The School Report Card for the 2007-2008 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

*new designation beginning 2007-2008 due to Value Added

Students enrolled in Title I schools with 1 or more years in School Improvement status may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options available to your child.

### State Indicators

#### 3rd Grade Achievement
- Reading: 89.8 % ✓ 90.1 % 77.4 %
- Mathematics: 89.8 % ✓ 88.1 % 79.3 %

#### 4th Grade Achievement
- Reading: 81.0 % ✓ 91.1 % 81.1 %
- Mathematics: 76.2 % ✓ 86.3 % 74.6 %
- Writing: 90.5 % ✓ 93.8 % 81.7 %

#### 5th Grade Achievement
- Reading: 84.0 % ✓ 89.7 % 72.7 %
- Mathematics: 68.0 % 74.8 % 61.8 %
- Science: 86.0 % ✓ 84.4 % 66.4 %
- Social Studies: 82.0 % ✓ 84.9 % 64.8 %

#### 6th Grade Achievement
- Reading: 81.8 % ✓ 90.1 % 79.7 %
- Mathematics: 84.1 % ✓ 88.3 % 76.6 %

#### 7th Grade Achievement
- Reading: -- 89.0 % 77.3 %
- Mathematics: -- 83.1 % 68.8 %
- Writing: -- 93.2 % 85.7 %

#### 8th Grade Achievement
- Reading: -- 90.9 % 79.4 %
- Mathematics: -- 85.8 % 72.8 %
- Science: -- 77.5 % 62.2 %
- Social Studies: -- 73.9 % 53.5 %

#### Ohio Graduation Tests (10th Grade)
- Reading: -- 94.5 % 85.2 %
- Mathematics: -- 91.8 % 79 %
- Writing: -- 94.3 % 85.2 %
- Science: -- 86.1 % 72.8 %
- Social Studies: -- 91.1 % 78.4 %

#### Ohio Graduation Tests (11th Grade)
- Reading: -- 98.1 % 91.9 %
- Mathematics: -- 96.4 % 88.2 %
- Writing: -- 99.1 % 93 %
- Science: -- 94.6 % 83.6 %
- Social Studies: -- 96.9 % 86.5 %

#### Attendance Rate
- All Grades: 96.2 % ✓ 96.3 % 94.2 %

#### 2006-07 Graduation Rate
- School: -- 95.3 % 86.9 %

Any result at or above the state standard is indicated by a ✓.
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 an Achievement or Graduation Test, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade OGT indicator, a cumulative 85% passage rate for each assessment is required.
Performance Index Score

Performance Index Score Calculations for the 2007-2008 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</td>
<td>X</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Limited</td>
<td>4.5</td>
<td>X</td>
<td>0.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Basic</td>
<td>12.5</td>
<td>X</td>
<td>0.6</td>
<td>7.5</td>
</tr>
<tr>
<td>Proficient</td>
<td>39.1</td>
<td>X</td>
<td>1.0</td>
<td>39.1</td>
</tr>
<tr>
<td>Accelerated</td>
<td>28.1</td>
<td>X</td>
<td>1.1</td>
<td>30.9</td>
</tr>
<tr>
<td>Advanced</td>
<td>15.8</td>
<td>X</td>
<td>1.2</td>
<td>19</td>
</tr>
</tbody>
</table>

Your School’s Performance Index Score 97.8

Value-Added Measure

Overall Composite ✔ Scores reflect grade level and overall composite ratings for the 2007-2008 school year.

Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

Reading - + -
Mathematics ✓ + ✓

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 from 4 through 8.

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

Adequate Yearly Progress
Grade 3-8 and 10
Reading
Grade 3-8 and 10
Mathematics

<table>
<thead>
<tr>
<th>Adequate Yearly Progress</th>
<th>All Students</th>
<th>Economically Disadvantaged</th>
<th>Asian/Pacific Islander</th>
<th>Black, non-Hispanic</th>
<th>American Indian/Alaskan</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>Percent Proficient</td>
<td>Met</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>Met</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>Percent Tested</td>
<td>Met</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>Met</td>
<td>Met</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>Graduation Rate*</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate*</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AYP Determination by Indicator

- **Reading Proficiency:** Met
- **Mathematics Proficiency:** Met
- **Reading Participation:** Met
- **Mathematics Participation:** Met
- **Graduation Rate:** N/A
- **Attendance Rate:** Met
- **AYP Status of Your School:** 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 by combining currently proficient students with those students projected to become proficient.

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.

- **NA** 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.

Note: "The AYP determination for Attendance Rate and Graduation Rate is evaluated using only the results of the ‘All Students’ group."
### Federally Required School Teacher Information

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

<table>
<thead>
<tr>
<th>Percentage of Students Scoring</th>
<th>Black, non-Hispanic</th>
<th>American Indian or Nat. Alaskan</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>
<th>Limited English Proficient</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>13.3</td>
<td>3.2</td>
<td>1.3</td>
<td>14.7</td>
<td>--</td>
<td>2.2</td>
<td>8.2</td>
<td>NC</td>
<td>1.3</td>
<td>5.7</td>
</tr>
<tr>
<td>Writing</td>
<td>NC</td>
<td>--</td>
<td>NC</td>
<td>NC</td>
<td>--</td>
<td>5.3</td>
<td>5.4</td>
<td>--</td>
<td>7.1</td>
<td>7.1</td>
<td>6.3</td>
<td>7.7</td>
<td>6.3</td>
<td>7.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>6.7</td>
<td>5.8</td>
<td>2.0</td>
<td>23.5</td>
<td>--</td>
<td>4.4</td>
<td>10.2</td>
<td>5.1</td>
<td>6.6</td>
<td>6.6</td>
</tr>
<tr>
<td>Science</td>
<td>NC</td>
<td>--</td>
<td>NC</td>
<td>NC</td>
<td>2.2</td>
<td>0.0</td>
<td>--</td>
<td>8.3</td>
<td>--</td>
<td>0.0</td>
<td>8.3</td>
<td>0.0</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Social Studies</td>
<td>NC</td>
<td>--</td>
<td>NC</td>
<td>NC</td>
<td>2.2</td>
<td>0.0</td>
<td>--</td>
<td>8.3</td>
<td>--</td>
<td>0.0</td>
<td>8.3</td>
<td>0.0</td>
<td>3.8</td>
<td>3.8</td>
</tr>
</tbody>
</table>

#### Your School’s Students 2007-2008

<table>
<thead>
<tr>
<th>Average Daily Student Enrollment</th>
<th>Black, non-Hispanic</th>
<th>American Indian or Nat. Alaskan</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>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>275</td>
<td>NC</td>
<td>NC</td>
<td>4.2%</td>
<td>NC</td>
<td>8.3%</td>
<td>81.8%</td>
<td>27.1%</td>
<td>6.0%</td>
<td>14.8%</td>
<td>NC</td>
<td></td>
</tr>
</tbody>
</table>

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

**NC** = Not calculated; displayed when there are fewer than 10 students in student group.

**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.**

*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 appears in either Column 2 or Column 3.*

-- = No data were reported.

*Zellers Elementary School, Cuyahoga County*
### Measures of a Rigorous Curriculum for the Class of 2007

<table>
<thead>
<tr>
<th>Measure</th>
<th>2006-07 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>NA</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>
<tr>
<td>Number of Graduates taking at least one Tech Prep Course</td>
<td>0</td>
<td>EMIS</td>
</tr>
<tr>
<td>Number of Graduates taking at least one PSEO course</td>
<td></td>
<td>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 membership association that administers the SAT exam
- **PSEO** - Post-Secondary Enrollment Options, a program that enables high school students, grades 9-12, to earn college and high school graduation credit
- **AP** - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn college credit or advanced standing at colleges and universities
- **Tech Prep** - A combination of college preparatory academics and advanced career-technical education

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.
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 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 school experiences above expected growth for at least two consecutive years, your school’s final designation will increase by one level.

3. In all other cases, value added has no effect on the rating and the preliminary designation becomes the final designation.

The preliminary rating results from identifying the higher value between the percentage of indicators met by your school and your school’s performance index score. 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.

Determining your school’s report card designation is a multi-step process. The first step is to determine a preliminary rating, which is based on the following components: 1) the percentage of indicators met, 2) the performance index score and 3) AYP status.

### Indicators Met | Performance Index Score | AYP Status | 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 | Academic Watch
31%-49.9% or | 70 to 79.9 | Not Met | Academic Watch
0%-30.9% and | 0 to 69.9 | Not Met | Academic Emergency

### Preliminary Designation | Value-Added Measure | Final Designation
---|---|---
Excellent and | Above expected growth for at least 2 consecutive years | Excellent with Distinction
| Otherwise no effect on rating | Excellent
Effective and | Above expected growth for at least 2 consecutive years | Effective
| Otherwise no effect on rating | Effective
Continuous Improvement and | Above expected growth for at least 2 consecutive years | Continuous Improvement
| Otherwise no effect on rating | Continuous Improvement
Academic Watch and | Above expected growth for at least 2 consecutive years | Academic Watch
| Otherwise no effect on rating | Academic Watch
Academic Emergency and | Above expected growth for at least 2 consecutive years | Academic Emergency
| Otherwise no effect on rating | Academic Emergency

Zellers Elementary School, Cuyahoga County
Ohio Department of Education
Report Card Resources on the Web:
reportcard.ohio.gov