

# 2014 - 2015 Report Card for Madeira City School District

## DISTRICT GRADE

Coming in  
2018



### 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?

Performance Index  
89.3%..... B

Indicators Met  
96.9%..... A

[2015 Modified Achievement Measure](#)

## COMPONENT GRADE

Coming in  
2016



### 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?

Value-Added  
Overall..... A

Gifted..... A

Students with Disabilities..... B

Lowest 20% in Achievement..... NR

## COMPONENT GRADE

Coming in  
2016



### 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, ethnicity, or disability?

Annual Measurable Objectives  
100.0%..... A

[2015 AMO Download File](#)

## COMPONENT GRADE

Coming in  
2016



### Graduation Rate

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

Graduation Rates  
98.2% of students graduated in 4 years..... A

99.2% of students graduated in 5 years..... A

## COMPONENT GRADE

Coming in  
2016



### K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade?

K-3 Literacy Improvement  
NC..... NR

## COMPONENT GRADE

Coming in  
2016



### Prepared for Success

This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

## COMPONENT GRADE

Coming in  
2016

## 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  
2016

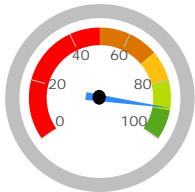
GRADE

B

### 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 the performance of all students, regardless of achievement level.

#### Performance Index

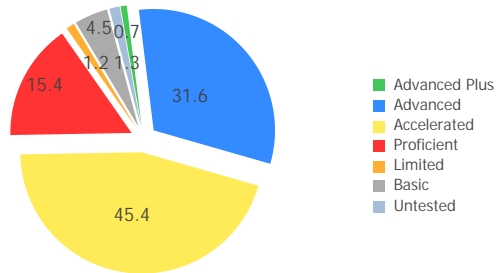


89.3%

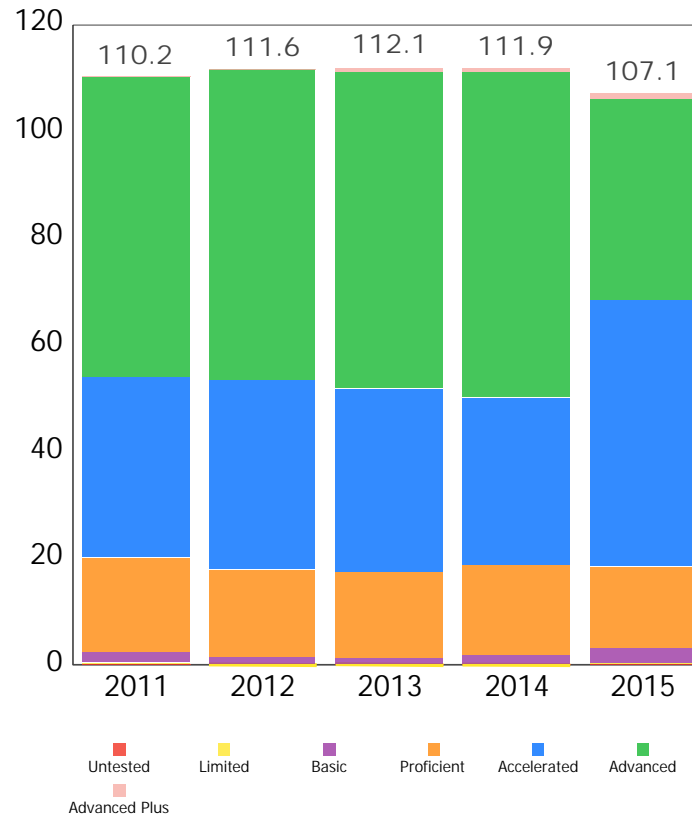
107.1 of a possible 120.0

- 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%

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.7	x	1.3	=	0.9
Advanced	31.6	x	1.2	=	37.9
Accelerated	45.4	x	1.1	=	49.9
Proficient	15.4	x	1.0	=	15.4
Basic	4.5	x	0.6	=	2.7
Limited	1.2	x	0.3	=	0.4
Untested	1.3	x	0.0	=	0.0
				=	<u>107.1</u>



Performance Index Trend



GRADE  
**A**

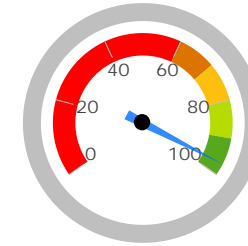
Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

Indicators Met %

**96.9%**  
31 out of 32

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

<b>3rd Grade</b>	Mathematics	96.2%	✓
	Reading	99.1%	✓
<b>4th Grade</b>	Mathematics	91.2%	✓
	Reading	95.6%	✓
	Social Studies	96.5%	✓
<b>5th Grade</b>	Mathematics	84.9%	✓
	Reading	92.6%	✓
	Science	86.2%	✓

Grades 6-8

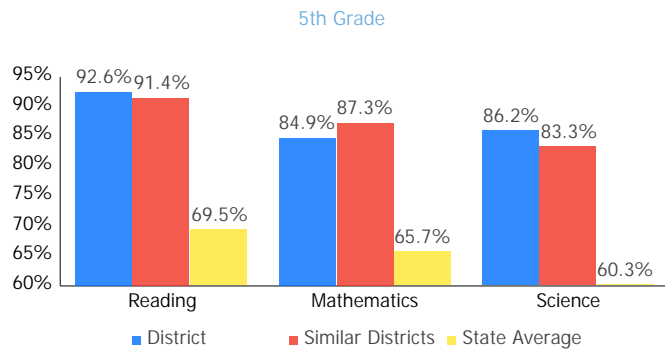
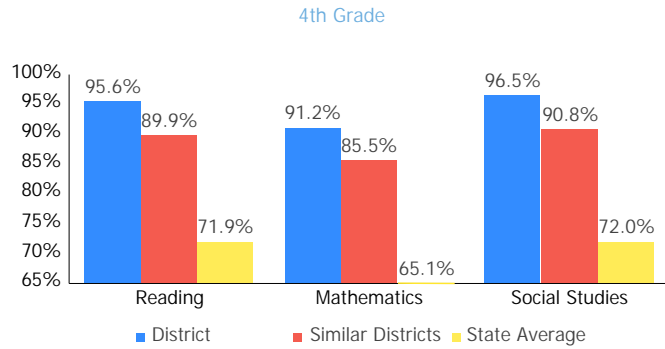
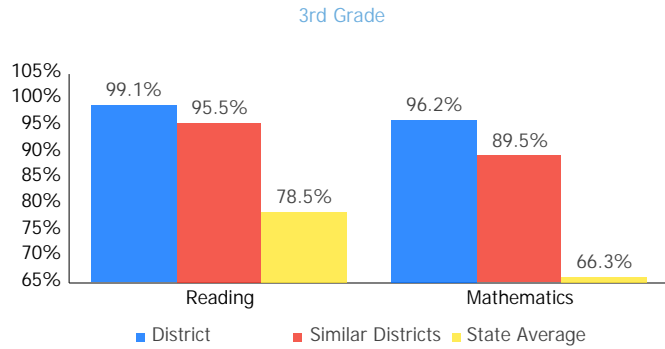
<b>6th Grade</b>	Mathematics	95.6%	✓
	Reading	97.2%	✓
	Social Studies	89.8%	✓
<b>7th Grade</b>	Mathematics	93.9%	✓
	Reading	97.0%	✓
<b>8th Grade</b>	Mathematics	85.1%	✓
	Reading	96.4%	✓
	Science	90.3%	✓

Ohio Graduation Test

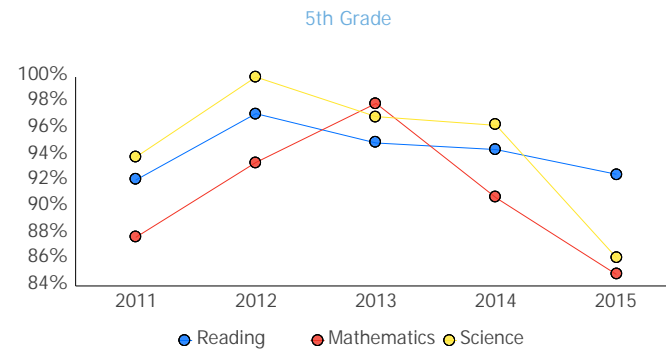
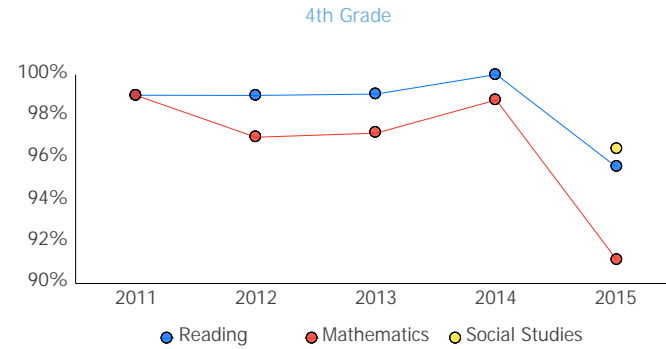
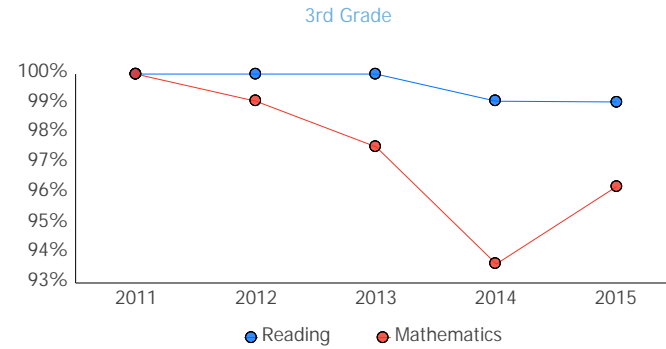
<b>OGT, 10th Graders</b>	Mathematics	98.0%	✓
	Reading	98.0%	✓
	Science	100.0%	✓
	Social Studies	100.0%	✓
<b>OGT, 11th Graders</b>	Writing	98.0%	✓
	Mathematics	99.1%	✓
	Reading	100.0%	✓
	Science	100.0%	✓
	Social Studies	98.2%	✓
	Writing	100.0%	✓

GIFTED INDICATOR ✗

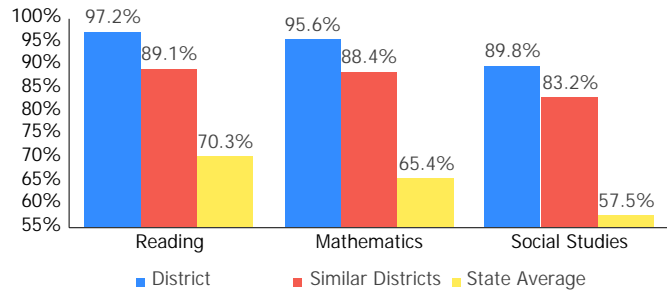
Achievement Levels by Grade



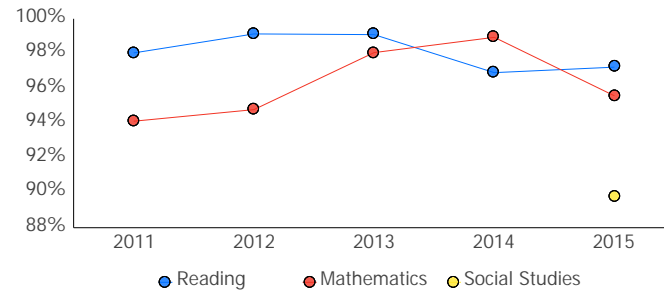
Proficient Percent Trend by Grade



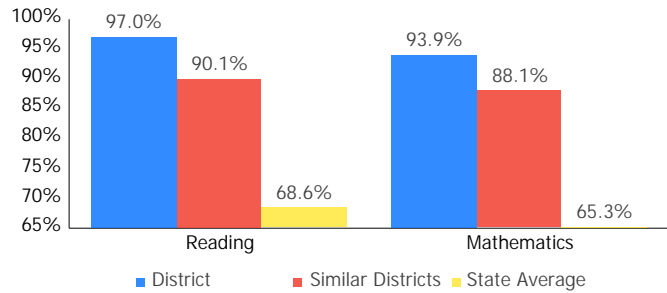
6th Grade



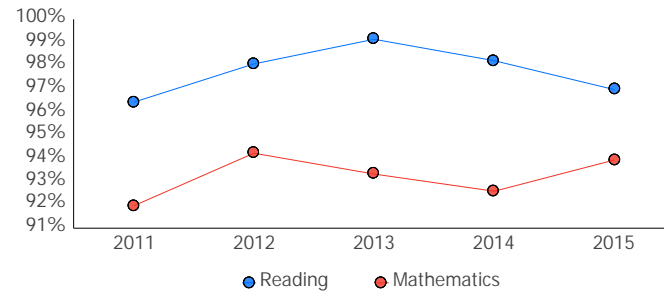
6th Grade



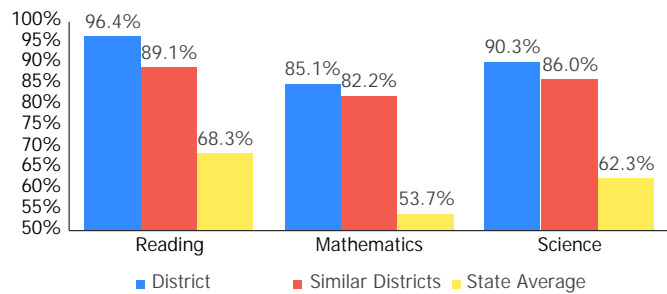
7th Grade



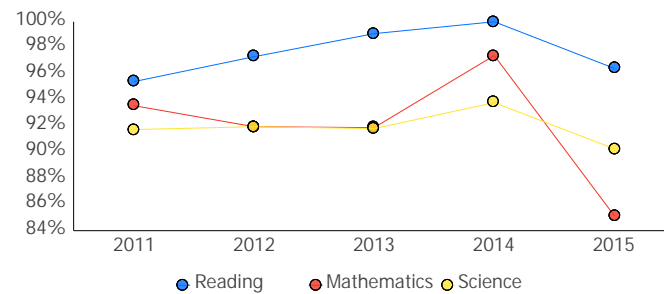
7th Grade



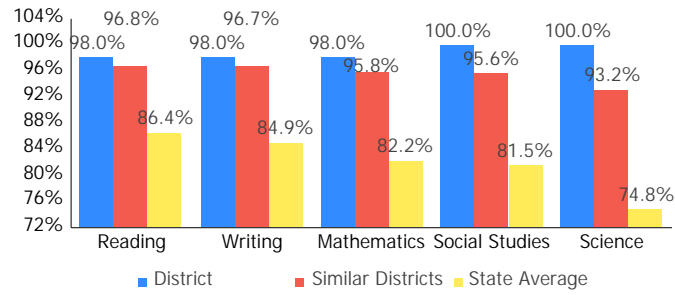
8th Grade



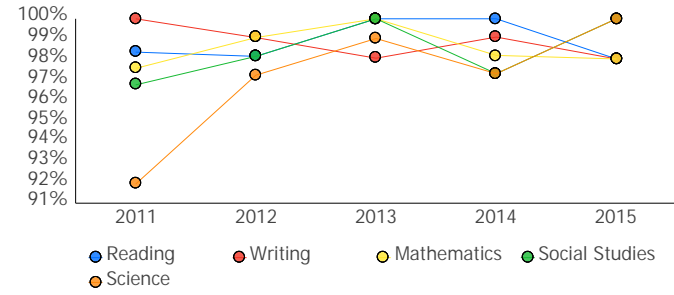
8th Grade



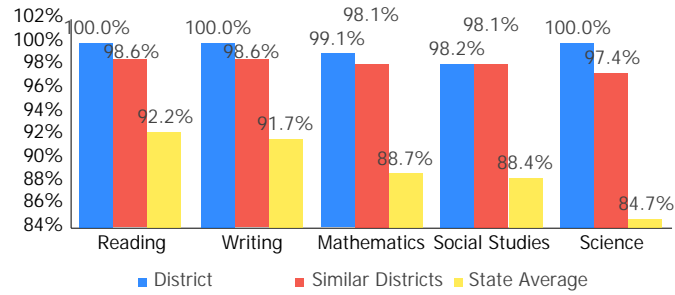
10th Grade OGT



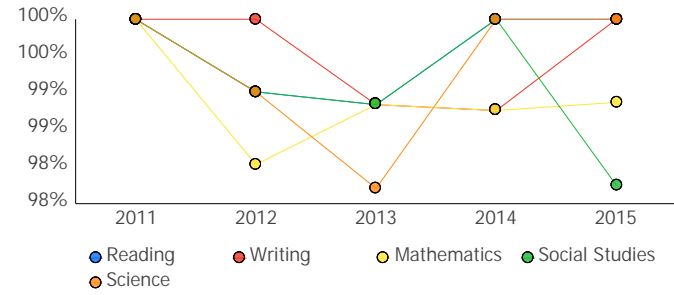
10th Grade OGT



11th Grade Cumulative OGT



11th Grade Cumulative OGT



## Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

Not Met

### Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

#### Gifted Value Added

Value Added Grade:	A	Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of "NR" results in Not Met if the district has an ADM of 600 or more.
Enrollment:	1,373	
Value Added Met?:	Met	

#### Gifted Performance Index

Performance Index:	114.252	Districts with at least 10 unique students in the Gifted Performance Index calculation must score 115.0 or better to meet the Gifted Performance Index component.
Performance Index Met?:	Not Met	

#### Gifted Inputs

Total Points:	51.0	Points are earned based on identification and services provided to gifted students. Districts must earn at least 40 points out of a possible 100 to meet the Gifted Inputs component.
Gifted Inputs Met?:	Met	

#### Gifted Indicator Final Result

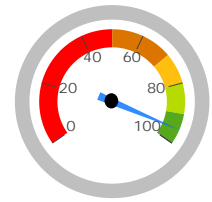
INDICATOR

Not Met

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

### Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.

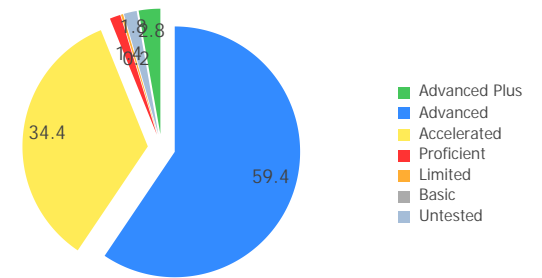


95.2%

114.252 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%

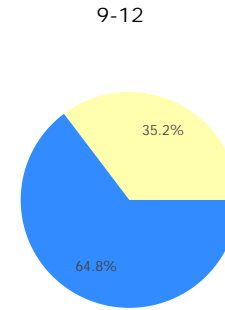
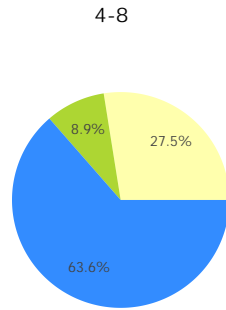
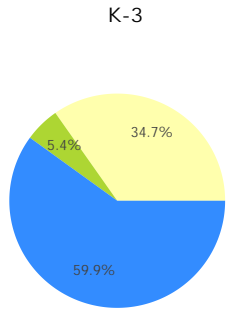
Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	2.8	x	1.3	=	3.6
Advanced	59.4	x	1.2	=	71.3
Accelerated	34.4	x	1.1	=	37.9
Proficient	1.4	x	1.0	=	1.4
Basic	0.0	x	0.6	=	0.0
Limited	0.2	x	0.3	=	0.1
Untested	1.8	x	0.0	=	0.0
					<b>114.252</b>



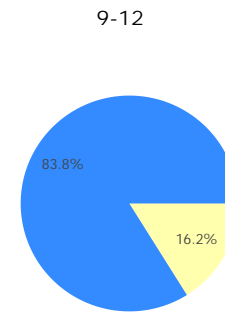
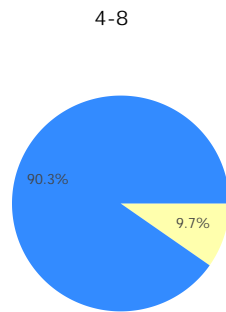
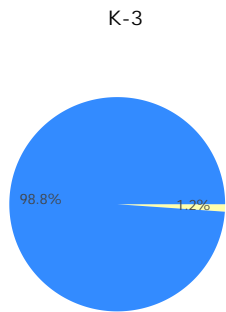
### Gifted Indicator

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

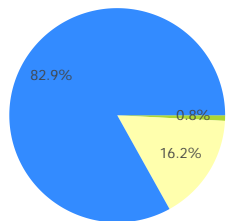
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities



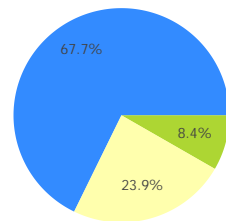
Visual/Performing Arts and Creative Thinking



Disadvantaged Students



Minority Students



Receiving Gifted Services

Identified as Gifted, but not receiving services

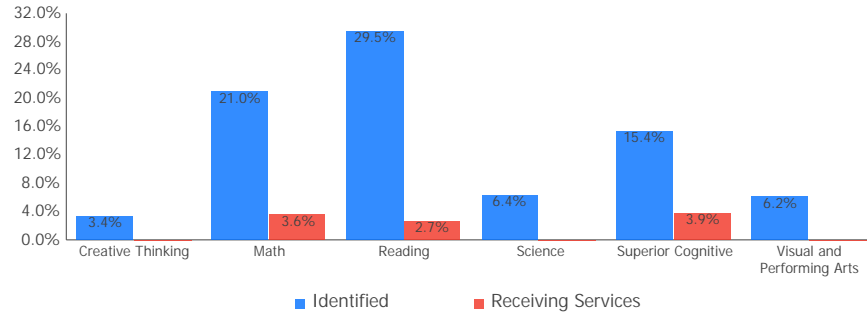
Not Identified as Gifted



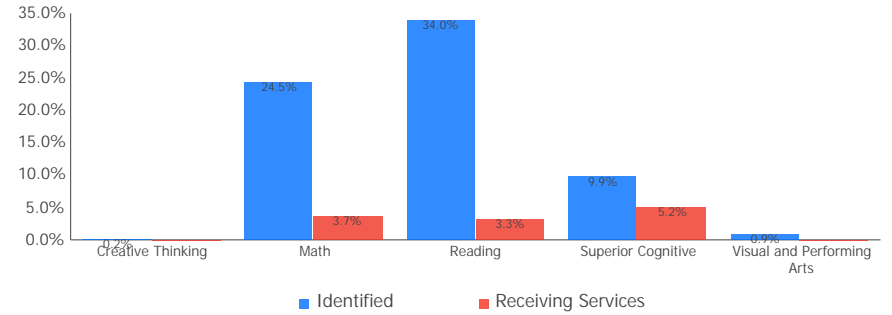
## Identification and Services

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.

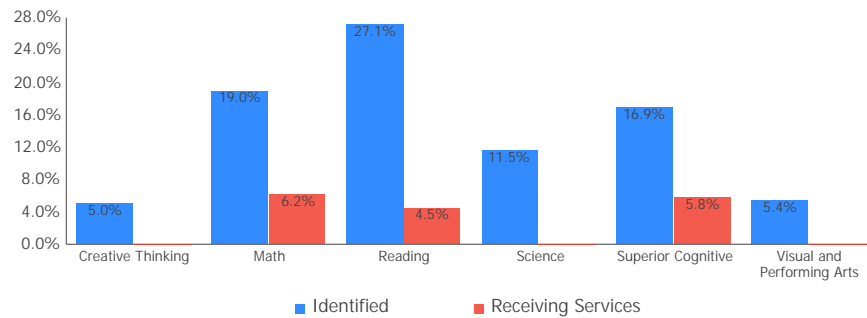
All Grades



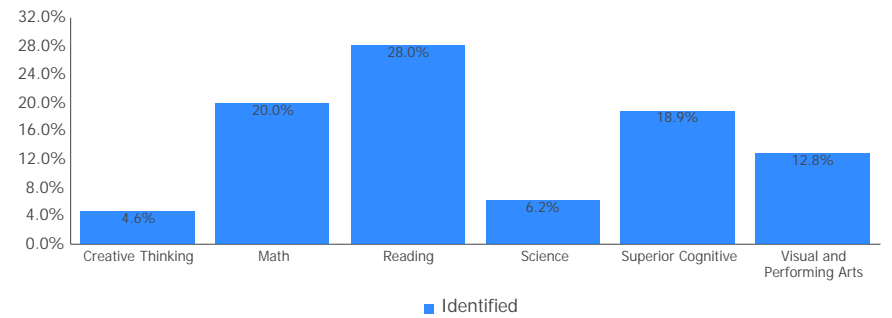
Grades K-3



Grades 4-8



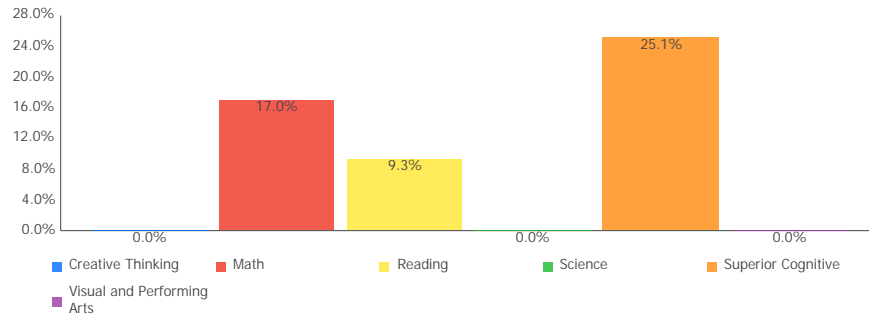
Grades 9-12



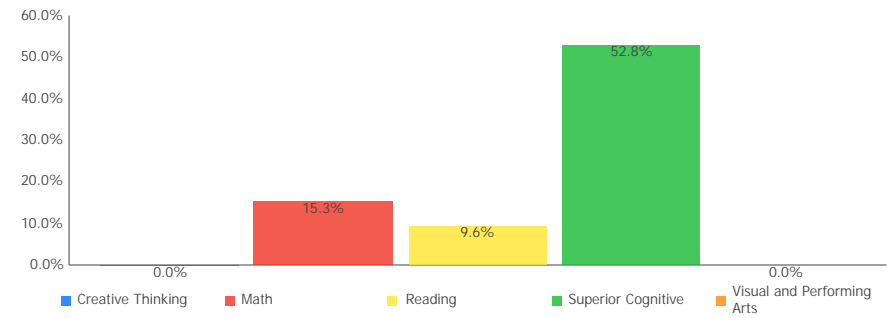
### Identified and Receiving Services

These charts show, of the students identified as gifted, the percentage of students receiving gifted services.

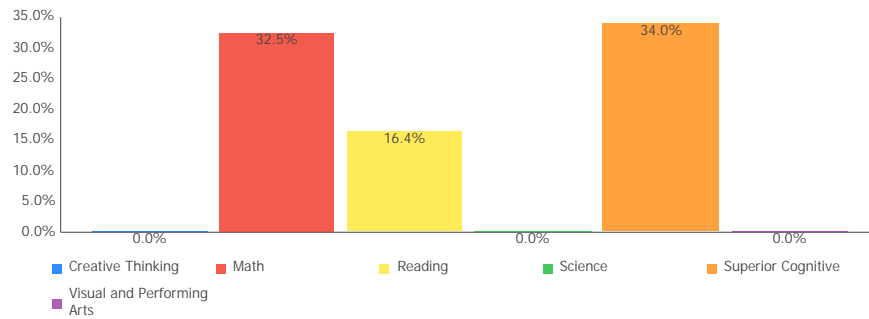
All Grades



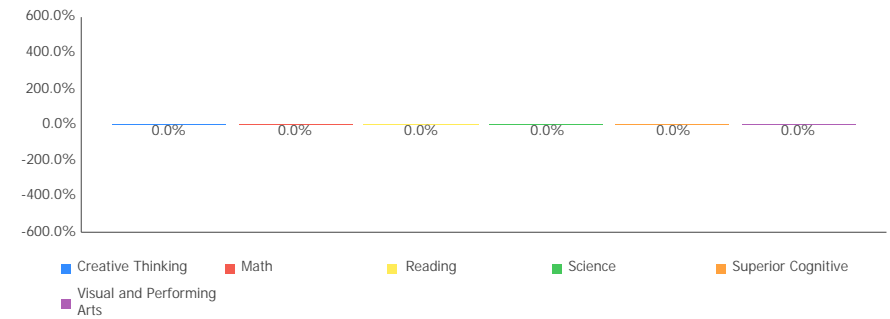
Grades K-3



Grades 4-8

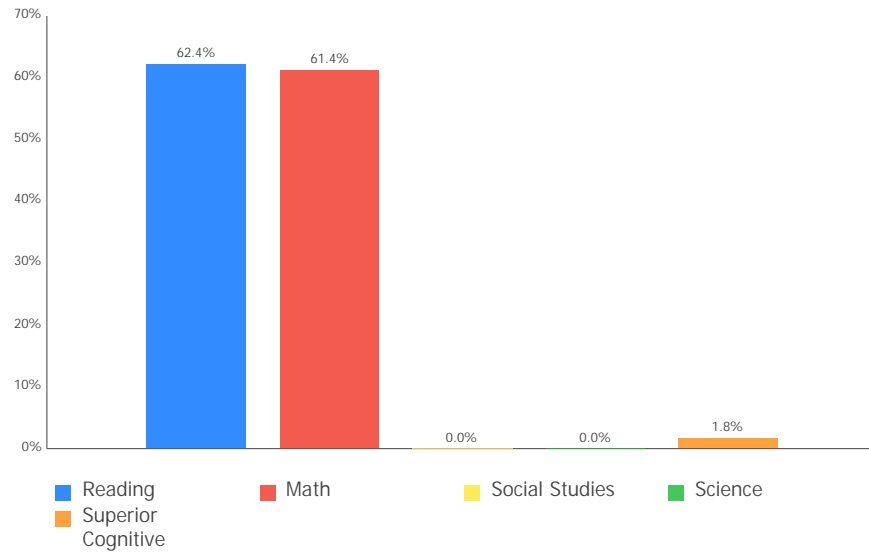


Grades 9-12



### Screening

This chart shows the percentage of students screened for gifted abilities this school year.



### Acceleration

Number of Subject Accelerated Students:

23

Number of Whole-Grade Accelerated Students:

0

## 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. 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  
2016

GRADE	<b>Overall</b>
A	This measures the progress for all students in math and reading, grades 4-8.
GRADE	<b>Gifted Students</b>
A	This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.
GRADE	<b>Students in the Lowest 20% in Achievement</b>
NR	This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
GRADE	<b>Students with Disabilities</b>
B	This measures the progress for students with disabilities.
GRADE	<b>High School</b>
Coming in 2018	A High School measure of progress will be reported in the 2014-15 school year.

## Progress Details

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

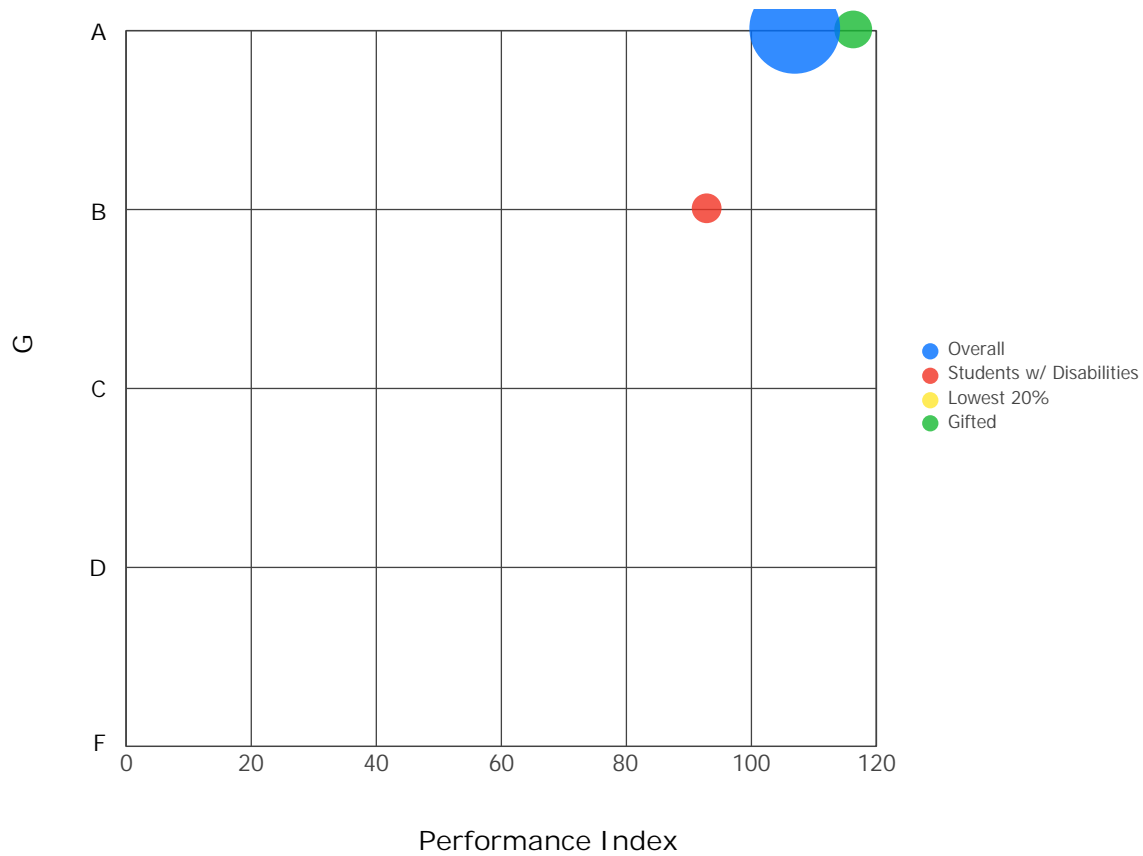
Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	8.83	1.35	7.08
4th Grade	-0.88	2.02	0.64
5th Grade	0.44	-8.20	-4.31
6th Grade	10.53	4.15	9.76
7th Grade	5.84	3.10	6.02
8th Grade	4.70	1.26	4.40
High School	3.22	14.09	11.84

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 = 2.00 and up  
 B = 1.00 to 1.99  
 C = -1.00 to 0.99  
 D = -2.00 to -1.01  
 F = below -2.00

### 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, ethnicity, or disability?

COMPONENT GRADE

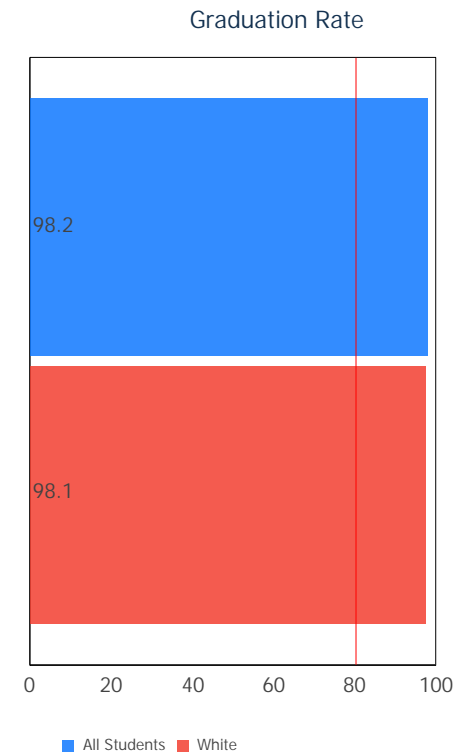
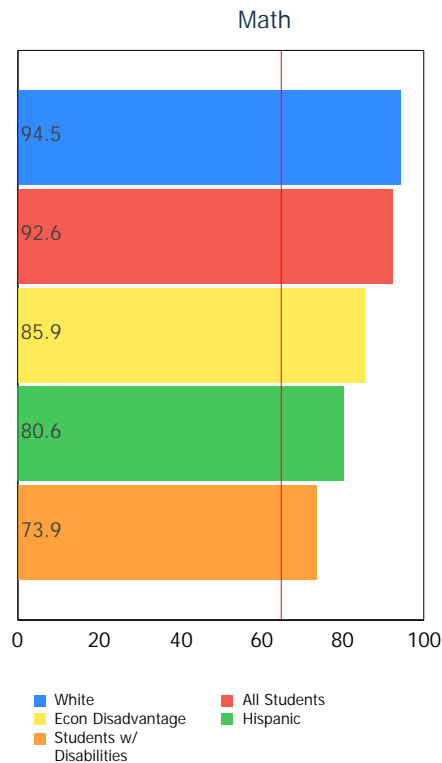
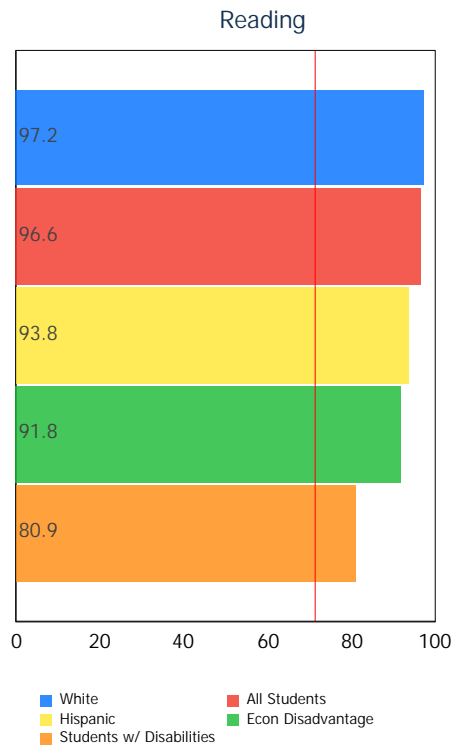
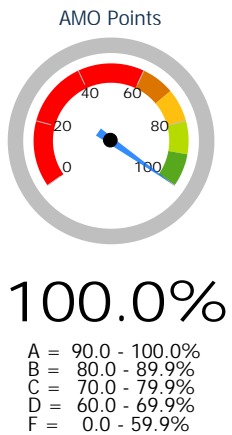
Coming in  
2016

GRADE

**A**

### Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups 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.



The red line on each graph identifies the Annual Measurable Objective. The 2015 AMO for Reading is 71.3%, for Math is 65.0%, and for Graduation Rate is 80.5%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

## Graduation Rate



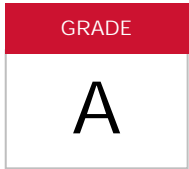
This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in  
2016

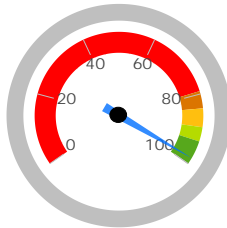
### 4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2014 who graduated within four years, i.e. students who entered the 9th grade in 2011 and graduated by 2014.

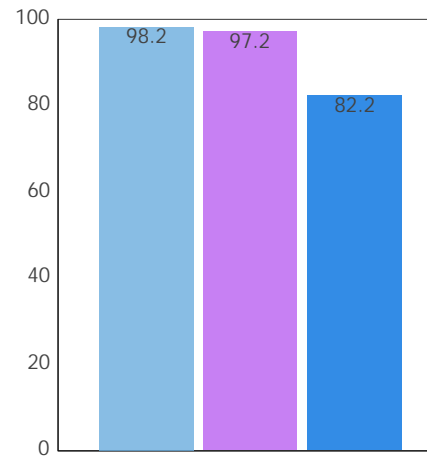


98.2%

A = 93.0 - 100.0%  
B = 89.0 - 92.9%  
C = 84.0 - 88.9%  
D = 79.0 - 83.9%  
F = 0.0 - 78.9%



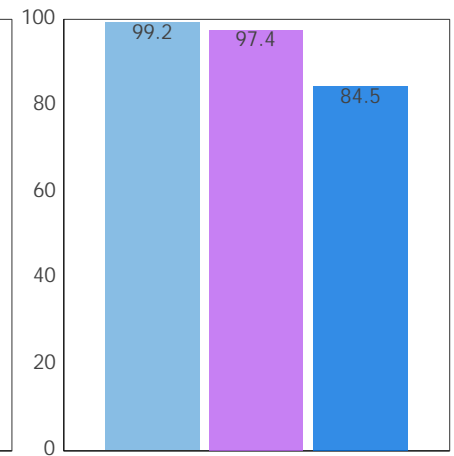
4-Year Rate



District  
State Average

Similar Districts

5-Year Rate

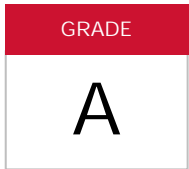


District  
State Average

Similar Districts

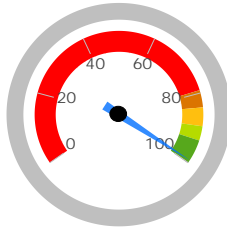
### 5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2013 who graduated within five years, i.e. students who entered the 9th grade in 2010 and graduated by 2014.

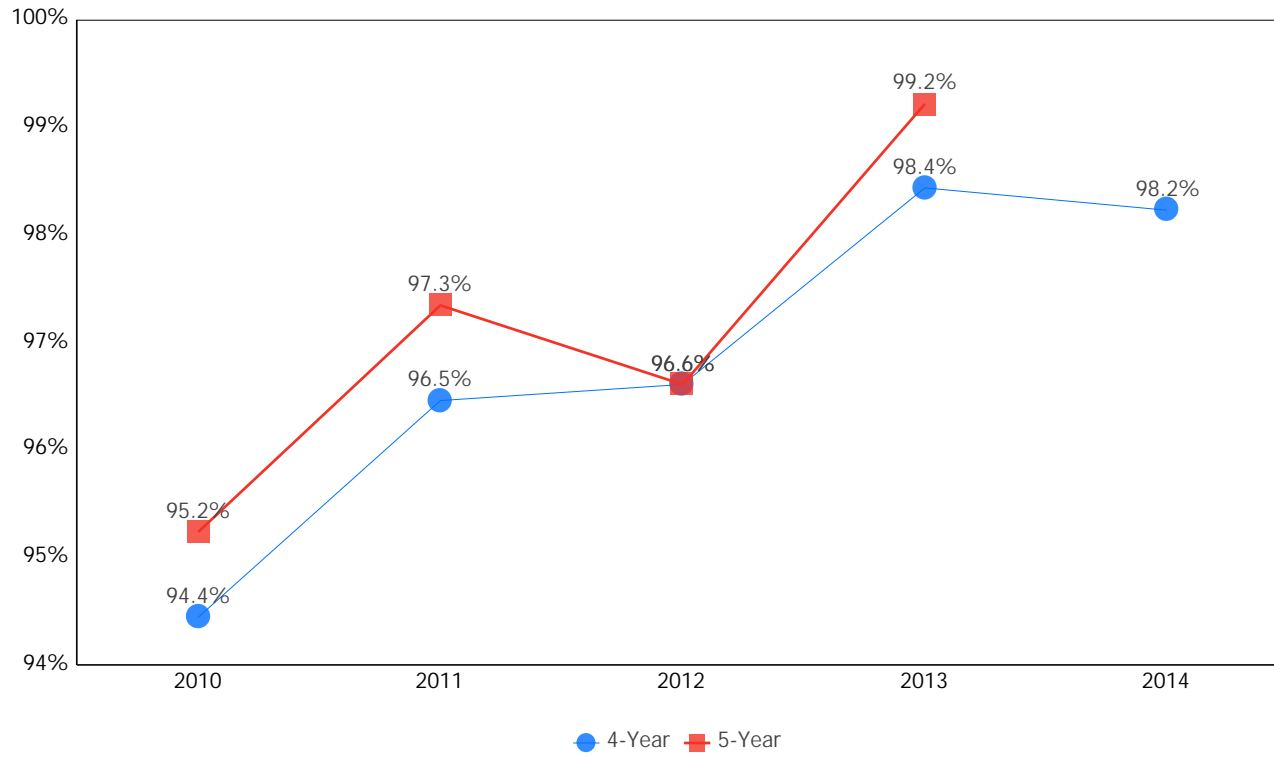


99.2%

A = 95.0 - 100.0%  
B = 90.0 - 94.9%  
C = 85.0 - 89.9%  
D = 80.0 - 84.9%  
F = 0.0 - 79.9%



Graduation Rate Trend



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.



## K-3 Literacy



This grade answers the question - Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

Coming in  
2016

GRADE

**NR**

K-3 Literacy  
Improvement

This district has not been graded because less than 5% of kindergarten students are not on track this year.

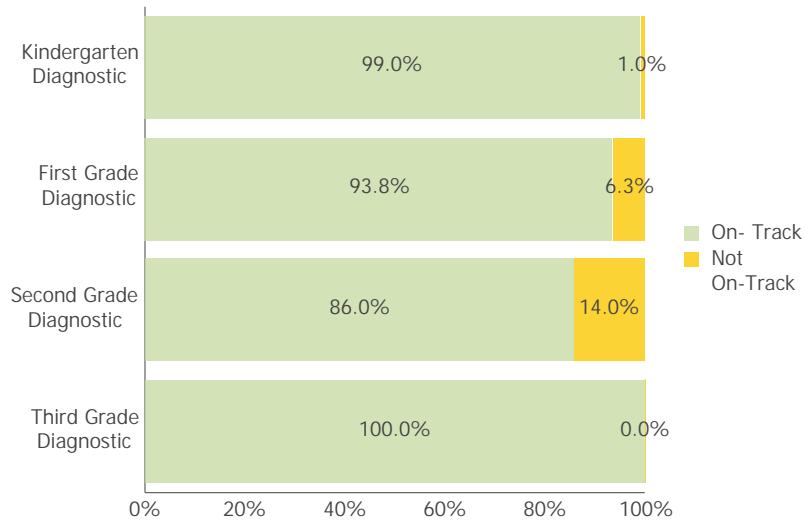
### In Your District...

This district has not been graded because less than 5% of kindergarten students are not on-track this year.

### Details of Measure

Not On-Track at Point A		Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2013 - 2014	< 10	to	1st Grade Reading Diagnostic, School Year 2014 - 2015 < 10
1st Grade Reading Diagnostic, School Year 2013 - 2014	< 10	to	2nd Grade Reading Diagnostic, School Year 2014 - 2015 < 10
2nd Grade Reading Diagnostic, School Year 2013 - 2014	< 10	to	3rd Grade Reading Diagnostic, School Year 2014 - 2015 < 10
3rd Grade Reading Diagnostic, School Year 2014 - 2015	< 10	to	3rd Grade Reading OAA, School Year 2014 - 2015 < 10
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan			NC
Totals		NC	NC

Percentage On-Track in Reading Diagnostic



This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2014-2015.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **100.0%**

How many third graders scored proficient on the state Reading test? **99.1%**

## Prepared for Success

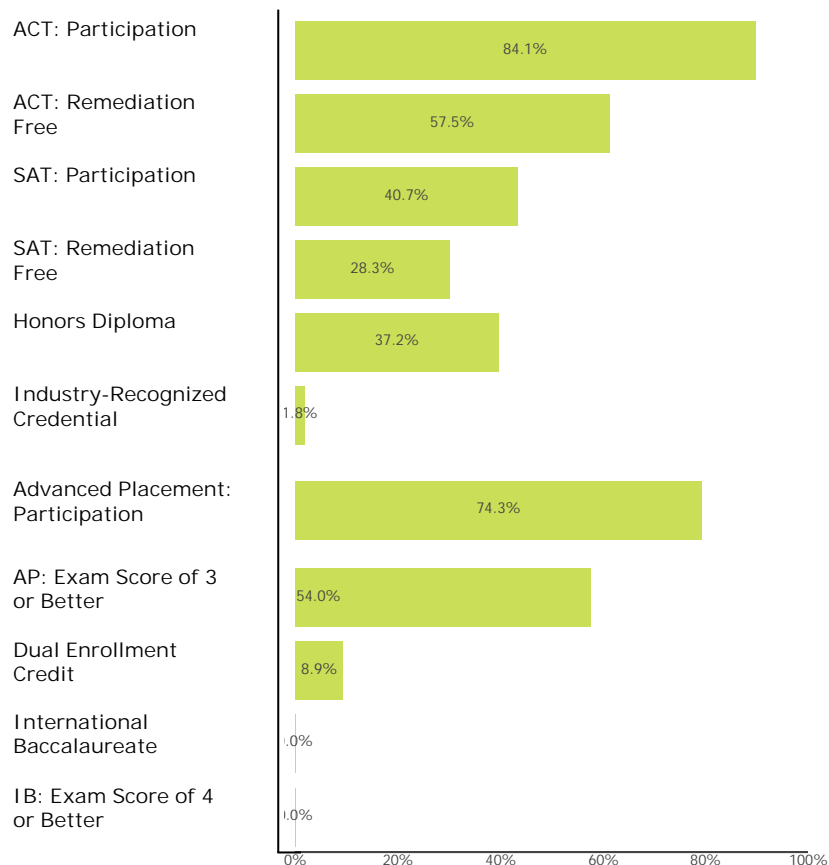


This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in  
2016

### How Prepared was Your 2014 Graduating Class?

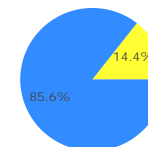


### Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides [district reports](#) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2012 Graduating Class Entered College within Two Years? **85.6%**



Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2011.





Superintendent: Stephen M. Kramer  
 Address: 7465 Loannes Dr  
 Cincinnati OH 45243-1851

Directory information current as of the 2014-2015 Report Card publication date

Phone: (513) 985-6070  
 County: Hamilton  
 Career Tech  
 Planning District: Great Oaks Institute of  
 Technology CTPD

## Your District's Students

Average  
Daily  
Enrollment:

1,465

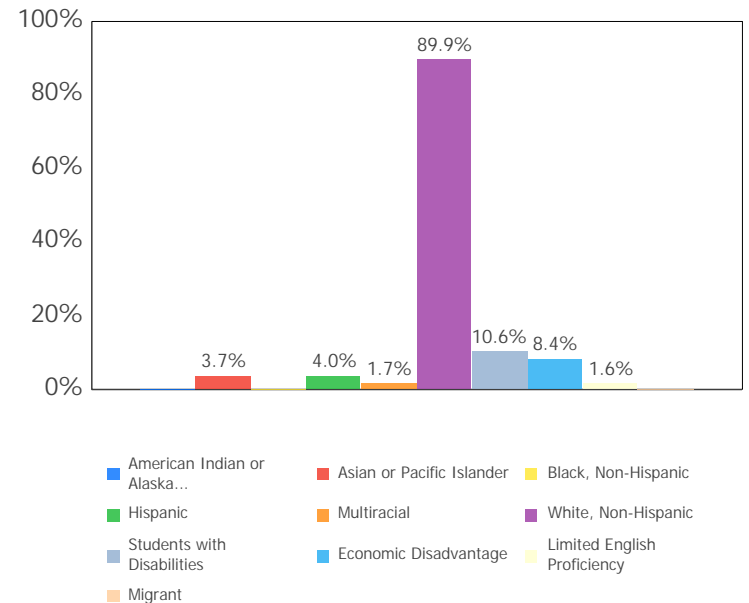
Number of  
Limited  
English  
Proficiency  
Students  
Excluded from  
Accountability  
Calculations:

--

## Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	54	3.7%
Black, Non-Hispanic	NC	
Hispanic	59	4.0%
Multiracial	25	1.7%
White, Non-Hispanic	1,317	89.9%
Students with Disabilities	155	10.6%
Economically Disadvantaged	123	8.4%
Limited English Proficiency	23	1.6%
Migrant	NC	

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



Enrollments of less than 10 students are not shown.

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio Test of English Language Acquisition (OTELA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OTELA results, see the Department of Education's web site at <http://education.ohio.gov>.

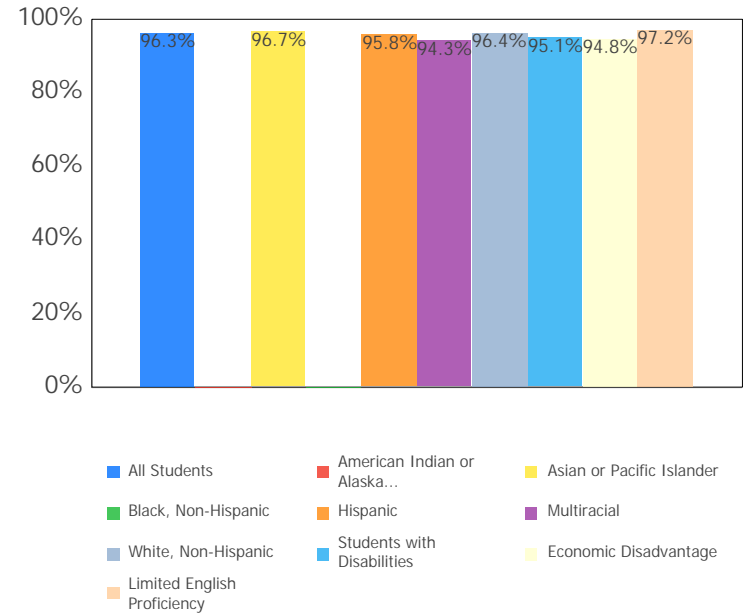
### Attendance

#### Chronic Absenteeism Rate:

4.2%

	Attendance Rate
All Students	96.3%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	96.7%
Black, Non-Hispanic	NC
Hispanic	95.8%
Multiracial	94.3%
White, Non-Hispanic	96.4%
Students with Disabilities	95.1%
Economic Disadvantage	94.8%
Limited English Proficiency	97.2%
Migrant	NC
Male	96.5%
Female	96.0%

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

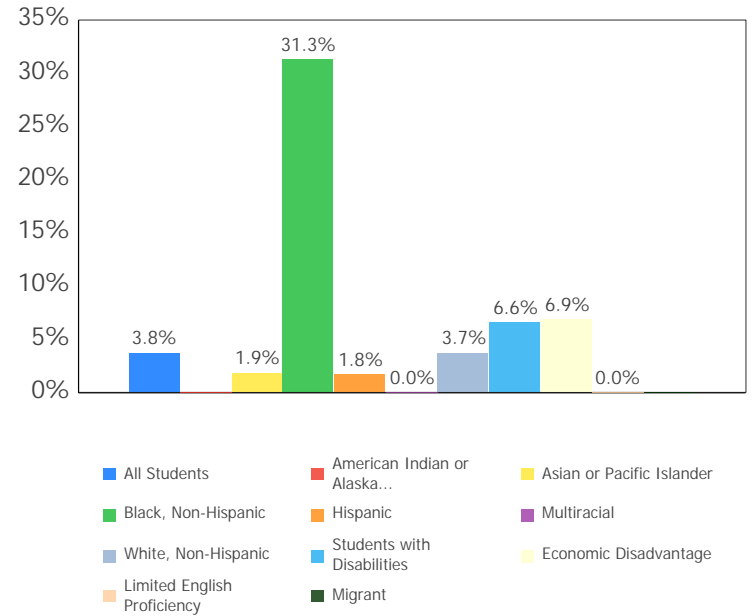


Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	District Mobility %
All Students	3.8%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	1.9%
Black, Non-Hispanic	31.3%
Hispanic	1.8%
Multiracial	0.0%
White, Non-Hispanic	3.7%
Students with Disabilities	6.6%
Economically Disadvantaged	6.9%
Limited English Proficiency	0.0%
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 District's Teachers

	All Schools in the District	High Poverty Schools	Low Poverty Schools
Percentage of teachers with at least a Bachelor's Degree	100.0	0.0	100.0
Percentage of teachers with at least a Master's Degree	79.3	0.0	80.8
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	1.2	--	1.2
Percentage of core academic subject and elementary classes taught by properly certified teachers	99.4	--	99.4
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--	0

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's 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

Attendance Rate

**96.0%**

Average Salary

**\$69,117**

Average Years of Experience

**10**

Lead or Senior Teachers

**13.0**

### Number of Teachers by Program Area

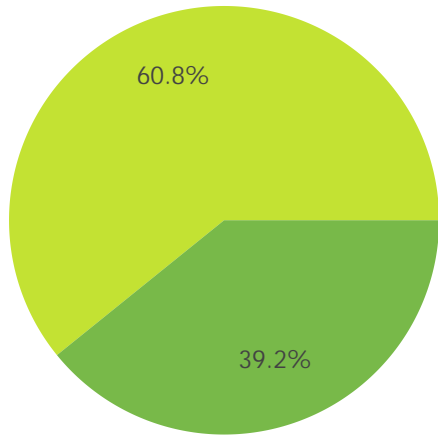
General Education	74.6
Gifted and Talented	0.8
Career-Technical Programs	0.0
Art Education K-8	1.8
Music Education K-8	2.0
Physical Education K-8	1.5
ELL Instructional Program	0.0
Special Education	14.9

### Your District's Principals

Percentage of principals with at least a Bachelor's Degree	100.0%
Percentage of principals with at least a Master's Degree	100.0%

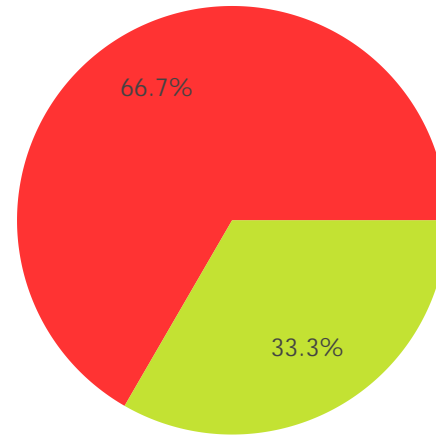


Teacher Evaluations



■ Skilled    ■ Accomplished    ■ Developing  
■ Ineffective    ■ Not Complete

Principal Evaluations



■ Skilled    ■ Accomplished    ■ Developing  
■ Ineffective    ■ Not Complete

### Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	Compliance with the federal requirement for implementing a local wellness policy	Elected to administer BMI screening	Participation in Physical Activity Pilot Program
Moderate Success	✓	✗	✗

### School Choice Options: Place of Enrollment for Students Residing in the District

The School Choice Options data is a set of nine counts describing the place of enrollment for students residing in the school district, captured as a snapshot of a single day in the school year. Web links provide further information about certain options.

Districts and STEM Schools	Community Schools	Non-Public Schools*
1,390 students enrolled in the district where they lived	9 students enrolled in an online community school	0 students participated in the EdChoice Scholarship or Cleveland Scholarship Program
15 students enrolled in another public district through Open Enrollment	1 students enrolled in a site-based community school	1 students participated in the EdChoice Expansion Program
7 students enrolled in another public district by means other than Open Enrollment	0 students enrolled in a Dropout Prevention and Recovery Program (online or site-based)*	10 students participated in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

\*Students included in Dropout Prevention and Recovery Program counts are also included in either the online or site-based community school counts.

\*ODE does not collect and cannot report information on district residents who are non-voucher students attending a non-public school.

## Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Enrollment between 1000 and 2499

### Classroom Spending Data

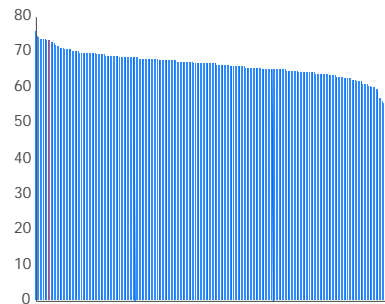
What percent of funds are spent on classroom instruction?

**73.3%**

How does this district rank in comparison to other districts of similar size?

**10 out of 276**

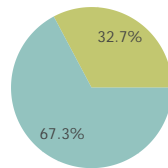
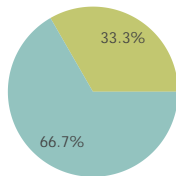
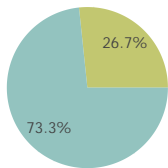
A rank of 1 indicates the highest percent spent on classroom instruction.



District

Comparison Group

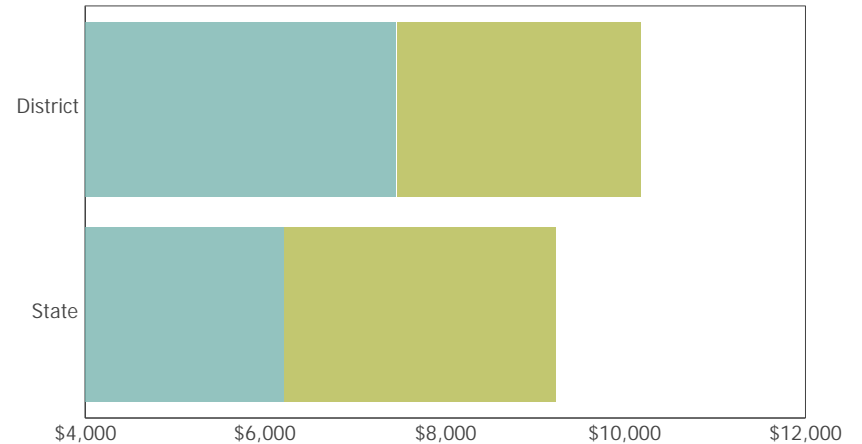
State



■ Classroom Instruction    ■ Non-Classroom Instruction

### Spending per Pupil Data

	District	State
Operating Spending per Pupil	\$10,173	\$9,228
Classroom Instruction	\$7,452	\$6,211
Non-Classroom Spending	\$2,721	\$3,016



✗ Madeira City IS NOT among the 20% of public districts with the lowest operating expenditures per pupil

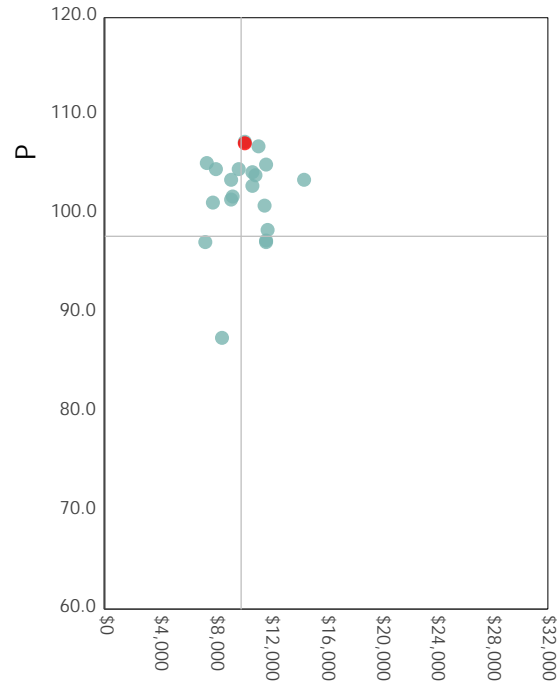
✓ Madeira City IS among the 20% of public districts with the highest academic performance index scores.

Note: District financial data do not include data associated with community schools that are sponsored by the school district.

# Spending and Performance

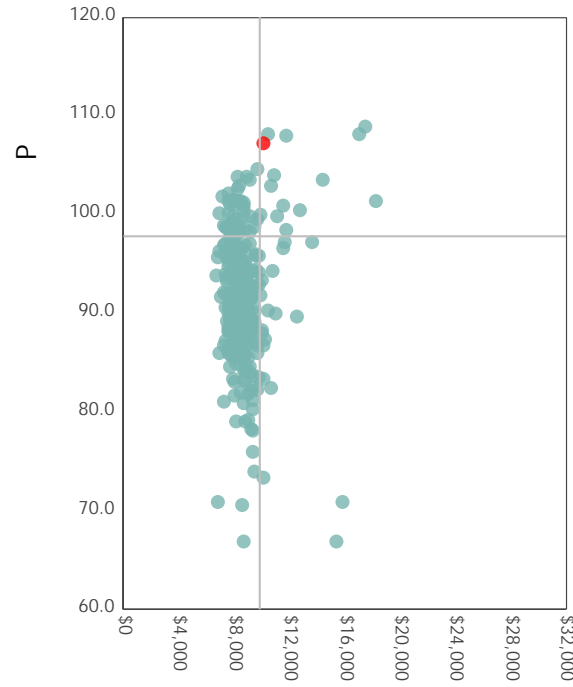
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

### Similar Districts



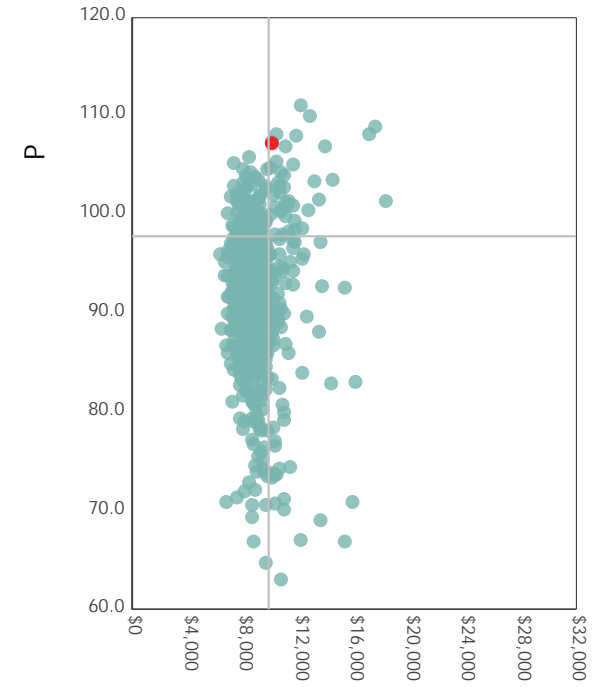
Spending per Pupil

### Comparison Group



Spending per Pupil

### All Districts

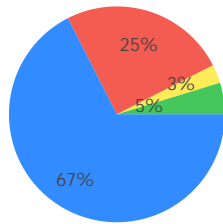


Spending per Pupil

# Source of Revenue

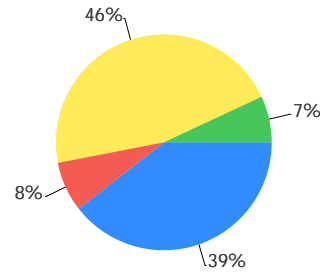
Source of Funds	District		State Total	
Local	\$12,794,674	67.4%	\$8,465,909,321	39.4%
State	\$4,783,109	25.2%	\$9,920,347,064	46.1%
Federal	\$500,158	2.6%	\$1,617,676,379	7.5%
Other Non-Tax	\$904,517	4.8%	\$1,492,334,587	6.9%
Total	\$18,982,458	100.0%	\$21,496,267,351	100.0%

District



■ Local  
■ State  
■ Federal  
■ Other Non-Tax

State



■ Local  
■ Federal  
■ State  
■ Other Non-Tax



Superintendent: Stephen M. Kramer  
 Address: 7465 Loannes Dr  
 Cincinnati OH 45243-1851

Phone: (513) 985-6070  
 County: Hamilton

Your District's Schools

School	Achievement		Progress				Gap Closing	Graduation Rate		K-3 Literacy
	Performance Index	Indicators Met	Overall	Gifted	Lowest 20% Achieve	Students with Disabilities	Annual Measurable Objectives	4-Year Graduation Rate	5-Year Graduation Rate	K-3 Literacy
Madeira Elementary School	B	B	C	A	NR	C	A	NR	NR	NR
Madeira High School	A	A	NR	NR	NR	NR	A	A	A	NR
Madeira Middle School	B	A	A	A	NR	A	A	NR	NR	NR