A woman with long blonde hair, wearing a red sweater, is leaning over a wooden table. Two young boys in light blue polo shirts are also leaning over the table, looking at a collection of fossils. The woman is pointing at a fossil in a white tray. The boy in the center is holding a small fossil. The boy on the right is looking at a large sheet of paper on the table. The paper has the title "Fossils and Geologic Time" and a diagram of the geologic time scale. There are several small fossils in a white tray on the table. The background shows a classroom setting with a blue wall and a whiteboard with the word "rocks" written on it.

KIPP: JOURNEY ACADEMY
2010
ANNUAL REPORT

Fossils and Geologic Time

RECORD OF PAST LIFE



The diagram shows a vertical geologic time scale with various eras and periods labeled. The eras shown are Precambrian, Paleozoic, Mesozoic, and Cenozoic. The periods shown are Cambrian, Ordovician, Silurian, Devonian, Permian, Triassic, Jurassic, Cretaceous, Paleogene, Neogene, and Quaternary. The diagram also includes a section for "Fossil Evidence" with a list of fossil groups and their corresponding time periods.

PRECAMBRIAN
PALEOZOIC
MESOZOIC
CENOZOIC

Cambrian, Ordovician, Silurian, Devonian, Permian, Triassic, Jurassic, Cretaceous, Paleogene, Neogene, Quaternary

Fossil Evidence

Fossil Group	Time Period
Trilobites	Paleozoic
Dinosaurs	Mesozoic
Mammals	Cenozoic
Plants	Paleozoic, Mesozoic, Cenozoic
Fungi	Paleozoic, Mesozoic, Cenozoic
Insects	Paleozoic, Mesozoic, Cenozoic
Amphibians	Paleozoic, Mesozoic, Cenozoic
Reptiles	Paleozoic, Mesozoic, Cenozoic
Birds	Mesozoic, Cenozoic
Mollusks	Paleozoic, Mesozoic, Cenozoic
Foraminifera	Paleozoic, Mesozoic, Cenozoic
Grasses	Cenozoic
Coal	Paleozoic, Mesozoic, Cenozoic
Oil	Paleozoic, Mesozoic, Cenozoic
Natural Gas	Paleozoic, Mesozoic, Cenozoic

“A REVOLUTIONARY NEW SCHOOL SYSTEM.”

-OPRAH WINFREY-

“KIPP IS REMARKABLE IN SOME WAYS, PARTICULARLY IN ITS ABILITY TO ATTRACT GREAT TEACHERS AND ENGAGE AND INSPIRE STUDENTS. I AM IMPRESSED THAT KIPP TAKES ALL OF THOSE ISSUES VERY SERIOUSLY AND WHERE THERE IS AN ISSUE THEY FOCUS ON IT. THEY REALLY HAVE THE RIGHT GOALS AND A STRONG CULTURE.”

-BILL GATES-

KIPP: Journey Academy is a student-focused community where all students develop the intellectual, academic, and social skills needed to understand and take action on issues they encounter in everyday life. In a rigorous, safe, and personalized learning environment, a culture of responsibility and service is fostered, empowering and equipping all learners to become more active and engaged citizens.

A message from School Director, Hannah D. Powell

Dear Friends,

KIPP Journey is a public, open-enrollment charter school that began in 2008 with our founding class of fifth graders. We have added a grade each year and now have 210 students in grades five through seven. Next fall, KIPP Journey will reach our full enrollment as our first class of students moves into eighth grade.

Like all KIPP schools, KIPP Journey has a longer school day, week and year, and a 'no excuses' philosophy that focuses on helping every child succeed. KIPP teachers are available by cell phone in the evening to answer homework questions and have a commitment to do whatever it takes to help their students learn. KIPP Journey strives to make learning fun, with incentives for student achievement, and enrichment classes for all students including West African drumming and dance, choir, art, soccer, football, film studies, yoga and aerobics.

Our results show that this approach is working. Between fifth and sixth grade, KIPP Journey's students more than doubled their passing rates on Ohio state tests in math (from 29 percent to 61 percent) and nearly doubled achievement in reading (from 32 percent to 62 percent).

Now in seventh grade, these KIPP Journey students are on track to surpass the state average for student achievement by the time they complete eighth grade. Due to these results, KIPP Journey received a rating of Continuous Improvement in 2010 and exceeded state expectations for student growth.

We are proud of our students for their hard work and grateful to our tireless teachers and staff for their commitment to excellence. At KIPP Journey, we believe all of students will climb the mountain to college, and we appreciate your support in helping us reach this goal.

I would be glad to send you more materials or information about KIPP Journey, and encourage you to visit our website at www.kippjourneyacademy.org to learn more!

Sincerely,

Hannah D. Powell
School Director

KIPP: JOURNEY ACADEMY
Board of Directors

THE HONORABLE JUDGE ALGENON MARBLEY – CHAIR

ABIGAIL WEXNER – VICE CHAIR

EDDIE HARRELL – SECRETARY

JIM GILMOUR – TREASURER

STEVE BISHOP

STUART BURGDOERFER

JOE CHLAPATY

DR. RALPH JOHNSON

KEVIN REEVES

BARBARA TRUEMAN

STAFF ROSTER

2009-2010

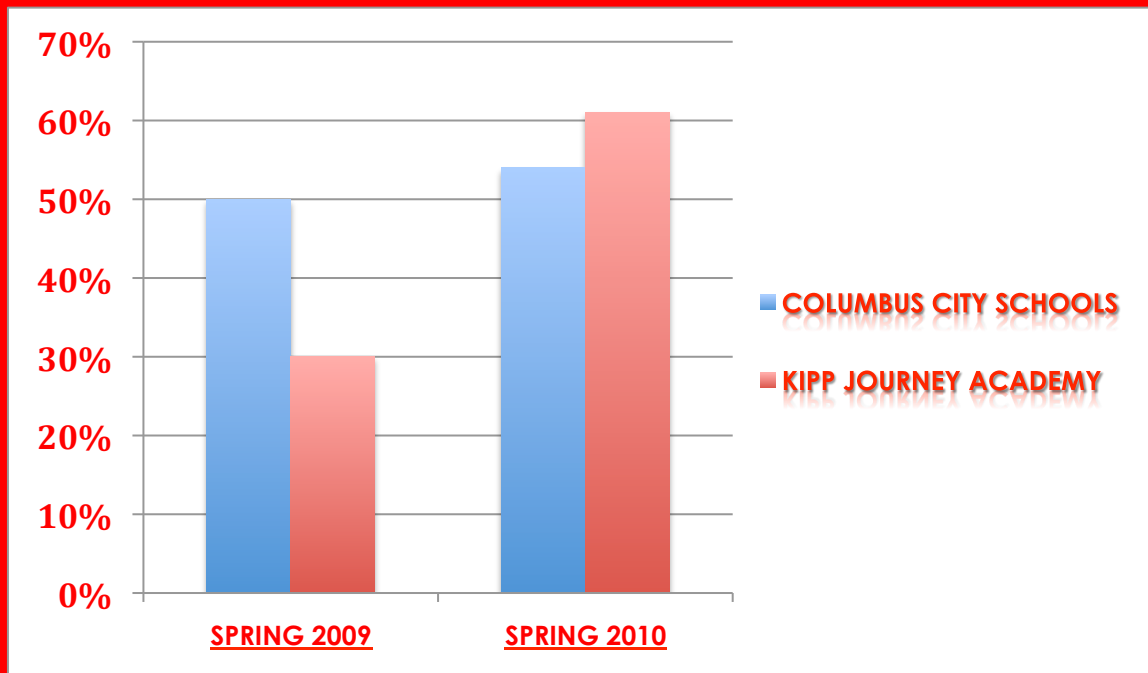
HANNAH POWELL	SCHOOL DIRECTOR
SIENNA DANIEL	BUSINESS MANAGER
CONNIE OWENS	OFFICE MANAGER
NANCY JOHNSTON	SERVICE LEARNING AND COMMUNITY PARTNERSHIPS COORDINATOR
DUSTIN WOOD	5 TH GRADE MATH AND SOCIAL STUDIES
JENNA DAVIS	5 TH /6 TH SCIENCE
BOBBY SRIVASTAVA	6 TH GRADE MATH
KAELA KING	6 TH GRADE READING
ASLYNE RODRIGUEZ	5 TH GRADE READING
NAIM SANDERS	5 TH GRADE MATH
CASEY PAULUS	5 TH /6 TH WRITING
LANGSTON CLARK	5 TH /6 TH PHYSICAL EDUCATION
ABIGAIL ASGARALLI	SPECIAL EDUCATION TEACHER

2010 – 2011

HANNAH D. POWELL	SCHOOL DIRECTOR
DUSTIN WOOD	ASSISTANT SCHOOL DIRECTOR 5 TH GRADE MATH
BOBBY SRIVASTAVA	BUSINESS MANAGER
D'ANDREA KINLEY	OFFICE MANAGER
NANCY JOHNSTON	KIPP-TO-COLLEGE AND HIGH SCHOOL PLACEMENT
KATY ZEANAH	21 ST CENTURY AND COMMUNITY PARTERNSHIPS COORDINATOR
SARAH SILVERMAN	5 TH GRADE WRITING
JENNA DAVIS	5 TH GRADE SCIENCE
LYNNLY WOOD	5 TH GRADE READING
AARON EPTING	6 TH GRADE MATH
SARAH WESSLING	6 TH GRADE WRITING
KATHY CARROLL	6 TH GRADE SCIENCE
MEGAN HOTTLE	6 TH GRADE READING
KIEV LAMARR	5 TH /6 TH GRADE INTERVENTION SUPPORT
KATHLEEN RAINS	7 TH GRADE SPANISH
JOSEPH BUZZELLI	7 TH GRADE MATH
ALEX THANOS	7 TH GRADE SOCIAL STUDIES
THERESA THANOS	7 TH GRADE ENGLISH AND LANGUAGE ARTS
ELLEN STONECASH	SPECIAL EDUCATION TEACHER
JACLYN PALONE	SPECIAL EDUCATION COORDINATOR

STUDENT ACHIEVEMENT

6TH GRADE OHIO ACHIEVEMENT ASSESSMENT - MATH



6th GRADE MATH HIGHLIGHTS

Outperformed Columbus City Schools (52.2%)

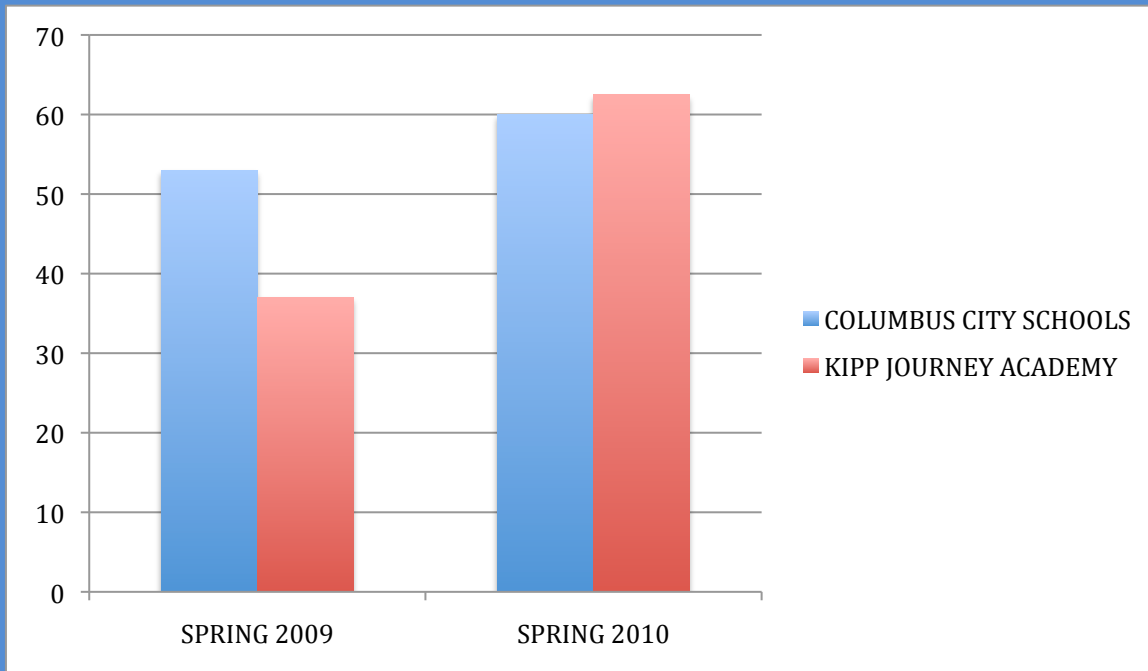
Outperformed Franklin County (Charter) Community Schools (53.7%)

Outperformed Community School growth in the state from Fifth Grade Proficiency.

Ranked 1st in Franklin County Community Schools serving over 70 students in Sixth Grade Math.

STUDENT ACHIEVEMENT

6TH GRADE OHIO ACHIEVEMENT ASSESSMENT - READING



6th GRADE READING HIGHLIGHTS

Outperformed Columbus City Schools (60%)

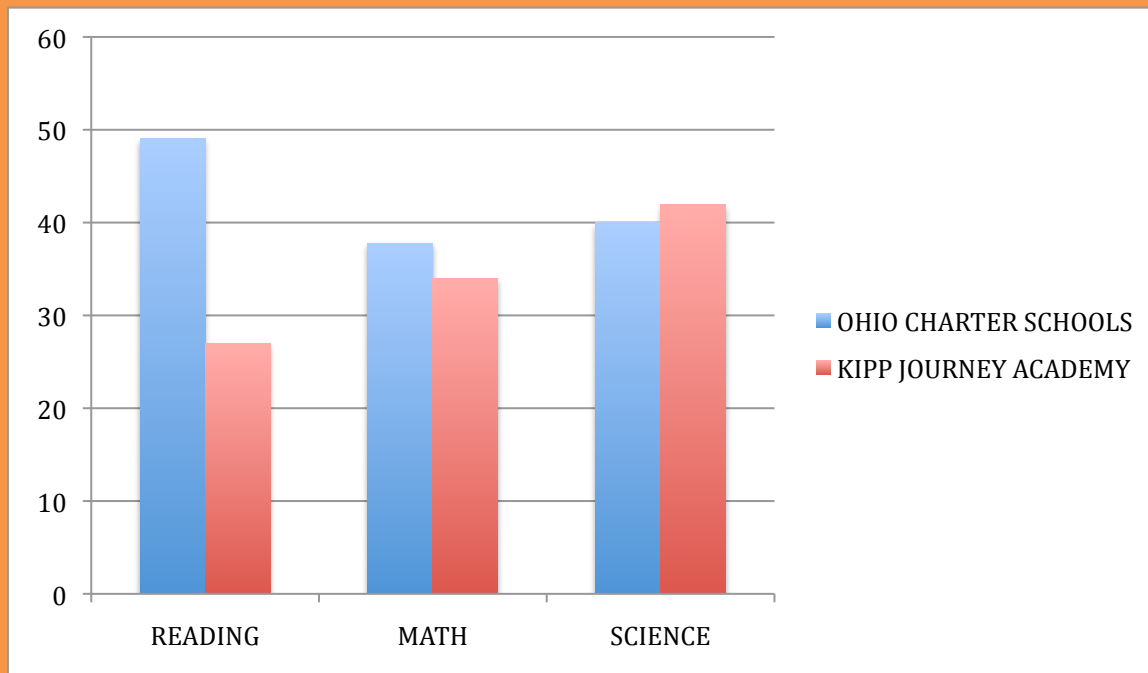
Outperformed Community School growth in the State from Fifth Grade Proficiency.

Ranked 3rd in Franklin County Community Schools serving over 70 students in sixth grade reading.

Increased 24% points from Fifth Grade Proficiency (in May 2009 - 37% scored Proficient or Higher)

STUDENT ACHIEVEMENT

5TH GRADE OHIO ACHIEVEMENT ASSESSMENT – READING/MATH/SCIENCE



5th GRADE OAA HIGHLIGHTS

5th Grade Science – 42% Proficient or Higher (43 tested)

Outperformed May 2009 KIPP Journey 5th Grade Science proficiency by 15% points.
(May 2009 - 27%)

Ranked 2nd in Franklin County Community Schools serving over 40 students in fifth grade science.

Outperformed Franklin County Community Schools (40%)

5th Grade Math – 34% Proficient or Higher (44 tested)

Ranked 3rd in Franklin County Community Schools serving over 40 students in fifth grade math.

Outperformed May 2009 KIPP Journey 5th Grade Math proficiency (30%)

Goals and Adequate Yearly Progress

Indicators	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	Yes	
Requirement 2: Made AYP in Reading?	Yes	Yes
Requirement 3: Made AYP in Math?	Yes	Yes

Indicators	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	Yes
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	Yes
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric"	Yes
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric"	Yes

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	08-09	09-10		08-09	09-10	
5th Grade	33	27	-18%	29	35	21%
6th Grade	NA	62	NA	NA	62	NA
Overall	33	50	52%	29	53	83%

	% of Students Meeting SCIENCE Standards		Percent Change
	08-09	09-10	
5th Grade	28	46	64%
Overall	28	46	64%

KIPP Journey Academy

Statement of Receipts, Disbursements, and Changes in Fund Cash Balances

For the Fiscal Years Ended June 30, 2008 through 2010

(Unaudited)

	Actual		
	Fiscal Year	Fiscal Year	Fiscal Year
	2008	2009	2010
<u>Operating Receipts</u>			
State Foundation Payments (3110, 3211)	\$0	\$392,119	\$785,683
Charges for Services (1500)	0	0	1487
Fees (1600, 1700)	0	1,907	1,040
Other (1830, 1840, 1850, 1860, 1870, 1890, 5300)	0	5,169	11,144
Total Operating Receipts	0	399,195	799,354
<u>Operating Disbursements</u>			
100 Salaries and Wages	0	465,033	642,975
200 Employee Retirement and Insurance Benefits	0	130,046	139,363
400 Purchase Services	0	561,452	714,409
500 Supplies and Materials	0	67,848	197,854
600 Capital Outlay -New	0	3,688	202,245
800 Other	0	18,799	24,516
Total Operating Disbursements	0	1,246,866	1,921,362
Excess of Operating Receipts Over (Under) Operating Disbursements	0	-847,671	-1,122,008
<u>Nonoperating Receipts/(Disbursements)</u>			
Federal Grants (all 4000 except fund 532)	0	55,284	568,545
Federal Fiscal Stabilization Grant	xxxxxx	xxxxxx	52,809
State Grants (3200, except 3211)	0	5,000	5,885
Donations (1820)	0	865,792	586,642
Total Nonoperating Revenues/(Expenses)	0	926,076	1,213,881
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	0	78,405	91,873
Fund Cash Balance Beginning of Fiscal Year	0	0	78,405
Fund Cash Balance End of Fiscal Year	\$0	\$78,405	\$170,278

Notes

(1) The 2008-09 school year was KIPP's Journey Academy's first year of operation.

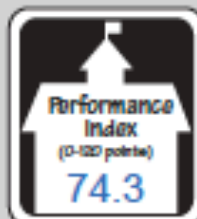
(2) Information is Unaudited

KIPP: Journey Academy

1400 Myrtle Ave, Columbus, OH 43211-1445 - Grades 5-8 - Franklin County

2009-2010 School Year Report Card

Current Administrator: Hannah Powell 614-263-6137



↑ Students awarded a 1 for a school in School Improvement may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options and all other details.

The School Report Card for the 2009-2010 school year shows the progress schools 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, 80%.



State Indicators

Percentage of Students at and above the Proficient Level

	Your School 2009-2010	School Comparison Group* 2009-2010	State 2009-2010
3rd Grade Achievement			<i>The state requirement is 75 percent</i>
1. Reading	—	59.0 %	78.4 %
2. Mathematics	—	55.1 %	76.9 %
4th Grade Achievement			<i>The state requirement is 75 percent</i>
3. Reading	—	62.8 %	81 %
4. Mathematics	—	57.8 %	76.2 %
5th Grade Achievement			<i>The state requirement is 75 percent</i>
5. Reading	27.0 %	54.1 %	71.8 %
6. Mathematics	35.1 %	47.1 %	67 %
7. Science	45.9 %	47.6 %	69.9 %
6th Grade Achievement			<i>The state requirement is 75 percent</i>
8. Reading	62.5 %	62.0 %	84.1 %
9. Mathematics	62.0 %	54.9 %	77.4 %
7th Grade Achievement			<i>The state requirement is 75 percent</i>
10. Reading	—	57.3 %	80.2 %
11. Mathematics	—	46.1 %	71.1 %
8th Grade Achievement			<i>The state requirement is 75 percent</i>
12. Reading	—	58.6 %	80.9 %
13. Mathematics	—	43.5 %	69.2 %
14. Science	—	34.3 %	64.8 %
Ohio Graduation Tests (10th Grade)			<i>The state requirement is 75 percent</i>
15. Reading	—	75.6 %	83 %
16. Mathematics	—	68.6 %	80.4 %
17. Writing	—	79.5 %	84.1 %
18. Science	—	53.6 %	73 %
19. Social Studies	—	71.9 %	79.6 %
Ohio Graduation Tests (11th Grade) ↔			<i>The state requirement is 85 percent</i>
20. Reading	—	87.1 %	91.6 %
21. Mathematics	—	79.6 %	89.2 %
22. Writing	—	89.1 %	93.2 %
23. Science	—	68.6 %	85.1 %
24. Social Studies	—	80.1 %	88.7 %
Attendance Rate			<i>The state requirement is 93 percent</i>
25. All Grades	94.1 % ✓	94.2 %	94.3 %
2008-09 Graduation Rate			<i>The state requirement is 90 percent</i>
26. School	—	72.7 %	83 %

Any mark above the state standard is indicated by a ✓

* School comparison group based on the performance of all schools in Columbus City School District

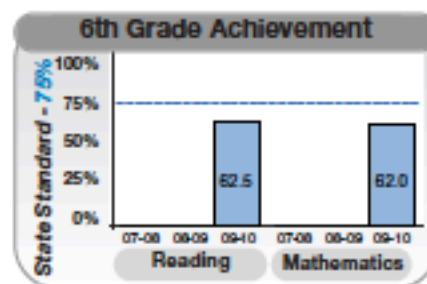
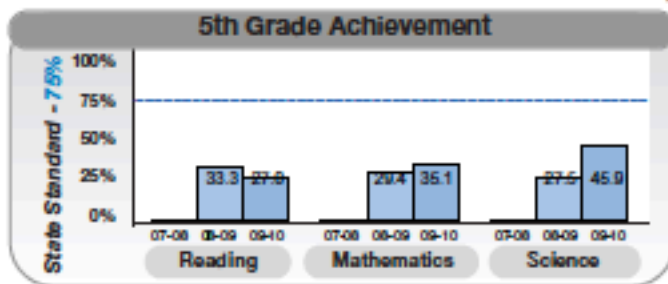
↔ Qualifies students for students who took the test at 10th or 11th grades. — = Not Calculated Due to Incomplete Data or No Data for 10th or 11th grade.

On the Web: reportcard.ohio.gov

Your School's Assessment Results Over Time



All students in the school 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 school achievement trends.

Performance Level Across Grades 3-8 and 10 for all Tested Subjects
(Includes every student enrolled in the school for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.4	X	0.0	=	0.0
Limited	25.9	X	0.3	=	7.8
Basic	23.1	X	0.6	=	13.9
Proficient	36.5	X	1.0	=	36.5
Accelerated	7.5	X	1.1	=	8.2
Advanced	6.7	X	1.2	=	8.0

Your School's Performance Index 74.3

Performance Index Over Time

2009-2010	2008-2009	2007-2008
74.3	61.6	0.0

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

		+		
--	--	---	--	--

Note: Value-Added results are computed only for buildings that include students in grades 4 through 8.



Your school's Value-Added rating represents the progress your school 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. Value-Added results are computed only for buildings that include sufficient testing data for students in any grade 4 through 8.

Legend

- + = Above Expected Growth
- ✓ = Met Expected Growth
- = Below Expected Growth

On the Web: reportcard.ohio.gov

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	AYP Determination by Indicator	
Percent Proficient	Reading	Met	Met	NR	Met	NR	NR	NR	NR	NR	NR	Reading Proficiency:	Met
	Mathematics	Met	Met	NR	Met	NR	NR	NR	NR	NR	NR	Mathematics Proficiency:	Met
Percent Tested	Reading	Met	Met	NR	Met	NR	NR	NR	NR	NR	NR	Reading Participation:	Met
	Mathematics	Met	Met	NR	Met	NR	NR	NR	NR	NR	NR	Mathematics Participation:	Met
Graduation Rate*		N/A										Graduation Rate:	N/A
Attendance Rate*		Met										Attendance Rate:	Met
AYP Determination by Subgroup		Met	Met	NR	Met	NR	NR	NR	NR	NR	NR	AYP Determination for Your School:	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 (EP), 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. Disadvtd
–	–	–	–
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities
–	–	–	–

The disaggregated graduation rates of your school are provided for informational purposes only and are not used for your AYP determination.

State and Federally Required School Information

Your School'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. Disadvgt	Econ. Disadvgt	Limited English Proficient	Female	Male
Percentage of Students Scoring Limited														
Reading	32.3	--	--	--	--	--	28.6	54.5	--	25.0	32.6	--	22.2	43.5
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	27.4	--	--	--	--	--	23.7	54.5	--	30.0	26.1	--	19.4	37.0
Science	9.7	--	--	--	--	--	5.9	--	--	--	6.3	--	5.9	10.0
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percentage of Students Scoring Basic														
Reading	17.7	--	--	--	--	--	18.4	18.2	--	25.0	16.9	--	17.5	19.6
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	23.2	--	--	--	--	--	20.6	18.2	--	5.0	23.9	--	21.0	19.6
Science	51.6	--	--	--	--	--	50.0	--	--	--	46.9	--	47.1	45.0
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percentage of Students Scoring Proficient														
Reading	41.7	--	--	--	--	--	43.9	27.3	--	45.0	41.6	--	49.2	32.6
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	27.4	--	--	--	--	--	34.0	9.1	--	45.0	28.4	--	37.1	23.9
Science	32.3	--	--	--	--	--	32.4	--	--	--	34.4	--	35.3	35.0
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percentage of Students Scoring Accelerated														
Reading	6.3	--	--	--	--	--	7.1	0.0	--	5.0	6.7	--	7.9	4.3
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	8.4	--	--	--	--	--	8.2	9.1	--	15.0	6.8	--	6.5	10.9
Science	6.5	--	--	--	--	--	8.8	--	--	--	9.4	--	11.8	5.0
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percentage of Students Scoring Advanced														
Reading	2.1	--	--	--	--	--	2.0	0.0	--	0.0	2.2	--	3.2	0.0
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	13.7	--	--	--	--	--	13.4	9.1	--	5.0	14.8	--	16.1	8.7
Science	0.0	--	--	--	--	--	2.9	--	--	--	3.1	--	0.0	5.0
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Your School'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
138	88.5%	--	--	--	--	--	78.6%	--	11.5%	--

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

Number of Limited English Proficient Students Excluded from Accountability Calculations: --

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

Your Building's Poverty Status*: High Poverty	Your Building	State
Percentage of teachers with at least a Bachelor's Degree	100.0	99.5
Percentage of teachers with at least a Master's Degree	44.4	61.5
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	36.7	1.1
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	98.8
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0.0	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.
 -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

Determining Your School's Designation

Determining your school'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		AYP Designation		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 school and your school'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 school meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a school 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.

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 school's final designation.

1. If your school's designation is restricted to Continuous Improvement due to AYP, Value-Added has no impact on the designation and the preliminary designation becomes the final designation.
2. If your school experiences above expected growth for at least two consecutive years, your school's final designation will increase by one designation.
3. If your school experiences below expected growth for at least three consecutive years, your school'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 school'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.

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"