

Cincinnati Public Schools

PO Box 5381, Cincinnati, OH 45201-5381 - Hamilton County



2009-2010 School Year Report Card

Current Superintendent: Mary A. Ronan (513) 363-0000

Your District's
Designation:
Effective

Number of State
Indicators
Met out of 26
7

Performance
Index
(0-120 points)
83.1

Adequate Yearly Progress
(AYP)
Not Met
District Improvement
Improvement Year 6

Value-Added
Measure
+ = above

The District Report Card for the 2009-2010 school year shows the progress districts 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%.



State Indicators

Percentage of Students at and above the Proficient Level

Your District 2009-2010	Similar Districts* 2009-2010	State 2009-2010
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3rd Grade Achievement

The state requirement is 75 percent

1. Reading	66.1 %	61.0 %	78.4 %
2. Mathematics	61.8 %	57.3 %	76.9 %

4th Grade Achievement

The state requirement is 75 percent

3. Reading	63.2 %	61.9 %	81 %
4. Mathematics	55.5 %	55.4 %	76.2 %

5th Grade Achievement

The state requirement is 75 percent

5. Reading	51.5 %	49.9 %	71.8 %
6. Mathematics	45.3 %	42.5 %	67 %
7. Science	43.3 %	40.9 %	69.9 %

6th Grade Achievement

The state requirement is 75 percent

8. Reading	68.3 %	65.8 %	84.1 %
9. Mathematics	61.9 %	54.6 %	77.4 %

7th Grade Achievement

The state requirement is 75 percent

10. Reading	63.9 %	60.2 %	80.2 %
11. Mathematics	52.7 %	45.5 %	71.1 %

8th Grade Achievement

The state requirement is 75 percent

12. Reading	68.7 %	62.1 %	80.9 %
13. Mathematics	50.2 %	44.2 %	69.2 %
14. Science	40.1 %	34.5 %	64.8 %

Ohio Graduation Tests (10th Grade)

The state requirement is 75 percent

15. Reading	77.0 % ✓	71.4 %	83 %
16. Mathematics	73.6 %	66.8 %	80.4 %
17. Writing	75.7 % ✓	74.7 %	84.1 %
18. Science	61.3 %	53.2 %	73 %
19. Social Studies	73.2 %	66.2 %	79.6 %

Ohio Graduation Tests (11th Grade) **

The state requirement is 85 percent

20. Reading	91.8 % ✓	87.4 %	91.6 %
21. Mathematics	87.5 % ✓	81.5 %	89.2 %
22. Writing	91.8 % ✓	90.3 %	93.2 %
23. Science	80.0 %	71.9 %	85.1 %
24. Social Studies	86.9 % ✓	80.4 %	88.7 %

Attendance Rate

The state requirement is 93 percent

25. All Grades	97.9 % ✓	94.0 %	94.3 %
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2008-09 Graduation Rate

The state requirement is 90 percent

26. District	80.4 %	71.2 %	83 %
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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.

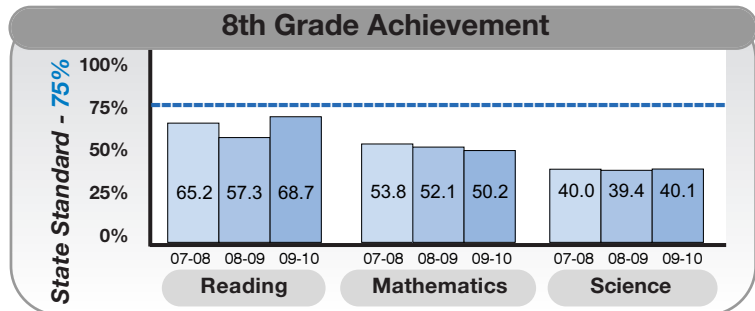
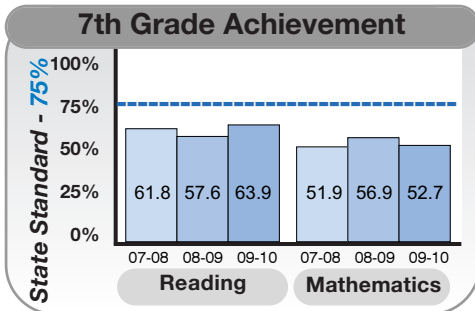
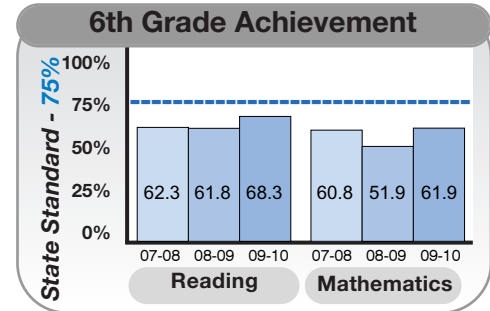
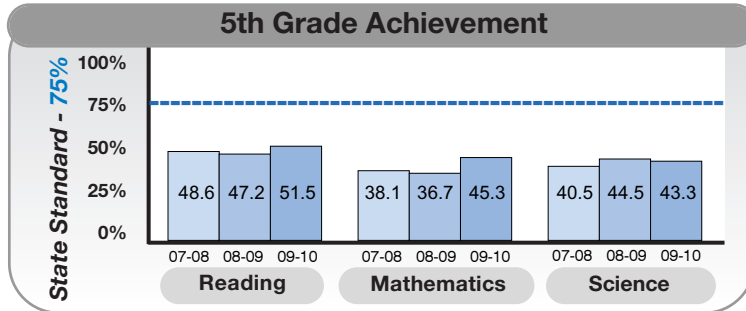
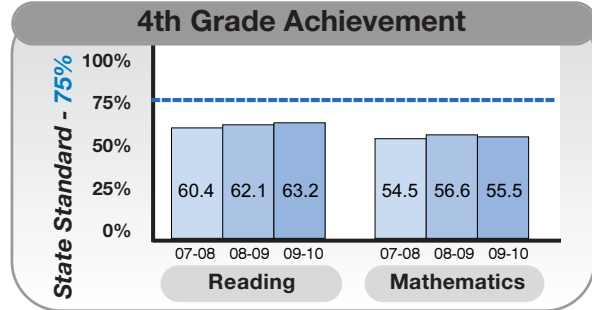
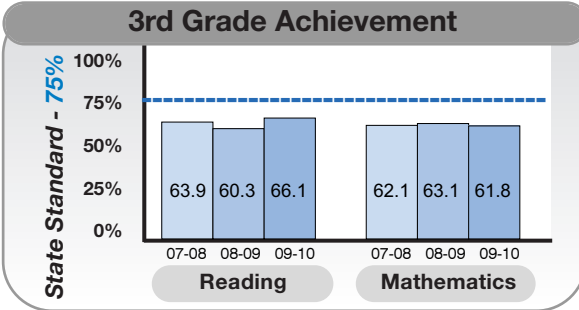
* Similar Districts are based on comparing demographic, socioeconomic and geographic factors. ** Cumulative results for students who took the tests as 10th or 11th graders.

On the Web: reportcard.ohio.gov

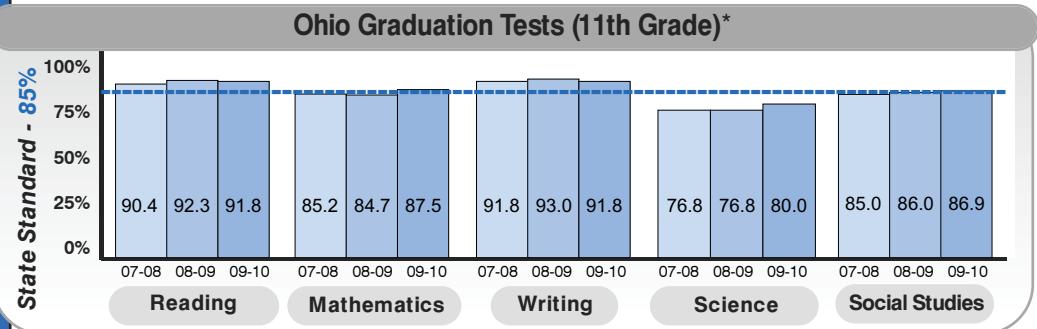
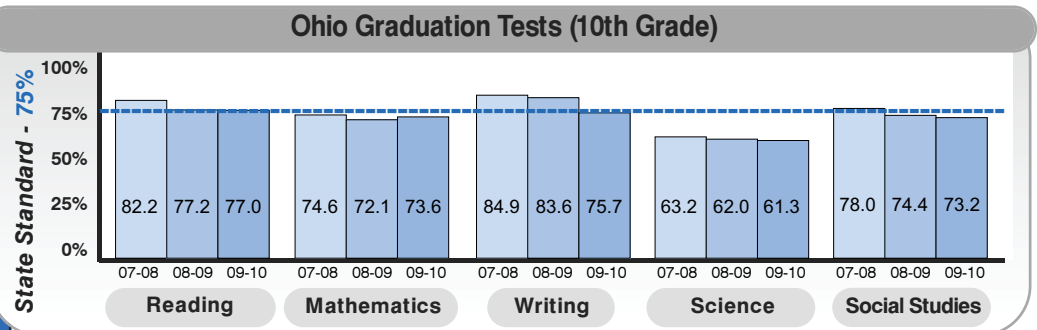
Your District's Assessment Results Over Time



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 2009-2010 School Year

Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in
the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.8	X	0.0	=	0.0
Limited	15.2	X	0.3	=	4.6
Basic	23.9	X	0.6	=	14.3
Proficient	32.1	X	1.0	=	32.1
Accelerated	15.5	X	1.1	=	17.0
Advanced	12.5	X	1.2	=	15.0

Your District's Performance Index 83.1



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

2009-2010	2008-2009	2007-2008
83.1	80.6	81.9

Value-Added Measure



Overall Composite

+

Scores reflect grade level and overall composite ratings for the 2009-2010 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 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

Adequate Yearly Progress (AYP)



Adequate Yearly Progress												AYP Determination by Indicator	
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	Met	Met	NR	Met	Met	Met	Not Met	Met	Reading Proficiency:	Not Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met	Mathematics Proficiency:	Not Met
Percent Tested	Reading	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	Reading Participation:	Met
	Mathematics	Met	Met	Met	Met	NR	Met	Met	Met	Met	Met	Mathematics Participation:	Met
Graduation Rate*		Met										Graduation Rate:	Met
Attendance Rate*												Attendance Rate:	Met
AYP Determination by Subgroup		Met	Met	Met	Met	NR	Met	Met	Met	Not Met	Met	AYP Determination for Your District:	Not Met
Legend													

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.



2008-2009 Graduation Rate Information

American Indian/ Alaska Native --	Asian or Pacific Islander 92.3%	Black, non-Hispanic 79.6%	Econ. Disadvtdg 86.9%	
Hispanic 93.3%	Limited English Proficient 90.5%	Multi-Racial 63.6%	Students with Disabilities 77.7%	White, non-Hispanic 84.1%

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

	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. Disadvtd	Econ. Disadvtd	Limited English Proficient	Female	Male
Percentage of Students Scoring <i>Limited</i>														
Reading	18.0	--	8.5	14.0	10.1	6.1	11.4	25.5	--	6.3	17.7	16.9	11.9	17.3
Writing	4.5	--	6.3	9.5	2.7	1.9	1.3	13.7	--	3.1	4.5	21.3	2.0	6.0
Mathematics	23.3	--	5.9	16.8	14.0	9.0	14.9	33.6	--	10.0	22.6	18.2	17.0	21.2
Science	16.5	--	10.0	6.3	8.2	5.5	9.5	26.3	--	6.8	16.3	13.7	12.3	14.4
Social Studies	13.1	--	18.8	9.5	8.0	4.7	6.9	26.6	--	7.6	13.3	19.1	12.2	9.8
Percentage of Students Scoring <i>Basic</i>														
Reading	23.0	--	11.9	19.9	15.2	12.7	15.8	34.4	--	10.0	23.8	18.7	17.7	22.3
Writing	24.1	--	18.8	14.3	12.0	10.2	13.4	46.7	--	12.3	25.6	17.0	17.0	24.0
Mathematics	27.2	--	12.7	26.7	18.5	14.8	20.8	33.6	--	12.3	28.0	25.3	23.7	23.7
Science	45.5	--	15.0	45.8	30.4	20.4	35.5	49.2	--	21.7	46.5	39.5	39.2	37.9
Social Studies	19.9	--	0.0	4.8	6.7	5.1	11.7	31.1	--	8.7	20.3	10.6	15.9	15.6
Percentage of Students Scoring <i>Proficient</i>														
Reading	39.4	--	29.7	38.0	39.2	30.7	40.3	26.5	--	32.4	39.1	38.9	38.7	35.7
Writing	52.3	--	31.3	42.9	41.3	30.5	51.7	28.2	--	39.8	51.2	51.1	48.9	44.5
Mathematics	30.4	--	22.0	29.5	32.4	26.1	32.2	19.6	--	27.4	30.1	27.0	31.2	27.5
Science	25.0	--	25.0	25.0	25.5	23.0	27.7	13.6	--	26.2	23.8	25.4	25.6	23.4
Social Studies	32.9	--	12.5	23.8	30.7	15.4	30.7	20.9	--	20.7	33.8	31.9	28.6	28.7
Percentage of Students Scoring <i>Accelerated</i>														
Reading	13.6	--	20.3	16.1	20.2	26.1	20.2	6.2	--	27.2	13.2	13.8	18.7	15.5
Writing	17.4	--	43.8	33.3	41.3	54.6	33.0	4.1	--	42.6	16.9	10.6	30.4	23.3
Mathematics	10.9	--	22.0	13.7	16.5	19.7	16.0	4.6	--	20.3	10.9	15.2	14.1	12.9
Science	9.1	--	21.7	16.7	24.2	23.4	16.1	4.1	--	22.4	9.2	16.1	13.8	13.0
Social Studies	16.1	--	25.0	19.0	16.0	14.5	18.0	7.7	--	17.0	15.1	19.1	15.7	16.0
Percentage of Students Scoring <i>Advanced</i>														
Reading	6.0	--	29.7	12.0	15.3	24.3	12.2	7.4	--	24.2	6.2	11.7	13.1	9.3
Writing	1.7	--	0.0	0.0	2.7	2.8	0.5	7.3	--	2.2	1.8	0.0	1.8	2.2
Mathematics	8.1	--	37.3	13.4	18.5	30.3	16.0	8.6	--	29.9	8.4	14.3	14.0	14.7
Science	4.0	--	28.3	6.3	11.8	27.6	11.2	6.8	--	22.9	4.2	5.4	9.1	11.3
Social Studies	18.0	--	43.8	42.9	38.7	60.3	32.6	13.6	--	46.0	17.5	19.1	27.6	29.7

Your District'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	Migrant
32525	67.7%	0.1%	0.8%	2.2%	5.0%	24.2%	69.8%	3.9%	20.8%	--

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

Number of Limited English Proficient Students Excluded from Accountability Calculations

15

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

	All Schools in Your District	High-Poverty Schools Located in Your District*	Low-Poverty Schools Located in Your District*
Percentage of teachers with at least a Bachelor's Degree	99.7	99.7	100.0
Percentage of teachers with at least a Master's Degree	67.6	63.9	80.4
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	7.8	8.0	5.1
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	91.7	91.0	97.0
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	0.0

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

*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.

Schools in *School Improvement*



Name of the School & Years in Improvement

Name of Schools Identified for Improvement and Years in Improvement Status

Acad. for Multilingual Immersion Studies	3	Acad. Of World Languages Elem.	3
Aiken College and Career High School	3	Bond Hill Academy Elementary School	3
Carson Elementary School	6	Chase Elementary School	5
Cheviot Elementary School	5	College Hill Fundamental Academy	1
Ethel M. Taylor Academy	3	Frederick Douglass Elementary School	3
George Hays-Jennie Porter Elementary	3	Gilbert A. Dater High School	3
Hartwell Elementary School	2	Hughes Center High School	4
James N. Gamble Montessori High School	1	John P Parker Elementary School	4
Midway Elementary School	5	Mt. Airy Elementary School	7
Mt. Washington Elementary School	1	Oyler School	9
Pleasant Hill Elementary School	9	Pleasant Ridge Montessori School	8
Quebec Heights Elementary School	6	Rees E. Price Elementary School	2
Roselawn Condon Elementary School	3	Rothenberg Preparatory Academy	9
Shroder Paideia High School	4	Silverton Paideia Elementary School	3
Virtual High School	3	Western Hills Engineering High School	6
William H Taft Elementary School	10	Winton Hills Academy Elementary School	2
Withrow University High School	1	Woodford Paideia Elementary School	4
		Sands Montessori Elementary School	4
		South Avondale Elementary School	9
		Westwood Elementary School	3
		Withrow International High School	2
		Woodward Career Technical High School	4

Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

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.

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>
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.



Indicators Met		Performance Index Score		AYP Status		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 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.

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.



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 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.