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%.

The School Report Card for the 2009-2010 school year shows the progress schools have made based on four measures of performance.

The six designations are

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

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

The state requirement is 75 percent

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

= met

Not Met

At Risk

IRN#139337

Your School: Monroe Elementary School

230 Yankee Rd, Monroe, OH 45050-1042 - Grades 3-6 - Butler County

Current Principal: Patti J. Shull (513) 539-8101

Current Superintendent: Elizabeth J. Lolli (513) 539-2536

Your School's Designation: Excellent

On the Web: reportcard.ohio.gov
All students in the school for a full academic year are included in the results. 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.

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

Your School’s Performance Index 100.7

Value-Added Measure

Overall Composite

Scores reflect grade level and overall composite ratings for the 2009-2010 school year.

Grade 4 Grade 5 Grade 6 Grade 7 Grade 8
Reading
Mathematics

Note: Value-Added results are computed only for buildings that include students in grades 4 through 8.

Legend

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

Your school’s Value-Added rating represents the progress your school 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. Value-Added results are computed only for buildings that include sufficient testing data for students in any grade 4 through 8.

On the Web: reportcard.ohio.gov
### Adequate Yearly Progress (AYP)

**Adequate Yearly Progress**

Grades 3-8 and 10

Reading and Mathematics

<table>
<thead>
<tr>
<th>All Students</th>
<th>Economically Disadvantaged</th>
<th>Asian/Pacific Islander</th>
<th>Black, non-Hispanic</th>
<th>American Indian/Alaska Native</th>
<th>Hispanic</th>
<th>Multi-Racial</th>
<th>White, non-Hispanic</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Met</td>
<td>NR</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>Met</td>
<td>Not Met</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Met</td>
<td>NR</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Met</td>
<td>NR</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Met</td>
<td>NR</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation Rate*</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance Rate</strong>*</td>
<td>Met</td>
</tr>
</tbody>
</table>

**AYP Determination by Subgroup**

<table>
<thead>
<tr>
<th>Met</th>
<th>Met</th>
<th>NR</th>
<th>Met</th>
<th>NR</th>
<th>NR</th>
<th>Met</th>
<th>Not Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>NR</td>
</tr>
<tr>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>

**Legend**

- **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.
- **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 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.
- **N/A**: Not applicable.

**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.

**2008-2009 Graduation Rate Information**

<table>
<thead>
<tr>
<th>American Indian/Alaska Native</th>
<th>Asian or Pacific Islander</th>
<th>Black, non-Hispanic</th>
<th>Econ. Disadvtd</th>
<th>Hispanic</th>
<th>Limited English Proficient</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>White, non-Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

---

Monroe Elementary School, Butler County
### Your School's Percentage of Students at Each Performance Level

<table>
<thead>
<tr>
<th>Percentage of Students Scoring</th>
<th>Limited</th>
<th>Basic</th>
<th>Proficient</th>
<th>Accelerated</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>6.5</td>
<td>22.6</td>
<td>41.9</td>
<td>25.8</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>19.4</td>
<td>6.5</td>
<td>35.1</td>
<td>25.8</td>
<td>12.9</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

- **Average Daily Enrollment**: 699
- **Black, non-Hispanic**: 5.1%
- **American Indian or Alaska Native**: 2.1%
- **Asian or Pacific Islander**: 3.6%
- **Hispanic**: 3.6%
- **Multi-Racial**: 85.7%
- **White, non-Hispanic**: 30.3%
- **Economically Disadvantaged**: 6.0%
- **Limited English Proficient**: 10.7%
- **Students with Disabilities**: --
- **Migrant**: --

---

### Federally Required School Teacher Information

**Your Building's Poverty Status**: Medium-Low Poverty

**Your Building**

- Percentage of teachers with at least a Bachelor's Degree: 100.0
- Percentage of teachers with at least a Master's Degree: 62.8
- Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers: 0.0
- Percentage of core academic subject elementary and secondary classes taught by properly certified teachers: 100.0
- Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional, or long-term substitute certification/licensure: 0.0

**District**

- Percentage of teachers with at least a Bachelor's Degree: 100.0
- Percentage of teachers with at least a Master's Degree: 63.5
- Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers: 0.5
- Percentage of core academic subject elementary and secondary classes taught by properly certified teachers: 99.5
- Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional, or long-term substitute certification/licensure: 0.0

---

**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.**

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**Note**: 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.

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**Monroe Elementary School, Butler County**
Determining Your School's Designation

Determining your school’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.

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

The preliminary designation results from identifying the higher value between the percentage of indicators met by your school and your school’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 school meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a school 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.

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 school's final designation.

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

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

*In all other cases, including if your school'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.
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”