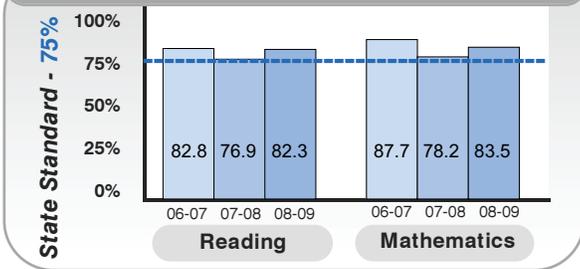
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

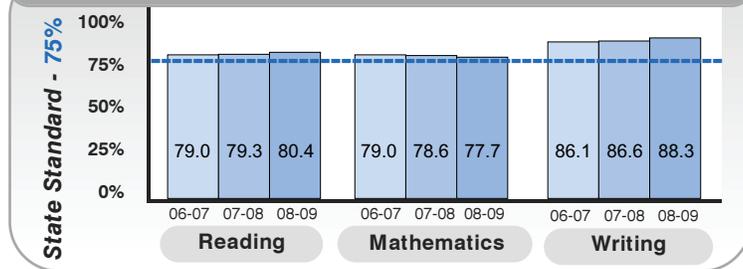


All students in the district for a full academic year are included in the results.

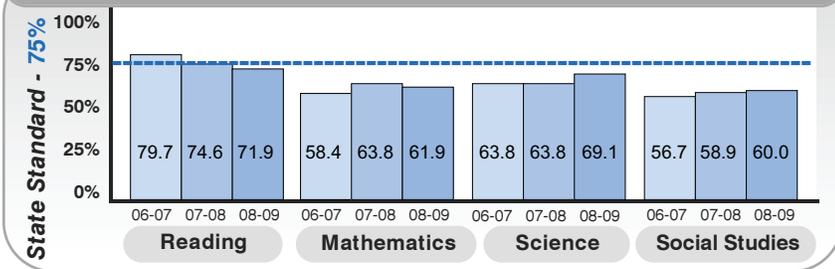
## 3rd Grade Achievement



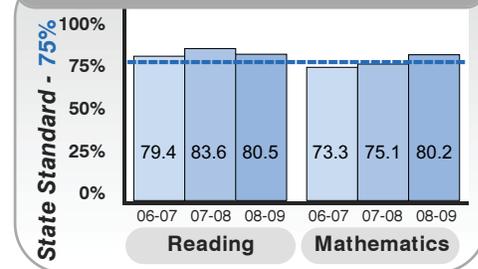
## 4th Grade Achievement



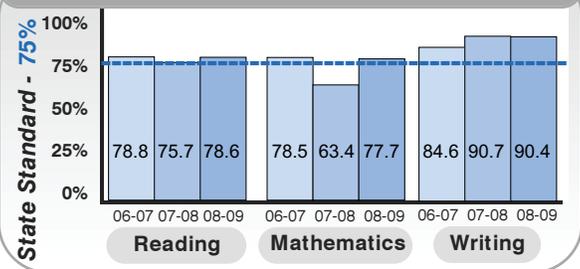
## 5th Grade Achievement



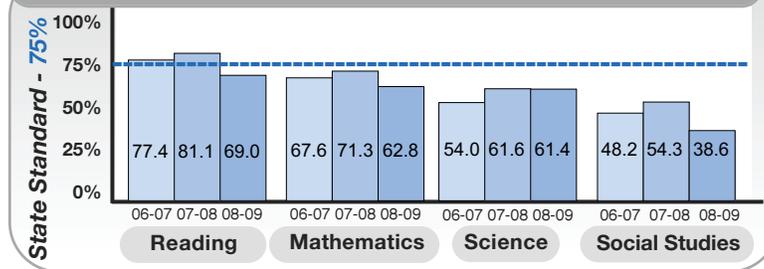
## 6th Grade Achievement



## 7th Grade Achievement

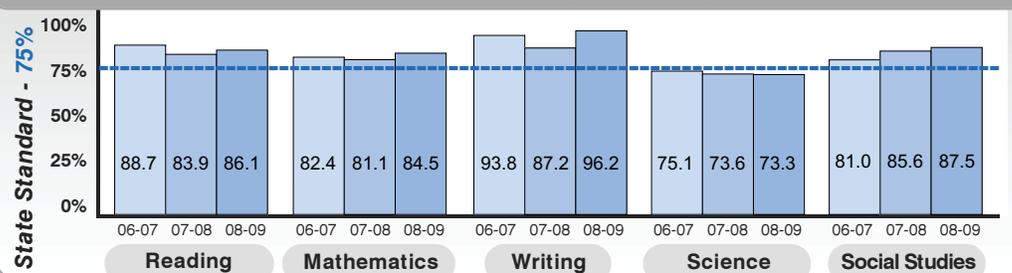


## 8th Grade Achievement

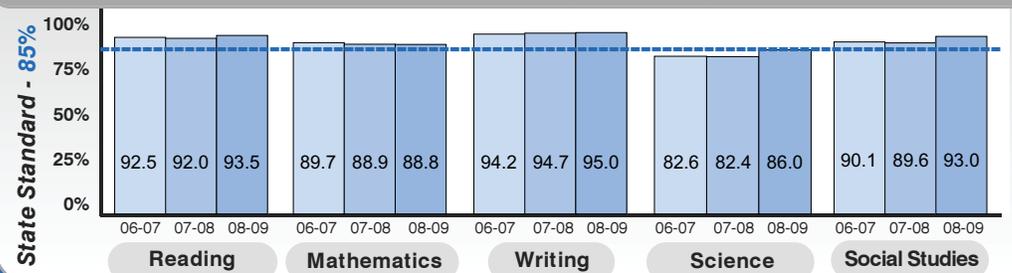


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.2	X	0.0	=	0.0
Limited	6.2	X	0.3	=	1.9
Basic	17.8	X	0.6	=	10.7
Proficient	34.6	X	1.0	=	34.6
Accelerated	24.9	X	1.1	=	27.4
Advanced	16.4	X	1.2	=	19.7

**Your District's Performance Index** 94.1



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
94.1	93.3	92.9

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

**+**

**-**

**+**

**-**

**-**

### Mathematics

**+**

**✓**

**+**

**+**

**✓**

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient
Percent Proficient	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met
Percent Tested	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met
Graduation Rate*		Met									
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met

### AYP Determination by Indicator

Reading Proficiency:	Not Met
Mathematics Proficiency:	Not Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for Your District:	Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	88.9%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	95%
Hispanic	75%	Limited English Proficient	>95%	Multi-Racial	>95%	Students with Disabilities	>95%
				White, non-Hispanic	>95%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	7.9	--	3.6	13.7	4.3	4.2	4.2	19.8	--	2.5	10.6	18.6	5.2	8.2
Writing	1.5	--	0.0	3.6	0.0	0.8	0.9	3.3	--	0.4	2.2	5.3	0.9	1.7
Mathematics	11.7	--	1.8	14.8	3.5	4.0	5.2	25.7	--	3.3	13.3	18.6	7.3	9.7
Science	4.6	--	0.0	7.0	0.0	1.6	2.1	10.5	--	2.1	4.6	9.6	3.2	3.5
Social Studies	8.5	--	0.0	17.5	8.3	4.7	5.7	16.7	--	2.7	12.1	25.0	6.8	7.9
<b>Percentage of Students Scoring Basic</b>														
Reading	18.2	--	3.6	22.0	12.2	9.6	10.7	35.6	--	7.6	21.2	22.1	12.4	17.0
Writing	8.9	--	8.3	15.7	2.0	3.3	3.2	26.4	--	1.8	12.2	18.4	4.7	9.5
Mathematics	19.7	--	7.1	21.4	16.5	9.8	12.5	33.1	--	9.5	21.5	23.3	15.3	16.3
Science	38.6	--	13.0	42.1	30.6	13.4	25.3	46.9	--	15.8	41.5	55.8	29.3	28.1
Social Studies	39.2	--	13.0	35.1	27.8	17.8	27.6	43.8	--	18.7	41.5	42.3	28.9	31.2
<b>Percentage of Students Scoring Proficient</b>														
Reading	47.1	--	32.1	39.0	40.9	28.5	40.7	31.0	--	34.6	43.2	39.5	39.2	39.0
Writing	47.4	--	16.7	55.4	32.7	30.4	38.9	48.9	--	31.2	49.7	56.6	34.7	46.6
Mathematics	42.5	--	25.0	43.4	33.9	27.8	38.8	24.2	--	31.4	41.0	40.1	38.1	34.8
Science	32.9	--	21.7	31.6	36.1	20.4	30.0	17.9	--	27.0	29.2	23.1	29.7	26.6
Social Studies	22.0	--	17.4	24.6	30.6	16.2	21.2	14.8	--	21.4	19.0	19.2	22.1	18.5
<b>Percentage of Students Scoring Accelerated</b>														
Reading	18.8	--	33.9	14.3	24.3	32.9	28.0	4.6	--	31.6	17.5	12.8	26.7	21.8
Writing	38.2	--	62.5	25.3	51.0	55.0	50.7	13.2	--	55.8	33.2	19.7	50.8	37.8
Mathematics	15.2	--	23.2	11.0	24.3	25.1	21.2	8.1	--	24.1	14.6	11.0	20.8	17.5
Science	18.9	--	39.1	14.0	25.0	35.3	26.6	18.5	--	31.7	19.0	9.6	26.1	24.6
Social Studies	18.1	--	34.8	7.0	11.1	23.3	21.2	10.5	--	23.7	15.4	5.8	20.9	18.3
<b>Percentage of Students Scoring Advanced</b>														
Reading	7.9	--	26.8	11.0	18.3	24.8	16.4	8.9	--	23.6	7.6	7.0	16.5	14.0
Writing	4.1	--	12.5	0.0	14.3	10.5	6.4	8.2	--	10.7	2.7	0.0	8.9	4.5
Mathematics	10.8	--	42.9	9.3	21.7	33.4	22.3	8.9	--	31.7	9.6	7.0	18.5	21.8
Science	5.0	--	26.1	5.3	8.3	29.3	16.1	6.2	--	23.4	5.8	1.9	11.6	17.2
Social Studies	12.2	--	34.8	15.8	22.2	38.0	24.3	14.2	--	33.4	12.1	7.7	21.3	24.0

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
5097	47.8%	--	2.7%	8.9%	5.1%	35.5%	52.7%	6.9%	15.6%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

16

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	99.8	99.3
Percentage of teachers with at least a Master's Degree	64.7	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	98.2	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* 0.0
		Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Princeton Community Middle School	6	Princeton High School	5
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## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	97.4 %	EMIS
Mean ACT Score	21	ACT Corp., EMIS
Percent of Graduates participating in the ACT	54.6 %	ACT Corp., EMIS
Mean SAT Score	992	College Board, EMIS
Percent of Graduates participating in the SAT	45.1 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	1.2 %	EMIS
Number of Graduates participating in an AP test	202	College Board
Percent of Graduates with an AP score of 3 or above	21.2 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

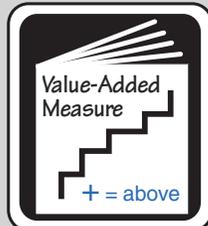


# Reading Community School District

1301 Bonnell St, Reading, OH 45215-3322 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: L Scott S. Inskeep (513) 554-1800



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	93.2 % ✓	84.1 %	77.4 %
2. Mathematics	96.1 % ✓	86.6 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	92.4 % ✓	85.5 %	82 %
4. Mathematics	90.6 % ✓	81.9 %	78.4 %
5. Writing	95.0 % ✓	87.2 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	79.7 % ✓	75.1 %	72 %
7. Mathematics	84.2 % ✓	64.3 %	62.3 %
8. Science	78.8 % ✓	75.1 %	70.6 %
9. Social Studies	66.9 %	64.5 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	93.1 % ✓	84.6 %	81.3 %
11. Mathematics	83.5 % ✓	78.8 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	88.1 % ✓	81.1 %	76.6 %
13. Mathematics	85.4 % ✓	80.4 %	74.3 %
14. Writing	95.0 % ✓	85.4 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	81.2 % ✓	75.4 %	72.4 %
16. Mathematics	83.8 % ✓	76.0 %	70.6 %
17. Science	72.6 %	68.7 %	62.8 %
18. Social Studies	59.8 %	53.5 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	89.2 % ✓	88.4 %	84.5 %
20. Mathematics	90.1 % ✓	86.5 %	81.4 %
21. Writing	95.5 % ✓	92.8 %	89.7 %
22. Science	82.9 % ✓	81.9 %	76 %
23. Social Studies	86.5 % ✓	86.9 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	95.1 % ✓	94.7 %	92.8 %
25. Mathematics	92.2 % ✓	91.6 %	88.4 %
26. Writing	96.1 % ✓	95.2 %	93.2 %
27. Science	87.3 % ✓	89.3 %	84.2 %
28. Social Studies	93.1 % ✓	92.3 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	94.3 % ✓	95.1 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	95.2 % ✓	92.6 %	84.6 %

Any result at or above the state standard is indicated by a ✓.  
 -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.  
 \*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

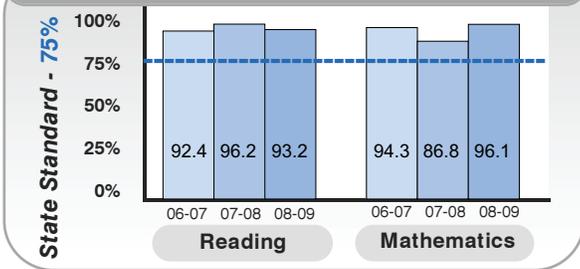
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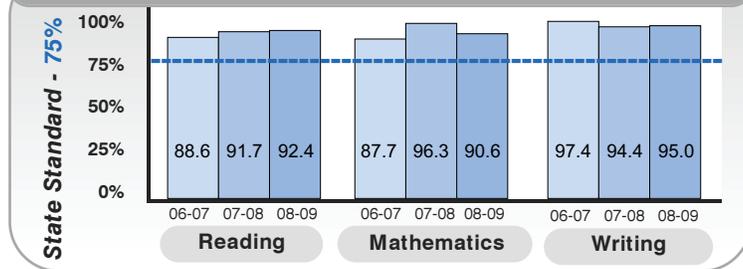


All students in the district for a full academic year are included in the results.

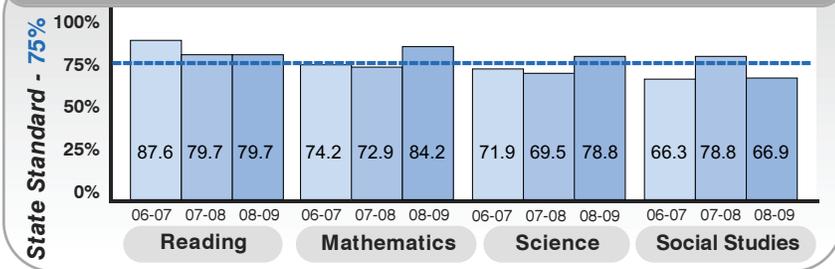
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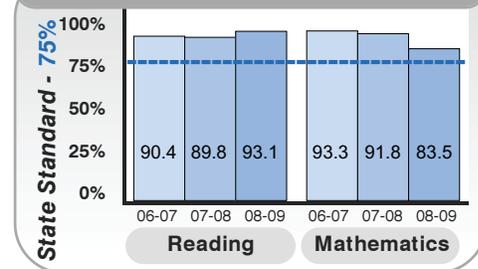
## 4th Grade Achievement



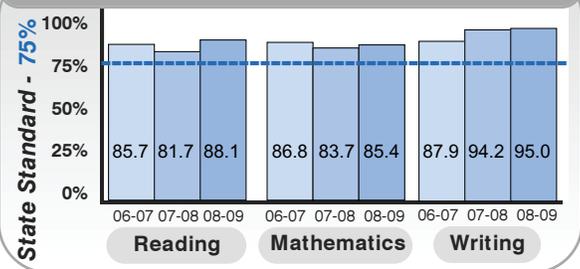
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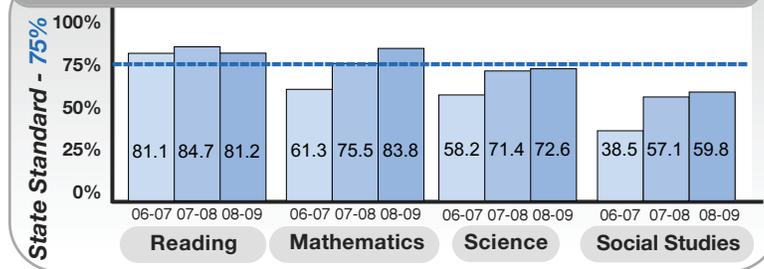
## 6th Grade Achievement



## 7th Grade Achievement

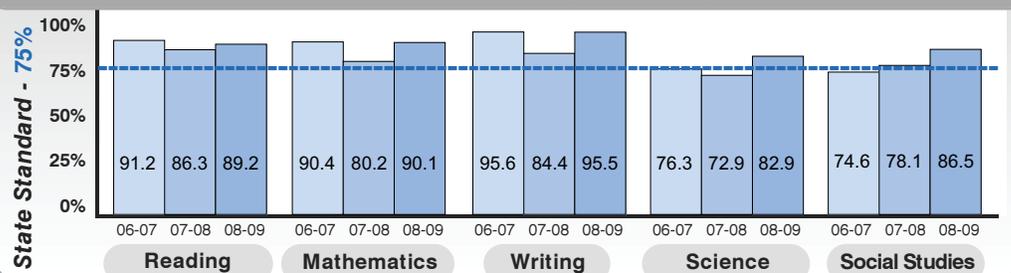


## 8th Grade Achievement

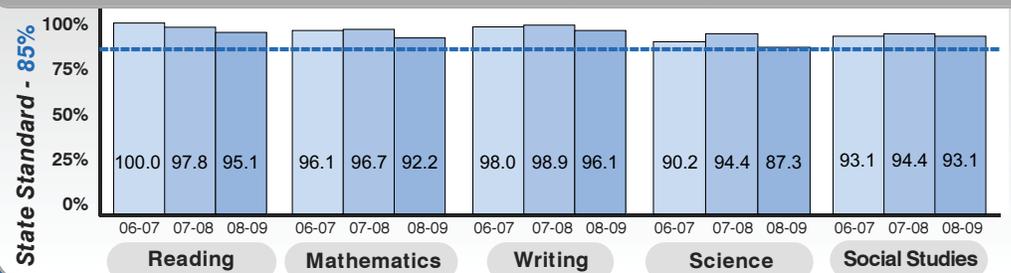


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.2	X	0.0	=	0.0
Limited	3.9	X	0.3	=	1.2
Basic	10.9	X	0.6	=	6.5
Proficient	35.5	X	1.0	=	35.5
Accelerated	30.0	X	1.1	=	33.0
Advanced	19.5	X	1.2	=	23.4

**Your District's Performance Index** 99.6



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
99.6	97.4	96.7

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

-

-

+

-



### Mathematics

+

+

+

+

-

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient
Percent Proficient	Reading	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR
	Mathematics	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR
Percent Tested	Reading	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR
	Mathematics	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR
Graduation Rate*		Met									
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Met	NR	Met	NR	NR	NR	Met	Met	NR

**AYP Determination by Indicator**

Reading Proficiency:	Met
Mathematics Proficiency:	Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for Your District:	Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	>95%	Black, non-Hispanic	87.5%	Econ. Disadvtdgd	>95%
Hispanic	>95%	Limited English Proficient	0%	Multi-Racial	0%	Students with Disabilities	90%
				White, non-Hispanic	>95%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	9.8	--	--	--	0.0	3.3	1.5	13.2	--	3.1	3.8	--	2.1	5.0
Writing	0.0	--	--	--	--	1.7	0.4	7.8	--	2.5	0.6	--	0.0	3.0
Mathematics	14.6	--	--	--	10.0	3.5	1.5	16.8	--	5.0	3.8	--	2.6	5.7
Science	11.1	--	--	--	--	1.9	1.7	9.6	--	2.2	3.6	--	1.2	4.6
Social Studies	16.7	--	--	--	--	6.6	4.1	26.9	--	7.3	7.8	--	7.0	8.0
<b>Percentage of Students Scoring Basic</b>														
Reading	17.1	--	--	--	5.0	7.8	6.5	17.6	--	8.5	8.3	--	6.8	10.0
Writing	0.0	--	--	--	--	3.6	2.1	9.8	--	1.3	5.2	--	1.8	4.8
Mathematics	17.1	--	--	--	0.0	7.6	5.2	22.6	--	6.2	9.3	--	9.1	7.5
Science	22.2	--	--	--	--	18.9	15.3	40.4	--	15.1	23.4	--	21.6	16.6
Social Studies	27.8	--	--	--	--	21.4	19.7	32.7	--	14.0	29.9	--	20.5	22.9
<b>Percentage of Students Scoring Proficient</b>														
Reading	41.5	--	--	--	45.0	42.5	41.1	48.5	--	39.5	43.8	--	43.0	41.9
Writing	52.6	--	--	--	--	38.0	35.7	62.7	--	29.3	49.4	--	31.9	47.6
Mathematics	39.0	--	--	--	30.0	31.6	31.9	32.1	--	35.3	30.3	--	32.8	31.1
Science	44.4	--	--	--	--	33.0	33.7	34.6	--	36.3	31.1	--	36.3	31.4
Social Studies	22.2	--	--	--	--	26.1	26.5	21.2	--	28.5	22.8	--	28.1	23.4
<b>Percentage of Students Scoring Accelerated</b>														
Reading	19.5	--	--	--	25.0	29.4	31.9	14.0	--	34.9	25.8	--	28.4	29.2
Writing	47.4	--	--	--	--	51.8	56.8	17.6	--	61.8	40.8	--	62.0	39.9
Mathematics	19.5	--	--	--	40.0	27.5	29.4	16.8	--	27.5	27.1	--	28.6	25.9
Science	16.7	--	--	--	--	28.9	31.0	11.5	--	26.3	29.9	--	23.4	32.6
Social Studies	27.8	--	--	--	--	20.4	23.1	11.5	--	23.5	19.2	--	24.6	18.3
<b>Percentage of Students Scoring Advanced</b>														
Reading	12.2	--	--	--	25.0	17.0	19.0	6.6	--	14.0	18.2	--	19.8	14.0
Writing	0.0	--	--	--	--	5.0	5.0	2.0	--	5.1	4.0	--	4.3	4.8
Mathematics	9.8	--	--	--	20.0	29.8	31.9	11.7	--	26.0	29.5	--	26.8	29.9
Science	5.6	--	--	--	--	17.3	18.4	3.8	--	20.1	12.0	--	17.5	14.9
Social Studies	5.6	--	--	--	--	25.5	26.5	7.7	--	26.8	20.4	--	19.9	27.4

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
1474	6.2%	--	--	0.8%	2.8%	89.5%	62.7%	--	15.5%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	100.0	99.3
Percentage of teachers with at least a Master's Degree	74.4	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	2.3	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	97.6	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* 0.0
		Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

No Schools Identified for Improvement in District

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	95.2 %	EMIS
Mean ACT Score	21	ACT Corp., EMIS
Percent of Graduates participating in the ACT	51.5 %	ACT Corp., EMIS
Mean SAT Score	982	College Board, EMIS
Percent of Graduates participating in the SAT	24.2 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	0.0	EMIS
Number of Graduates participating in an AP test	20	College Board
Percent of Graduates with an AP score of 3 or above	13.1 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

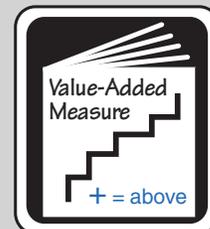
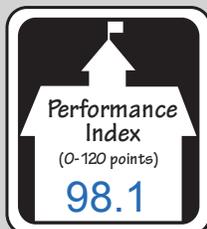


# Southwest Local School District

230 S Elm St, Harrison, OH 45030-1444 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Christopher R. Brown (513) 367-4139



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	84.6 % ✓	83.8 %	77.4 %
2. Mathematics	82.9 % ✓	86.4 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	89.2 % ✓	87.7 %	82 %
4. Mathematics	87.6 % ✓	82.9 %	78.4 %
5. Writing	92.8 % ✓	88.5 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	80.2 % ✓	77.7 %	72 %
7. Mathematics	71.0 %	68.8 %	62.3 %
8. Science	85.1 % ✓	78.8 %	70.6 %
9. Social Studies	82.8 % ✓	68.3 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	85.7 % ✓	86.4 %	81.3 %
11. Mathematics	83.5 % ✓	80.9 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	82.2 % ✓	82.8 %	76.6 %
13. Mathematics	76.6 % ✓	80.8 %	74.3 %
14. Writing	89.2 % ✓	85.4 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	78.3 % ✓	78.2 %	72.4 %
16. Mathematics	79.4 % ✓	77.3 %	70.6 %
17. Science	70.5 %	69.5 %	62.8 %
18. Social Studies	53.7 %	54.5 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	90.3 % ✓	87.2 %	84.5 %
20. Mathematics	85.0 % ✓	86.3 %	81.4 %
21. Writing	91.7 % ✓	91.6 %	89.7 %
22. Science	85.7 % ✓	82.2 %	76 %
23. Social Studies	88.3 % ✓	84.9 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	95.3 % ✓	94.3 %	92.8 %
25. Mathematics	93.3 % ✓	91.8 %	88.4 %
26. Writing	94.8 % ✓	95.0 %	93.2 %
27. Science	90.1 % ✓	89.4 %	84.2 %
28. Social Studies	91.9 % ✓	91.6 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	94.8 % ✓	95.1 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	86.2 %	92.3 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

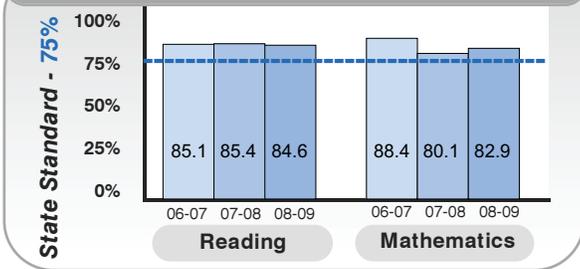
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

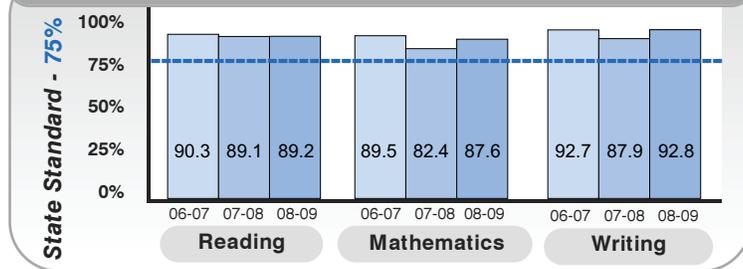


All students in the district for a full academic year are included in the results.

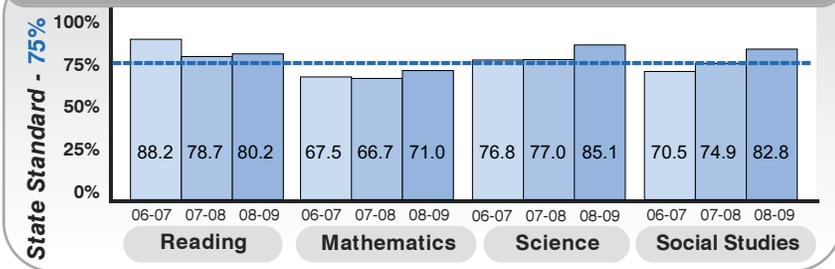
## 3rd Grade Achievement



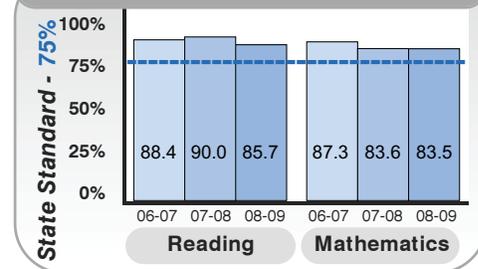
## 4th Grade Achievement



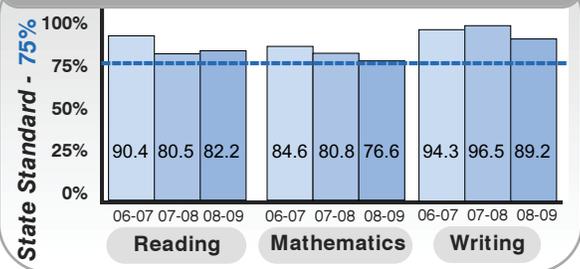
## 5th Grade Achievement



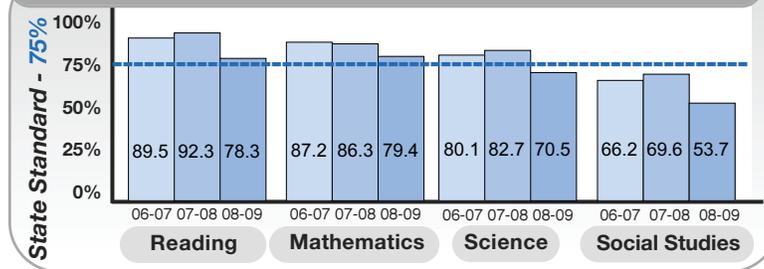
## 6th Grade Achievement



## 7th Grade Achievement

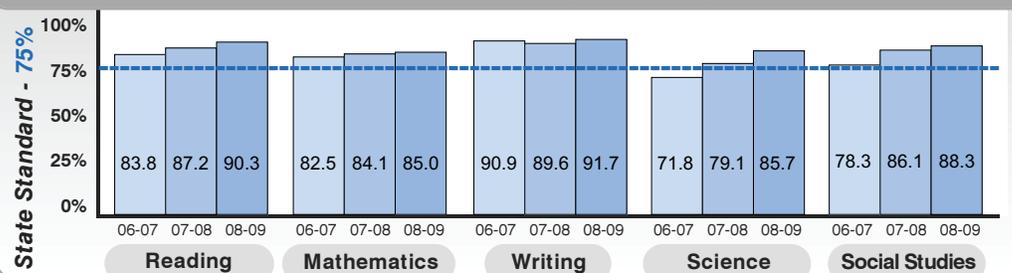


## 8th Grade Achievement

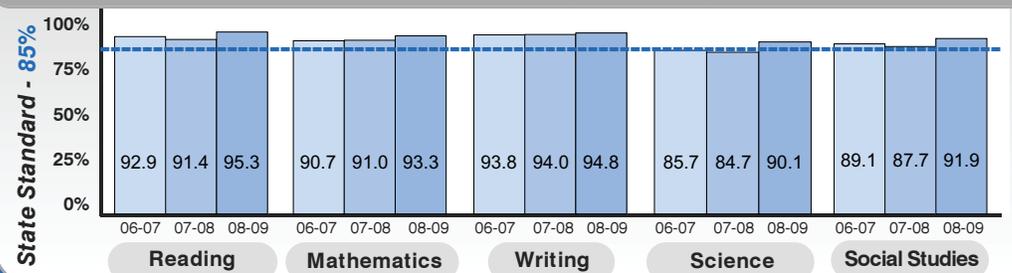


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.2	X	0.0	=	0.0
Limited	5.5	X	0.3	=	1.7
Basic	12.2	X	0.6	=	7.3
Proficient	32.2	X	1.0	=	32.2
Accelerated	29.5	X	1.1	=	32.5
Advanced	20.3	X	1.2	=	24.4

**Your District's Performance Index** 98.1



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
98.1	98.4	98.4

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

**+**

**-**

**+**

**-**

**-**

### Mathematics

**+**

**✓**

**+**

**+**

**-**

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	NR	NR	NR	NR	Met	Met	Met	NR	
	Mathematics	Met	Met	NR	NR	NR	NR	Met	Met	Met	NR	Mathematics Proficiency: Met
Percent Tested	Reading	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR	Reading Participation: Met
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	NR	NR	NR	NR	Met	Met	Met	NR	AYP Determination for Your District: Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	0%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	88.6%
Hispanic	>95%	Limited English Proficient	0%	Multi-Racial	33.3%	Students with Disabilities	75.6%
				White, non-Hispanic	86.5%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	--	--	--	--	9.7	5.6	3.4	18.2	--	4.2	9.3	--	4.6	6.8
Writing	--	--	--	--	0.0	2.0	0.8	9.4	--	2.0	2.7	--	1.1	3.1
Mathematics	--	--	--	--	9.7	7.0	4.2	23.0	--	5.0	12.2	--	7.1	7.3
Science	--	--	--	--	0.0	1.9	1.3	5.9	--	1.5	3.2	--	1.4	2.5
Social Studies	--	--	--	--	6.3	7.8	5.2	24.6	--	5.1	15.8	--	7.7	8.3
<b>Percentage of Students Scoring Basic</b>														
Reading	--	--	--	--	9.7	9.6	7.6	22.7	--	7.7	15.4	--	8.6	11.3
Writing	--	--	--	--	0.0	6.7	3.2	24.2	--	4.6	11.7	--	3.3	9.6
Mathematics	--	--	--	--	19.4	11.9	9.4	26.1	--	10.0	16.7	--	10.8	13.1
Science	--	--	--	--	31.3	17.3	14.6	36.1	--	11.9	33.3	--	17.4	18.2
Social Studies	--	--	--	--	37.5	17.0	15.1	31.4	--	14.7	24.8	--	17.1	17.7
<b>Percentage of Students Scoring Proficient</b>														
Reading	--	--	--	--	32.3	38.1	38.3	35.1	--	36.4	41.1	--	33.9	41.3
Writing	--	--	--	--	40.0	36.1	34.6	43.8	--	32.4	45.3	--	29.3	42.2
Mathematics	--	--	--	--	19.4	31.6	31.9	28.9	--	29.3	36.3	--	30.8	32.0
Science	--	--	--	--	25.0	26.4	26.7	24.4	--	26.2	26.6	--	30.0	23.3
Social Studies	--	--	--	--	25.0	23.9	25.1	16.9	--	22.9	26.6	--	24.3	23.5
<b>Percentage of Students Scoring Accelerated</b>														
Reading	--	--	--	--	22.6	28.7	31.1	14.1	--	30.8	23.0	--	33.6	23.9
Writing	--	--	--	--	50.0	47.6	54.0	14.1	--	51.9	36.3	--	56.4	39.5
Mathematics	--	--	--	--	19.4	24.3	27.2	8.9	--	26.1	20.1	--	24.5	24.2
Science	--	--	--	--	18.8	34.7	36.4	21.0	--	38.0	23.9	--	33.6	34.5
Social Studies	--	--	--	--	6.3	22.9	23.3	16.9	--	24.7	16.2	--	24.3	20.9
<b>Percentage of Students Scoring Advanced</b>														
Reading	--	--	--	--	25.8	17.9	19.5	10.0	--	20.9	11.1	--	19.3	16.8
Writing	--	--	--	--	10.0	7.7	7.5	8.6	--	9.1	4.0	--	10.0	5.5
Mathematics	--	--	--	--	32.3	25.2	27.3	13.1	--	29.5	14.6	--	26.9	23.4
Science	--	--	--	--	25.0	19.7	21.0	12.6	--	22.3	13.1	--	17.6	21.5
Social Studies	--	--	--	--	25.0	28.4	31.3	10.2	--	32.6	16.7	--	26.5	29.6

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
3463	--	0.4%	--	0.8%	1.7%	96.6%	28.7%	--	14.6%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

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Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	95.6	99.3
Percentage of teachers with at least a Master's Degree	50.2	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.3	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.4	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* 0.0

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Harrison Elementary School	1	Whitewater Valley Elementary School	1
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## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	86.2 %	EMIS
Mean ACT Score	22	ACT Corp., EMIS
Percent of Graduates participating in the ACT	63.4 %	ACT Corp., EMIS
Mean SAT Score	1048	College Board, EMIS
Percent of Graduates participating in the SAT	17.4 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	14.3 %	EMIS
Number of Graduates participating in an AP test	63	College Board
Percent of Graduates with an AP score of 3 or above	16.7 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)



# St Bernard-Elmwood Place School District

105 Washington Ave, Saint Bernard, OH 45217-1317 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Mary E. Webb (513) 482-7121



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	75.4 % ✓	76.6 %	77.4 %
2. Mathematics	70.2 %	77.4 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	75.0 % ✓	78.6 %	82 %
4. Mathematics	58.8 %	76.6 %	78.4 %
5. Writing	81.3 % ✓	82.2 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	68.2 %	67.5 %	72 %
7. Mathematics	53.0 %	54.7 %	62.3 %
8. Science	71.2 %	64.5 %	70.6 %
9. Social Studies	66.7 %	52.0 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	84.9 % ✓	75.9 %	81.3 %
11. Mathematics	80.8 % ✓	70.5 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	72.6 %	72.8 %	76.6 %
13. Mathematics	63.0 %	72.3 %	74.3 %
14. Writing	76.4 % ✓	78.3 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	68.3 %	69.2 %	72.4 %
16. Mathematics	61.9 %	67.8 %	70.6 %
17. Science	49.2 %	57.6 %	62.8 %
18. Social Studies	36.5 %	42.6 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	85.5 % ✓	81.4 %	84.5 %
20. Mathematics	85.5 % ✓	79.5 %	81.4 %
21. Writing	100.0 % ✓	88.6 %	89.7 %
22. Science	78.2 % ✓	71.5 %	76 %
23. Social Studies	83.6 % ✓	78.7 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	98.2 % ✓	92.2 %	92.8 %
25. Mathematics	98.2 % ✓	88.4 %	88.4 %
26. Writing	98.2 % ✓	92.1 %	93.2 %
27. Science	89.5 % ✓	82.9 %	84.2 %
28. Social Studies	93.0 % ✓	88.9 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	94.2 % ✓	94.2 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	96.9 % ✓	88.4 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

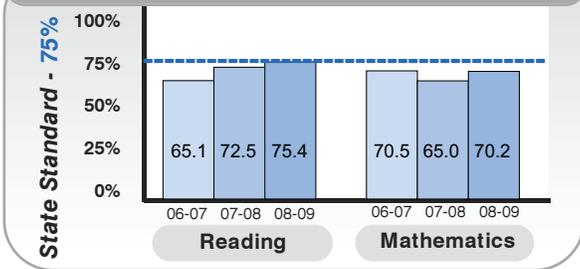
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

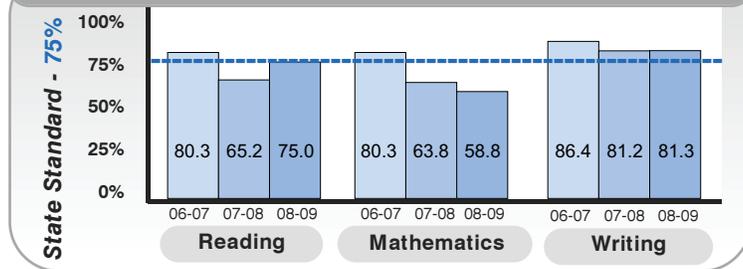


All students in the district for a full academic year are included in the results.

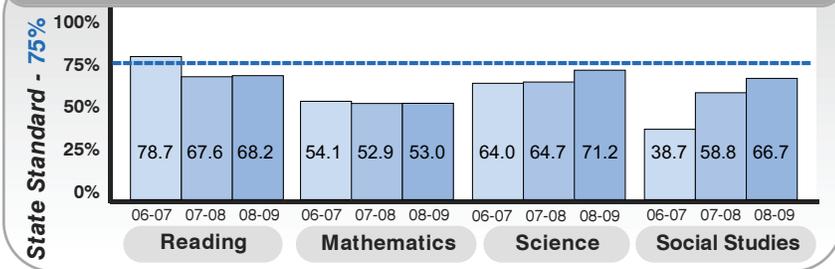
## 3rd Grade Achievement



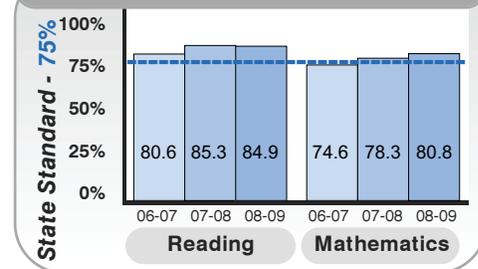
## 4th Grade Achievement



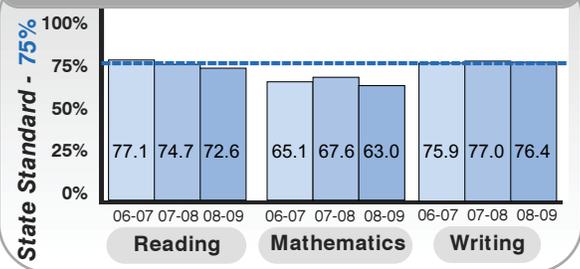
## 5th Grade Achievement



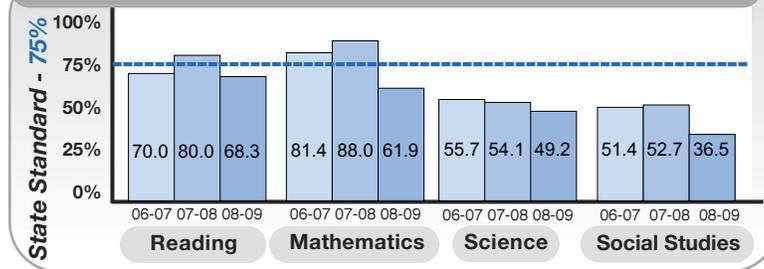
## 6th Grade Achievement



## 7th Grade Achievement

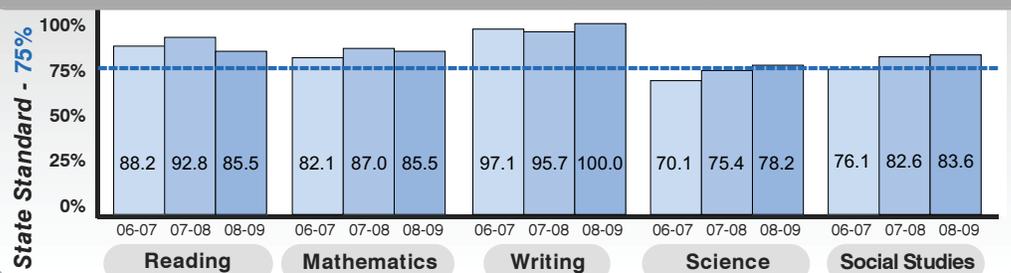


## 8th Grade Achievement

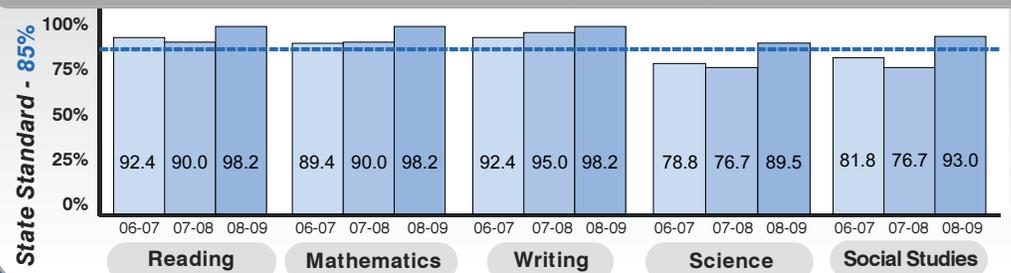


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.1	X	0.0	=	0.0
Limited	9.7	X	0.3	=	2.9
Basic	19.0	X	0.6	=	11.4
Proficient	35.5	X	1.0	=	35.5
Accelerated	22.1	X	1.1	=	24.3
Advanced	13.6	X	1.2	=	16.4

**Your District's Performance Index** **90.5**



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
90.5	91.3	89.4

# Value-Added Measure



### Overall Composite



Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

-	✓	+	-	-
---	---	---	---	---

### Mathematics

+	✓	+	-	-
---	---	---	---	---

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR	
	Mathematics	Met	Met	NR	Met	NR	NR	NR	Met	Not Met	NR	Mathematics Proficiency: Not Met
Percent Tested	Reading	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR	Reading Participation: Met
	Mathematics	Met	Met	NR	Met	NR	NR	NR	Met	Met	NR	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	NR	Met	NR	NR	NR	Met	Not Met	NR	AYP Determination for Your District: Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	0%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	94.7%
Hispanic	>95%	Limited English Proficient	0%	Multi-Racial	>95%	Students with Disabilities	88.9%
						White, non-Hispanic	>95%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	13.0	--	--	--	11.1	9.9	7.6	19.5	--	3.5	14.6	--	9.1	11.7
Writing	5.1	--	--	--	0.0	2.7	2.4	7.0	--	1.2	5.0	--	2.0	4.6
Mathematics	18.2	--	--	--	3.7	13.8	7.1	35.4	--	7.6	17.6	--	11.4	16.2
Science	12.5	--	--	--	7.1	4.2	2.1	16.3	--	1.3	8.3	--	4.2	6.7
Social Studies	8.3	--	--	--	7.1	9.1	5.0	20.9	--	4.0	11.9	--	8.4	9.0
<b>Percentage of Students Scoring Basic</b>														
Reading	23.4	--	--	--	18.5	11.5	11.0	23.0	--	8.1	17.3	--	9.1	18.2
Writing	20.5	--	--	--	7.7	10.7	7.9	27.9	--	2.3	19.0	--	10.1	13.9
Mathematics	24.7	--	--	--	29.6	16.9	17.2	24.8	--	14.0	22.0	--	17.3	20.6
Science	33.3	--	--	--	21.4	29.4	27.7	32.6	--	20.0	34.9	--	28.4	29.2
Social Studies	29.2	--	--	--	28.6	30.1	27.7	37.2	--	21.3	35.8	--	31.6	28.1
<b>Percentage of Students Scoring Proficient</b>														
Reading	40.3	--	--	--	37.0	43.7	43.8	38.1	--	41.9	42.7	--	46.8	38.5
Writing	51.3	--	--	--	46.2	44.0	45.1	44.2	--	33.7	52.9	--	44.4	45.4
Mathematics	35.1	--	--	--	37.0	35.8	39.3	23.9	--	30.8	38.3	--	37.3	34.0
Science	20.8	--	--	--	21.4	27.3	26.2	25.6	--	37.3	18.3	--	24.2	28.1
Social Studies	25.0	--	--	--	0.0	17.5	19.1	9.3	--	17.3	16.5	--	15.8	18.0
<b>Percentage of Students Scoring Accelerated</b>														
Reading	16.9	--	--	--	22.2	22.0	24.6	11.5	--	28.5	17.3	--	21.4	21.5
Writing	17.9	--	--	--	38.5	38.0	40.2	14.0	--	55.8	19.8	--	37.4	32.4
Mathematics	11.7	--	--	--	11.1	15.5	15.8	10.6	--	19.2	11.9	--	16.4	13.0
Science	29.2	--	--	--	28.6	27.3	29.8	20.9	--	26.7	28.4	--	31.6	23.6
Social Studies	12.5	--	--	--	14.3	25.9	23.4	20.9	--	26.7	20.2	--	23.2	22.5
<b>Percentage of Students Scoring Advanced</b>														
Reading	6.5	--	--	--	11.1	13.0	13.0	8.0	--	18.0	8.1	--	13.6	10.1
Writing	5.1	--	--	--	7.7	4.7	4.3	7.0	--	7.0	3.3	--	6.1	3.7
Mathematics	10.4	--	--	--	18.5	18.0	20.6	5.3	--	28.5	10.2	--	17.7	16.2
Science	4.2	--	--	--	21.4	11.9	14.2	4.7	--	14.7	10.1	--	11.6	12.4
Social Studies	25.0	--	--	--	50.0	17.5	24.8	11.6	--	30.7	15.6	--	21.1	22.5

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
883	17.8%	--	1.3%	--	4.9%	74.8%	63.5%	--	23.1%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State	
Percentage of teachers with at least a Bachelor's Degree	100.0	99.3	
Percentage of teachers with at least a Master's Degree	51.4	59.3	
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	2.2	1.8	
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	98.7	
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.4	High-Poverty Schools Located in Your District* 0.0	Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Elmwood Place Elementary School	2
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## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	96.9 %	EMIS
Mean ACT Score	21	ACT Corp., EMIS
Percent of Graduates participating in the ACT	31.7 %	ACT Corp., EMIS
Mean SAT Score	880	College Board, EMIS
Percent of Graduates participating in the SAT	--	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	9.5 %	EMIS
Number of Graduates participating in an AP test	0	College Board
Percent of Graduates with an AP score of 3 or above	0	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

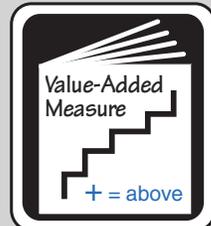


# Sycamore Community School District

4881 Cooper Rd, Cincinnati, OH 45242-6902 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Adrienne C. James (513) 686-1700



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	95.3 % ✓	91.3 %	77.4 %
2. Mathematics	92.3 % ✓	92.0 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	94.9 % ✓	94.1 %	82 %
4. Mathematics	92.7 % ✓	91.7 %	78.4 %
5. Writing	96.2 % ✓	95.0 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	91.9 % ✓	89.1 %	72 %
7. Mathematics	89.8 % ✓	82.7 %	62.3 %
8. Science	90.8 % ✓	88.0 %	70.6 %
9. Social Studies	90.6 % ✓	82.6 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	95.6 % ✓	94.0 %	81.3 %
11. Mathematics	94.3 % ✓	91.2 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	94.4 % ✓	92.3 %	76.6 %
13. Mathematics	87.5 % ✓	90.8 %	74.3 %
14. Writing	95.1 % ✓	94.6 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	90.3 % ✓	89.8 %	72.4 %
16. Mathematics	89.5 % ✓	90.1 %	70.6 %
17. Science	83.3 % ✓	83.8 %	62.8 %
18. Social Studies	75.6 % ✓	77.4 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	96.8 % ✓	95.3 %	84.5 %
20. Mathematics	94.7 % ✓	94.7 %	81.4 %
21. Writing	97.2 % ✓	97.2 %	89.7 %
22. Science	93.5 % ✓	92.2 %	76 %
23. Social Studies	96.8 % ✓	94.9 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	98.5 % ✓	98.3 %	92.8 %
25. Mathematics	97.5 % ✓	97.1 %	88.4 %
26. Writing	98.1 % ✓	98.2 %	93.2 %
27. Science	97.1 % ✓	95.6 %	84.2 %
28. Social Studies	98.5 % ✓	97.2 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	96.1 % ✓	96.1 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	98.5 % ✓	97.1 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

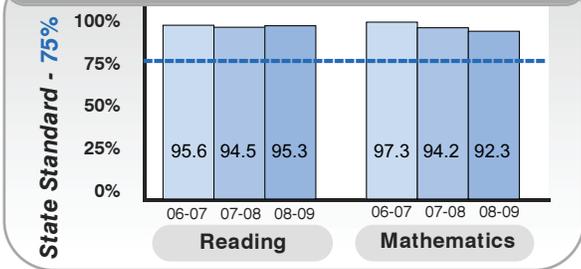
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

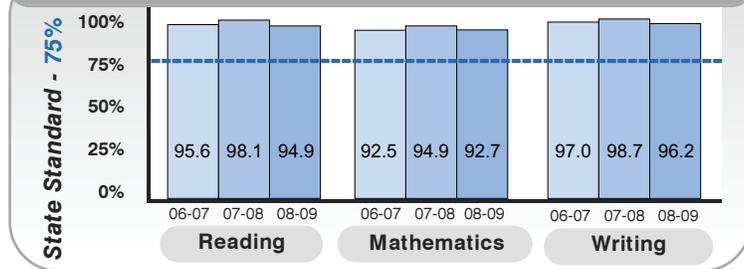


All students in the district for a full academic year are included in the results.

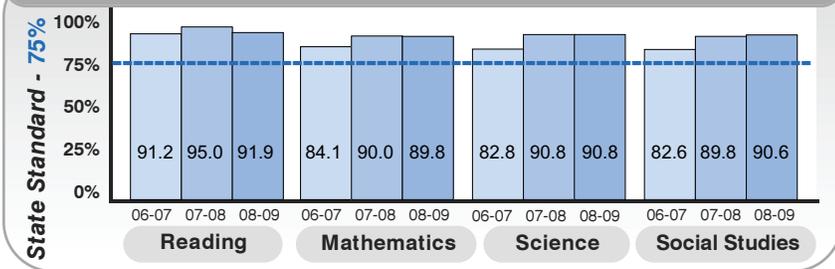
## 3rd Grade Achievement



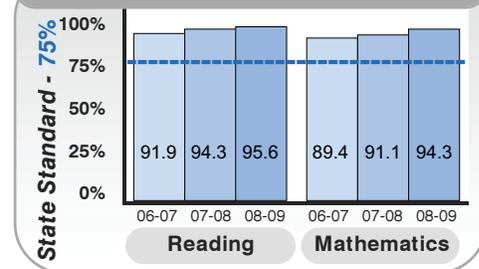
## 4th Grade Achievement



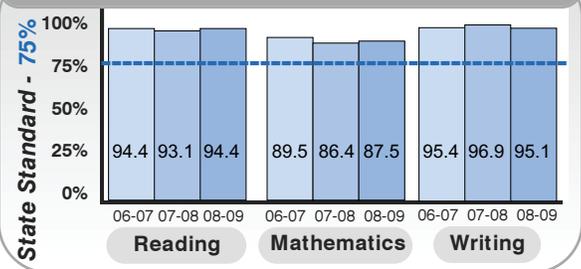
## 5th Grade Achievement



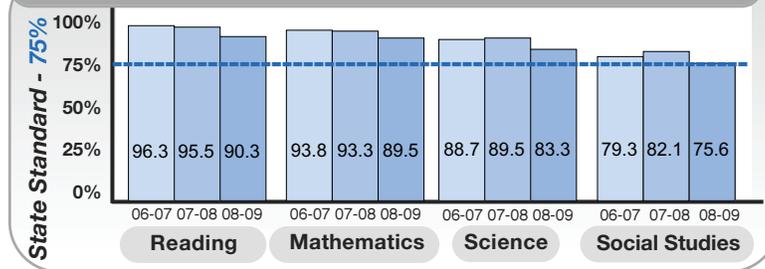
## 6th Grade Achievement



## 7th Grade Achievement

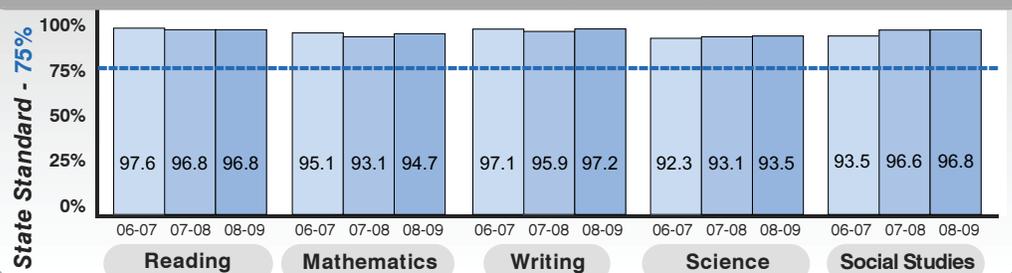


## 8th Grade Achievement

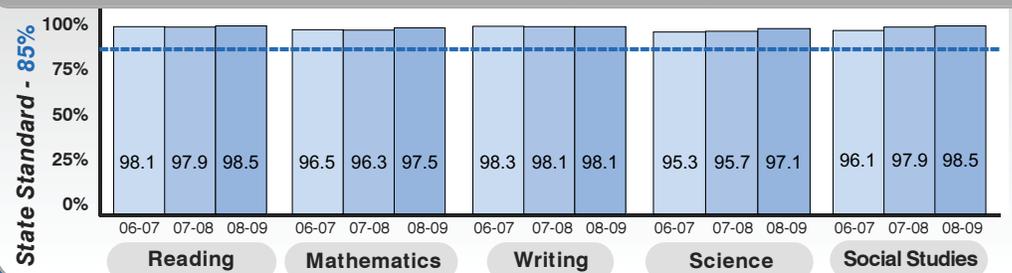


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.2	X	0.0	=	0.0
Limited	1.8	X	0.3	=	0.6
Basic	6.2	X	0.6	=	3.7
Proficient	20.0	X	1.0	=	20.0
Accelerated	31.7	X	1.1	=	34.9
Advanced	40.1	X	1.2	=	48.1

**Your District's Performance Index** 107.2



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
107.2	108.1	106.7

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

**+**

**✓**

**+**

**-**

**-**

### Mathematics

**+**

**+**

**-**

**+**

**+**

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	Mathematics Proficiency: Met
Percent Tested	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	Reading Participation: Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	AYP Determination for Your District: Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/ Alaska Native	0%	Asian or Pacific Islander	>95%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	84.8%
Hispanic	>95%	Limited English Proficient	>95%	Multi-Racial	93.3%	Students with Disabilities	>95%
				White, non-Hispanic	>95%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	8.1	--	2.5	6.5	4.2	0.8	1.0	9.7	--	0.8	8.1	8.3	1.5	2.1
Writing	0.0	--	0.0	0.0	0.0	0.3	0.1	1.4	--	0.3	0.0	1.6	0.2	0.3
Mathematics	11.2	--	1.6	5.2	4.2	1.4	1.1	13.8	--	1.4	8.6	4.7	2.6	2.2
Science	5.4	--	2.5	2.9	0.0	0.7	0.9	5.6	--	0.9	3.9	7.4	1.3	1.2
Social Studies	11.8	--	4.2	14.3	0.0	1.5	1.7	14.2	--	2.0	8.4	11.8	2.6	2.9
<b>Percentage of Students Scoring Basic</b>														
Reading	13.5	--	2.2	3.9	2.1	3.5	2.2	20.4	--	3.2	9.4	7.7	3.4	4.6
Writing	12.3	--	2.0	6.1	9.4	2.4	1.3	23.0	--	2.7	10.2	4.9	2.5	4.6
Mathematics	20.6	--	2.5	5.2	6.9	5.3	3.7	28.4	--	4.6	16.5	4.7	6.2	6.3
Science	38.7	--	7.6	20.0	11.1	6.7	7.7	31.8	--	7.3	27.1	19.1	11.6	7.9
Social Studies	26.9	--	5.9	20.0	15.9	8.1	8.4	26.4	--	8.4	21.3	19.1	11.4	8.5
<b>Percentage of Students Scoring Proficient</b>														
Reading	43.9	--	14.6	29.9	29.2	23.7	23.3	37.0	--	22.1	40.9	26.6	22.0	27.2
Writing	37.7	--	12.2	21.2	30.2	19.5	18.1	42.4	--	18.0	38.9	27.9	13.5	26.9
Mathematics	39.0	--	9.2	29.9	17.4	17.5	17.8	25.6	--	16.0	34.5	20.1	18.6	18.5
Science	23.7	--	10.1	25.7	25.4	16.8	16.8	23.4	--	16.2	25.2	20.6	19.6	15.1
Social Studies	23.7	--	9.2	14.3	12.7	15.2	14.4	23.6	--	13.7	25.8	19.1	17.4	13.0
<b>Percentage of Students Scoring Accelerated</b>														
Reading	21.5	--	32.6	39.0	30.6	32.9	33.9	15.2	--	33.6	22.1	30.8	32.1	31.9
Writing	42.1	--	66.7	63.6	45.3	61.8	64.4	23.7	--	62.2	44.9	55.7	62.1	58.2
Mathematics	17.0	--	19.0	20.8	25.0	24.8	24.6	12.5	--	24.1	19.0	21.3	22.6	24.1
Science	23.7	--	28.6	31.4	30.2	33.4	33.3	17.8	--	32.6	27.7	30.9	32.6	31.4
Social Studies	20.4	--	17.6	17.1	27.0	21.6	21.5	17.9	--	20.5	26.5	20.6	19.8	22.6
<b>Percentage of Students Scoring Advanced</b>														
Reading	13.0	--	48.1	20.8	34.0	39.2	39.6	17.6	--	40.2	19.5	26.6	41.0	34.1
Writing	7.9	--	19.0	9.1	15.1	16.0	16.1	9.4	--	16.8	6.0	9.8	21.8	9.9
Mathematics	12.1	--	67.7	39.0	46.5	51.2	52.7	19.7	--	53.9	21.3	49.1	50.0	48.9
Science	8.6	--	51.3	20.0	33.3	42.3	41.4	21.5	--	43.0	16.1	22.1	34.9	44.4
Social Studies	17.2	--	63.0	34.3	44.4	53.7	53.9	17.9	--	55.5	18.1	29.4	48.9	52.9

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
5369	7.5%	--	11.8%	2.6%	4.8%	73.3%	14.2%	5.4%	10.0%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	99.7	99.3
Percentage of teachers with at least a Master's Degree	80.2	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.5	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.5	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.4	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* 0.4

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

No Schools Identified for Improvement in District

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	98.5 %	EMIS
Mean ACT Score	25	ACT Corp., EMIS
Percent of Graduates participating in the ACT	70.9 %	ACT Corp., EMIS
Mean SAT Score	1132	College Board, EMIS
Percent of Graduates participating in the SAT	77.9 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	40.8 %	EMIS
Number of Graduates participating in an AP test	450	College Board
Percent of Graduates with an AP score of 3 or above	88.2 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

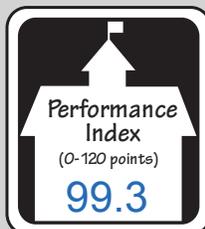


# Three Rivers Local School District

92 Cleves Ave, Cleves, OH 45002-1368 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Rhonda L. Bohannon (513) 941-6400



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	91.9 % ✓	88.0 %	77.4 %
2. Mathematics	92.7 % ✓	89.6 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	91.1 % ✓	89.6 %	82 %
4. Mathematics	91.9 % ✓	87.2 %	78.4 %
5. Writing	87.7 % ✓	90.6 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	82.4 % ✓	81.7 %	72 %
7. Mathematics	71.8 %	73.9 %	62.3 %
8. Science	82.4 % ✓	82.7 %	70.6 %
9. Social Studies	70.4 %	72.3 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	84.3 % ✓	89.5 %	81.3 %
11. Mathematics	83.5 % ✓	85.4 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	89.3 % ✓	86.2 %	76.6 %
13. Mathematics	81.8 % ✓	84.0 %	74.3 %
14. Writing	91.8 % ✓	88.4 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	81.5 % ✓	83.0 %	72.4 %
16. Mathematics	75.6 % ✓	81.4 %	70.6 %
17. Science	67.4 %	75.5 %	62.8 %
18. Social Studies	49.3 %	62.5 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	92.4 % ✓	91.7 %	84.5 %
20. Mathematics	90.9 % ✓	90.3 %	81.4 %
21. Writing	95.8 % ✓	95.0 %	89.7 %
22. Science	90.3 % ✓	86.5 %	76 %
23. Social Studies	91.0 % ✓	90.1 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	95.0 % ✓	96.0 %	92.8 %
25. Mathematics	91.8 % ✓	94.3 %	88.4 %
26. Writing	96.9 % ✓	96.2 %	93.2 %
27. Science	91.2 % ✓	92.1 %	84.2 %
28. Social Studies	95.0 % ✓	94.1 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	94.4 % ✓	95.4 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	94.9 % ✓	96.2 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

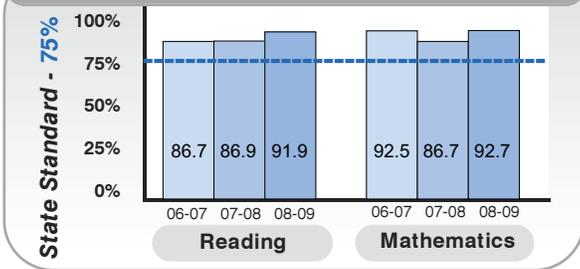
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

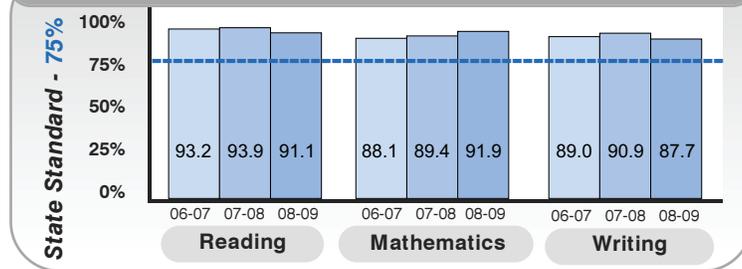


All students in the district for a full academic year are included in the results.

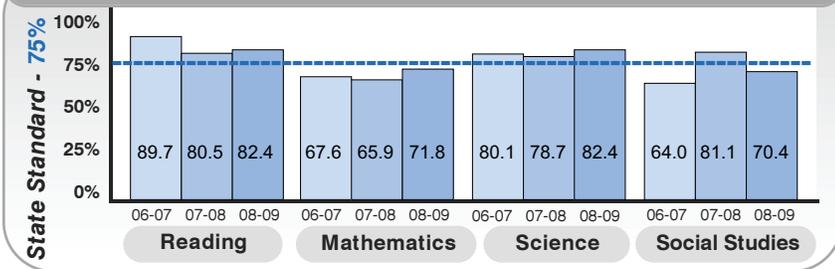
## 3rd Grade Achievement



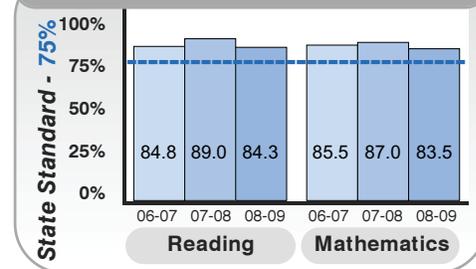
## 4th Grade Achievement



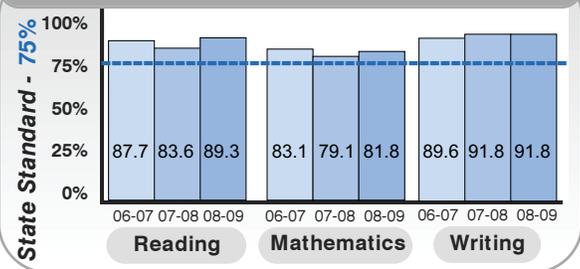
## 5th Grade Achievement



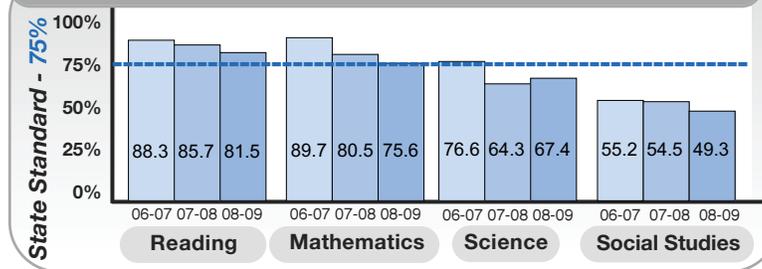
## 6th Grade Achievement



## 7th Grade Achievement

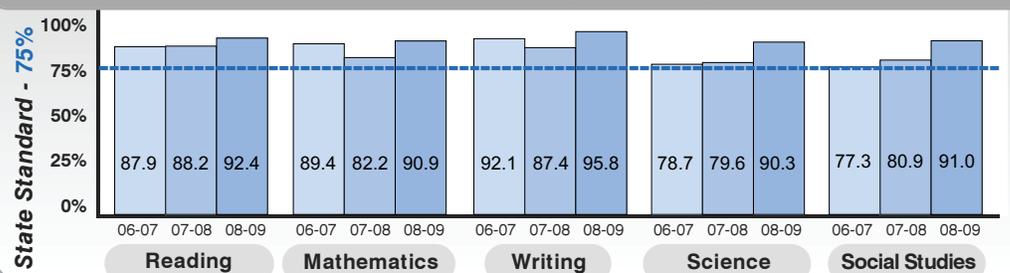


## 8th Grade Achievement

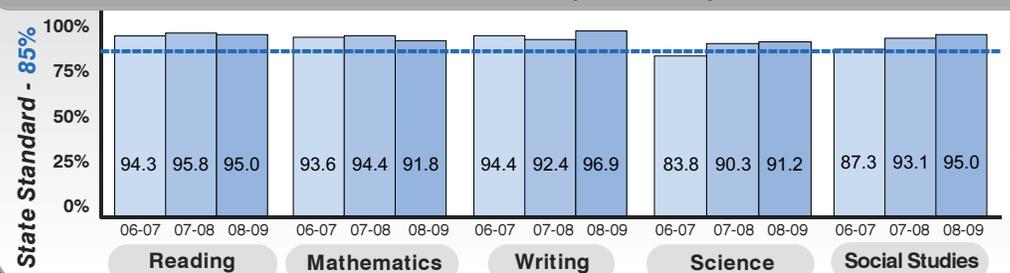


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.3	X	0.0	=	0.0
Limited	3.8	X	0.3	=	1.1
Basic	12.3	X	0.6	=	7.4
Proficient	32.5	X	1.0	=	32.5
Accelerated	29.5	X	1.1	=	32.5
Advanced	21.5	X	1.2	=	25.8

**Your District's Performance Index** **99.3**



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
99.3	97.8	98.5

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

**+**

**-**

**+**

**-**

**-**

### Mathematics

**+**

**-**

**+**

**-**



### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient
Percent Proficient	Reading	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR
Percent Tested	Reading	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	Met	NR
Graduation Rate*		Met									
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Met	NR	NR	NR	NR	NR	Met	Met	NR

**AYP Determination by Indicator**

Reading Proficiency:	Met
Mathematics Proficiency:	Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for Your District:	Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	0%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	93.8%
Hispanic	0%	Limited English Proficient	0%	Multi-Racial	0%	Students with Disabilities	90.5%
						White, non-Hispanic	94.8%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	--	--	--	--	8.0	3.6	2.4	11.6	--	2.0	8.4	--	1.6	6.0
Writing	--	--	--	--	9.1	1.5	0.3	8.6	--	1.0	3.4	--	0.0	3.1
Mathematics	--	--	--	--	12.0	5.4	3.9	14.3	--	3.8	9.8	--	4.4	6.7
Science	--	--	--	--	--	1.0	0.6	4.8	--	1.0	1.7	--	0.0	2.2
Social Studies	--	--	--	--	--	4.0	3.4	11.1	--	3.0	8.4	--	4.1	4.9
<b>Percentage of Students Scoring Basic</b>														
Reading	--	--	--	--	20.0	8.1	6.6	18.7	--	5.2	16.4	--	7.1	9.9
Writing	--	--	--	--	9.1	6.1	3.7	20.0	--	2.6	16.4	--	3.5	8.9
Mathematics	--	--	--	--	8.0	10.6	8.2	23.4	--	6.7	19.9	--	10.6	10.7
Science	--	--	--	--	--	18.6	16.5	30.2	--	14.2	29.4	--	20.5	16.8
Social Studies	--	--	--	--	--	24.8	24.1	28.6	--	17.3	43.7	--	27.7	22.2
<b>Percentage of Students Scoring Proficient</b>														
Reading	--	--	--	--	32.0	36.2	37.0	31.6	--	33.6	41.8	--	34.4	37.7
Writing	--	--	--	--	54.5	36.8	38.0	34.3	--	35.6	42.2	--	28.0	45.8
Mathematics	--	--	--	--	48.0	33.6	35.7	27.3	--	32.7	38.1	--	37.3	31.7
Science	--	--	--	--	--	27.0	27.4	27.0	--	25.2	32.8	--	26.7	27.9
Social Studies	--	--	--	--	--	21.3	21.6	19.0	--	23.3	16.0	--	19.5	22.7
<b>Percentage of Students Scoring Accelerated</b>														
Reading	--	--	--	--	12.0	31.3	33.2	18.1	--	34.4	22.3	--	34.4	27.4
Writing	--	--	--	--	27.3	46.8	51.8	17.1	--	51.5	31.9	--	55.0	38.2
Mathematics	--	--	--	--	12.0	24.8	25.5	17.5	--	25.8	20.6	--	25.1	23.4
Science	--	--	--	--	--	33.4	35.5	20.6	--	34.8	29.4	--	35.9	31.0
Social Studies	--	--	--	--	--	18.4	17.6	25.4	--	18.3	20.2	--	19.0	18.7
<b>Percentage of Students Scoring Advanced</b>														
Reading	--	--	--	--	28.0	20.8	20.8	20.0	--	24.8	11.1	--	22.6	19.0
Writing	--	--	--	--	0.0	8.8	6.2	20.0	--	9.4	6.0	--	13.5	4.0
Mathematics	--	--	--	--	20.0	25.6	26.6	17.5	--	31.1	11.5	--	22.6	27.5
Science	--	--	--	--	--	20.0	20.1	17.5	--	24.8	6.7	--	16.9	22.1
Social Studies	--	--	--	--	--	31.5	33.3	15.9	--	38.2	11.8	--	29.7	31.6

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
1783	0.8%	--	--	0.6%	3.2%	94.8%	29.3%	--	16.6%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	99.1	99.3
Percentage of teachers with at least a Master's Degree	57.9	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.1	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* 0.0

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

No Schools Identified for Improvement in District

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	94.9 %	EMIS
Mean ACT Score	23	ACT Corp., EMIS
Percent of Graduates participating in the ACT	43.5 %	ACT Corp., EMIS
Mean SAT Score	1058	College Board, EMIS
Percent of Graduates participating in the SAT	28.2 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	24.4 %	EMIS
Number of Graduates participating in an AP test	53	College Board
Percent of Graduates with an AP score of 3 or above	29 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

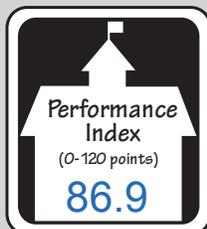


# Winton Woods City School District

1215 W Kemper Rd, Cincinnati, OH 45240-1617 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Camille A. Nasbe (513) 619-2300



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	75.5 % ✓	80.3 %	77.4 %
2. Mathematics	82.9 % ✓	84.6 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	79.5 % ✓	83.7 %	82 %
4. Mathematics	78.8 % ✓	82.0 %	78.4 %
5. Writing	83.0 % ✓	87.5 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	57.8 %	74.6 %	72 %
7. Mathematics	47.0 %	65.3 %	62.3 %
8. Science	47.8 %	73.8 %	70.6 %
9. Social Studies	44.0 %	64.9 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	80.3 % ✓	81.4 %	81.3 %
11. Mathematics	63.0 %	77.4 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	68.6 %	77.1 %	76.6 %
13. Mathematics	62.9 %	75.3 %	74.3 %
14. Writing	71.3 %	80.6 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	59.4 %	73.1 %	72.4 %
16. Mathematics	53.9 %	71.1 %	70.6 %
17. Science	44.2 %	62.1 %	62.8 %
18. Social Studies	30.0 %	50.8 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	81.9 % ✓	86.7 %	84.5 %
20. Mathematics	75.6 % ✓	82.1 %	81.4 %
21. Writing	93.3 % ✓	92.1 %	89.7 %
22. Science	66.3 %	77.2 %	76 %
23. Social Studies	81.1 % ✓	84.7 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	89.9 % ✓	95.2 %	92.8 %
25. Mathematics	85.0 % ✓	91.5 %	88.4 %
26. Writing	92.5 % ✓	95.6 %	93.2 %
27. Science	78.3 %	87.6 %	84.2 %
28. Social Studies	86.9 % ✓	92.3 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	94.2 % ✓	94.9 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	88.3 %	91.6 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

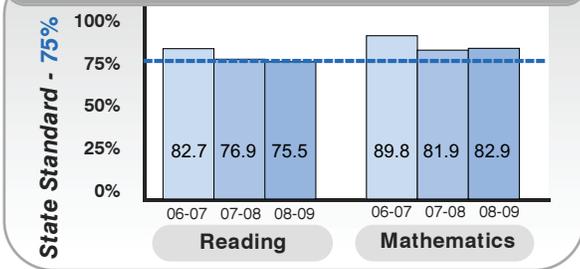
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

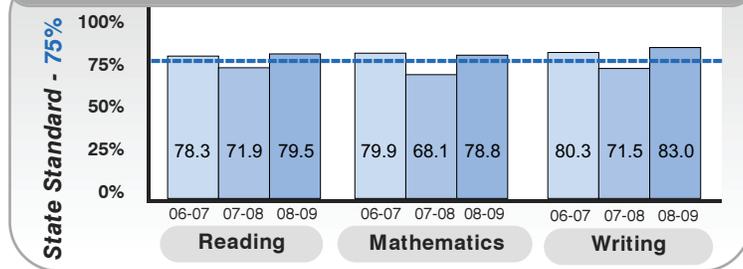


All students in the district for a full academic year are included in the results.

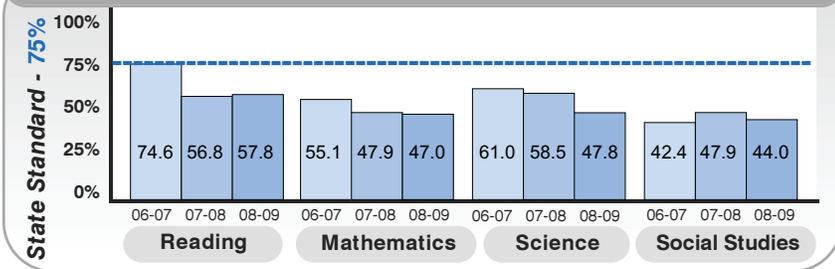
## 3rd Grade Achievement



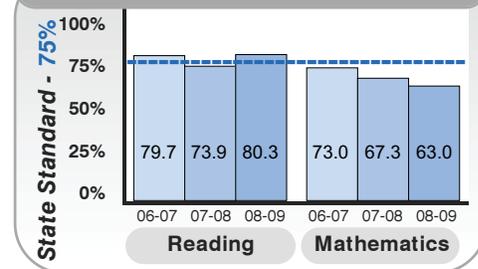
## 4th Grade Achievement



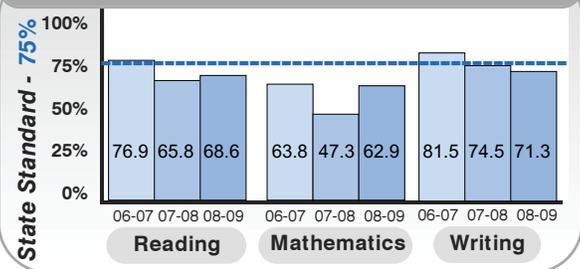
## 5th Grade Achievement



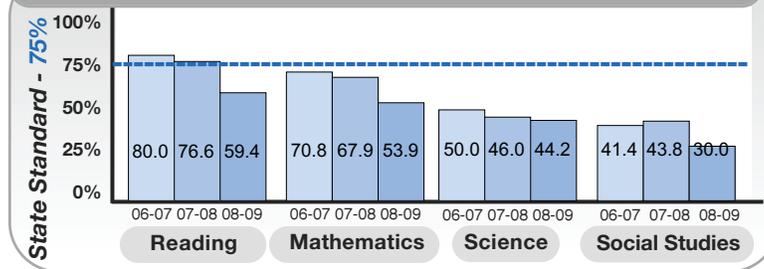
## 6th Grade Achievement



## 7th Grade Achievement

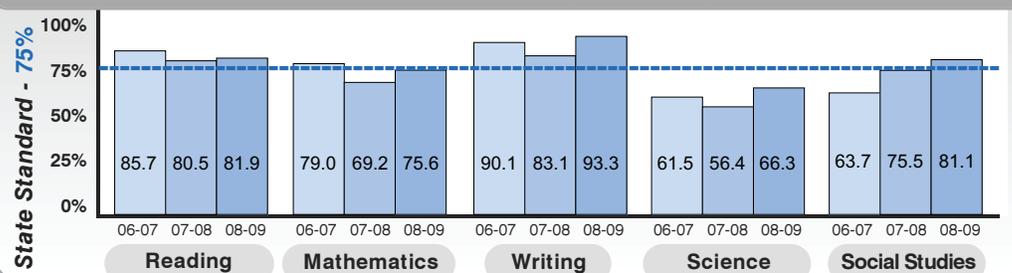


## 8th Grade Achievement

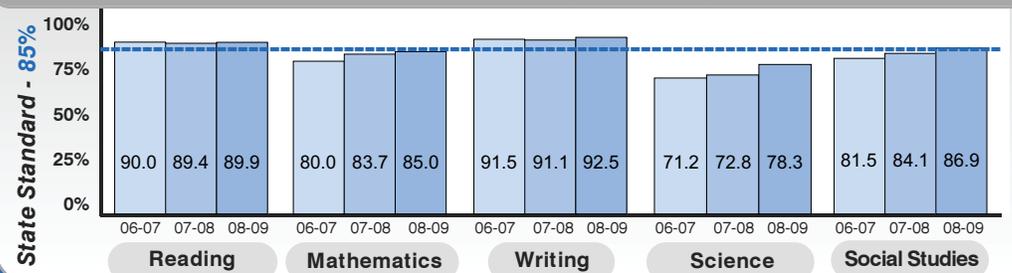


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.5	X	0.0	=	0.0
Limited	11.3	X	0.3	=	3.4
Basic	21.9	X	0.6	=	13.1
Proficient	36.4	X	1.0	=	36.4
Accelerated	19.7	X	1.1	=	21.6
Advanced	10.3	X	1.2	=	12.4

**Your District's Performance Index** 86.9



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
86.9	86.3	90.3

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

✓

-

+

-

-

### Mathematics

+

✓

+

✓

✓

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met	
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met	Mathematics Proficiency: Not Met
Percent Tested	Reading	Met	Met	NR	Met	NR	Met	Met	Met	Met	Met	Reading Participation: Met
	Mathematics	Met	Met	NR	Met	NR	Met	Met	Met	Met	Met	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met	AYP Determination for Your District: Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtdgd
0%	66.7%	89.7%	>95%
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities
33.3%	60%	>95%	94%
			White, non-Hispanic
			86.5%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	13.5	--	2.9	19.4	10.5	5.0	7.3	35.1	--	6.7	17.3	18.8	9.4	14.6
Writing	2.5	--	0.0	7.1	5.0	3.4	2.0	7.9	--	1.1	5.1	7.0	1.7	4.3
Mathematics	16.5	--	2.9	14.3	14.6	7.6	9.5	40.0	--	11.1	18.0	12.9	14.4	14.7
Science	9.7	--	6.7	2.9	16.9	3.4	5.2	30.6	--	5.6	13.2	12.1	8.6	9.7
Social Studies	14.0	--	13.3	8.8	18.2	8.5	9.0	37.1	--	9.8	17.5	6.1	12.4	14.4
<b>Percentage of Students Scoring Basic</b>														
Reading	18.1	--	8.6	11.2	18.1	9.3	14.0	26.9	--	15.0	17.3	12.9	14.4	17.9
Writing	15.1	--	11.8	19.0	18.8	6.7	9.9	36.4	--	12.4	16.6	18.6	10.1	18.6
Mathematics	22.9	--	11.4	15.3	13.5	8.6	17.3	28.2	--	15.4	22.8	15.8	18.0	20.2
Science	43.3	--	33.3	41.2	27.3	17.8	35.7	49.2	--	34.3	41.7	27.3	37.4	38.1
Social Studies	37.9	--	13.3	32.4	31.2	22.9	33.3	40.3	--	29.7	39.8	27.3	35.9	32.8
<b>Percentage of Students Scoring Proficient</b>														
Reading	43.1	--	51.4	42.9	37.4	33.6	44.2	26.2	--	39.6	42.9	46.5	41.3	41.1
Writing	50.7	--	52.9	50.0	47.5	38.7	50.1	41.4	--	46.0	51.7	58.1	45.4	51.9
Mathematics	34.6	--	45.7	41.8	43.9	29.6	38.3	19.7	--	35.4	35.0	45.5	35.5	35.0
Science	26.6	--	20.0	26.5	33.8	31.4	30.9	11.3	--	28.5	27.2	27.3	29.8	25.8
Social Studies	25.2	--	20.0	26.5	26.0	25.4	27.4	13.7	--	26.6	23.7	30.3	24.4	26.2
<b>Percentage of Students Scoring Accelerated</b>														
Reading	17.2	--	22.9	21.4	23.4	30.6	23.0	6.6	--	24.8	15.6	13.9	22.4	18.1
Writing	28.9	--	35.3	23.8	26.3	44.5	35.6	7.1	--	37.3	23.5	14.0	38.6	22.9
Mathematics	16.0	--	17.1	13.3	19.3	24.3	20.0	5.2	--	20.1	14.9	11.9	18.6	16.4
Science	16.2	--	26.7	20.6	15.6	32.2	20.9	8.1	--	22.7	14.5	24.2	19.3	18.4
Social Studies	13.3	--	20.0	8.8	10.4	14.4	14.5	5.6	--	16.6	9.1	15.2	12.9	13.3
<b>Percentage of Students Scoring Advanced</b>														
Reading	8.1	--	14.3	5.1	10.5	21.6	11.6	5.2	--	13.9	7.0	7.9	12.6	8.4
Writing	2.8	--	0.0	0.0	2.5	6.7	2.3	7.1	--	3.2	3.1	2.3	4.1	2.2
Mathematics	10.0	--	22.9	15.3	8.8	29.9	15.0	6.9	--	18.0	9.2	13.9	13.5	13.8
Science	4.1	--	13.3	8.8	6.5	15.3	7.4	0.8	--	8.9	3.5	9.1	4.9	7.9
Social Studies	9.5	--	33.3	23.5	14.3	28.8	15.8	3.2	--	17.3	9.9	21.2	14.4	13.3

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
3389	67.1%	--	2.2%	5.7%	8.9%	15.9%	46.8%	5.6%	17.9%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	99.6	99.3
Percentage of teachers with at least a Master's Degree	62.3	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.1	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.8	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

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# Schools in *School Improvement*



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Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Winton Woods Elementary School	1	Winton Woods High School	1
Winton Woods Intermediate School	1	Winton Woods Middle School	1
Winton Woods Primary North	1	Winton Woods Primary South	1

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	88.3 %	EMIS
Mean ACT Score	18	ACT Corp., EMIS
Percent of Graduates participating in the ACT	59.9 %	ACT Corp., EMIS
Mean SAT Score	930	College Board, EMIS
Percent of Graduates participating in the SAT	21.1 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	7.9 %	EMIS
Number of Graduates participating in an AP test	47	College Board
Percent of Graduates with an AP score of 3 or above	9.5 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

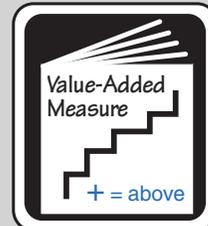
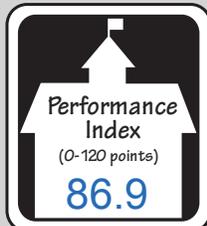


# Winton Woods City School District

1215 W Kemper Rd, Cincinnati, OH 45240-1617 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Camille A. Nasbe (513) 619-2300



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	75.5 % ✓	80.3 %	77.4 %
2. Mathematics	82.9 % ✓	84.6 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	79.5 % ✓	83.7 %	82 %
4. Mathematics	78.8 % ✓	82.0 %	78.4 %
5. Writing	83.0 % ✓	87.5 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	57.8 %	74.6 %	72 %
7. Mathematics	47.0 %	65.3 %	62.3 %
8. Science	47.8 %	73.8 %	70.6 %
9. Social Studies	44.0 %	64.9 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	80.3 % ✓	81.4 %	81.3 %
11. Mathematics	63.0 %	77.4 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	68.6 %	77.1 %	76.6 %
13. Mathematics	62.9 %	75.3 %	74.3 %
14. Writing	71.3 %	80.6 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	59.4 %	73.1 %	72.4 %
16. Mathematics	53.9 %	71.1 %	70.6 %
17. Science	44.2 %	62.1 %	62.8 %
18. Social Studies	30.0 %	50.8 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	81.9 % ✓	86.7 %	84.5 %
20. Mathematics	75.6 % ✓	82.1 %	81.4 %
21. Writing	93.3 % ✓	92.1 %	89.7 %
22. Science	66.3 %	77.2 %	76 %
23. Social Studies	81.1 % ✓	84.7 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	89.9 % ✓	95.2 %	92.8 %
25. Mathematics	85.0 % ✓	91.5 %	88.4 %
26. Writing	92.5 % ✓	95.6 %	93.2 %
27. Science	78.3 %	87.6 %	84.2 %
28. Social Studies	86.9 % ✓	92.3 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	94.2 % ✓	94.9 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	88.3 %	91.6 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

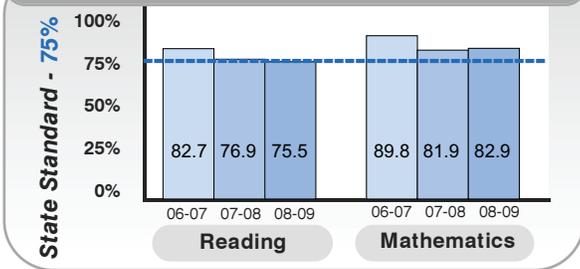
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

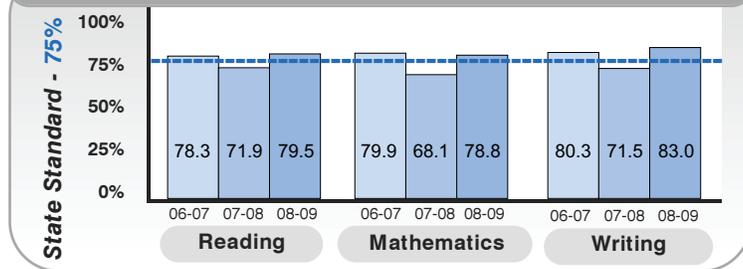


All students in the district for a full academic year are included in the results.

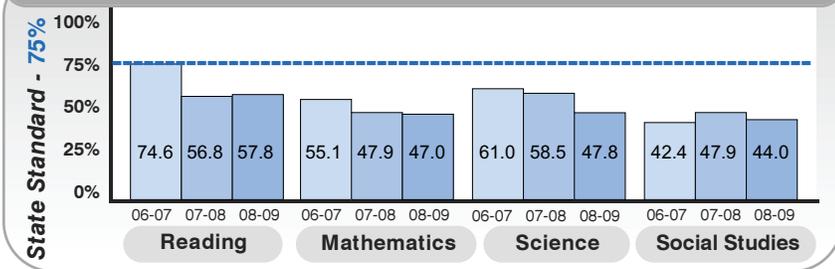
## 3rd Grade Achievement



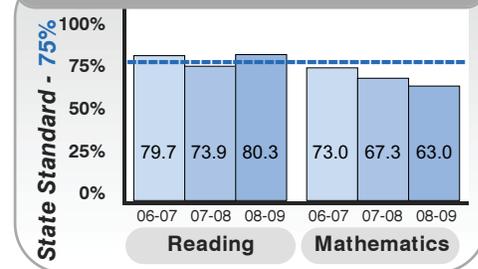
## 4th Grade Achievement



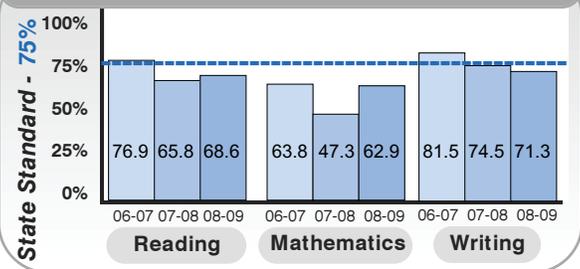
## 5th Grade Achievement



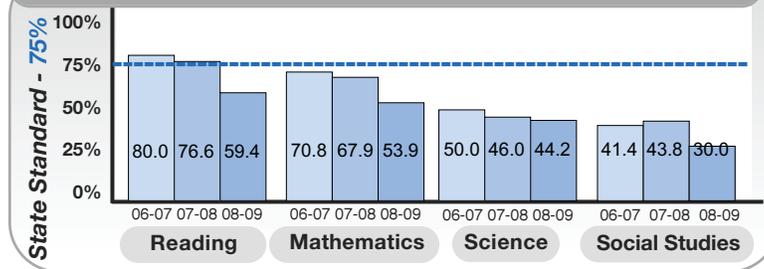
## 6th Grade Achievement



## 7th Grade Achievement

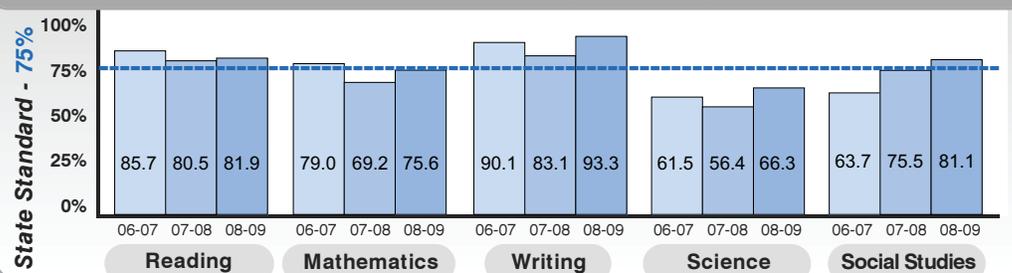


## 8th Grade Achievement

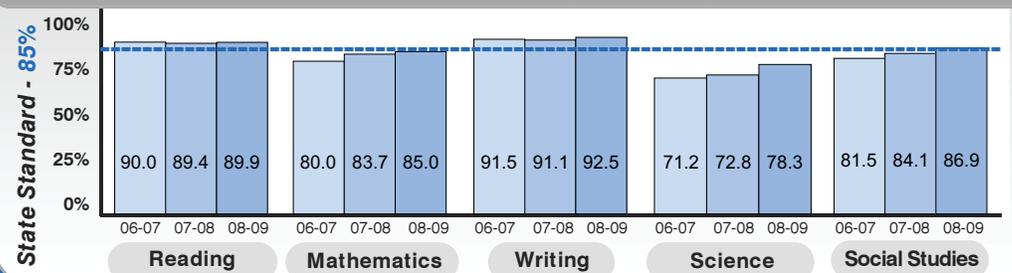


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.5	X	0.0	=	0.0
Limited	11.3	X	0.3	=	3.4
Basic	21.9	X	0.6	=	13.1
Proficient	36.4	X	1.0	=	36.4
Accelerated	19.7	X	1.1	=	21.6
Advanced	10.3	X	1.2	=	12.4

**Your District's Performance Index** 86.9



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
86.9	86.3	90.3

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

✓

-

+

-

-

### Mathematics

+

✓

+

✓

✓

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met	
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met	Mathematics Proficiency: Not Met
Percent Tested	Reading	Met	Met	NR	Met	NR	Met	Met	Met	Met	Met	Reading Participation: Met
	Mathematics	Met	Met	NR	Met	NR	Met	Met	Met	Met	Met	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met	AYP Determination for Your District: Not Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	66.7%	Black, non-Hispanic	89.7%	Econ. Disadvtdgd	>95%
Hispanic	33.3%	Limited English Proficient	60%	Multi-Racial	>95%	Students with Disabilities	94%
						White, non-Hispanic	86.5%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	13.5	--	2.9	19.4	10.5	5.0	7.3	35.1	--	6.7	17.3	18.8	9.4	14.6
Writing	2.5	--	0.0	7.1	5.0	3.4	2.0	7.9	--	1.1	5.1	7.0	1.7	4.3
Mathematics	16.5	--	2.9	14.3	14.6	7.6	9.5	40.0	--	11.1	18.0	12.9	14.4	14.7
Science	9.7	--	6.7	2.9	16.9	3.4	5.2	30.6	--	5.6	13.2	12.1	8.6	9.7
Social Studies	14.0	--	13.3	8.8	18.2	8.5	9.0	37.1	--	9.8	17.5	6.1	12.4	14.4
<b>Percentage of Students Scoring Basic</b>														
Reading	18.1	--	8.6	11.2	18.1	9.3	14.0	26.9	--	15.0	17.3	12.9	14.4	17.9
Writing	15.1	--	11.8	19.0	18.8	6.7	9.9	36.4	--	12.4	16.6	18.6	10.1	18.6
Mathematics	22.9	--	11.4	15.3	13.5	8.6	17.3	28.2	--	15.4	22.8	15.8	18.0	20.2
Science	43.3	--	33.3	41.2	27.3	17.8	35.7	49.2	--	34.3	41.7	27.3	37.4	38.1
Social Studies	37.9	--	13.3	32.4	31.2	22.9	33.3	40.3	--	29.7	39.8	27.3	35.9	32.8
<b>Percentage of Students Scoring Proficient</b>														
Reading	43.1	--	51.4	42.9	37.4	33.6	44.2	26.2	--	39.6	42.9	46.5	41.3	41.1
Writing	50.7	--	52.9	50.0	47.5	38.7	50.1	41.4	--	46.0	51.7	58.1	45.4	51.9
Mathematics	34.6	--	45.7	41.8	43.9	29.6	38.3	19.7	--	35.4	35.0	45.5	35.5	35.0
Science	26.6	--	20.0	26.5	33.8	31.4	30.9	11.3	--	28.5	27.2	27.3	29.8	25.8
Social Studies	25.2	--	20.0	26.5	26.0	25.4	27.4	13.7	--	26.6	23.7	30.3	24.4	26.2
<b>Percentage of Students Scoring Accelerated</b>														
Reading	17.2	--	22.9	21.4	23.4	30.6	23.0	6.6	--	24.8	15.6	13.9	22.4	18.1
Writing	28.9	--	35.3	23.8	26.3	44.5	35.6	7.1	--	37.3	23.5	14.0	38.6	22.9
Mathematics	16.0	--	17.1	13.3	19.3	24.3	20.0	5.2	--	20.1	14.9	11.9	18.6	16.4
Science	16.2	--	26.7	20.6	15.6	32.2	20.9	8.1	--	22.7	14.5	24.2	19.3	18.4
Social Studies	13.3	--	20.0	8.8	10.4	14.4	14.5	5.6	--	16.6	9.1	15.2	12.9	13.3
<b>Percentage of Students Scoring Advanced</b>														
Reading	8.1	--	14.3	5.1	10.5	21.6	11.6	5.2	--	13.9	7.0	7.9	12.6	8.4
Writing	2.8	--	0.0	0.0	2.5	6.7	2.3	7.1	--	3.2	3.1	2.3	4.1	2.2
Mathematics	10.0	--	22.9	15.3	8.8	29.9	15.0	6.9	--	18.0	9.2	13.9	13.5	13.8
Science	4.1	--	13.3	8.8	6.5	15.3	7.4	0.8	--	8.9	3.5	9.1	4.9	7.9
Social Studies	9.5	--	33.3	23.5	14.3	28.8	15.8	3.2	--	17.3	9.9	21.2	14.4	13.3

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
3389	67.1%	--	2.2%	5.7%	8.9%	15.9%	46.8%	5.6%	17.9%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	99.6	99.3
Percentage of teachers with at least a Master's Degree	62.3	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.1	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.8	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* --

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

Winton Woods Elementary School	1	Winton Woods High School	1
Winton Woods Intermediate School	1	Winton Woods Middle School	1
Winton Woods Primary North	1	Winton Woods Primary South	1

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	88.3 %	EMIS
Mean ACT Score	18	ACT Corp., EMIS
Percent of Graduates participating in the ACT	59.9 %	ACT Corp., EMIS
Mean SAT Score	930	College Board, EMIS
Percent of Graduates participating in the SAT	21.1 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	7.9 %	EMIS
Number of Graduates participating in an AP test	47	College Board
Percent of Graduates with an AP score of 3 or above	9.5 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

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often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
[reportcard.ohio.gov](http://reportcard.ohio.gov)

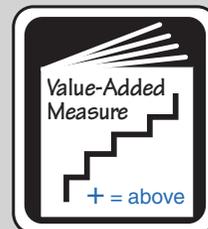
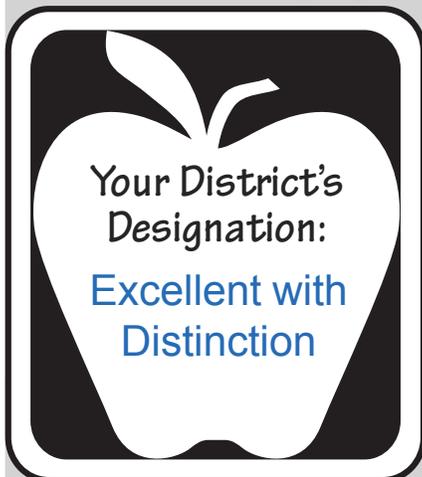


# Wyoming City School District

420 Springfield Pike, Wyoming, OH 45215-4298 - Hamilton County

## 2008-2009 School Year Report Card

Current Superintendent: Gail E. Kist-Kline (513) 206-7000



The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	94.4 % ✓	92.7 %	77.4 %
2. Mathematics	96.5 % ✓	94.7 %	81.3 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	97.0 % ✓	96.7 %	82 %
4. Mathematics	94.5 % ✓	94.1 %	78.4 %
5. Writing	95.7 % ✓	96.4 %	84.4 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
6. Reading	96.8 % ✓	93.0 %	72 %
7. Mathematics	93.0 % ✓	87.9 %	62.3 %
8. Science	94.9 % ✓	91.8 %	70.6 %
9. Social Studies	90.4 % ✓	86.9 %	61.6 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	98.0 % ✓	95.8 %	81.3 %
11. Mathematics	96.6 % ✓	94.7 %	75.2 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	96.6 % ✓	94.3 %	76.6 %
13. Mathematics	94.3 % ✓	93.2 %	74.3 %
14. Writing	99.4 % ✓	95.4 %	80.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	96.8 % ✓	93.4 %	72.4 %
16. Mathematics	95.4 % ✓	93.5 %	70.6 %
17. Science	87.7 % ✓	86.6 %	62.8 %
18. Social Studies	89.0 % ✓	83.6 %	51.1 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
19. Reading	96.0 % ✓	98.2 %	84.5 %
20. Mathematics	97.1 % ✓	97.6 %	81.4 %
21. Writing	98.9 % ✓	99.0 %	89.7 %
22. Science	94.8 % ✓	97.3 %	76 %
23. Social Studies	97.1 % ✓	98.0 %	81.6 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
<i>The state requirement is 85 percent</i>			
24. Reading	99.4 % ✓	99.7 %	92.8 %
25. Mathematics	98.3 % ✓	99.3 %	88.4 %
26. Writing	99.4 % ✓	99.5 %	93.2 %
27. Science	97.7 % ✓	99.1 %	84.2 %
28. Social Studies	98.9 % ✓	99.5 %	88.6 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
29. All Grades	96.2 % ✓	95.9 %	94.3 %
<b>2007-08 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
30. District	99.4 % ✓	98.8 %	84.6 %

Any result at or above the state standard is indicated by a ✓.

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\*Cumulative results for students who took the tests as 10th or 11th graders.

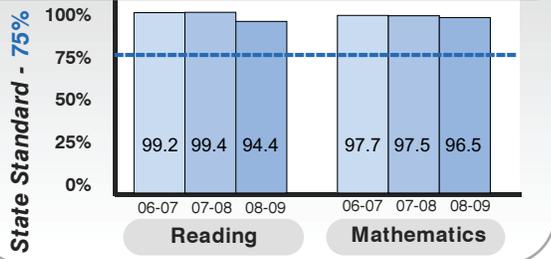
On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

# Your District's Assessment Results Over Time

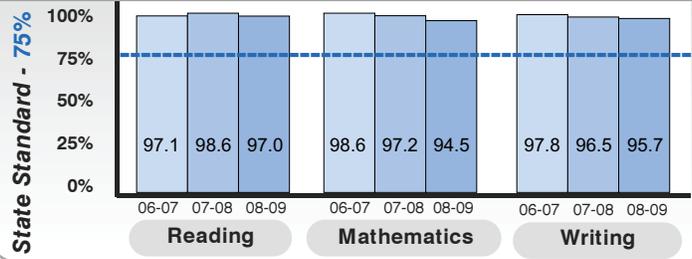


All students in the district for a full academic year are included in the results.

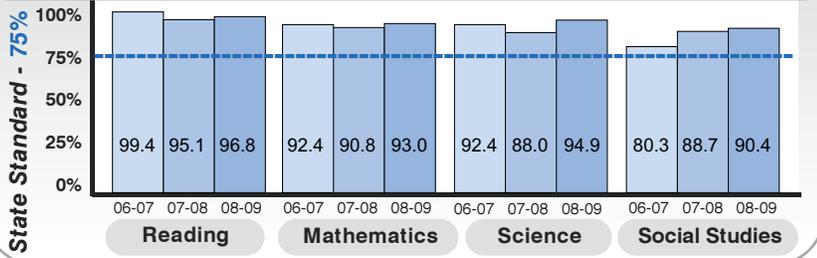
## 3rd Grade Achievement



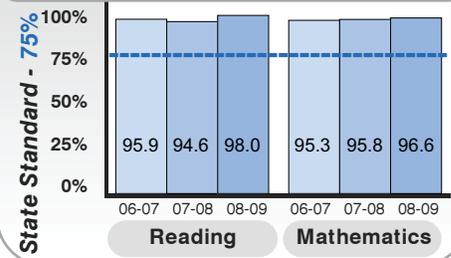
## 4th Grade Achievement



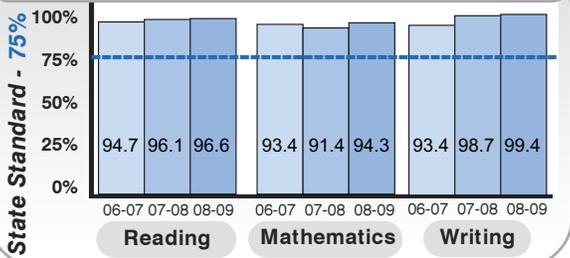
## 5th Grade Achievement



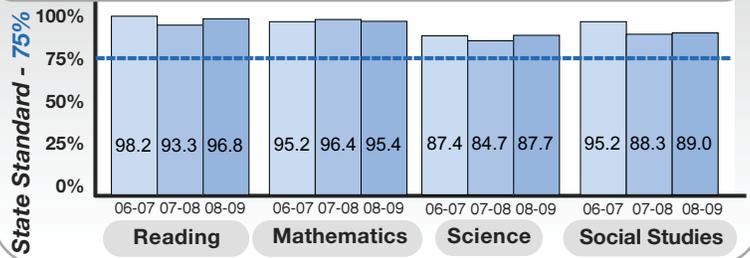
## 6th Grade Achievement



## 7th Grade Achievement

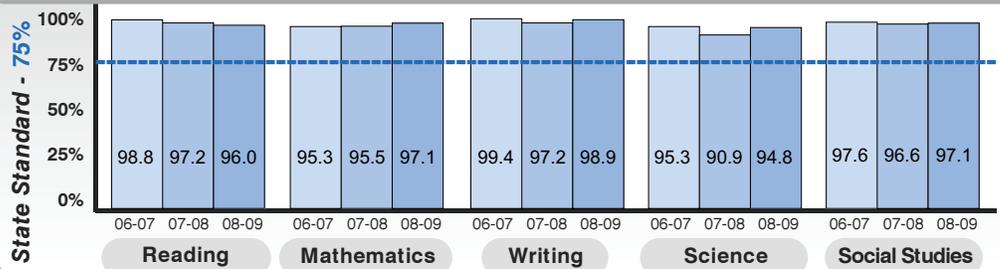


## 8th Grade Achievement

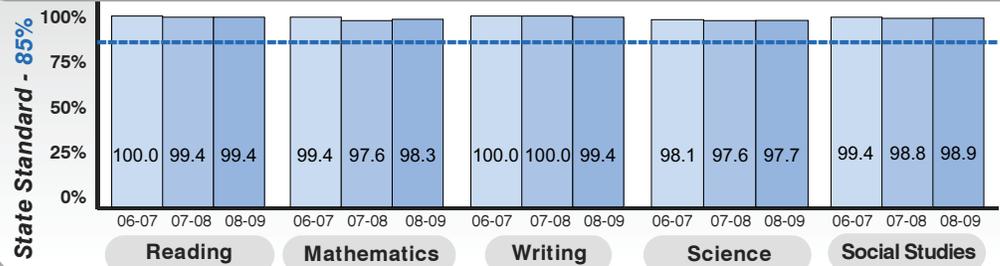


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

## Ohio Graduation Tests (10th Grade)



## Ohio Graduation Tests (11th Grade)\*



\*Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2008-2009 School Year

### Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.0	X	0.0	=	0.0
Limited	0.7	X	0.3	=	0.2
Basic	4.0	X	0.6	=	2.4
Proficient	18.7	X	1.0	=	18.7
Accelerated	32.0	X	1.1	=	35.2
Advanced	44.6	X	1.2	=	53.5

**Your District's Performance Index** 110.0



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

### Performance Index Over Time

2008-2009	2007-2008	2006-2007
110.0	109.0	109.3

# Value-Added Measure



### Overall Composite

**+**

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

### Reading

✓

+

+

+

✓

### Mathematics

+

-

-

+

+

### Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator
Percent Proficient	Reading	Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	
	Mathematics	Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	Mathematics Proficiency: Met
Percent Tested	Reading	Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	Reading Participation: Met
	Mathematics	Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	Mathematics Participation: Met
Graduation Rate*		Met										Graduation Rate: Met
Attendance Rate*		Met										Attendance Rate: Met
AYP Determination by Subgroup		Met	Met	NR	Met	NR	NR	Met	Met	Met	NR	AYP Determination for Your District: Met

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

**Adequate Yearly Progress (AYP)** is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



## Federally Required Graduation Rate Information

American Indian/Alaska Native	0%	Asian or Pacific Islander	>95%	Black, non-Hispanic	>95%	Econ. Disadvtdgd	>95%
Hispanic	>95%	Limited English Proficient	>95%	Multi-Racial	>95%	Students with Disabilities	>95%
				White, non-Hispanic	>95%		

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required District Information

## Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	0.7	--	3.8	0.0	0.0	0.5	0.3	3.5	--	0.5	1.7	7.1	0.6	0.5
Writing	0.0	--	0.0	--	0.0	0.2	0.0	2.5	--	0.0	3.6	--	0.0	0.3
Mathematics	3.5	--	3.8	0.0	3.4	0.6	0.5	9.3	--	1.1	1.7	7.1	1.2	1.2
Science	1.5	--	--	--	4.5	0.3	0.4	5.0	--	0.9	0.0	--	0.9	0.7
Social Studies	1.5	--	--	--	0.0	0.5	0.2	5.0	--	0.6	0.0	--	0.5	0.7
<b>Percentage of Students Scoring Basic</b>														
Reading	11.3	--	3.8	0.0	6.8	1.4	1.8	17.4	--	2.6	10.0	7.1	2.5	3.4
Writing	1.4	--	8.3	--	7.7	1.2	1.5	5.0	--	1.6	3.6	--	1.3	2.1
Mathematics	12.0	--	0.0	7.7	5.2	2.1	2.1	19.8	--	2.9	15.0	0.0	3.7	3.4
Science	23.1	--	--	--	13.6	3.6	4.5	30.0	--	6.0	18.2	--	6.5	6.6
Social Studies	21.5	--	--	--	9.1	4.4	5.8	20.0	--	6.7	13.6	--	7.0	7.0
<b>Percentage of Students Scoring Proficient</b>														
Reading	36.6	--	3.8	23.1	20.3	15.4	16.9	33.7	--	16.4	50.0	28.6	15.2	20.8
Writing	46.4	--	25.0	--	15.4	15.7	17.5	50.0	--	17.9	57.1	--	15.0	24.1
Mathematics	41.5	--	23.1	23.1	32.8	18.0	20.4	40.7	--	20.5	46.7	21.4	22.8	21.2
Science	41.5	--	--	--	13.6	14.9	18.7	20.0	--	16.8	59.1	--	21.5	16.6
Social Studies	24.6	--	--	--	31.8	7.7	10.3	17.5	--	9.7	36.4	--	12.6	9.6
<b>Percentage of Students Scoring Accelerated</b>														
Reading	30.3	--	34.6	23.1	25.4	33.9	33.4	26.7	--	33.1	28.3	14.3	30.6	34.8
Writing	39.1	--	58.3	--	61.5	67.1	66.0	25.0	--	64.3	35.7	--	63.0	62.6
Mathematics	23.2	--	19.2	23.1	19.0	22.5	23.3	10.5	--	22.4	20.0	21.4	23.0	21.7
Science	20.0	--	--	--	31.8	33.9	31.9	25.0	--	31.7	22.7	--	33.2	29.9
Social Studies	24.6	--	--	--	13.6	20.3	19.1	32.5	--	19.7	31.8	--	19.2	21.0
<b>Percentage of Students Scoring Advanced</b>														
Reading	21.1	--	53.8	53.8	47.5	48.9	47.7	18.6	--	47.4	10.0	42.9	51.1	40.5
Writing	13.0	--	8.3	--	15.4	15.7	15.0	17.5	--	16.1	0.0	--	20.7	10.8
Mathematics	19.7	--	53.8	46.2	39.7	56.9	53.7	19.8	--	53.0	16.7	50.0	49.3	52.6
Science	13.8	--	--	--	36.4	47.3	44.5	20.0	--	44.5	0.0	--	37.9	46.1
Social Studies	27.7	--	--	--	45.5	67.1	64.5	25.0	--	63.3	18.2	--	60.7	61.6

## Your District's Students 2008-2009

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
1998	12.5%	--	2.5%	1.2%	4.8%	79.1%	5.5%	1.0%	7.4%	--

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

	Your District	State
Percentage of teachers with at least a Bachelor's Degree	100.0	99.3
Percentage of teachers with at least a Master's Degree	71.8	59.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	1.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	98.7
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	All Schools in Your District 0.0	High-Poverty Schools Located in Your District* -- Low-Poverty Schools Located in Your District* 0.0

-- =Not Calculated/Not Displayed when there are fewer than 10 in the group.

\*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.

# Schools in *School Improvement*



Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

## Name of the School & Years in Improvement

### Name of Schools Identified for Improvement and Years in Improvement Status

No Schools Identified for Improvement in District

## Measures of a Rigorous Curriculum for the Class of 2008

Measure	2007-08 Graduates	Data Source
Graduation Rate	99.4 %	EMIS
Mean ACT Score	25	ACT Corp., EMIS
Percent of Graduates participating in the ACT	67.3 %	ACT Corp., EMIS
Mean SAT Score	1122	College Board, EMIS
Percent of Graduates participating in the SAT	81.7 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	52.9 %	EMIS
Number of Graduates participating in an AP test	280	College Board
Percent of Graduates with an AP score of 3 or above	100.0 %	College Board, EMIS

### Legend

**EMIS** - Education Management Information System of the Ohio Department of Education

**ACT College Entrance Exam** - Nonprofit organization that administers the ACT college entrance test

**College Board (SAT)** - Nonprofit association that administers the SAT exam

**AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

### The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>  
and search for key word "NAEP"

# Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	<b>Excellent</b>
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	<b>Effective</b>
0%-74.9%	or	0 to 89.9	and	Met	=	<b>Continuous Improvement</b>
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	<b>Academic Watch</b>
0%-30.9%	and	0 to 69.9	and	Not Met	=	<b>Academic Emergency</b>

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation		Value-Added Measure*	Final Designation
<b>Excellent</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
<b>Effective</b>	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
<b>Continuous Improvement</b>	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
<b>Academic Watch</b>	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
<b>Academic Emergency</b>	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>

\*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Ohio Department of Education  
Report Card Resources on the Web:  
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