IRN # 042606

Zellers Elementary School

Ohio Department of Education

18199 Cook Ave, Strongsville, OH 44136-5216 - Grades K-6 - Cuyahoga County

2008-2009 School Year Report Card

Current Principal: Susan Harb (440) 572-7190

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

Your School's Designation: **Effective**

Number of State Indicators Met out of 12: **9**

Performance Index (0-120 points): **95.5**

Adequate Yearly Progress (AYP): **Met**

School Improvement‡: OK

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 2008-2009 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 2008-2009	Your District 2008-2009	State 2008-2009
3rd Grade Achievement	***The state requirement is 75 percent***		
1. Reading	**81.5 %** ✓	**88.8 %**	**77.4 %**
2. Mathematics	**81.5 %** ✓	**89.5 %**	**81.3 %**
4th Grade Achievement	***The state requirement is 75 percent***		
3. Reading	**84.8 %** ✓	**91.0 %**	**82 %**
4. Mathematics	**76.1 %** ✓	**87.8 %**	**78.4 %**
5. Writing	**89.1 %** ✓	**92.4 %**	**84.4 %**
5th Grade Achievement	***The state requirement is 75 percent***		
6. Reading	**77.8 %** ✓	**89.4 %**	72 %
7. Mathematics	73.3 %	72.2 %	62.3 %
8. Science	71.1 %	**84.5 %**	70.6 %
9. Social Studies	55.6 %	**79.4 %**	61.6 %
6th Grade Achievement	***The state requirement is 75 percent***		
10. Reading	**96.0 %** ✓	**95.0 %**	**81.3 %**
11. Mathematics	**88.0 %** ✓	**87.0 %**	**75.2 %**
7th Grade Achievement	***The state requirement is 75 percent***		
12. Reading	--	**86.2 %**	**76.6 %**
13. Mathematics	--	**85.2 %**	74.3 %
14. Writing	--	**87.6 %**	**80.5 %**
8th Grade Achievement	***The state requirement is 75 percent***		
15. Reading	--	**84.5 %**	72.4 %
16. Mathematics	--	**85.0 %**	70.6 %
17. Science	--	73.5 %	62.8 %
18. Social Studies	--	71.4 %	51.1 %
Ohio Graduation Tests (10th Grade)	***The state requirement is 75 percent***		
19. Reading	--	**94.9 %**	**84.5 %**
20. Mathematics	--	**92.7 %**	**81.4 %**
21. Writing	--	**97.4 %**	**89.7 %**
22. Science	--	**91.4 %**	**76 %**
23. Social Studies	--	**93.5 %**	**81.6 %**
Ohio Graduation Tests (11th Grade)*	***The state requirement is 85 percent***		
24. Reading	--	**97.8 %**	**92.8 %**
25. Mathematics	--	**95.9 %**	**88.4 %**
26. Writing	--	**96.4 %**	**93.2 %**
27. Science	--	**94.4 %**	84.2 %
28. Social Studies	--	**96.3 %**	**88.6 %**
Attendance Rate	***The state requirement is 93 percent***		
29. All Grades	**96.6 %** ✓	**96.2 %**	**94.3 %**
2007-08 Graduation Rate	***The state requirement is 90 percent***		
30. School	--	**96.5 %**	84.6 %

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

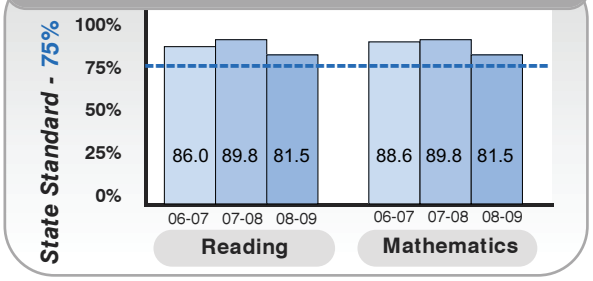
-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

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

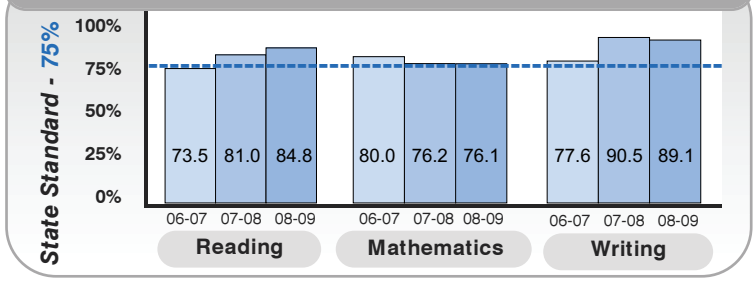
Your School's Assessment Results Over Time

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

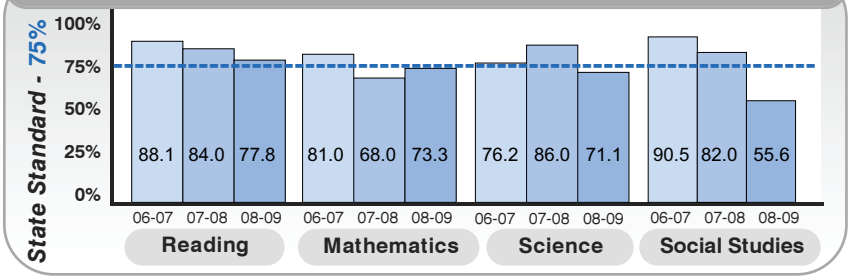
3rd Grade Achievement



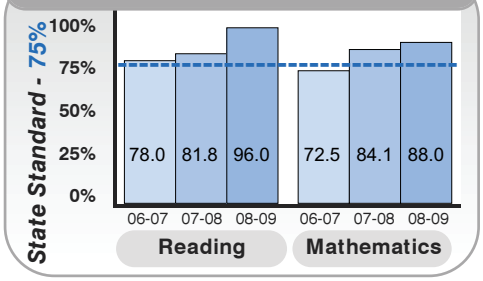
4th Grade Achievement



5th Grade Achievement



6th Grade Achievement



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.

Performance Index

Performance Index Calculations for the 2008-2009 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	6.1	X	0.3	=	1.8
Basic	14.2	X	0.6	=	8.5
Proficient	38.3	X	1.0	=	38.3
Accelerated	28.0	X	1.1	=	30.8
Advanced	13.3	X	1.2	=	16.0
Your School's Performance Index					95.5

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 district achievement trends.

Performance Index Over Time

2008-2009	2007-2008	2006-2007
95.5	97.8	94.7

Value-Added Measure

Overall Composite –

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

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	–	✓	+		
Mathematics	–	✓	–		

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

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		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	NR	NR
	Mathematics	Met	Met	NR	NR	NR	NR	NR	Met	NR	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	NR	NR

AYP Determination by Indicator

Reading Proficiency:	Met
Mathematics Proficiency:	Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	N/A
Attendance Rate:	Met
AYP Determination 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 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.

Federally Required Graduation Rate Information

American Indian/ Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtgd
0%	0%	0%	0%

Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities	White, non-Hispanic
0%	0%	0%	0%	0%

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 School Information

Your School's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian or 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	42.3	--	2.5	16.7	--	4.2	8.2
Writing	--	--	--	--	--	2.9	2.6	--	--	2.9	16.7	--	0.0	10.7
Mathematics	--	--	--	--	--	4.9	1.4	38.5	--	3.3	16.7	--	5.6	8.2
Science	--	--	--	--	--	0.0	0.0	--	--	0.0	0.0	--	0.0	0.0
Social Studies	--	--	--	--	--	5.0	0.0	--	--	3.3	13.3	--	5.9	7.1
Percentage of Students Scoring Basic														
Reading	--	--	--	--	--	6.3	6.3	15.4	--	5.8	12.5	--	5.6	9.3
Writing	--	--	--	--	--	5.7	5.3	--	--	5.9	0.0	--	0.0	7.1
Mathematics	--	--	--	--	--	11.8	9.2	34.6	--	10.8	18.8	--	12.7	13.4
Science	--	--	--	--	--	27.5	23.1	--	--	20.0	46.7	--	23.5	32.1
Social Studies	--	--	--	--	--	40.0	38.5	--	--	36.7	40.0	--	29.4	42.9
Percentage of Students Scoring Proficient														
Reading	--	--	--	--	--	44.4	42.3	38.5	--	45.0	33.3	--	46.5	38.1
Writing	--	--	--	--	--	65.7	68.4	--	--	73.5	58.3	--	72.2	67.9
Mathematics	--	--	--	--	--	38.2	38.7	19.2	--	40.0	25.0	--	42.3	30.9
Science	--	--	--	--	--	17.5	17.9	--	--	20.0	13.3	--	17.6	17.9
Social Studies	--	--	--	--	--	25.0	25.6	--	--	23.3	26.7	--	23.5	25.0
Percentage of Students Scoring Accelerated														
Reading	--	--	--	--	--	30.6	36.6	3.8	--	32.5	29.2	--	25.4	36.1
Writing	--	--	--	--	--	25.7	23.7	--	--	17.6	25.0	--	27.8	14.3
Mathematics	--	--	--	--	--	25.0	27.5	3.8	--	24.2	22.9	--	22.5	24.7
Science	--	--	--	--	--	50.0	53.8	--	--	53.3	40.0	--	47.1	50.0
Social Studies	--	--	--	--	--	15.0	20.5	--	--	23.3	6.7	--	23.5	14.3
Percentage of Students Scoring Advanced														
Reading	--	--	--	--	--	13.2	14.8	0.0	--	14.2	8.3	--	18.3	8.2
Writing	--	--	--	--	--	0.0	0.0	--	--	0.0	0.0	--	0.0	0.0
Mathematics	--	--	--	--	--	20.1	23.2	3.8	--	21.7	16.7	--	16.9	22.7
Science	--	--	--	--	--	5.0	5.1	--	--	6.7	0.0	--	11.8	0.0
Social Studies	--	--	--	--	--	15.0	15.4	--	--	13.3	13.3	--	17.6	10.7

Your School's Students 2008-2009

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
258	4.4%	--	--	--	5.8%	84.9%	28.6%	4.3%	13.8%	--

-- =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	Your 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	57.9	59.4
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

	Your Building	High-Poverty School*	Low-Poverty School*
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0.0	NC	NC

*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.

Measures of a Rigorous Curriculum for the Class of 2008

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

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 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"

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**
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	**Effective**
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 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	**Excellent with Distinction**
		or	
		Below expected growth for at least 3 consecutive years	**Effective**
Effective	and	Above expected growth for at least 2 consecutive years	**Excellent**
		or	
		Below expected growth for at least 3 consecutive years	**Continuous Improvement**
Continuous Improvement	and	Above expected growth for at least 2 consecutive years	**Effective**
		or	
		Below expected growth for at least 3 consecutive years	**Academic Watch**
Academic Watch	and	Above expected growth for at least 2 consecutive years	**Continuous Improvement**
		or	
		Below expected growth for at least 3 consecutive years	**Academic Emergency**
Academic Emergency	and	Above expected growth for at least 2 consecutive years	**Academic Watch**
		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.

Ohio Department of Education
Report Card Resources on the Web:
reportcard.ohio.gov