

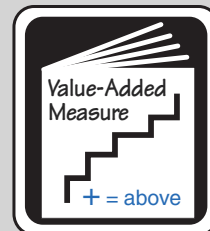
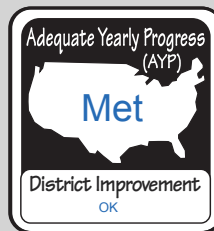
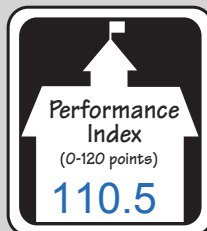


Solon City School District

33800 Inwood Dr, Solon, OH 44139-4133 - Cuyahoga County

2009-2010 School Year Report Card

Current Superintendent: Joseph V. Regano (440) 248-1600



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

Percentage of Students at and above the Proficient Level

	Your District 2009-2010	Similar Districts* 2009-2010	State 2009-2010
3rd Grade Achievement <i>The state requirement is 75 percent</i>			
1. Reading	96.3 % ✓	92.2 %	78.4 %
2. Mathematics	94.8 % ✓	89.4 %	76.9 %
4th Grade Achievement <i>The state requirement is 75 percent</i>			
3. Reading	94.8 % ✓	91.9 %	81 %
4. Mathematics	94.5 % ✓	89.6 %	76.2 %
5th Grade Achievement <i>The state requirement is 75 percent</i>			
5. Reading	89.1 % ✓	87.5 %	71.8 %
6. Mathematics	89.7 % ✓	84.2 %	67 %
7. Science	92.3 % ✓	86.7 %	69.9 %
6th Grade Achievement <i>The state requirement is 75 percent</i>			
8. Reading	98.6 % ✓	94.5 %	84.1 %
9. Mathematics	97.5 % ✓	90.8 %	77.4 %
7th Grade Achievement <i>The state requirement is 75 percent</i>			
10. Reading	94.7 % ✓	92.2 %	80.2 %
11. Mathematics	96.3 % ✓	87.5 %	71.1 %
8th Grade Achievement <i>The state requirement is 75 percent</i>			
12. Reading	98.4 % ✓	93.2 %	80.9 %
13. Mathematics	96.6 % ✓	86.7 %	69.2 %
14. Science	94.6 % ✓	84.5 %	64.8 %
Ohio Graduation Tests (10th Grade) <i>The state requirement is 75 percent</i>			
15. Reading	98.6 % ✓	94.4 %	83 %
16. Mathematics	98.2 % ✓	93.1 %	80.4 %
17. Writing	99.1 % ✓	94.6 %	84.1 %
18. Science	96.2 % ✓	89.6 %	73 %
19. Social Studies	98.0 % ✓	92.8 %	79.6 %
Ohio Graduation Tests (11th Grade) ** <i>The state requirement is 85 percent</i>			
20. Reading	99.4 % ✓	97.4 %	91.6 %
21. Mathematics	99.6 % ✓	97.2 %	89.2 %
22. Writing	99.8 % ✓	98.3 %	93.2 %
23. Science	98.9 % ✓	95.8 %	85.1 %
24. Social Studies	99.6 % ✓	97.0 %	88.7 %
Attendance Rate <i>The state requirement is 93 percent</i>			
25. All Grades	96.7 % ✓	95.7 %	94.3 %
2008-09 Graduation Rate <i>The state requirement is 90 percent</i>			
26. District	98.2 % ✓	96.8 %	83 %

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

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

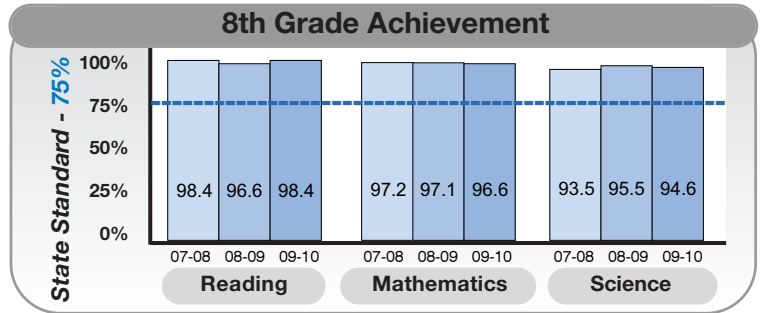
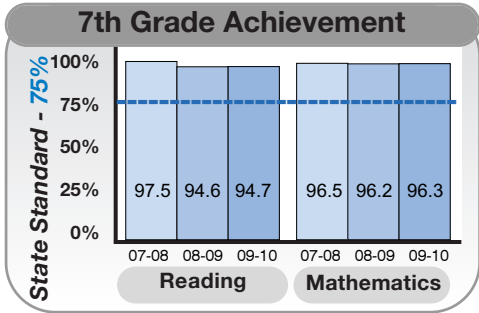
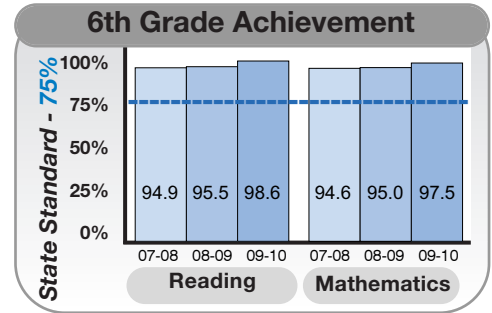
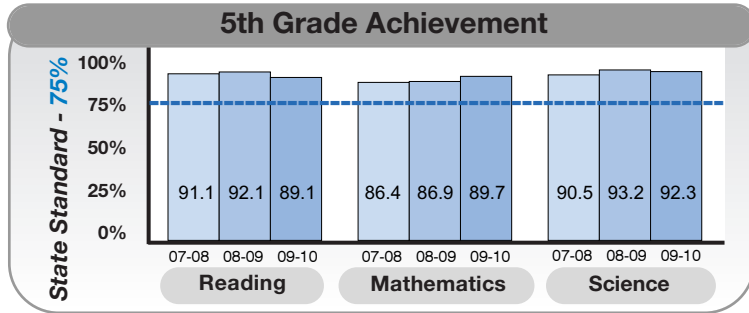
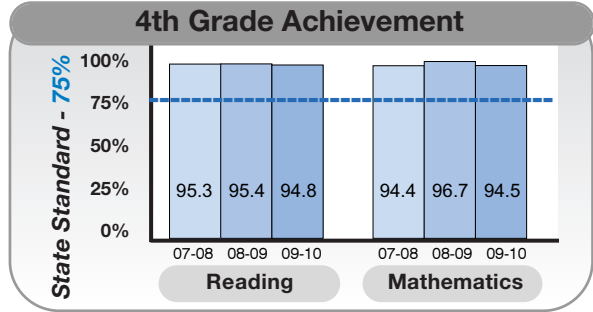
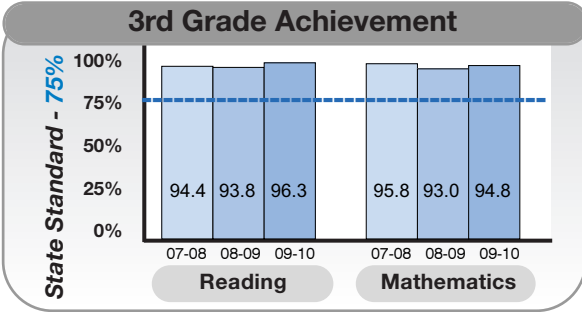
-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

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

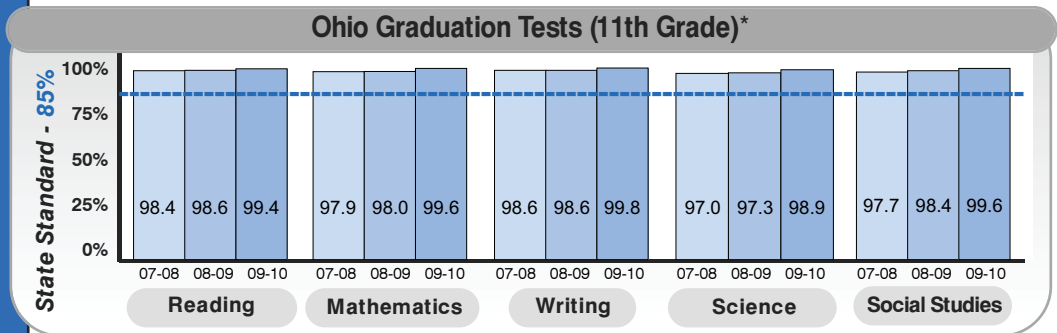
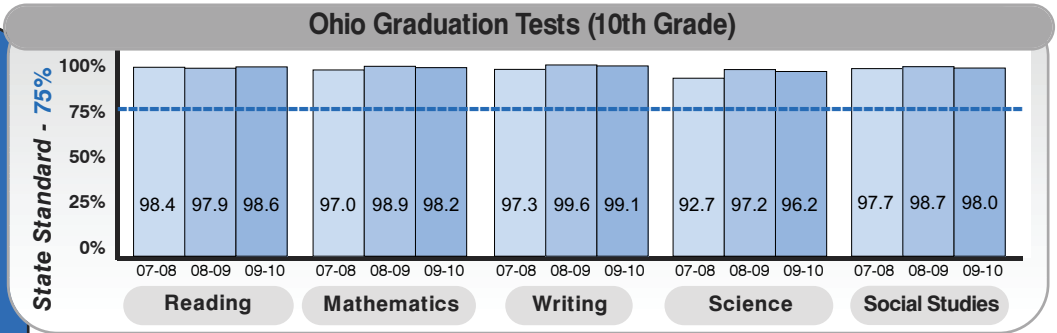
Your District's Assessment Results Over Time



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



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 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	0.0	X	0.0	=	0.0
Limited	0.8	X	0.3	=	0.3
Basic	3.3	X	0.6	=	2.0
Proficient	19.1	X	1.0	=	19.1
Accelerated	29.5	X	1.1	=	32.4
Advanced	47.3	X	1.2	=	56.8

Your District's Performance Index 110.5

Performance Index Over Time

2009-2010	2008-2009	2007-2008
110.5	109.5	109.1

Value-Added Measure



Overall Composite



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

Reading

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
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.

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	Met	Met	NR	NR	Met	Met	Met	Met
	Mathematics	Met	Met	Met	Met	NR	NR	Met	Met	Met	Met
Percent Tested	Reading	Met	Met	Met	Met	NR	NR	Met	Met	Met	Met
	Mathematics	Met	Met	Met	Met	NR	NR	Met	Met	Met	Met
Graduation Rate*		Met									
Attendance Rate*		Met									
AYP Determination by Subgroup		Met	Met	Met	Met	NR	NR	Met	Met	Met	Met

AYP Determination by Indicator

Reading Proficiency:	Met
Mathematics Proficiency:	Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	Met
AYP Determination for Your District:	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.



2008-2009 Graduation Rate Information

American Indian/Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtdgd
--	>95%	94.5%	>95%
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities
--	--	--	94.9%
			White, non-Hispanic
			>95%

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. Disadvtdgd	Econ. Disadvtdgd	Limited English Proficient	Female	Male
Percentage of Students Scoring Limited														
Reading	4.5	--	1.4	0.0	1.2	0.5	0.6	6.9	--	0.9	4.1	1.8	0.9	1.5
Writing	0.0	--	0.0	--	0.0	0.0	0.0	0.0	--	0.0	0.0	0.0	0.0	0.0
Mathematics	4.5	--	0.0	0.0	0.0	0.5	0.5	5.0	--	0.8	3.2	0.9	1.0	0.9
Science	2.8	--	0.0	0.0	0.0	0.0	0.1	3.2	--	0.4	1.0	0.0	0.5	0.3
Social Studies	0.0	--	0.0	--	0.0	0.0	0.0	0.0	--	0.0	0.0	0.0	0.0	0.0
Percentage of Students Scoring Basic														
Reading	7.3	--	0.3	3.7	2.4	2.5	2.0	10.8	--	2.6	5.5	4.6	2.5	3.2
Writing	1.4	--	0.0	--	0.0	1.0	0.8	2.0	--	1.0	0.0	0.0	0.0	1.7
Mathematics	10.5	--	1.1	11.1	2.4	2.6	2.2	17.0	--	3.2	7.3	7.3	3.2	3.9
Science	15.0	--	2.2	7.1	5.1	3.5	3.6	18.4	--	4.6	11.5	3.2	4.1	6.1
Social Studies	8.7	--	0.0	--	7.7	0.7	1.0	10.2	--	1.7	8.3	0.0	2.9	1.3
Percentage of Students Scoring Proficient														
Reading	41.5	--	12.9	33.3	27.4	22.6	21.9	47.5	--	22.7	41.8	37.6	21.7	26.7
Writing	47.8	--	7.8	--	7.7	11.8	13.9	38.8	--	15.7	33.3	10.0	12.7	20.1
Mathematics	40.4	--	5.3	25.9	21.4	15.3	16.2	32.4	--	16.1	36.8	25.7	18.7	16.9
Science	31.7	--	2.2	21.4	25.6	12.9	13.2	30.4	--	13.8	29.2	22.6	16.3	13.8
Social Studies	18.8	--	5.9	--	7.7	6.5	7.3	16.3	--	8.1	12.5	10.0	8.3	8.4
Percentage of Students Scoring Accelerated														
Reading	28.9	--	27.0	37.0	36.9	35.1	34.5	21.2	--	33.6	29.5	30.3	33.9	32.7
Writing	50.7	--	68.6	--	92.3	85.6	81.5	55.1	--	79.3	66.7	90.0	83.4	74.5
Mathematics	19.4	--	11.2	25.9	26.2	22.6	21.1	18.5	--	20.7	22.7	20.2	21.4	20.2
Science	28.9	--	25.7	50.0	20.5	30.1	29.7	26.4	--	28.9	34.4	54.8	30.9	28.0
Social Studies	17.4	--	0.0	--	0.0	12.1	9.9	20.4	--	10.7	16.7	0.0	10.2	11.7
Percentage of Students Scoring Advanced														
Reading	17.8	--	58.4	25.9	32.1	39.3	41.0	13.5	--	40.1	19.1	25.7	41.0	35.9
Writing	0.0	--	23.5	--	0.0	1.6	3.8	4.1	--	4.0	0.0	0.0	3.9	3.8
Mathematics	25.2	--	82.3	37.0	50.0	59.1	60.0	27.0	--	59.2	30.0	45.9	55.7	58.0
Science	21.7	--	69.9	21.4	48.7	53.5	53.4	21.6	--	52.4	24.0	19.4	48.1	51.9
Social Studies	55.1	--	94.1	--	84.6	80.7	81.8	53.1	--	79.5	62.5	90.0	78.5	78.7

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
5087	14.1%	--	12.4%	1.0%	3.3%	69.2%	8.3%	3.9%	9.7%	--

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

Number of Limited English Proficient Students Excluded from Accountability Calculations

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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	99.4	0.0	99.4
Percentage of teachers with at least a Master's Degree	82.3	0.0	82.3
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
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

-- = 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

No Schools Identified for Improvement in District

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
		Below expected growth for at least 3 consecutive years	Effective
Effective	and	Above expected growth for at least 2 consecutive years	Excellent
		Below expected growth for at least 3 consecutive years	Continuous Improvement
Continuous Improvement	and	Above expected growth for at least 2 consecutive years	Effective
		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
		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
		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.