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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>3rd Grade Achievement</th>
<th>4th Grade Achievement</th>
<th>5th Grade Achievement</th>
<th>6th Grade Achievement</th>
<th>7th Grade Achievement</th>
<th>8th Grade Achievement</th>
<th>Ohio Graduation Tests (10th Grade)</th>
<th>Ohio Graduation Tests (11th Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3rd Grade Achievement</td>
<td>4th Grade Achievement</td>
<td>5th Grade Achievement</td>
<td>6th Grade Achievement</td>
<td>7th Grade Achievement</td>
<td>8th Grade Achievement</td>
<td>Ohio Graduation Tests (10th Grade)</td>
<td>Ohio Graduation Tests (11th Grade)</td>
</tr>
<tr>
<td></td>
<td>87.7%</td>
<td>87.7%</td>
<td>93.3%</td>
<td>92.0%</td>
<td>96.0%</td>
<td>94.0%</td>
<td>94.4%</td>
<td>97.8%</td>
</tr>
<tr>
<td></td>
<td>88.8%</td>
<td>89.5%</td>
<td>91.0%</td>
<td>87.8%</td>
<td>92.4%</td>
<td>89.4%</td>
<td>95.0%</td>
<td>92.7%</td>
</tr>
<tr>
<td></td>
<td>77.4%</td>
<td>81.3%</td>
<td>82%</td>
<td>78.4%</td>
<td>84.4%</td>
<td>72%</td>
<td>81.3%</td>
<td>84.5%</td>
</tr>
</tbody>
</table>

---

### Ohio Graduation Tests (11th Grade)

- The state requirement is 85 percent

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>97.8%</td>
<td>95.9%</td>
<td>96.4%</td>
<td>94.4%</td>
<td>96.3%</td>
</tr>
<tr>
<td>Grade</td>
<td>92.8%</td>
<td>88.4%</td>
<td>93.2%</td>
<td>84.2%</td>
<td>88.6%</td>
</tr>
</tbody>
</table>

### Attendance Rate

- The state requirement is 93 percent

<table>
<thead>
<tr>
<th>Grade</th>
<th>29. All Grades</th>
<th>30. School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>97.0%</td>
<td>96.5%</td>
</tr>
<tr>
<td>Grade</td>
<td>94.3%</td>
<td>84.6%</td>
</tr>
</tbody>
</table>

---

The School Report Card for the 2008-2009 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 six designations are:
- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency

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.
Value-Added results are computed only for buildings that include students in grades 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>Subject</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>NR</td>
<td>Met</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>NR</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Attendance Rate</strong></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>
<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.
- **0%**: The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

### Federally Required Graduation Rate Information

- **American Indian/Alaska Native**: 0%
- **Asian or Pacific Islander**: 0%
- **Black, non-Hispanic**: 0%
- **Economically Disadvantaged**: 0%
- **Hispanic**: 0%
- **Limited English Proficient**: 0%
- **Multi-Racial**: 0%
- **Students with Disabilities**: 0%
- **White, non-Hispanic**: 0%

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

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.

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.

Muraski Elementary School, Cuyahoga County
## State and Federally Required School Information

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

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited</td>
<td>11.8</td>
<td>5.9</td>
<td>11.8</td>
<td>5.9</td>
<td>11.8</td>
</tr>
<tr>
<td>Basic</td>
<td>6.3</td>
<td>31.3</td>
<td>31.3</td>
<td>31.3</td>
<td>31.3</td>
</tr>
<tr>
<td>Proficient</td>
<td>11.8</td>
<td>5.9</td>
<td>11.8</td>
<td>5.9</td>
<td>11.8</td>
</tr>
<tr>
<td>Accelerated</td>
<td>29.4</td>
<td>23.5</td>
<td>47.1</td>
<td>47.1</td>
<td>47.1</td>
</tr>
<tr>
<td>Advanced</td>
<td>41.2</td>
<td>47.1</td>
<td>6.3</td>
<td>6.3</td>
<td>6.3</td>
</tr>
</tbody>
</table>

### Percentage of Students Scoring Limited

- Reading: 11.8%
- Writing: 5.9%
- Mathematics: 11.8%
- Science: 5.9%
- Social Studies: 11.8%

### Percentage of Students Scoring Basic

- Reading: 6.3%
- Writing: 31.3%
- Mathematics: 31.3%
- Science: 31.3%
- Social Studies: 31.3%

### Percentage of Students Scoring Proficient

- Reading: 11.8%
- Writing: 5.9%
- Mathematics: 11.8%
- Science: 5.9%
- Social Studies: 11.8%

### Percentage of Students Scoring Accelerated

- Reading: 29.4%
- Writing: 23.5%
- Mathematics: 47.1%
- Science: 47.1%
- Social Studies: 6.3%

### Percentage of Students Scoring Advanced

- Reading: 41.2%
- Writing: 47.1%
- Mathematics: 6.3%
- Science: 6.3%
- Social Studies: 6.3%

## Your School’s Students 2008-2009

<table>
<thead>
<tr>
<th>Average Daily Student Enrollment</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>Economically Disadvantaged</th>
<th>Limited English Proficient</th>
<th>Students with Disabilities</th>
<th>Migrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>493</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>6.1%</td>
<td>--</td>
<td>4.1%</td>
<td>88.2%</td>
<td>8.6%</td>
<td>2.5%</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

### Federally Required School Teacher Information

<table>
<thead>
<tr>
<th>Percentage of teachers with at least a Bachelor’s Degree</th>
<th>Your Building</th>
<th>Your District</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of teachers with at least a Master’s Degree</th>
<th>Your Building</th>
<th>Your District</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.4</td>
<td></td>
<td>59.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers</th>
<th>Your Building</th>
<th>Your District</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of core academic subject elementary and secondary classes taught by properly certified teachers</th>
<th>Your Building</th>
<th>Your District</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure</th>
<th>Your Building</th>
<th>High-Poverty School*</th>
<th>Low-Poverty School*</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td></td>
<td>NC</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.
- Your building is a high-poverty school if a percentage appears in Column 2. Your building is a low-poverty school if a percentage appears in Column 3. Your building is neither a high-poverty school nor a low-poverty school if no data appear in either Column 2 or 3.
- -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

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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.*

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Murasaki Elementary School, Cuyahoga County
# Measures of a Rigorous Curriculum for the Class of 2008

## Measure 2007-08 Graduates Data Source

<table>
<thead>
<tr>
<th>Measure</th>
<th>2007-08 Graduates</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>--</td>
<td>EMIS</td>
</tr>
<tr>
<td>Mean ACT Score</td>
<td>0</td>
<td>ACT Corp., EMIS</td>
</tr>
<tr>
<td>Percent of Graduates participating in the ACT</td>
<td></td>
<td>ACT Corp., EMIS</td>
</tr>
<tr>
<td>Mean SAT Score</td>
<td>0</td>
<td>College Board, EMIS</td>
</tr>
<tr>
<td>Percent of Graduates participating in the SAT</td>
<td></td>
<td>College Board, EMIS</td>
</tr>
<tr>
<td>Percent of Graduates graduating with an Honors Diploma</td>
<td>NA</td>
<td>EMIS</td>
</tr>
<tr>
<td>Number of Graduates participating in an AP test</td>
<td>0</td>
<td>College Board</td>
</tr>
<tr>
<td>Percent of Graduates with an AP score of 3 or above</td>
<td>NA</td>
<td>College Board, EMIS</td>
</tr>
</tbody>
</table>

## 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](http://education.ohio.gov) and search for key word “NAEP”
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 75%-93.9% or 0%-74.9% or 50%-74.9% or 31%-49.9% or 0%-30.9% and | 100 to 120 or 90 to 99.9 or 0 to 89.9 or 80 to 89.9 or 70 to 79.9 or 0 to 69.9 | Met or Not Met = | Excellent or Effective or Continuous Improvement or Academic Watch or 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
Effective 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 | Continuous Improvement
Academic Watch 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 | 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.

Murasaki Elementary School, Cuyahoga County