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

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

Your District’s Designation: Excellent

The District Report Card for the 2008-2009 school year shows the progress districts have made based on four measures of performance.

3rd Grade Achievement
1. Reading
2. Mathematics

4th Grade Achievement
3. Reading
4. Mathematics
5. Writing

5th Grade Achievement
6. Reading
7. Mathematics
8. Science
9. Social Studies

6th Grade Achievement
10. Reading
11. Mathematics

7th Grade Achievement
12. Reading
13. Mathematics
14. Writing

8th Grade Achievement
15. Reading
16. Mathematics
17. Science
18. Social Studies

Ohio Graduation Tests (10th Grade)
19. Reading
20. Mathematics
21. Writing
22. Science
23. Social Studies

Ohio Graduation Tests (11th Grade)**
24. Reading
25. Mathematics
26. Writing
27. Science
28. Social Studies

Attendance Rate
29. All Grades

2007-08 Graduation Rate
30. District

The state requirement is 75 percent
88.8 % ✔
89.5 % ✔

The state requirement is 75 percent
91.0 % ✔
87.8 % ✔
92.4 % ✔

The state requirement is 75 percent
89.4 % ✔
72.2 %
84.5 % ✔
79.4 % ✔

The state requirement is 75 percent
95.0 % ✔
87.0 % ✔

The state requirement is 75 percent
86.2 % ✔
85.2 % ✔
87.6 % ✔

The state requirement is 75 percent
84.5 % ✔
85.0 % ✔
73.5 %
71.4 %

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

The state requirement is 75 percent
94.9 % ✔
92.7 % ✔
97.4 % ✔
91.4 % ✔

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.

Strongsville City School District
13200 Pearl Rd, Strongsville, OH 44136-3402 - Cuyahoga County

2008-2009 School Year Report Card

Current Superintendent: Jefferey R. Lampert (440) 572-7000

On the Web: reportcard.ohio.gov
Your District’s Assessment Results Over Time

All students in the district 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 2008-2009 School Year

<table>
<thead>
<tr>
<th>Performance Level Across Grades 3-8 and 10 for all Tested Subjects</th>
<th>Percentage</th>
<th>X</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untested</td>
<td>0.0</td>
<td>X</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Limited</td>
<td>3.2</td>
<td>X</td>
<td>0.3</td>
<td>1.0</td>
</tr>
<tr>
<td>Basic</td>
<td>9.6</td>
<td>X</td>
<td>0.6</td>
<td>5.7</td>
</tr>
<tr>
<td>Proficient</td>
<td>30.5</td>
<td>X</td>
<td>1.0</td>
<td>30.5</td>
</tr>
<tr>
<td>Accelerated</td>
<td>31.8</td>
<td>X</td>
<td>1.1</td>
<td>34.9</td>
</tr>
<tr>
<td>Advanced</td>
<td>24.9</td>
<td>X</td>
<td>1.2</td>
<td>29.9</td>
</tr>
</tbody>
</table>

Your District’s Performance Index: $102.0$

### Value-Added Measure

**Overall Composite**: +

Scores reflect grade level and overall composite ratings for the 2008-2009 school year.

<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>

**Reading**: +

| Mathematics | + | - | + | + | - |

**Mathematics**: +

Legend:

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

Your district’s Value-Added rating represents the progress your district 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.

---

On the Web: reportcard.ohio.gov

Strongsville City School District, Cuyahoga County
## Adequate Yearly Progress (AYP)

### Adequate Yearly Progress

Grades 3-8 and 10 Reading and Mathematics

<table>
<thead>
<tr>
<th></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>Percent Proficient</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>NR</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
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<td>Mathematics</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>NR</td>
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<td><strong>Percent Tested</strong></td>
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<tr>
<td>Reading</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>NR</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>NR</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
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<td>Met</td>
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<tr>
<td><strong>Graduation Rate</strong>*</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Attendance Rate</strong>*</td>
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<td></td>
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<tr>
<td><strong>AYP Determination by Subgroup</strong></td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</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.

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.

<table>
<thead>
<tr>
<th>N/A</th>
<th>Not applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR</td>
<td>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.</td>
</tr>
<tr>
<td>Met</td>
<td>This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.</td>
</tr>
<tr>
<td>Not Met</td>
<td>This subgroup did not meet AYP for this indicator.</td>
</tr>
</tbody>
</table>

### Federally Required Graduation Rate Information

<table>
<thead>
<tr>
<th></th>
<th>American Indian/ Alaska Native</th>
<th>Asian or Pacific Islander</th>
<th>Black, non-Hispanic</th>
<th>Econ. Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>&gt;95%</td>
<td>&gt;95%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&gt;95%</td>
<td>91.7%</td>
<td>&gt;95%</td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>&gt;95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>&gt;95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>&gt;95%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<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. Disadv &amp; Econ. Disadv</th>
<th>Economically Disadvantaged</th>
<th>Limited English Proficient</th>
<th>Students with Disabilities</th>
<th>Migrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Students Scoring Limited</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reading</td>
<td>7.6</td>
<td>--</td>
<td>3.7</td>
<td>3.9</td>
<td>3.7</td>
<td>3.1</td>
<td>1.2</td>
<td>20.2</td>
<td>--</td>
<td>2.4</td>
<td>9.5</td>
<td>10.8</td>
<td>2.2</td>
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<tr>
<td>Writing</td>
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<td>0.0</td>
<td>5.0</td>
<td>1.2</td>
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<td>8.1</td>
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<td>1.1</td>
<td>3.4</td>
<td>5.9</td>
<td>0.5</td>
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<td>Mathematics</td>
<td>21.2</td>
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<td>4.7</td>
<td>5.9</td>
<td>4.5</td>
<td>4.4</td>
<td>2.1</td>
<td>27.0</td>
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<td>3.5</td>
<td>14.3</td>
<td>17.5</td>
<td>4.4</td>
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<tr>
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<tr>
<td><strong>Percentage of Students Scoring Basic</strong></td>
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<td></td>
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<td></td>
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<td></td>
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<tr>
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<td>22.7</td>
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<td>5.6</td>
<td>11.8</td>
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<td>6.3</td>
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<td>31.2</td>
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<td>13.2</td>
<td>22.7</td>
</tr>
<tr>
<td><strong>Percentage of Students Scoring Advanced</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>3.0</td>
<td>--</td>
<td>31.3</td>
<td>13.7</td>
<td>14.9</td>
<td>23.6</td>
<td>25.0</td>
<td>8.3</td>
<td>--</td>
<td>24.8</td>
<td>10.9</td>
<td>15.0</td>
<td>27.0</td>
</tr>
<tr>
<td>Writing</td>
<td>0.0</td>
<td>--</td>
<td>3.4</td>
<td>4.5</td>
<td>8.3</td>
<td>7.4</td>
<td>7.8</td>
<td>4.5</td>
<td>--</td>
<td>8.3</td>
<td>0.0</td>
<td>2.0</td>
<td>10.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>12.1</td>
<td>--</td>
<td>43.0</td>
<td>13.7</td>
<td>22.4</td>
<td>29.0</td>
<td>31.2</td>
<td>10.6</td>
<td>--</td>
<td>31.0</td>
<td>14.3</td>
<td>14.2</td>
<td>27.4</td>
</tr>
<tr>
<td>Science</td>
<td>0.0</td>
<td>--</td>
<td>27.8</td>
<td>16.7</td>
<td>16.0</td>
<td>25.1</td>
<td>26.5</td>
<td>6.7</td>
<td>--</td>
<td>26.8</td>
<td>6.6</td>
<td>5.3</td>
<td>22.4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>14.3</td>
<td>--</td>
<td>55.7</td>
<td>27.8</td>
<td>22.0</td>
<td>37.5</td>
<td>40.5</td>
<td>12.9</td>
<td>--</td>
<td>40.2</td>
<td>17.7</td>
<td>13.2</td>
<td>35.5</td>
</tr>
</tbody>
</table>

---

**Note:** Not Calculated/Not Displayed when there are fewer than 10 in the group.

### Federally Required School Teacher Information

<table>
<thead>
<tr>
<th>Your District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers with at least a Bachelor’s Degree</td>
<td>100.0</td>
</tr>
<tr>
<td>Percentage of teachers with at least a Master’s Degree</td>
<td>59.4</td>
</tr>
<tr>
<td>Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers</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>
</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>All Schools in Your District</td>
</tr>
<tr>
<td>0.0</td>
<td>--</td>
</tr>
</tbody>
</table>

---

*Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile, or in neither quartile.*

---

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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Number of Limited English Proficient Students Excluded from Accountability Calculations

- **16**
Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services. Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

<table>
<thead>
<tr>
<th>Name of Schools Identified for Improvement and Years in Improvement Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Schools Identified for Improvement in District</td>
</tr>
</tbody>
</table>

### Measures of a Rigorous Curriculum for the Class of 2008

<table>
<thead>
<tr>
<th>Measure</th>
<th>2007-08 Graduates</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>96.5 %</td>
<td>EMIS</td>
</tr>
<tr>
<td>Mean ACT Score</td>
<td>24</td>
<td>ACT Corp., EMIS</td>
</tr>
<tr>
<td>Percent of Graduates participating in the ACT</td>
<td>74.4 %</td>
<td>ACT Corp., EMIS</td>
</tr>
<tr>
<td>Mean SAT Score</td>
<td>1120</td>
<td>College Board, EMIS</td>
</tr>
<tr>
<td>Percent of Graduates participating in the SAT</td>
<td>44.1 %</td>
<td>College Board, EMIS</td>
</tr>
<tr>
<td>Percent of Graduates graduating with an Honors Diploma</td>
<td>27.5 %</td>
<td>EMIS</td>
</tr>
<tr>
<td>Number of Graduates participating in an AP test</td>
<td>277</td>
<td>College Board</td>
</tr>
<tr>
<td>Percent of Graduates with an AP score of 3 or above</td>
<td>33.9 %</td>
<td>College Board, EMIS</td>
</tr>
</tbody>
</table>

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 District’s Rating

Determining your district’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.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district 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. Thus, the preliminary designation becomes the 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 district’s final designation.

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

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district’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 district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district 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. Thus, the preliminary designation becomes the final 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>Above expected growth for at least 2 consecutive years or Below expected growth for at least 3 consecutive years</td>
<td>Excellent with Distinction</td>
</tr>
<tr>
<td>Effective</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>Continuous Improvement</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>Academic Watch</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 Emergency</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 district’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.
Ohio Department of Education
Report Card Resources on the Web:
reportcard.ohio.gov