IRN# 046573

Olmsted Falls City School District

Ohio Department of Education

PO Box 38010, Olmsted Falls, OH 44138-0010—Cuyahoga County

2011-2012 School Year Report Card

Current Superintendent: Todd F. Hoadley (440) 427-6000

Your District's Designation: **Excellent with Distinction**

Number of State Indicators Met out of 26: **26**

Performance Index (0-120 points): **106.5**

Adequate Yearly Progress (AYP): **Met**

Value-Added Measure: + = Above

The District Report Card for the 2011-2012 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

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

State Indicators

	Percentage of Students at and above the Proficient Level		
	Your District 2011-2012	Similar Districts * 2011-2012	State 2011-2012
3rd Grade Achievement	***The state requirement is 75 percent***		
1. Reading	93.2% ✓	91.3%	79.0%
2. Mathematics	92.5% ✓	90.5%	79.8%
4th Grade Achievement	***The state requirement is 75 percent***		
3. Reading	92.9% ✓	93.0%	83.3%
4. Mathematics	92.0% ✓	90.9%	78.4%
5th Grade Achievement	***The state requirement is 75 percent***		
5. Reading	92.4% ✓	89.3%	76.8%
6. Mathematics	86.6% ✓	83.7%	67.5%
7. Science	90.9% ✓	87.8%	72.5%
6th Grade Achievement	***The state requirement is 75 percent***		
8. Reading	94.1% ✓	95.0%	86.7%
9. Mathematics	92.5% ✓	91.2%	79.9%
7th Grade Achievement	***The state requirement is 75 percent***		
10. Reading	93.1% ✓	90.9%	79.5%
11. Mathematics	94.5% ✓	87.2%	73.6%
8th Grade Achievement	***The state requirement is 75 percent***		
12. Reading	92.7% ✓	92.2%	83.0%
13. Mathematics	91.9% ✓	91.2%	79.6%
14. Science	89.1% ✓	87.0%	71.5%
Ohio Graduation Tests (10th Grade)	***The state requirement is 75 percent***		
15. Reading	94.0% ✓	95.0%	86.0%
16. Mathematics	94.7% ✓	93.6%	82.6%
17. Writing	93.4% ✓	95.0%	87.1%
18. Science	89.7% ✓	90.1%	76.7%
19. Social Studies	93.0% ✓	93.0%	81.6%
Ohio Graduation Tests (11th Grade) **	***The state requirement is 85 percent***		
20. Reading	98.9% ✓	98.5%	92.6%
21. Mathematics	98.5% ✓	97.6%	89.9%
22. Writing	99.3% ✓	98.4%	93.0%
23. Science	95.6% ✓	96.2%	85.6%
24. Social Studies	97.1% ✓	96.9%	87.8%
Attendance Rate	***The state requirement is 93 percent***		
25. All Grades	96.4% ✓	95.9%	94.5%
2010-11 Four-Year Graduation Rate	***The state requirement is 90 percent***		
26. School	94.2% ✓	93.7%	79.7%

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

* *Similar Districts are based on comparing demographic, socioeconomic and geographic factors.*

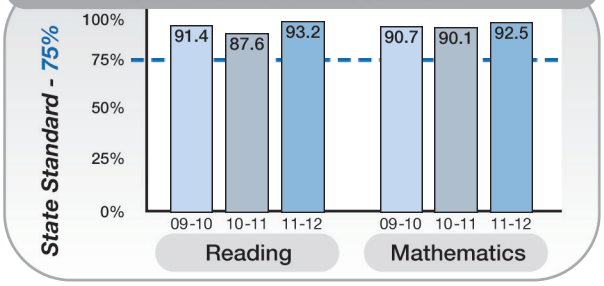
-- = *Not Calculated/Not Displayed when there are fewer than 10 in the group.*

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

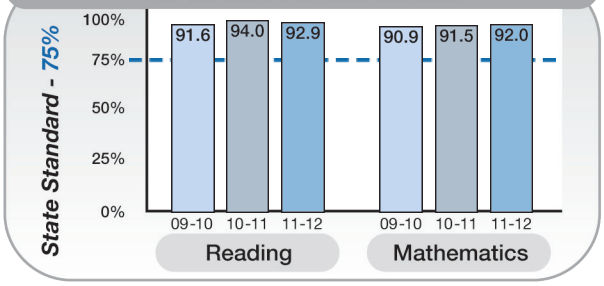
Your District's Assessment Results Over Time

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

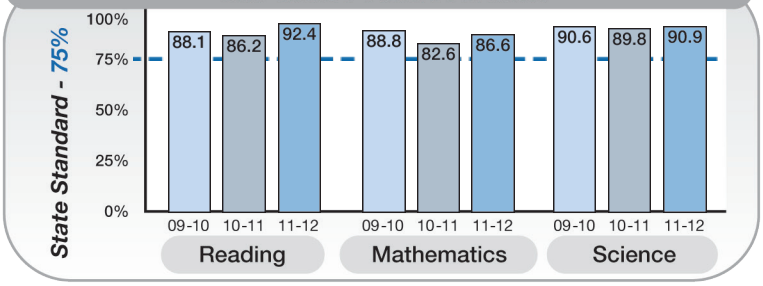
3rd Grade Achievement



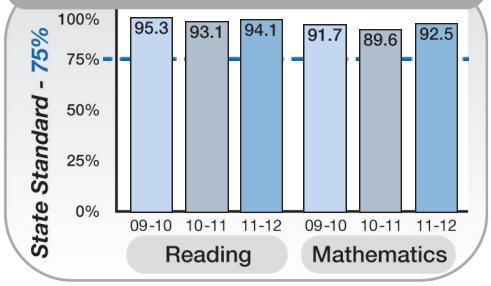
4th Grade Achievement



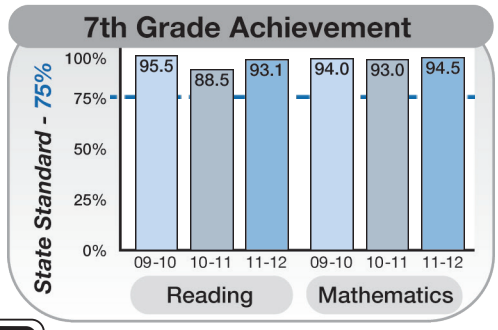
5th Grade Achievement



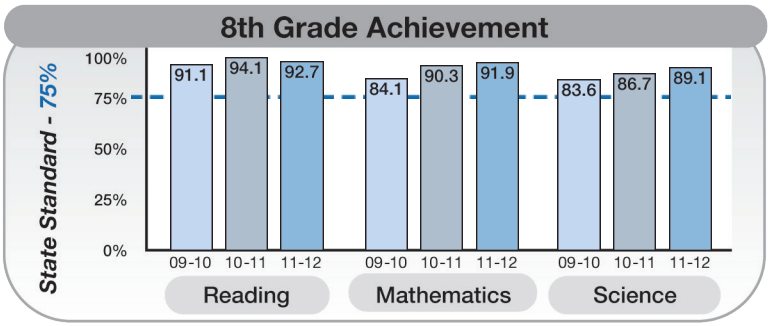
6th Grade Achievement



7th Grade Achievement



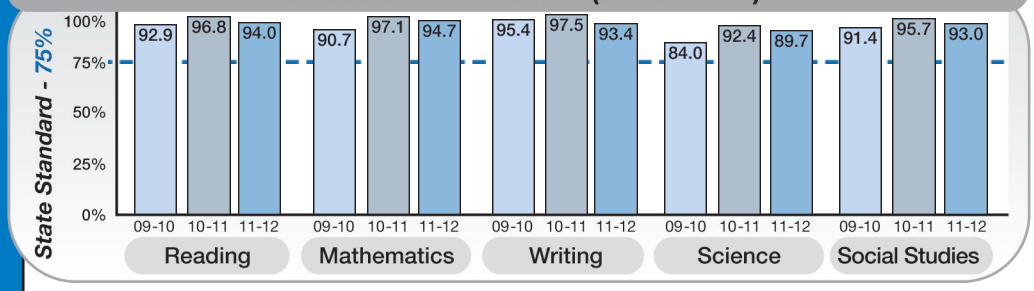
8th Grade Achievement



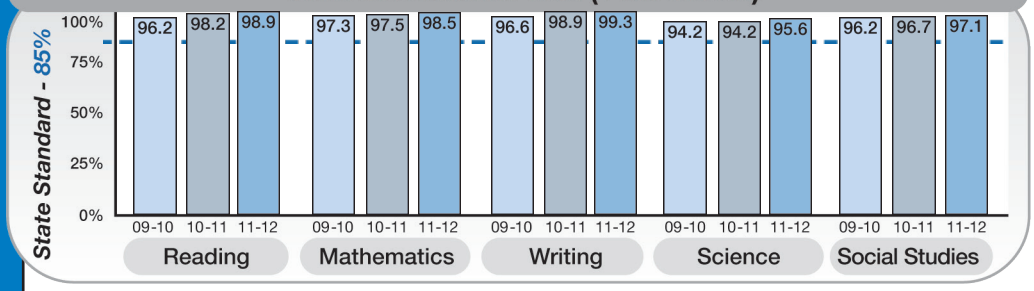
State Indicators

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 Test (10th Grade)



Ohio Graduation Test (11th Grade) *



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

Performance Index

Performance Index Calculations for the 2011-2012 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	2.2	X	0.3	=	0.7
Basic	5.6	X	0.6	=	3.4
Proficient	25.8	X	1.0	=	25.8
Accelerated	30.0	X	1.1	=	32.9
Advanced	36.5	X	1.2	=	43.7
Your District's Performance Index					**106.5**

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

2011-2012	2010-2011	2009-2010
106.5	105.7	104.8

Value-Added Measure

Overall Composite +

Scores reflect grade level and overall composite ratings for the 2011-2012 school year.

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	+	+	✓	+	✓
Mathematics	+	+	✓	+	−

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.

Legend

+ = **Above** Expected Growth

✓ = **Met** Expected Growth

− = **Below** Expected Growth

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	NR	NR	Met	Met	Met	Met	NR
	Mathematics	Met	Met	Met	NR	NR	Met	Met	Met	Met	NR
Percent Tested	Reading	Met	Met	Met	NR	NR	Met	Met	Met	Met	NR
	Mathematics	Met	Met	Met	NR	NR	Met	Met	Met	Met	NR
Graduation Rate		Met	Met	NR	NR	NR	NR	NR	Met	Met	NR
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Met	Met	NR	NR	Met	Met	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 the non-test attendance rate indicator, AYP can be met in one of three ways:
1) meeting the AYP target with the current year results;
2) meeting the AYP target with two-year combined results;
3) making improvement over the previous year.

* Attendance Rate is evaluated only for the All Students subgroup.

For the non-test graduation rate indicator, AYP can be met in one of two ways:
1) meeting the AYP target with the current year results;
2) making a 2 percentage point improvement over the previous year.

N/A	Not applicable.
NR	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 eliable 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.
Met	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
Not Met	This subgroup did not meet AYP for this indicator.

Class of 2011 Four-Year Graduation Rate Information

All Students	American Indian/ Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtgd
94.2%	--	--	--	90.9%
Hispanic	**Limited English Proficient**	**Multi-Racial**	**Students with Disabilities**	**White, non-Hispanic**
--	--	--	86.7%	94.1%

Class of 2010 Five-Year Graduation Rate Information

All Students	American Indian/ Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtgd
>95.0%	--	--	--	91.4%
Hispanic	**Limited English Proficient**	**Multi-Racial**	**Students with Disabilities**	**White, non-Hispanic**
--	--	--	--	>95.0%

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. Disadvtgd	Econ. Disadvtgd	Limited English Proficient	Female	Male
Percentage of Students Scoring Limited														
Reading	7.1	--	0.0	2.0	4.2	1.6	0.3	11.4	--	1.3	3.3	0.0	1.3	2.0
Writing	--	--	--	--	--	1.1	0.0	10.0	--	0.4	4.3	--	0.7	1.2
Mathematics	10.7	--	0.0	10.2	8.3	2.7	0.7	20.1	--	2.2	6.9	5.9	2.9	3.2
Science	0.0	--	0.0	4.3	5.9	1.6	0.8	7.6	--	1.2	4.2	10.0	1.6	1.8
Social Studies	--	--	--	--	--	2.1	0.0	23.3	--	1.2	8.7	--	1.5	3.0
Percentage of Students Scoring Basic														
Reading	21.4	--	2.4	12.2	8.3	4.7	2.7	22.8	--	3.3	13.9	35.3	3.8	6.3
Writing	--	--	--	--	--	5.7	1.5	43.3	--	4.7	10.9	--	3.7	7.2
Mathematics	17.9	--	2.4	10.2	8.3	4.7	2.4	23.6	--	3.6	11.7	17.6	4.5	5.4
Science	18.8	--	11.1	13.0	11.8	8.0	4.6	34.5	--	5.8	20.2	20.0	9.4	7.4
Social Studies	--	--	--	--	--	4.6	2.6	23.3	--	3.9	8.7	--	4.4	4.8
Percentage of Students Scoring Proficient														
Reading	32.1	--	24.4	40.8	35.4	28.8	27.4	42.9	--	27.7	36.6	23.5	26.1	32.0
Writing	--	--	--	--	--	35.4	36.8	40.0	--	33.6	56.5	--	30.9	42.2
Mathematics	28.6	--	22.0	28.6	25.0	22.5	22.3	26.4	--	20.6	33.3	35.3	24.3	21.6
Science	37.5	--	16.7	26.1	41.2	21.2	21.3	26.1	--	19.8	31.5	30.0	23.9	20.1
Social Studies	--	--	--	--	--	21.8	21.0	40.0	--	20.3	37.0	--	25.7	20.5
Percentage of Students Scoring Accelerated														
Reading	10.7	--	31.7	26.5	35.4	33.4	36.1	9.4	--	33.8	28.3	41.2	32.0	33.6
Writing	--	--	--	--	--	53.9	58.1	3.3	--	57.4	26.1	--	58.8	47.6
Mathematics	21.4	--	14.6	34.7	27.1	23.5	25.5	10.6	--	23.5	24.7	17.6	23.6	23.8
Science	31.3	--	44.4	52.2	23.5	33.0	35.8	17.6	--	34.8	27.4	10.0	31.1	35.6
Social Studies	--	--	--	--	--	18.6	20.6	6.7	--	20.7	10.9	--	21.3	17.5
Percentage of Students Scoring Advanced														
Reading	28.6	--	41.5	18.4	16.7	31.5	33.5	13.4	--	33.8	18.0	0.0	36.7	26.1
Writing	--	--	--	--	--	3.9	3.7	3.3	--	3.9	2.2	--	5.9	1.8
Mathematics	21.4	--	61.0	16.3	31.3	46.6	49.1	19.3	--	50.1	23.3	23.5	44.7	46.1
Science	12.5	--	27.8	4.3	17.6	36.2	37.5	14.3	--	38.4	16.7	30.0	34.0	35.0
Social Studies	--	--	--	--	--	52.9	55.9	6.7	--	53.9	34.8	--	47.1	54.2

Your District's Students 2011-2012

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
3777	1.8%	--	1.8%	2.2%	1.8%	92.2%	17.3%	0.5%	11.5%	--

-- = *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.

School Teacher Information

	All Schools in Your District	High-Poverty Schools Located in Your District*	Low-Poverty Schools Located in Your District*
Percentage of teachers with at least a Bachelor's Degree	100.0%	0.0%	100.0%
Percentage of teachers with at least a Master's Degree	85.6%	0.0%	85.4%
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0%	--	0.0%
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.9%	--	99.9%
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0.0%	--	0.0%

*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.

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

Determining Your District's Designation

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		AYP Designation		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	**Excellent or Effective**
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	**Effective or Continuous Improvement**
0%-74.9%	or	0 to 89.9	and	Met	=	**Continuous Improvement**
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	**Academic Watch**
0%-30.9%	and	0 to 69.9	and	Not Met	=	**Academic Emergency**

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 two 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 an Excellent or Effective district does not meet AYP for the same two (or more) subgroups for three consecutive years, its rating will be decreased to Effective or Continuous Improvement (respectively).

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 designation either is increased or decreased due to AYP, Value-Added has no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth in the current year, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least two consecutive years, your district's final designation will decrease by one designation.

Preliminary Designation		Value-Added Measure*	Final Designation
Excellent	and	Above expected growth in the current year	**Excellent with Distinction**
		or	
		Below expected growth for 2 consecutive years	**Effective**
Effective	and	Above expected growth in the current year	**Excellent**
		or	
		Below expected growth for 2 consecutive years	**Continuous Improvement**
Continuous Improvement	and	Above expected growth in the current year	**Effective**
		or	
		Below expected growth for 2 consecutive years	**Academic Watch**
Academic Watch	and	Above expected growth in the current year	**Continuous Improvement**
		or	
		Below expected growth for 2 consecutive years	**Academic Emergency**
Academic Emergency	and	Above expected growth in the current year	**Academic Watch**
		or	
		Below expected growth for 2 consecutive years	**Academic Emergency**

*In all other cases, Value-Added will have no impact on the designation and the preliminary designation will become the final designation.

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"