IRN# 025999

Ohio Department of Education

Muraski Elementary School

20270 Royalton Rd, Strongsville, OH 44149-4979 – Grades K-6 – Cuyahoga County

2010-2011 School Year Report Card

Current Principal: Justina L. Peters (440) 572-7160 Current Superintendent: Jefferey R. Lampert (440) 572-7000

Your School's Designation: **Excellent**

Number of State Indicators Met out of 10: **10**

Performance Index (0-120 points): **102.5**

Adequate Yearly Progress (AYP): **Not Met**

School Improvement ‡: **At Risk**

Value-Added Measure: – = Below

‡ Students enrolled in Title I schools in School Improvement may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options available to your child.

The School Report Card for the 2010-2011 school year shows the progress schools 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 School 2010-2011	Your District 2010-2011	State 2010-2011
3rd Grade Achievement	*The state requirement is 75 percent*		
1. Reading	85.5% ✓	89.7%	79.9%
2. Mathematics	88.2% ✓	91.7%	82.0%
4th Grade Achievement	*The state requirement is 75 percent*		
3. Reading	88.0% ✓	89.1%	83.8%
4. Mathematics	88.0% ✓	87.9%	78.1%
5th Grade Achievement	*The state requirement is 75 percent*		
5. Reading	91.0% ✓	87.7%	74.1%
6. Mathematics	83.3% ✓	78.4%	66.1%
7. Science	87.2% ✓	81.5%	71.1%
6th Grade Achievement	*The state requirement is 75 percent*		
8. Reading	91.7% ✓	94.7%	85.6%
9. Mathematics	85.7% ✓	83.5%	77.5%
7th Grade Achievement	*The state requirement is 75 percent*		
10. Reading	--	92.1%	77.3%
11. Mathematics	--	86.4%	74.8%
8th Grade Achievement	*The state requirement is 75 percent*		
12. Reading	--	92.5%	85.1%
13. Mathematics	--	85.8%	74.3%
14. Science	--	78.3%	67.4%
Ohio Graduation Tests (10th Grade)	*The state requirement is 75 percent*		
15. Reading	--	96.4%	87.2%
16. Mathematics	--	94.3%	82.6%
17. Writing	--	97.8%	89.5%
18. Science	--	91.7%	74.7%
19. Social Studies	--	93.4%	80.1%
Ohio Graduation Tests (11th Grade)*	*The state requirement is 85 percent*		
20. Reading	--	97.7%	92.4%
21. Mathematics	--	94.8%	89.1%
22. Writing	--	98.9%	93.4%
23. Science	--	95.6%	84.2%
24. Social Studies	--	96.7%	88.0%
Attendance Rate	*The state requirement is 93 percent*		
25. All Grades	96.5% ✓	95.9%	94.5%
2009-10 Graduation Rate	*The state requirement is 90 percent*		
26. School	--	96.5%	84.3%

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

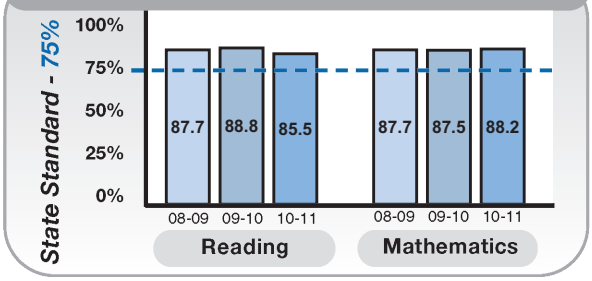
-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

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

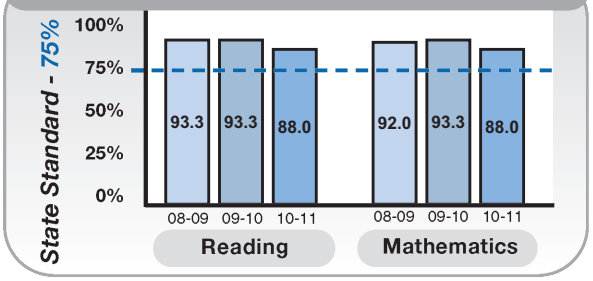
Your School's Assessment Results Over Time

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

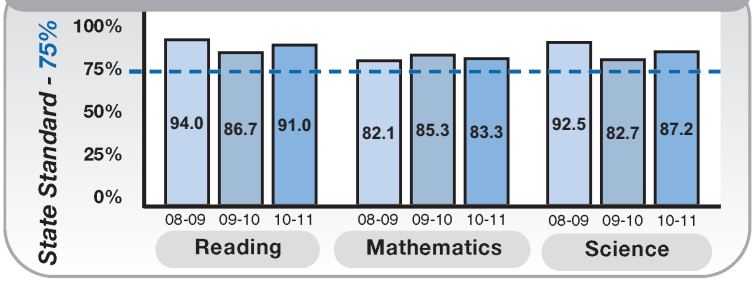
3rd Grade Achievement



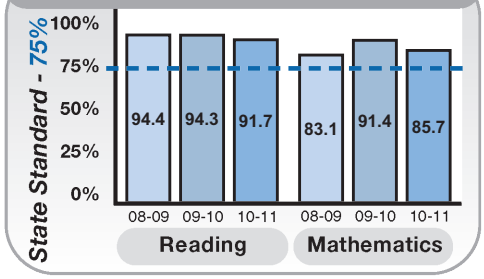
4th Grade Achievement



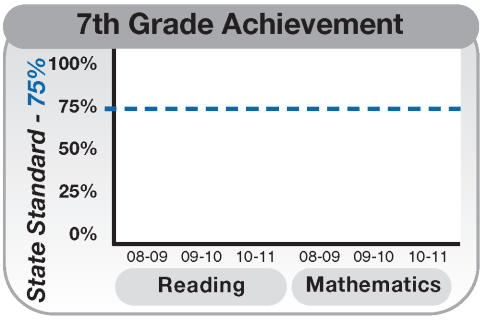
5th Grade Achievement



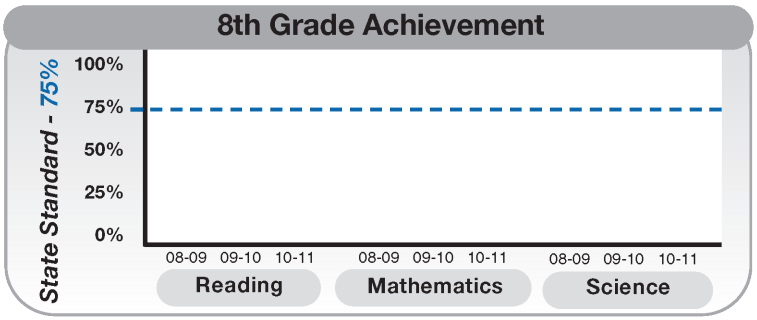
6th Grade Achievement



7th Grade Achievement



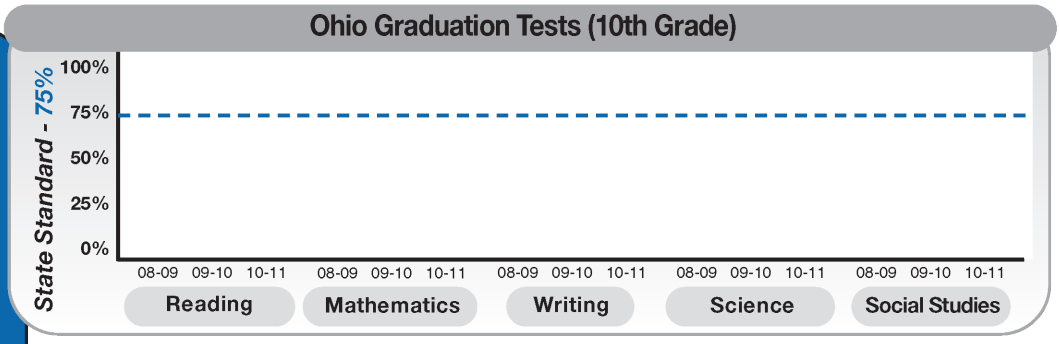
8th Grade Achievement



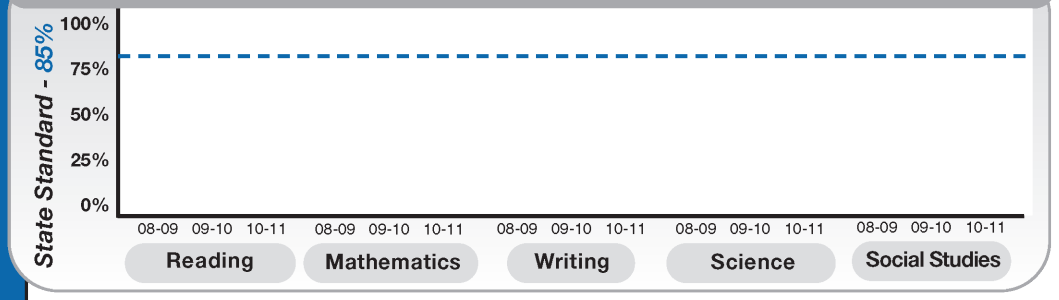
State Indicators

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 Tests (10th Grade)



Ohio Graduation Tests (11th Grade)*



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

Performance Index

Performance Index Calculations for the 2010-2011 School Year

Performance Level Across Grades 3-8 and 10 for all Tested Subjects (Includes every student enrolled in the school for a full academic year)	Percentage	X	Weight	=	Points
Untested	0.0	X	0.0	=	0.0
Limited	4.2	X	0.3	=	1.3
Basic	8.2	X	0.6	=	4.9
Proficient	30.8	X	1.0	=	30.8
Accelerated	26.7	X	1.1	=	29.3
Advanced	30.1	X	1.2	=	36.2
Your School's Performance Index					**102.5**

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 school achievement trends.

Performance Index Over Time

2010-2011	2009-2010	2008-2009
102.5	103.7	103.8

Value-Added Measure

Overall Composite −

Scores reflect grade level and overall composite ratings for the 2010-2011 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.

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.

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	NR	NR	NR	NR	NR	Met	Not Met	NR
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	Not Met	NR
Percent Tested	Reading	Met	Met	NR	NR	NR	NR	NR	Met	NR	NR
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	NR	NR
Graduation Rate*		N/A									
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Met	NR	NR	NR	NR	NR	Met	Not Met	NR

AYP Determination by Indicator

Reading Proficiency:	Not Met
Mathematics Proficiency:	Not Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	N/A
Attendance Rate:	Met
AYP Determination for Your School:	Not 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 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.

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.

2009-2010 Graduation Rate Information

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

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

	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	--	--	5.6	--	0.0	2.8	2.4	11.8	--	1.5	12.3	23.1	1.2	5.8
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	--	--	5.6	--	9.1	4.6	3.1	29.4	--	4.5	12.3	23.1	5.5	6.4
Science	--	--	--	--	--	0.0	0.0	--	--	0.0	0.0	--	0.0	0.0
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percentage of Students Scoring Basic														
Reading	--	--	5.6	--	0.0	6.7	6.3	17.6	--	6.1	14.0	30.8	4.8	10.3
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	--	--	0.0	--	18.2	7.1	7.7	8.8	--	6.4	14.0	7.7	6.7	9.0
Science	--	--	--	--	--	10.6	11.0	--	--	8.1	31.3	--	12.8	12.9
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percentage of Students Scoring Proficient														
Reading	--	--	16.7	--	54.5	38.3	35.9	50.0	--	36.0	43.9	15.4	37.6	37.2
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	--	--	16.7	--	18.2	29.1	26.5	38.2	--	25.8	36.8	23.1	23.6	32.1
Science	--	--	--	--	--	15.2	16.4	--	--	14.5	25.0	--	17.0	16.1
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percentage of Students Scoring Accelerated														
Reading	--	--	22.2	--	36.4	27.3	28.2	14.7	--	29.5	14.0	7.7	26.7	26.9
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	--	--	27.8	--	9.1	24.1	25.1	8.8	--	23.9	21.1	23.1	24.2	22.4
Science	--	--	--	--	--	40.9	41.1	--	--	45.2	18.8	--	40.4	38.7
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percentage of Students Scoring Advanced														
Reading	--	--	50.0	--	9.1	24.8	27.2	5.9	--	26.9	15.8	23.1	29.7	19.9
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	--	--	50.0	--	45.5	35.1	37.6	14.7	--	39.4	15.8	23.1	40.0	30.1
Science	--	--	--	--	--	33.3	31.5	--	--	32.3	25.0	--	29.8	32.3
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Your School's Students 2010-2011

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
533	--	--	6.3%	--	4.7%	85.7%	17.0%	4.3%	10.0%	--

-- = 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.

Federally Required School Teacher Information

Your Building's Poverty Status*: Low Poverty	Your Building	District
Percentage of teachers with at least a Bachelor's Degree	100.0%	100.0%
Percentage of teachers with at least a Master's Degree	68.0%	80.6%
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0%	0.1%
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%

*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	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 school and your school'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 school meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If an Excellent or Effective school 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 school's final designation.

1. If your school'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 school experiences above expected growth in the current year, 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	**Excellent with Distinction**
		or	
		Below expected growth for at least 3 consecutive years	**Effective**
Effective	and	Above expected growth	**Excellent**
		or	
		Below expected growth for at least 3 consecutive years	**Continuous Improvement**
Continuous Improvement	and	Above expected growth	**Effective**
		or	
		Below expected growth for at least 3 consecutive years	**Academic Watch**
Academic Watch	and	Above expected growth	**Continuous Improvement**
		or	
		Below expected growth for at least 3 consecutive years	**Academic Emergency**
Academic Emergency	and	Above expected growth	**Academic Watch**
		or	
		Below expected growth for at least 3 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.

2009-2010 Four-Year "On-Time" Graduation Rate Information

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

In 2008, the U.S. Department of Education issued new regulations to require Ohio and all other states to transition to a new graduation rate formula that will provide more consistency in reporting and will allow for comparisons across states. The new formula, referred to as a "four-year, adjusted cohort graduation rate," includes only graduates who earn either a regular or honors diploma anytime within four years of when they first enter the 9th grade, which includes the summer immediately following their fourth year of high school.

The cohort (group) is created by following the progress of individual students from the time they enter high school. The group is adjusted to take into account students who transfer in or out any time over the four years. The graduation rate is calculated by taking the number of students who graduate in four years or less and dividing it by the number of students in the original list of 9th graders, adjusted to include students who move away or move into the school district.

Ohio is required to display the new graduation rate in 2011 to help familiarize the public with how it is created and compares to the existing rate. Beginning in 2012, this new rate will be the official graduation rate for Ohio and will be used for accountability purposes. Ohio also is required to display the new graduation rate by student group (as shown in the table on this page).

The data on this page is for the graduating Class of 2010. So that summer graduates can be included, Ohio lags its graduation rate by one year. Next year, the new formula (computed for the graduating Class of 2011) will be used in each school or district's AYP calculation and to determine if the school or district met the state indicator for graduation.

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 comparision 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"