2009-2010 State Report Card

High Achievement for All Students

25 South Front Street, Columbus, Ohio 43215-4183

Ohio | Department of Education

Ohio's educators have responded to the ever-changing 21st century by transforming their practices and maintaining a commitment to enhancing teaching and learning across our state. Collectively, we must continue our focus to provide our students with a world-class education that prepares them for success in postsecondary education, careers and citizenship.

The 2009-2010 state and local report cards highlight many successes that should be celebrated. The state made gains in third-grade reading; fifth-grade math; sixth-grade math and reading; seventh-grade reading; eighth-grade reading and science; and eleventh-grade math, social studies and science. Despite the promising gains, we must remain focused on our state's graduation rate, achievement gaps and graduation rate gaps which continue to exist among student subgroups. Throughout the state there are inconsistent expectations of students with varying degrees of support systems. By advocating tirelessly for all students and ensuring that our practices and policies strengthen our schools, we will make certain that Ohio's children are ready for a promising future.

We are witnessing strong momentum for education reform at both the state and federal levels. New, rigorous academic content standards for English language arts, mathematics, science and social studies have recently been adopted. I value the high quality teaching and learning that occurs in classrooms every day. By deepening our support of those who work closely with our students every day, we will increase student achievement and succeed in preparing all of our students to graduate with a sense of purpose and be well prepared for college, work and life.

Ohio continues to be recognized as a national leader in education reform, as our state ranked 5th in the nation in the Education Week 2010 Quality Counts Report and was awarded the 2010 Frank Newman Award for State Innovation by the Education Commission of the States.

Achieve. Graduate. Succeed!

I would like to express my sincere gratitude to all of Ohio's educators and the many stakeholders who support education in their communities and through their organizations. Our statewide education success is a result of our collective high expectations and unwavering commitment to every student.

Thank you for your continued support of Ohio's education system. The Ohio Department of Education pledges to remain focused on supporting districts and schools to strengthen teaching and learning. Please join me in supporting this work that will ultimately help students reach higher levels of achievement. We are Ohio and we are proud!

Deborah S. Delisle
Superintendent of Public Instruction

School and District Performance

Designation	Districts 2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Excellent with Distinction	81	116	74	–	–	–
Excellent	215	154	152	139	192	111
Effective	240	251	292	347	299	297
Continuous Improvement	64	79	83	113	112	175
Academic Watch	9	9	9	11	7	21
Academic Emergency	1	1	0	0	0	5

Designation	Schools 2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Excellent with Distinction	305	215	158	–	–	–
Excellent	1,279	1,258	1,116	1,143	1,290	889
Effective	912	998	1,164	1,255	1,217	1,136
Continuous Improvement	526	562	589	693	643	962
Academic Watch	222	220	230	230	218	239
Academic Emergency	215	223	234	182	208	288

The State and Local Report Cards illustrate the performance of districts and schools using measures. This is the basis for assigning state designations to schools and districts.

The six designations are Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency.

State Indicators: Districts and schools earn credit for performance indicators by meeting goals for the percentage of students meeting or exceeding proficient.

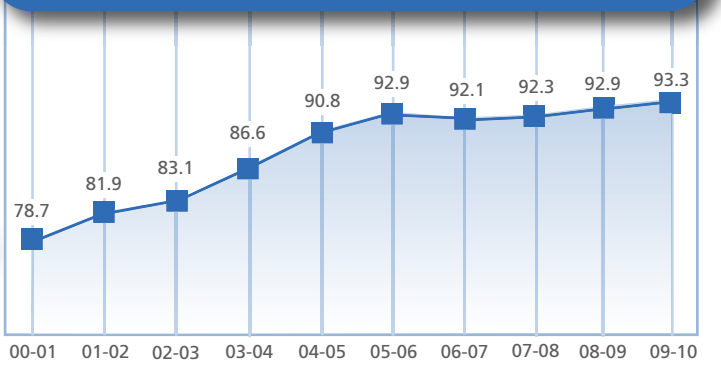
State Indicators

Measure	Percentage of Students at and above the Proficient Level: State 2009-2010	Did Ohio meet the Standard?
3rd Grade Achievement	***The state requirement is 75 percent***	
1. Reading	**78.4 %**	**YES**
2. Mathematics	**76.9 %**	**YES**
4th Grade Achievement	***The state requirement is 75 percent***	
3. Reading	**81.0 %**	**YES**
4. Mathematics	**76.2 %**	**YES**
5th Grade Achievement	***The state requirement is 75 percent***	
5. Reading	71.8 %	**NO**
6. Mathematics	67.0 %	**NO**
7. Science	69.9 %	**NO**
6th Grade Achievement	***The state requirement is 75 percent***	
8. Reading	**84.1 %**	**YES**
9. Mathematics	**77.4 %**	**YES**
7th Grade Achievement	***The state requirement is 75 percent***	
10. Reading	**80.2 %**	**YES**
11. Mathematics	71.1 %	**NO**
8th Grade Achievement	***The state requirement is 75 percent***	
12. Reading	**80.9 %**	**YES**
13. Mathematics	69.2 %	**NO**
14. Science	64.8 %	**NO**
Ohio Graduation Tests (10th Grade)	***The state requirement is 75 percent***	
15. Reading	**83.0 %**	**YES**
16. Mathematics	**80.4 %**	**YES**
17. Writing	**84.1 %**	**YES**
18. Science	73.0 %	**NO**
19. Social Studies	**79.6 %**	**YES**
Ohio Graduation Tests (11th Grade)[1]	***The state requirement is 85 percent***	
20. Reading	**91.6 %**	**YES**
21. Mathematics	**89.2 %**	**YES**
22. Writing	**93.2 %**	**YES**
23. Science	**85.1 %**	**YES**
24. Social Studies	**88.7 %**	**YES**
Attendance Rate	***The state requirement is 93 percent***	
25. All Grades	**94.3 %**	**YES**
2008-09 Graduation Rate	***The state requirement is 90 percent***	
26. State	83.0 %	**NO**

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

Performance Index: This is a weighted score that rewards the achievement of every student, not just those who score proficient or higher. Districts, buildings and community schools earn points based on how well each student does on all tested subjects.

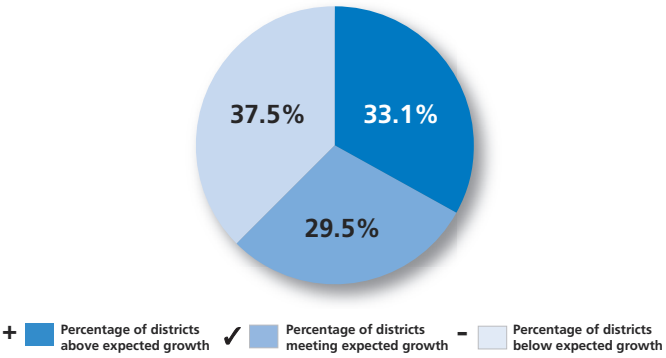
Performance Index Trend



Value-Added: This measure reflects how much progress was made since the prior year. Value-added results are calculated for districts and schools with grades 4-8 in reading and mathematics.

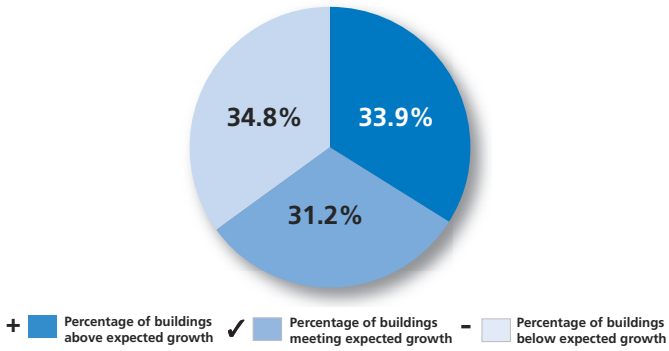
District Value-Added Data

2009-2010



Building Value-Added Data

2009-2010



For more detailed information about Ohio's report card calculations, download the *Guide to Understanding Ohio's Accountability System* at **http://reportcard.ohio.gov**.

Adequate Yearly Progress (AYP): AYP is a federally required measure. AYP goals are established for reading and mathematics proficiency and test participation, attendance rate and graduation rate. Every school and district must meet these goals for all students, as well as for individual demographic groups of students.

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.

Adequate Yearly Progress (AYP) 2009-2010

Districts		Schools	
Met	Not Met	Met	Not Met
283	328	2,238	1,425
46.3%	53.6%	61.1%	38.9%

School Improvement Status

	Schools
OK	2,032
At Risk	415
SI Year 1	290
SI Year 2	262
SI Year 3	212
SI Year 4	190
SI Year 5	119
SI Year 6	73
SI Year 7	47
SI Year 8	5
SI Year 9	13
SI Year 10	3
SI Year 11	2
Total	**3,663**

District Improvement Status

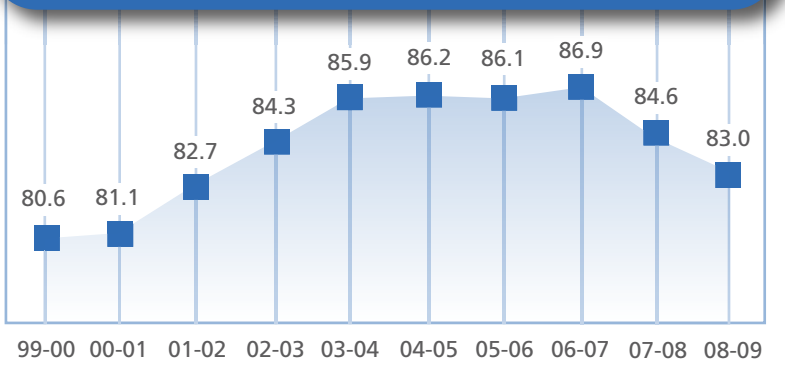
	Total
OK	272
At Risk	207
DI Year 1	26
DI Year 2	20
DI Year 3	25
DI Year 4	17
DI Year 5	11
DI Year 6	18
DI Year 7	15
Total	**611**

Attendance and Graduation Rates

	2009-2010 Attendance Rate	2008-2009 Graduation Rate
All Students	94.3%	83.0%
Economically Disadvantaged	92.8	70.9
Asian or Pacific Islander	96.5	92.0
Black, non-Hispanic	92.5	61.3
American Indian or Alaskan Native	92.7	76.1
Hispanic	93.2	61.4
Multiracial	93.8	75.2
White, non-Hispanic	94.7	88.6
IEP	92.8	82.9
Limited English Proficient	95.1	70.3
Migrant	94.4	55.2
Female	94.3	84.3
Male	94.3	81.7

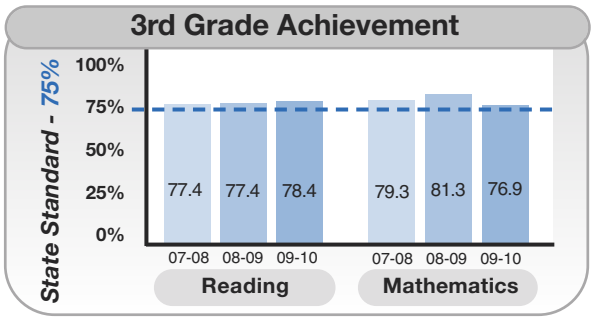
Ohio's Graduation Rate

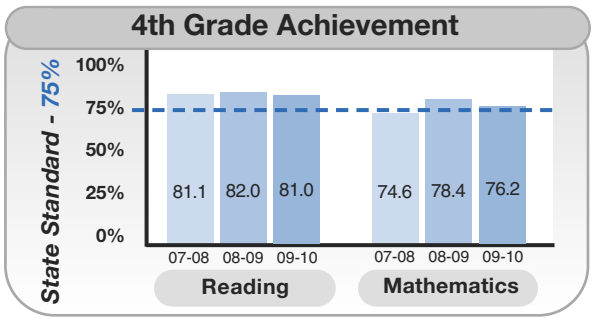
Percentage Over Time

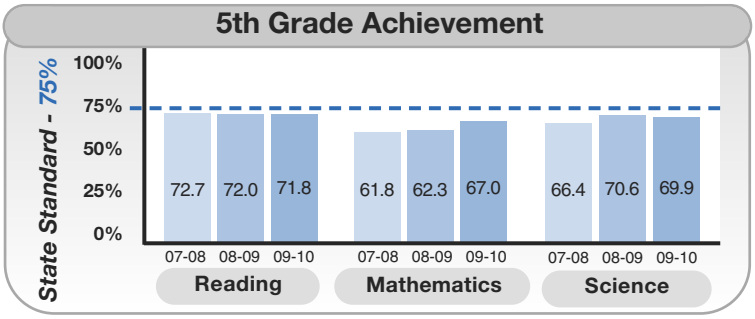


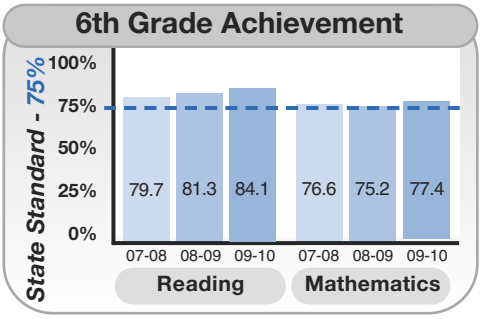
Ohio's Assessments Results Over Time

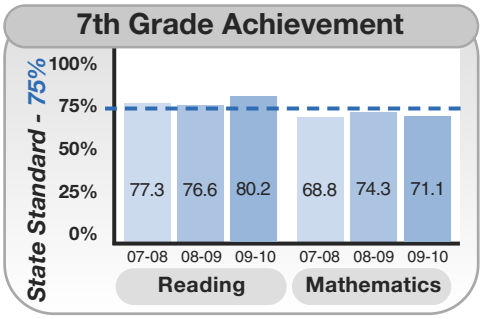
All students in Ohio enrolled for a full academic year are included in the results.

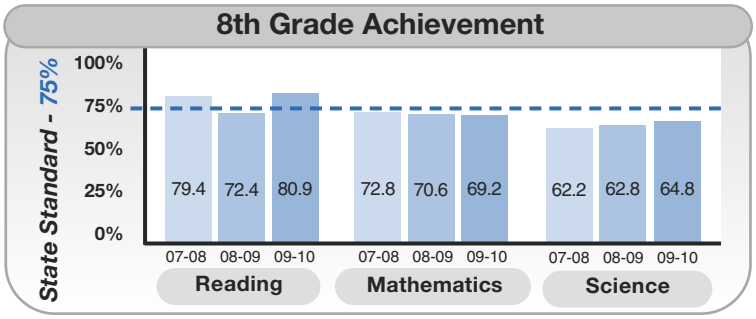








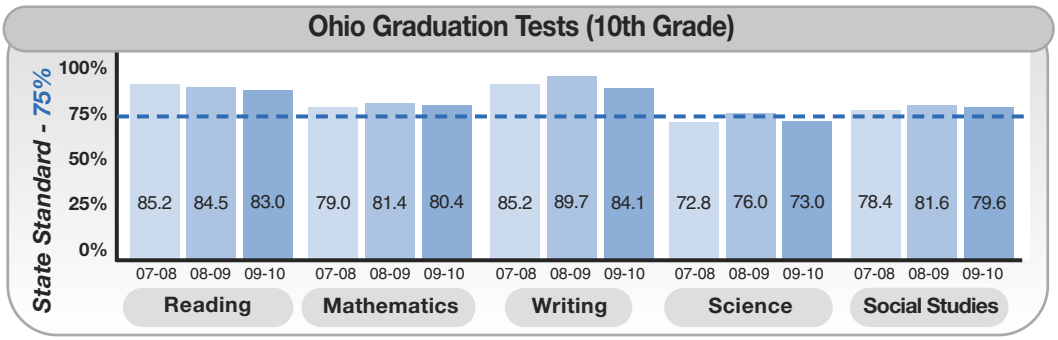


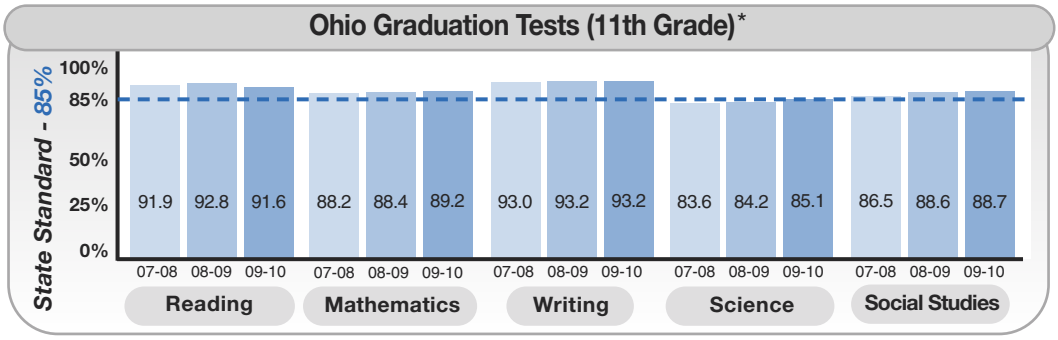


The State Indicators are based on state assessments, as well as on attendance and graduation rates.

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.

State and Federally Required Information

Ohio'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	18.9	10.0	5.3	14.4	9.1	5.5	5.0	25.0	18.6	3.6	13.7	17.0	6.4	9.6
Writing	6.7	3.7	2.8	7.1	3.9	2.5	1.0	16.4	7.1	1.8	5.9	10.3	1.8	4.9
Mathematics	25.9	13.4	4.6	17.5	12.6	7.2	6.6	32.9	17.8	5.0	17.7	18.2	9.9	11.2
Science	19.0	9.9	3.3	11.7	7.4	3.9	3.9	21.6	8.3	2.9	11.9	14.5	6.3	6.9
Social Studies	21.6	9.2	4.9	15.4	10.6	6.8	5.1	34.4	14.3	5.0	17.1	18.4	9.1	10.0
Percentage of Students Scoring Basic														
Reading	22.0	14.3	6.4	17.5	13.8	9.7	9.3	27.3	20.7	7.3	18.0	18.3	10.6	13.4
Writing	23.3	19.0	7.8	18.2	14.1	10.1	8.0	38.4	21.4	8.0	20.3	25.8	8.8	16.2
Mathematics	26.3	16.9	7.6	22.2	18.5	12.7	13.1	27.8	25.4	9.9	22.2	20.8	15.5	15.1
Science	43.1	28.3	14.9	36.9	29.6	19.6	20.8	42.2	44.2	15.8	35.7	37.2	25.4	22.9
Social Studies	19.8	16.6	6.1	17.5	13.0	8.8	8.8	22.8	17.9	7.2	17.0	19.6	11.6	10.2
Percentage of Students Scoring Proficient														
Reading	39.3	42.5	27.3	40.9	40.5	37.9	39.4	31.0	37.0	35.5	41.4	38.3	37.6	38.6
Writing	53.0	50.0	34.1	52.1	51.9	45.9	49.5	34.4	53.6	43.5	53.4	48.9	45.3	49.0
Mathematics	29.6	33.5	20.3	33.0	33.7	30.9	32.3	21.6	33.0	28.8	33.1	30.6	31.8	29.6
Science	24.1	28.3	21.9	28.0	29.8	28.9	29.7	18.8	25.0	27.7	28.4	26.0	29.5	26.6
Social Studies	33.0	32.7	18.8	32.3	31.5	25.8	28.1	22.6	42.9	23.8	33.0	31.4	29.4	25.1
Percentage of Students Scoring Accelerated														
Reading	13.6	20.4	28.6	17.8	22.6	27.5	27.8	8.6	16.3	30.4	17.9	16.9	26.3	23.5
Writing	16.1	26.9	52.5	21.9	29.2	40.5	41.2	6.2	17.9	45.7	19.4	14.5	43.1	29.0
Mathematics	10.6	18.1	19.9	14.5	17.6	21.6	21.6	7.8	14.3	23.2	14.8	14.6	19.6	19.4
Science	9.8	20.6	25.7	15.4	21.1	26.4	25.7	9.7	18.3	28.3	16.1	14.7	22.8	23.6
Social Studies	13.1	19.8	16.5	14.6	17.7	19.7	20.2	8.6	17.9	20.1	15.6	14.2	18.7	18.1
Percentage of Students Scoring Advanced														
Reading	6.1	12.8	32.4	9.4	14.0	19.4	18.5	8.2	7.4	23.2	9.0	9.5	19.1	15.0
Writing	1.0	0.5	2.9	0.7	0.9	1.0	0.4	4.5	0.0	1.0	0.9	0.4	0.9	1.0
Mathematics	7.5	18.1	47.6	12.8	17.6	27.6	26.5	9.8	9.5	33.1	12.2	15.8	23.2	24.6
Science	4.0	12.9	34.2	8.0	12.1	21.3	19.9	7.6	4.2	25.3	7.8	7.6	16.0	20.0
Social Studies	12.6	21.7	53.7	20.3	27.1	38.8	37.9	11.7	7.1	43.9	17.3	16.5	31.2	36.5
Percentage of Students Not Tested														
	2.9	1.5	0.5	2.4	0.9	0.4	0.8	1.7	2.0	0.4	1.6	1.7	0.8	1.0

Ohio's Students 2009-2010

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	Migrants
1,744,969	16.1%	0.1%	1.6%	2.8%	4.1%	75.2%	42.9%	2.3%	15%	< 0.1%

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

Percentage of classes taught in:	*High-Poverty Schools	*Low-Poverty Schools
Percentage of teachers with at least a Bachelor's Degree	99.5%	99.7%
Percentage of teachers with at least a Master's Degree	53.7%	67.9%
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	3.2%	0.5%
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	97.3%	99.4%
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	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. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

National Assessment of Educational Progress (NAEP)

2009 Ohio Results

2009 NAEP Mathematics Pass Rate

	4th Grade				8th Grade			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	15	40	38	8	24	40	28	8
Male	13	39	39	9	23	39	29	9
Female	16	41	37	6	25	41	27	7
White	9	37	45	9	17	42	32	9
Black	36	50	13	1	55	34	10	1
Latino/Hispanic	21	54	23	2	42	42	16	0
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Native American	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	27	49	22	2	41	41	16	2
Students with Disablilities	40	42	18	0	57	32	10	1
Limited English Proficient	19	45	30	6	51	38	11	0

2009 NAEP Reading Pass Rate

	4th Grade				8th Grade			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	29	35	27	9	20	44	33	3
Male	32	36	25	7	22	46	30	2
Female	26	34	30	10	17	42	36	5
White	22	36	32	10	14	44	38	4
Black	54	33	12	1	44	43	13	0
Latino/Hispanic	44	26	21	9	39	45	16	0
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Native American	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	48	35	15	2	33	46	20	1
Students with Disablilities	69	22	7	2	52	35	13	0
Limited English Proficient	65	27	8	0	NA	NA	NA	NA

NA = Data not available

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.