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

The School Report Card for the 2009-2010 school year shows the progress schools 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 percentage of students at and above the proficient level for Chapman Elementary School is:

- 3rd Grade Achievement:
  1. Reading: 80.8%
  2. Mathematics: 82.7%

- 4th Grade Achievement:
  3. Reading: 90.6%
  4. Mathematics: 90.6%

- 5th Grade Achievement:
  5. Reading: 92.5%
  6. Mathematics: 88.7%
  7. Science: 86.8%

- 6th Grade Achievement:
  8. Reading: 96.5%
  9. Mathematics: 87.7%

- 7th Grade Achievement:
  10. Reading:
  11. Mathematics:

- 8th Grade Achievement:
  12. Reading:
  13. Mathematics:
  14. Science:

- Ohio Graduation Tests (10th Grade):
  15. Reading:
  16. Mathematics:
  17. Writing:
  18. Science:
  19. Social Studies:

- Ohio Graduation Tests (11th Grade):
  20. Reading:
  21. Mathematics:
  22. Writing:
  23. Science:
  24. Social Studies:

- Attendance Rate:
  25. All Grades:

- 2008-09 Graduation Rate:
  26. School:

Any result at or above the state standard is indicated by a check mark. Results below the state standard are indicated by an asterisk.

Contact your school for specific options available to your child.
Your School’s Assessment Results Over Time

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**

**Performance Index Calculations for the 2009-2010 School Year**

<table>
<thead>
<tr>
<th>Performance Level Across Grades 3-8 and 10 for all Tested Subjects</th>
<th>Percentage</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untested</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Limited</td>
<td>4.6</td>
<td>0.3</td>
<td>1.4</td>
</tr>
<tr>
<td>Basic</td>
<td>6.8</td>
<td>0.6</td>
<td>4.1</td>
</tr>
<tr>
<td>Proficient</td>
<td>33.3</td>
<td>1.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Accelerated</td>
<td>26.7</td>
<td>1.1</td>
<td>29.4</td>
</tr>
<tr>
<td>Advanced</td>
<td>28.6</td>
<td>1.2</td>
<td>34.3</td>
</tr>
</tbody>
</table>

**Your School’s Performance Index**

102.5

**Value-Added Measure**

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

<table>
<thead>
<tr>
<th>Overall Composite</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reading**

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>✓</td>
<td>+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

Chapman Elementary School, Cuyahoga County
### Adequate Yearly Progress (AYP)

#### Adequate Yearly Progress
Grades 3-8 and 10
**Reading and Mathematics**

<table>
<thead>
<tr>
<th>Percent Proficient</th>
<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>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Met</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent Tested</th>
<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>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
</tr>
</tbody>
</table>

| Graduation Rate*   | N/A          |                             |                        |                     |                             |         |             |                     |                           |                           |
| **Attendance Rate**| Met          |                             |                        |                     |                             |         |             |                     |                           |                           |

#### AYP Determination
by Subgroup

| Met | Met | NR | NR | NR | NR | NR | Met | NR | NR |

<table>
<thead>
<tr>
<th><strong>AYP Determination by Indicator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Proficiency:</strong></td>
</tr>
<tr>
<td><strong>Mathematics Proficiency:</strong></td>
</tr>
<tr>
<td><strong>Reading Participation:</strong></td>
</tr>
<tr>
<td><strong>Mathematics Participation:</strong></td>
</tr>
<tr>
<td><strong>Graduation Rate:</strong></td>
</tr>
<tr>
<td><strong>Attendance Rate:</strong></td>
</tr>
</tbody>
</table>

**Legend**

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

- **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 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.
- **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.

---

**AYP Determination for Your School:**

Met

---

**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. Disadvtg</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.
### Your School’s Percentage of Students at Each Performance Level

<table>
<thead>
<tr>
<th>Percentage of Students Scoring Limited</th>
<th>Black, non-Hispanic</th>
<th>American Indian or Alaska Native</th>
<th>Asian or Pacific Islander</th>
<th>Hispanic</th>
<th>Multi-Racial</th>
<th>White, non-Hispanic</th>
<th>Non-Disabled Students</th>
<th>Students with Disabilities</th>
<th>Migrant</th>
<th>Non-Disabled Econ. Disadvantaged</th>
<th>Econ. Disadvantaged</th>
<th>Limited English Proficient</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>3.6</td>
<td>3.1</td>
<td>12.5</td>
<td>--</td>
<td>2.7</td>
<td>13.3</td>
<td>--</td>
<td>2.8</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>5.6</td>
<td>1.6</td>
<td>33.3</td>
<td>--</td>
<td>5.4</td>
<td>3.3</td>
<td>--</td>
<td>4.6</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4.1</td>
<td>4.0</td>
<td>--</td>
<td>--</td>
<td>4.3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>7.1</td>
<td></td>
</tr>
</tbody>
</table>
### Your School’s Percentage of Students at Each Performance Level

#### 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

<table>
<thead>
<tr>
<th>Your Building’s Poverty Status*: Low Poverty</th>
<th>Your Building</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers with at least a Bachelor’s Degree</td>
<td>100.0</td>
<td>99.6</td>
</tr>
<tr>
<td>Percentage of teachers with at least a Master’s Degree</td>
<td>58.6</td>
<td>64.2</td>
</tr>
<tr>
<td>Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Percentage of core academic subject elementary and secondary classes taught by properly certified teachers</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*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.

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

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

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.

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

*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.

Chapman Elementary School, Cuyahoga County
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”