

Chesapeake Union Exempted Village School District

2002–03 SCHOOL YEAR REPORT CARD

10183 County Road 1, Chesapeake, OH 45619-7032 – (740) 867-3135 – Lawrence County
 CURRENT SUPERINTENDENT: Samuel E. Hall

YOUR DISTRICT’S DESIGNATION: *CONTINUOUS IMPROVEMENT*

Ohio has a new system to rate schools and districts, which is being used for the first time with this Local Report Card. Comparing the percentage proficient this year with the percentage proficient last year may not be an accurate comparison because some students with disabilities and limited English proficient students that were previously excluded are now included in all calculations. A closer comparison to last year’s data can be done by looking at the ‘Non-disabled’ student group on page three of the Local Report Card. This document is intended to be used as a supplement to the Local Report Card to explain how the rating is determined for your district.

This system uses three components to determine the district’s designation:

- 1. State Indicators:** A district meets a state indicator by reaching a minimum requirement for the percentage of students at or above the proficient level on fourth-, sixth- and ninth-grade tests. The two non-test indicators with minimum requirements are graduation and attendance rates.

Q. How many of the 22 state indicators that apply to my district did we meet? Answer: 11.

- 2. Performance Index Score:** For each subject in grades four and six, students get one of four performance levels – below basic, basic, proficient and advanced – on a test. The performance index averages the scores for the five subject areas tested in your district and creates a scale of 0-120. The performance index score represents the achievement of all students on all five subject areas of the proficiency tests that apply to your district. Improvement in the performance index over time can result in a higher designation.

Q. What is my district’s performance index score? Answer: 84.7.

- 3. Adequate Yearly Progress (AYP):** The final goal is for all students to reach the proficient level in reading and mathematics by 2013-14. Until then, yearly goals are set requiring a specific percentage of students in 10 student groups, such as African American, Hispanic, and White students, to reach proficiency in these subjects. For the district to meet AYP, goals for each student group must be met. If any goal is missed, the district does not meet AYP for the year.

Q. Did my district meet AYP for the 2002-03 school year? Answer: No.

The designation is determined by (1) AYP status for the year and the (2) *higher* category of the number of state indicators met *or* the performance index score.

A district that meets AYP can be rated no lower than *Continuous Improvement*.

Your district did not meet AYP.

Designations	State Indicators (22 possible)	Your District	Performance Index Score	Your District	Improvement Criteria Met?
Excellent	21 or 22		100 to 120		
Effective	17 to 20		90 to 99		
Continuous Improvement	11 to 16	11	80 to 89	84.7	
Academic Watch	7 to 10		70 to 79		
Academic Emergency	0 to 6		0 to 69		