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.

Your School’s Designation: Effective

3rd Grade Achievement
1. Reading
2. Mathematics
The state requirement is 75 percent
80.0% ✓ 89.7% 78.4%
88.6% ✓ 88.8% 76.9%

4th Grade Achievement
3. Reading
4. Mathematics
The state requirement is 75 percent
79.5% ✓ 88.5% 81%
77.8% ✓ 84.4% 76.2%

5th Grade Achievement
5. Reading
6. Mathematics
7. Science
The state requirement is 75 percent
83.3% ✓ 84.8% 71.8%
75.9% ✓ 77.2% 67%
66.7% 79.0% 69.9%

6th Grade Achievement
8. Reading
9. Mathematics
The state requirement is 75 percent
94.2% ✓ 95.0% 84.1%
84.6% ✓ 86.7% 77.4%

7th Grade Achievement
10. Reading
11. Mathematics
The state requirement is 75 percent
-- 92.1% 80.2%
-- 83.9% 71.1%

8th Grade Achievement
12. Reading
13. Mathematics
14. Science
The state requirement is 75 percent
-- 88.0% 80.9%
-- 81.2% 69.2%
-- 75.0% 64.8%

Ohio Graduation Tests (10th Grade)
15. Reading
16. Mathematics
17. Writing
18. Science
19. Social Studies
The state requirement is 75 percent
-- 93.9% 83%
-- 91.4% 80.4%
-- 95.3% 84.1%
-- 89.2% 73%
-- 92.3% 79.6%

Ohio Graduation Tests (11th Grade)*
20. Reading
21. Mathematics
22. Writing
23. Science
24. Social Studies
The state requirement is 85 percent
-- 98.5% 91.6%
-- 97.6% 89.2%
-- 98.2% 93.2%
-- 96.1% 85.1%
-- 97.2% 88.7%

Attendance Rate
25. All Grades
The state requirement is 93 percent
96.3% ✓ 95.9% 94.3%

2008-09 Graduation Rate
26. School
The state requirement is 90 percent
-- 96.2% 83%

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

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

Performance Index Calculations for the 2009-2010 School Year

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<tr>
<th>Performance Level Across Grades 3-8 and 10 for all Tested Subjects</th>
<th>Percentage</th>
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Your School’s Performance Index 96.4

Value-Added Measure

Overall Composite

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

Reading

- ✔ ✔ +

Mathematics

- ✔ +

Legend

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

Drake Elementary School, Cuyahoga County

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

**Adequate Yearly Progress**

Grades 3-8 and 10 Reading and Mathematics

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<th>Met</th>
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</tbody>
</table>

**AYP Determination by Subgroup**

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

**Legend**

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.

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.

**2008-2009 Graduation Rate Information**

The disaggregated graduation rates of your school are provided for informational purposes only and are not used for your AYP determination.
### State and Federally Required School Information

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

<table>
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<tr>
<th>Black, non-Hispanic</th>
<th>American Indian/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-Econ. Disadvantaged</th>
<th>Econ. Disadvantaged</th>
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<th>Male</th>
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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 Building’s Poverty Status**: Medium-Low Poverty

| Percentage of teachers with at least a Bachelor’s Degree | 100.0 | 99.6 |
| Percentage of teachers with at least a Master’s Degree | 78.7 | 64.2 |
| 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 | 100.0 | 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 | 0.0 |

---

**Your School’s Students 2009-2010**

| Average Daily Student Enrollment | 309 |
| Black, non-Hispanic | -- |
| American Indian or Alaska Native | -- |
| Asian or Pacific Islander | -- |
| Hispanic | -- |
| Multi-Racial | 7.1% |
| White, non-Hispanic | -- |
| Economically Disadvantaged | 82.8% |
| Limited English Proficient | 32.6% |
| Students with Disabilities | 11.1% |
| Migrant | 11.4% |

---

**Number of Limited English Proficient Students Excluded from Accountability Calculations**: --
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.

### Preliminary Designation Results

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.

### 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 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.

### Value-Added Measures

*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”