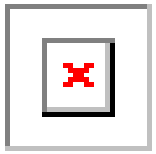
2012-2013 Report Card for

# Mound Elementary School

SCHOOL GRADE

Coming in 2015

District results under review by the Ohio Department of Education based upon 2011 findings by the Auditor of State.



## Achievement

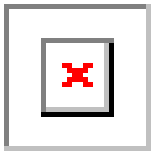
This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in 2015

Performance Index
47.7% ..... F

Indicators Met
NR ..... F



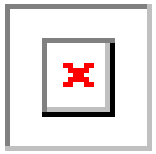
## Progress

This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE

Coming in 2015

Value Added
Overall ..... F
Gifted ..... NR
Students with Disabilities ..... B
Lowest 20% in Achievement ..... C



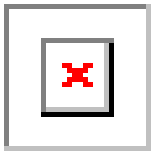
## Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

COMPONENT GRADE

Coming in 2015

Annual Measurable Objectives
NR ..... F



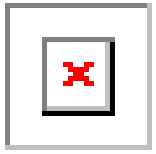
## Graduation Rate

This grade answers the question – How many ninth graders graduate in four years or five years?

COMPONENT GRADE

Coming in 2015

Graduation Rates
This school is not evaluated for graduation rate because there are not enough students in the graduating class.

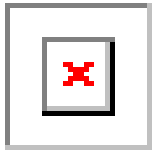


## K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade? The 2014 report card will report some results. The 2015 report card will display one grade for kindergarten through grade 3.

COMPONENT GRADE

Coming in 2015



## Prepared for Success

This grade answers the question – Are students who graduate from our district ready for college or a career? There are six ways to show that graduates are prepared. In the 2014 school year, the report card will show results for the six areas. The 2015 report card will display one grade combining the results of all six ways of showing graduates are prepared.

COMPONENT GRADE

Coming in 2015

# Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in 2015

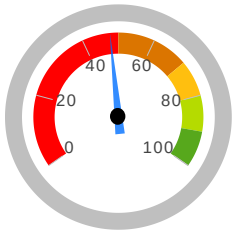
GRADE

F

## Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving performance.

Performance Index

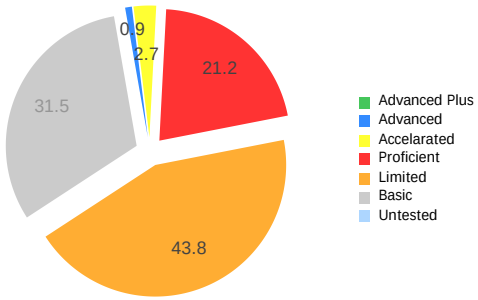



| Achievement Level | Pct of Students | | Points for this Level | | Points Received |
|---|---|---|---|---|---|
| Advanced Plus | 0.0 | x | 1.3 | = | 0.0 |
| Advanced | 0.9 | x | 1.2 | = | 1.1 |
| Accelerated | 2.7 | x | 1.1 | = | 2.9 |
| Proficient | 21.2 | x | 1.0 | = | 21.2 |
| Basic | 31.5 | x | 0.6 | = | 18.9 |
| Limited | 43.8 | x | 0.3 | = | 13.1 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | | 57.2 |

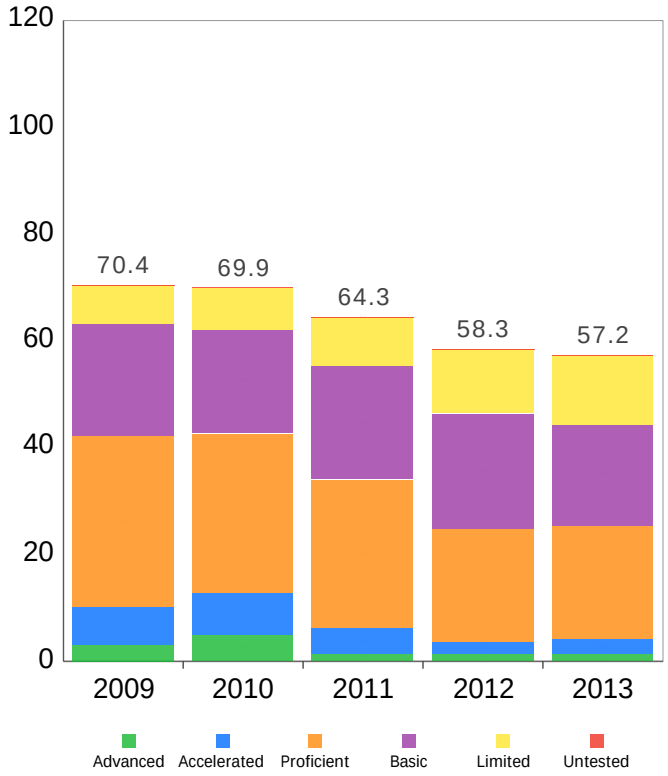
47.7%

57.2 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%




Performance Index Trend



GRADE

F

## Indicators Met

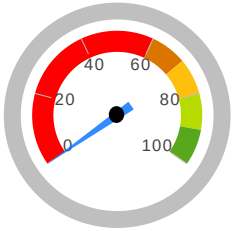
Indicators Met measures how many students have passed the state tests at a minimum level, called proficient, or higher. Test results are reported for each student in a grade and subject. At least 75 percent of students must pass to get credit for the indicator. Starting in the 2013-14 school year, a district or school needs to have 80 percent of their students pass at a minimum level or higher in order to “meet” an indicator.

Indicators Met %

0.0 %

0.0 out of 14.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%




Grades 3-5

| | | | |
|---|---|---|---|
| ***3rd Grade*** | Mathematics | 38.9% | ☒ |
| | Reading | 50.0% | ☒ |
| ***4th Grade*** | Mathematics | 11.4% | ☒ |
| | Reading | 28.6% | ☒ |
| ***5th Grade*** | Mathematics | 33.3% | ☒ |
| | Reading | 25.0% | ☒ |
| | Science | 12.5% | ☒ |

Grades 6-8

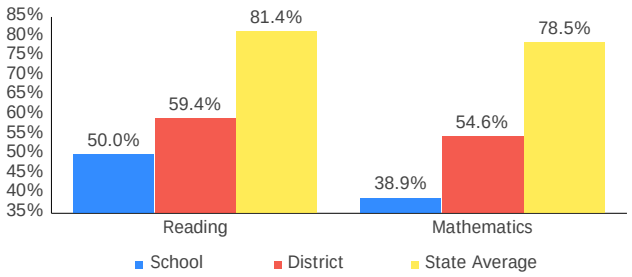
| | | | |
|---|---|---|---|
| ***6th Grade*** | Mathematics | 3.6% | ☒ |
| | Reading | 35.7% | ☒ |
| ***7th Grade*** | Mathematics | 12.5% | ☒ |
| | Reading | 31.3% | ☒ |
| ***8th Grade*** | Mathematics | 21.1% | ☒ |
| | Reading | 39.5% | ☒ |
| | Science | 0.0% | ☒ |

Ohio Graduation Test

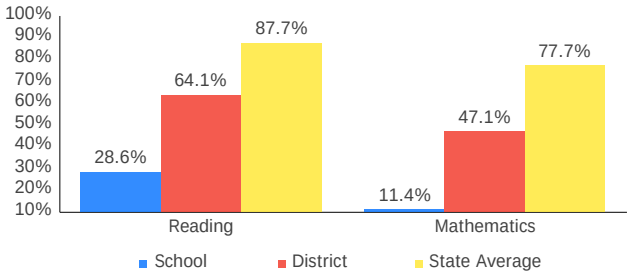
This school does not have enough Ohio Graduation Test results to display this table.

## Proficiency Percent Comparison by Grade

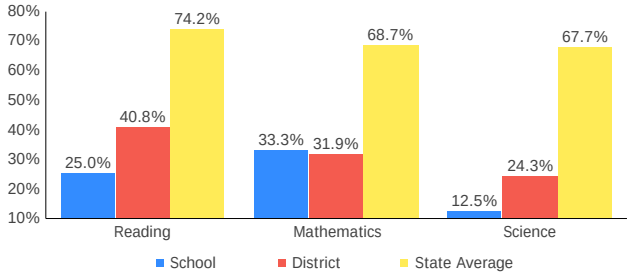
### 3rd Grade




### 4th Grade



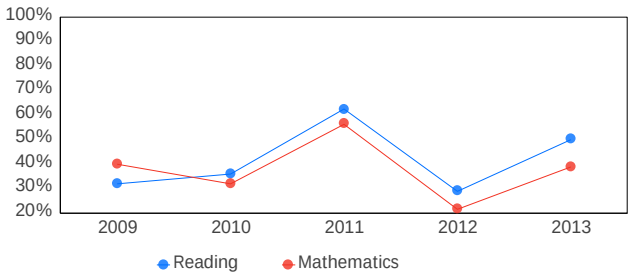

### 5th Grade



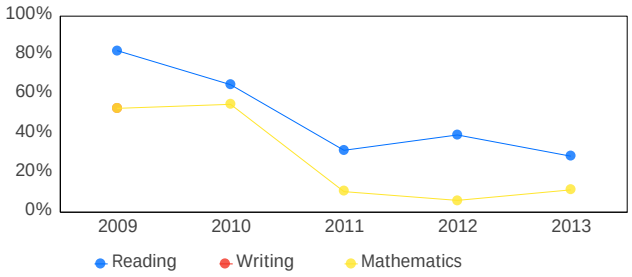

### 6th Grade

## Proficient Percent Trend by Grade

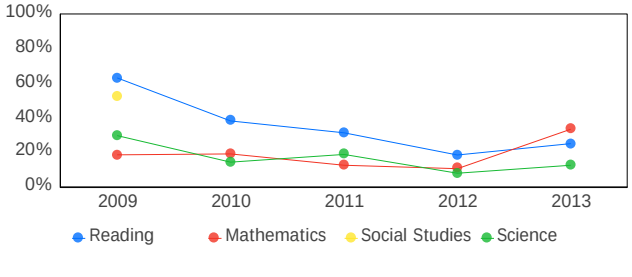
### 3rd Grade



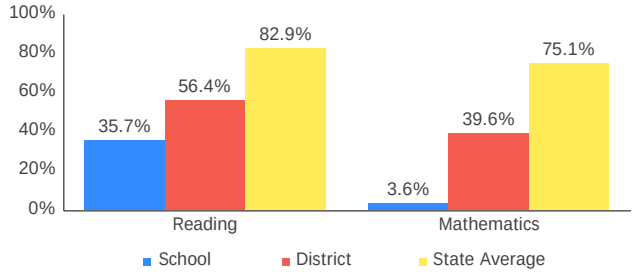

### 4th Grade



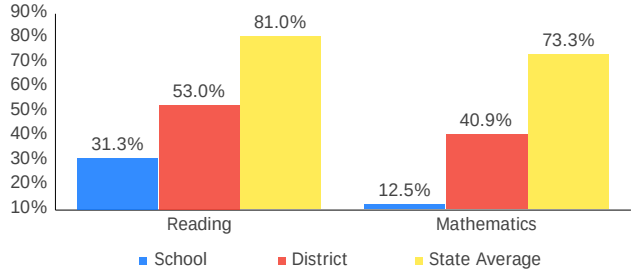

### 5th Grade



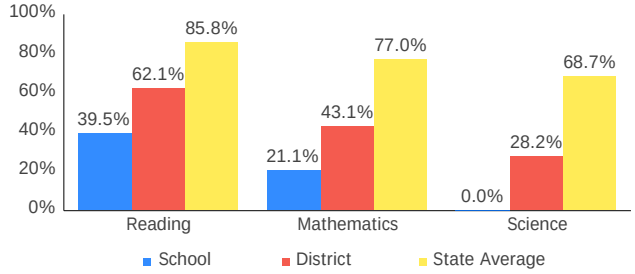

### 6th Grade

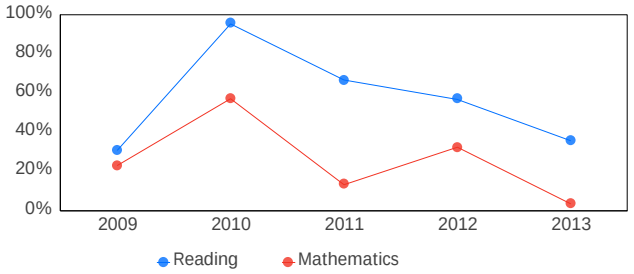



7th Grade

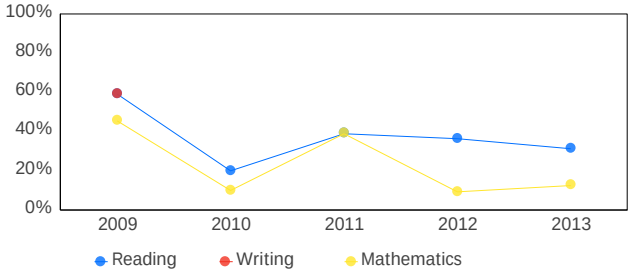



8th Grade

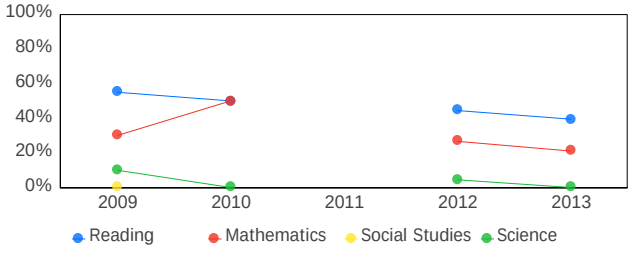


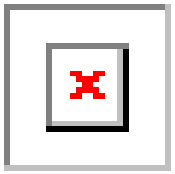

7th Grade




8th Grade



# Progress



This is your school's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE

Coming in 2015

GRADE

F

## Overall

This measures the progress for all students in math and reading, grades 4-8.

GRADE

NR

## Gifted Students

This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE

C

## Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

GRADE

B

## Students with Disabilities

This measures the progress for students with disabilities.

GRADE

Coming in 2016

## High School

A High School measure of progress will be implemented in the 2015-16 school year.

## Progress Details

This table shows the Progress scores by test grade and subject.

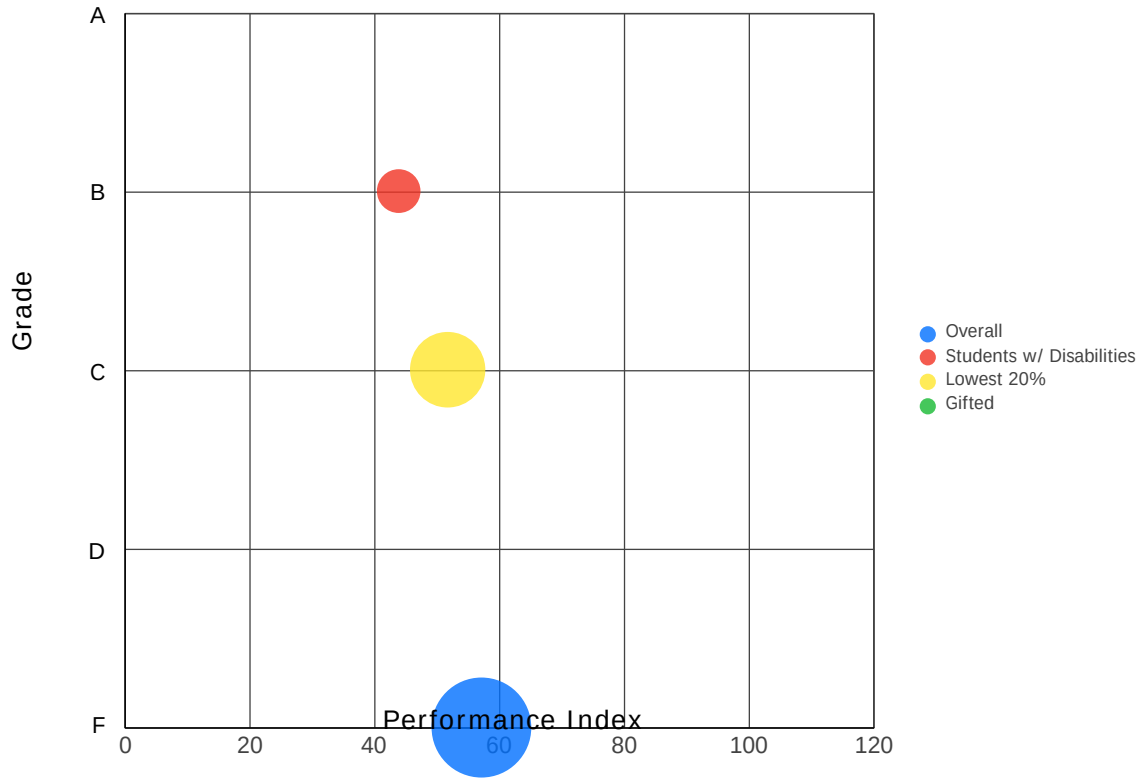
| Test Grade | Progress Score | | |
|---|---|---|---|
| | Reading | Mathematics | All Tests |
| All Grades | -7.3 | -4.5 | -7.7 |
| 4th Grade | -2.2 | -4.3 | -4.2 |
| 5th Grade | -1.7 | 0.5 | -0.9 |
| 6th Grade | -1.3 | -3.7 | -3.2 |
| 7th Grade | -5.1 | 0.6 | -3.2 |
| 8th Grade | -1.9 | -0.0 | -1.4 |

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.0 and up
B = 1.0 to 1.9
C = -1.0 to 0.9
D = -2.0 to -1.1
F = below -2.0

## Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's performance index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



# Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

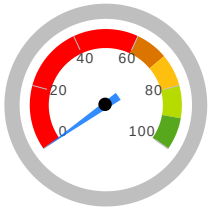
COMPONENT GRADE

Coming in 2015

GRADE

F

AMO Points



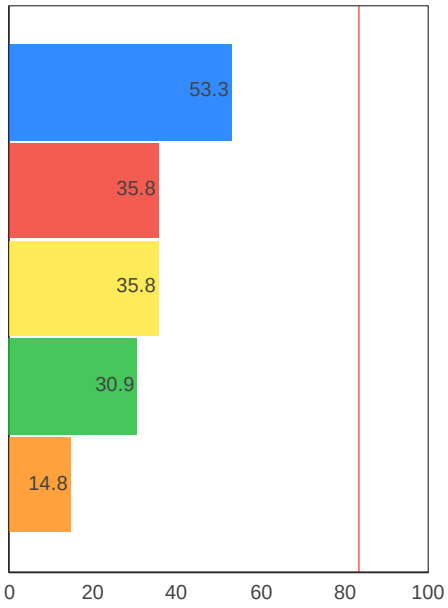

0.0 %

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 60.0 - 69.9%
F = 0.0 - 59.9%

## Annual Measurable Objectives

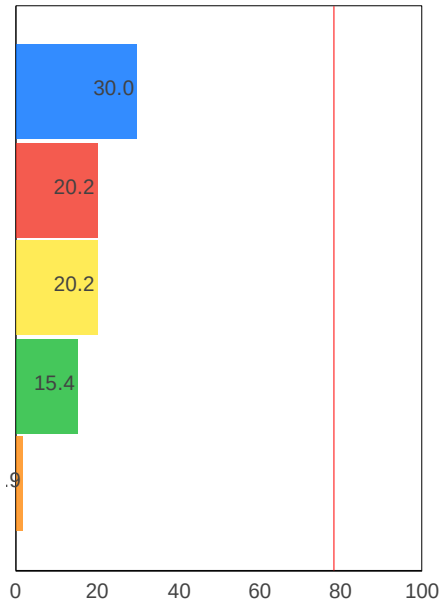
Annual Measurable Objectives (AMOs) compare the performance of all students to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

### Reading




White
All Students
Econ Disadvantage
African American
Students w/ Disab...

### Math



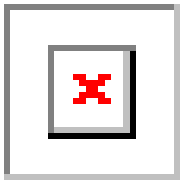

White
All Students
Econ Disadvantage
African American
Students w/ Disa...

### Graduation Rate

This school has no no Annual Measurable Objectives for Graduation Rate because there were not enough students to evaluate.

The red line on each graph identifies the Annual Measurable Objective. The 2013 AMO for Reading is 83.4%, for Math is 78.5%, and for Graduation Rate is 75.9%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

## Graduation Rate



This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in 2015

This school has not been assigned a grade for Graduation Rate because there were not enough students to evaluate.

The Graduation Rate graph that would appear in this space cannot be displayed because there were not enough students to evaluate.

Principal: Velma E. McNeil-Mangena
Phone: (216) 341-2671
Address: 5935 Ackley Rd
Cleveland OH 44105-1162

Directory information current as of the 2012-2013 Report Card publication date

## Your School's Students

### Average Daily Enrollment:

461

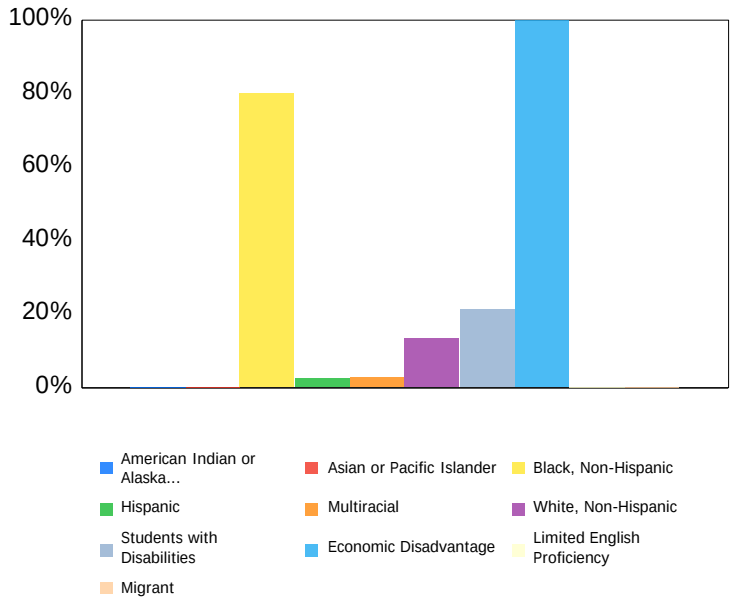
### Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

### Enrollment by Subgroup

| | Enrollment # | Enrollment % |
|---|---|---|
| Am. Indian / Alaskan Native | NC | |
| Asian or Pacific Islander | NC | |
| Black, Non-Hispanic | 369 | 80.2% |
| Hispanic | 11 | 2.4% |
| Multiracial | 14 | 3.1% |
| White, Non-Hispanic | 63 | 13.7% |
| Students with Disabilities | 98 | 21.3% |
| Economically Disadvantaged | 461 | 100.0% |
| Limited English Proficiency | NC | |
| Migrant | NC | |

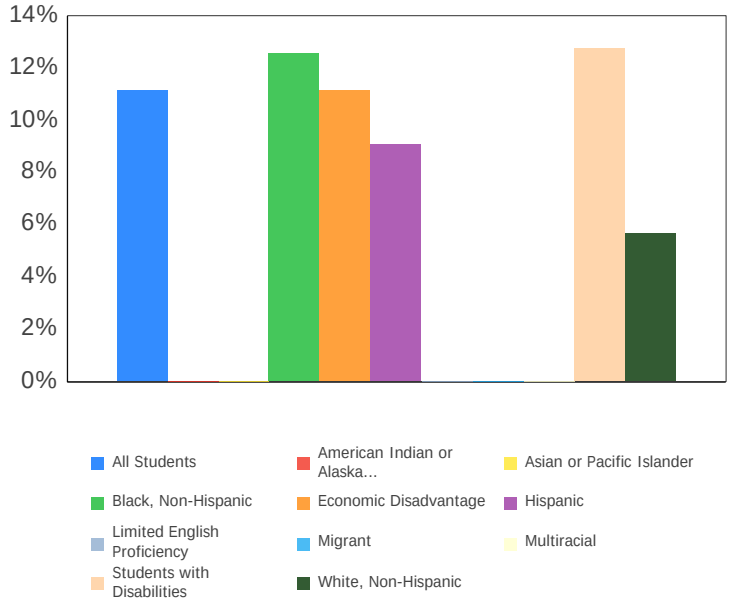
NC = Not Calculated because there are fewer than 10 in the group



## Mobility Rates by Subgroup

| | Student Mobility % |
|---|---|
| All Students | 11.1% |
| Am. Indian / Alaskan Native | NC |
| Asian or Pacific Islander | NC |
| Black, Non-Hispanic | 12.6% |
| Hispanic | 9.1% |
| Multiracial | 0.0% |
| White, Non-Hispanic | 5.7% |
| Students with Disabilities | 12.7% |
| Economically Disadvantaged | 11.1% |
| Limited English Proficiency | NC |
| Migrant | NC |

NC = Not Calculated because there are fewer than 10 in the group




This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

## Your School's Teachers

| Your School's Poverty Status: High | Your School | 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 | 80.0 | 86.9 |
| Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers | 15.4 | 5.1 |
| Percentage of core academic subject and elementary classes taught by properly certified teachers | 100 | 95.3 |
| 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.

NC = Not Calculated because there are fewer than 10 in the group

## Wellness and Physical Education

| The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards |
|---|
| Low Success |