SCHOOL 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

Performance Index
71.9% C

Indicators Met
14.3% .... 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
2016

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

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

Annual Measurable Objectives
26.3% .... F

Graduation Rate

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

COMPONENT GRADE

Coming in
2016

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?

COMPONENT GRADE

Coming in
2016

K-3 Literacy
NC - Provisional Data
A number of districts have identified reporting errors with their submitted data which will affect the grades for all districts. This grade will be released as soon as it is determined to be accurate.

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?
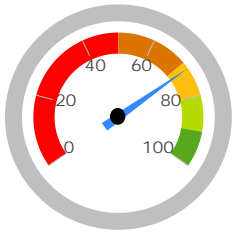
COMPONENT GRADE

Coming in

2016

GRADE

C

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.
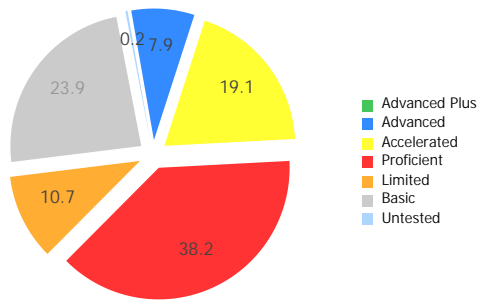
Performance Index

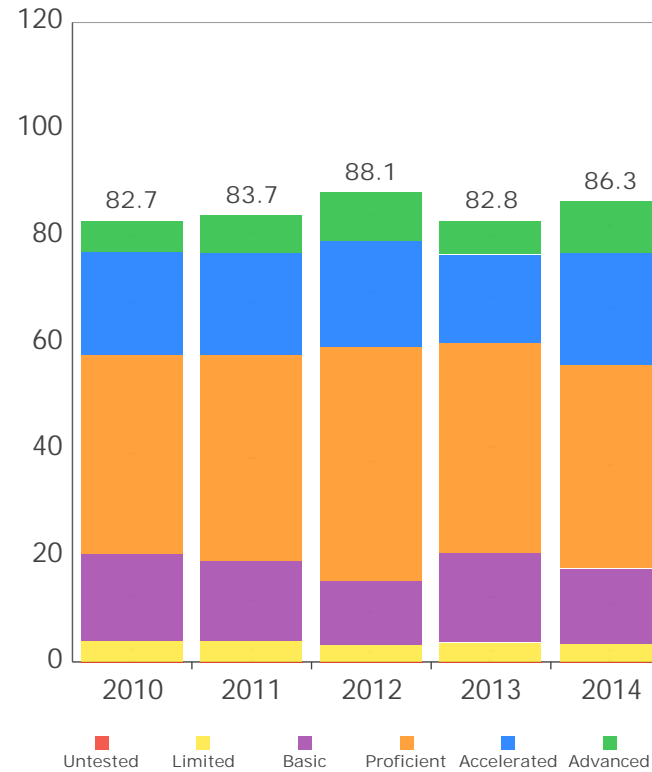| Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	7.9	x	1.2	=	9.5
Accelerated	19.1	x	1.1	=	21.0
Proficient	38.2	x	1.0	=	38.2
Basic	23.9	x	0.6	=	14.3
Limited	10.7	x	0.3	=	3.2
Untested	0.2	x	0.0	=	0.0
					86.3

71.9%

86.3 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%

Pie chart values: 0.2, 7.9, 19.1, 38.2, 10.7, 23.9

Legend:
- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Performance Index Trend

Bar chart values by year: 2010: 82.7, 2011: 83.7, 2012: 88.1, 2013: 82.8, 2014: 86.3

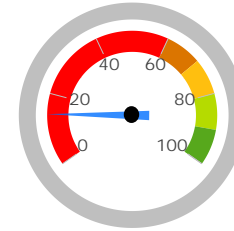Legend: Untested, Limited, Basic, Proficient, Accelerated, Advanced

GRADE

F

Indicators Met

Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %

14.3%
1 out of 7

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

This school does not have enough test results in 3rd, 4th, or 5th grade to display this table.

Grades 6-8

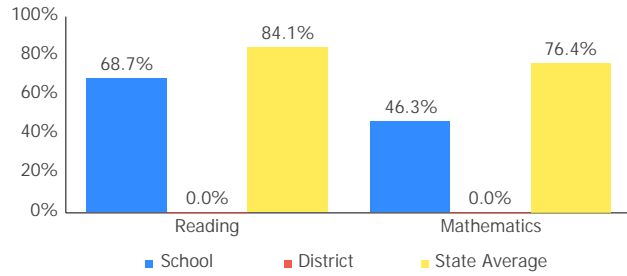| 6th Grade | Mathematics | 46.3% | ✘ |
	Reading	68.7%	✘
7th Grade	Mathematics	54.0%	✘
	Reading	69.6%	✘
8th Grade	Mathematics	84.8%	✔
	Reading	79.4%	✘
	Science	56.5%	✘

Ohio Graduation Test

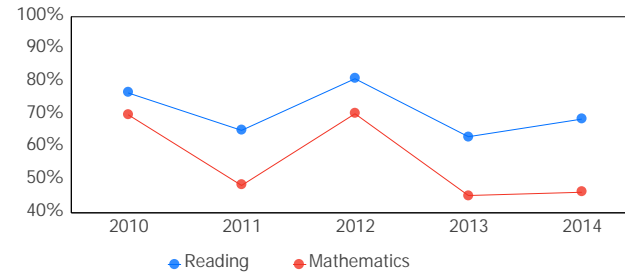This school does not have enough Ohio Graduation Test results to display this table.

Achievement Levels by Grade
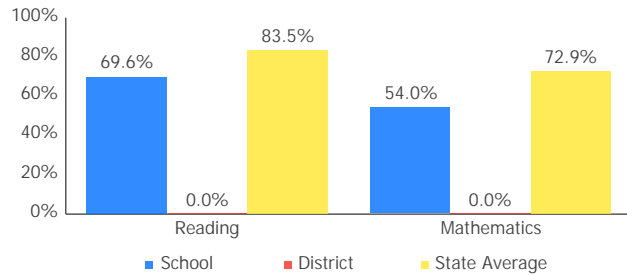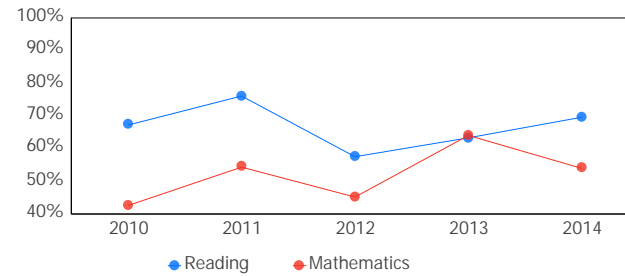
Proficient Percent Trend by Grade

Printed on September 15, 2014

6th Grade

School — District — State Average

Reading: 68.7% (School), 0.0% (District), 84.1% (State Average)
Mathematics: 46.3% (School), 0.0% (District), 76.4% (State Average)

6th Grade

Reading — Mathematics

7th Grade

School — District — State Average

Reading: 69.6% (School), 0.0% (District), 83.5% (State Average)
Mathematics: 54.0% (School), 0.0% (District), 72.9% (State Average)

7th Grade

Reading — Mathematics

8th Grade

School — District — State Average

Reading: 79.4% (School), 0.0% (District), 86.7% (State Average)
Mathematics: 84.8% (School), 0.0% (District), 79.8% (State Average)
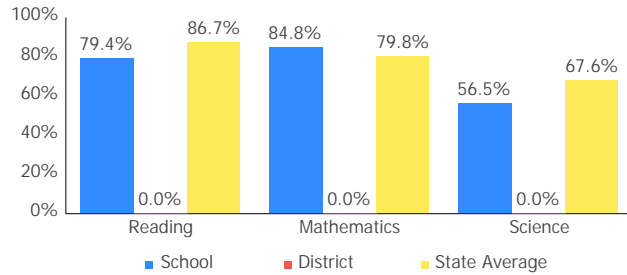Science: 56.5% (School), 0.0% (District), 67.6% (State Average)

8th Grade

Reading — Mathematics — Science
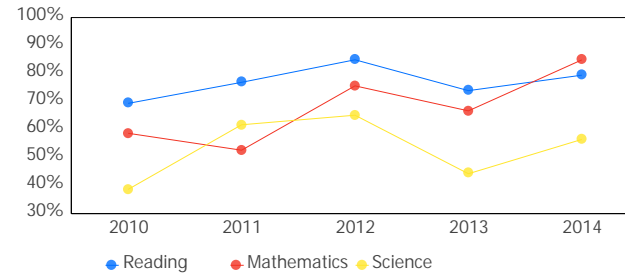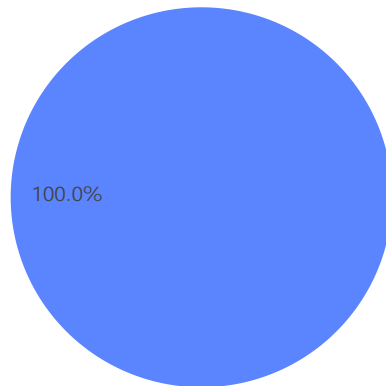
Gifted Students

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

Coming in
2016

Gifted Summary

Students Identified as Gifted

0.0% of enrollment

Students Receiving Gifted Services

0.0% of enrollment

100.0%

- 🟥 Identified as Gifted, Not Receiving Services
- 🟩 Receiving Gifted Services
- 🟦 Not Identified as Gifted

Achievement

The gifted data for this school cannot be displayed because there were no students identified as gifted to evaluate.

Value-Added

Value-Added measures the progress for all students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE

NR

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
2016

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

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

GRADE	Students in the Lowest 20% in Achievement
A	This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

GRADE	Students with Disabilities
C	This measures the progress for students with disabilities.

GRADE	High School
Coming in 2015	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.

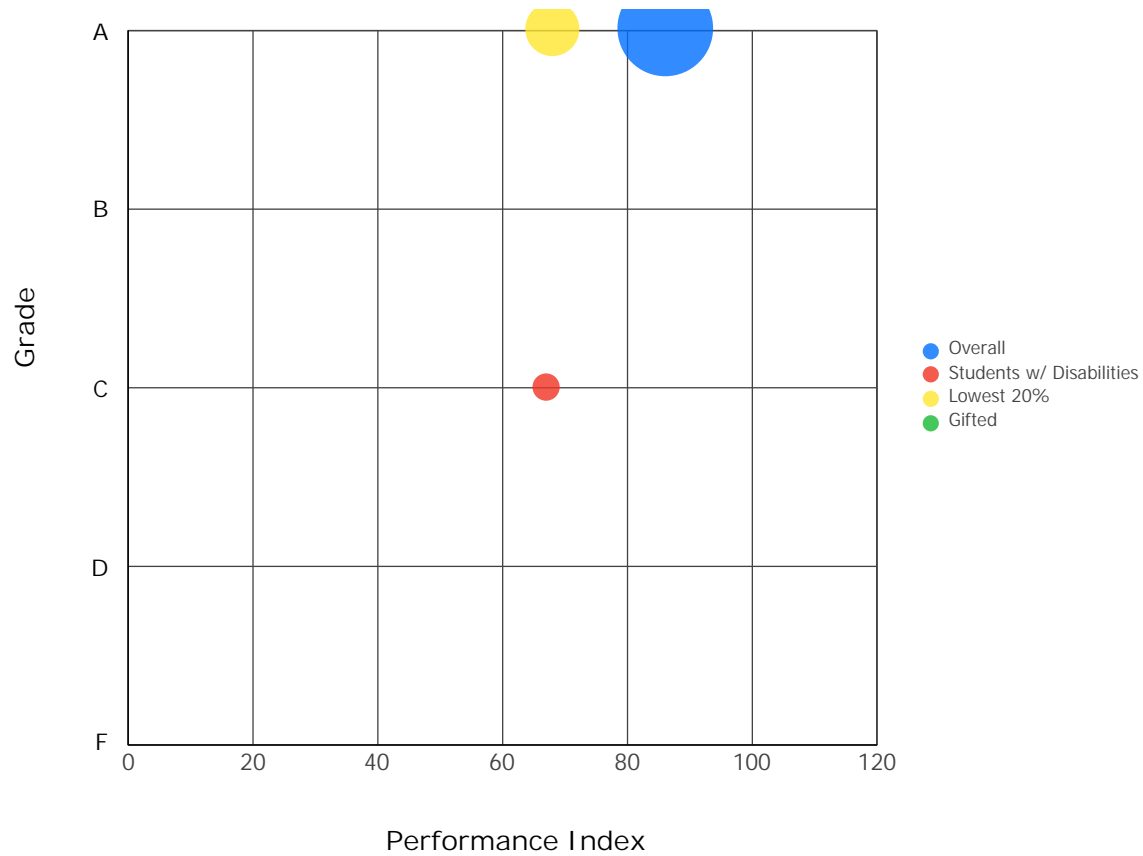| Test Grade	Progress Score		
	Reading	**Mathematics**	**All Tests**
All Grades	5.83	11.31	10.84
6th Grade	0.03	-0.09	-0.03
7th Grade	1.58	3.45	3.23
8th Grade	6.27	12.06	11.85

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.

Legend:
- Overall
- Students w/ Disabilities
- Lowest 20%
- Gifted

Grade (vertical axis): A, B, C, D, F

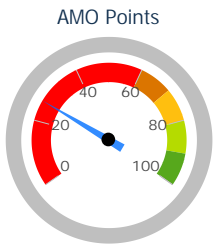Performance Index (horizontal axis): 0, 20, 40, 60, 80, 100, 120

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

F

AMO Points

26.3%

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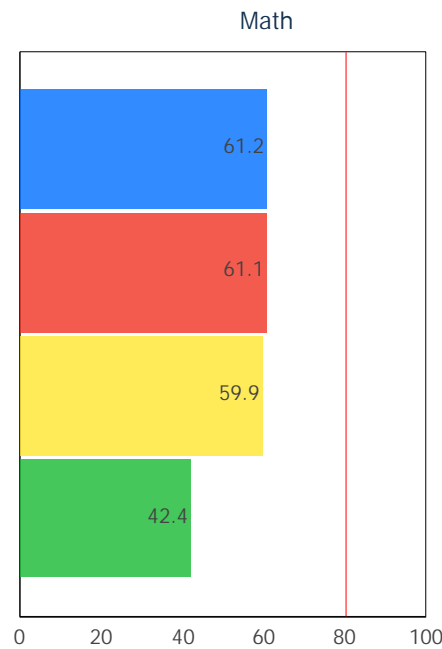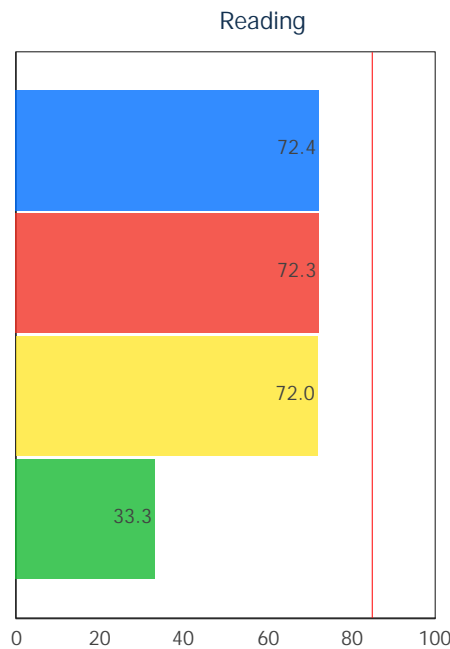C = 70.0 - 79.9%
D = 60.0 - 69.9%
F = 0.0 - 59.9%

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of 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.

Reading

Group	Value
All Students	72.4
Econ Disadvantage	72.3
African American	72.0
Students w/ Disab...	33.3

Math

Group	Value
All Students	61.2
Econ Disadvantage	61.1
African American	59.9
Students w/ Disa...	42.4

Graduation Rate

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

Legend (Reading): ■ All Students ■ Econ Disadvantage ■ African American ■ Students w/ Disab...

Legend (Math): ■ All Students ■ Econ Disadvantage ■ African American ■ Students w/ Disa...

The red line on each graph identifies the Annual Measurable Objective. The 2014 AMO for Reading is 84.9%, for Math is 80.5%, and for Graduation Rate is 78.2%. 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

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.

K-3 Literacy

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

COMPONENT GRADE
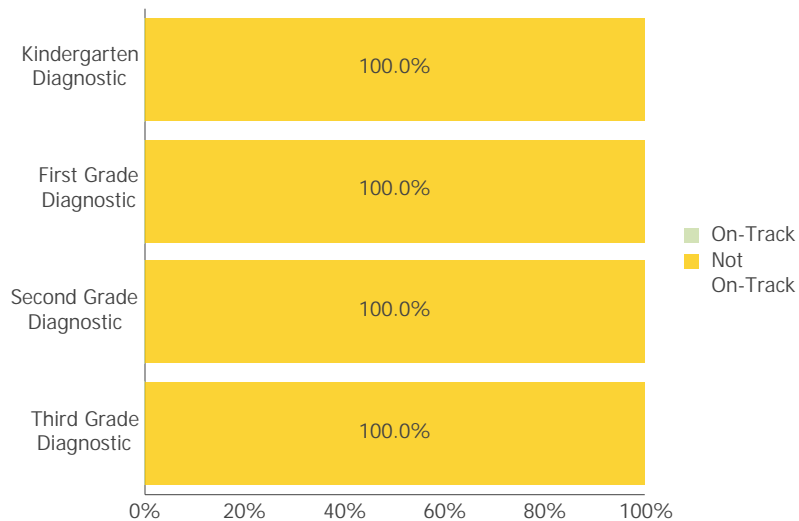
Coming in
2016

GRADE
Coming Soon

K-3 Literacy

This chart cannot be displayed because there are not enough students to evaluate.

The K-3 Literacy measure is a new way to assess reading progress in kindergarten through third grade students. This measure is an important component of Ohio's commitment to early literacy. This is not to be confused with the Third Grade Reading Guarantee. which measures whether third grade students are able to read at a third grade level and will be reported later. A number of districts have identified reporting errors with their submitted data which will affect the grades for all districts. This grade will be released as soon as it is determined to be accurate.

In Your School...

Details of Measure

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Percentage On-Track in Reading Diagnostic

Grade Level	Percentage
Kindergarten Diagnostic	100.0%
First Grade Diagnostic	100.0%
Second Grade Diagnostic	100.0%
Third Grade Diagnostic	100.0%

Legend:
- On-Track
- Not On-Track

This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2,013-2,014.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee is a program to identify students from Kindergarten through Grade 3 that are behind in reading. Schools will provide help and support to make sure students are on-track for reading success by the end of third grade. The program ensures that every struggling reader gets the support he or she needs to be able to learn and achieve. In kindergarten through grade three, schools will evaluate all children to determine if they are reading as well as they should be. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement Plan.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?	Coming Soon
How many third graders scored proficient on the state Reading test?	0.0%

Prepared for Success

This grade answers the question – Are students who graduate from your school 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 2013 Graduating Class?

ACT: Participation

ACT: Remediation Free

SAT: Participation

SAT: Remediation Free

Honors Diploma

Industry-Recognized Credential

Advanced Placement: Participation

AP: Exam Score of 3 or Better

Dual Enrollment Credit

This data cannot be shown because there are not enough students in the graduating class of 2013 to evaluate.

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.

Additional data on outcomes after high school are coming soon. These will include college graduation, demographics of college enrollees, workforce and military enlistment.

Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2010.

Principal: --

Phone: (614) 428-6564

Address: 2350 Morse Rd
Columbus OH 43229-5801

Directory information current as of the 2013-2014 Report Card publication date.
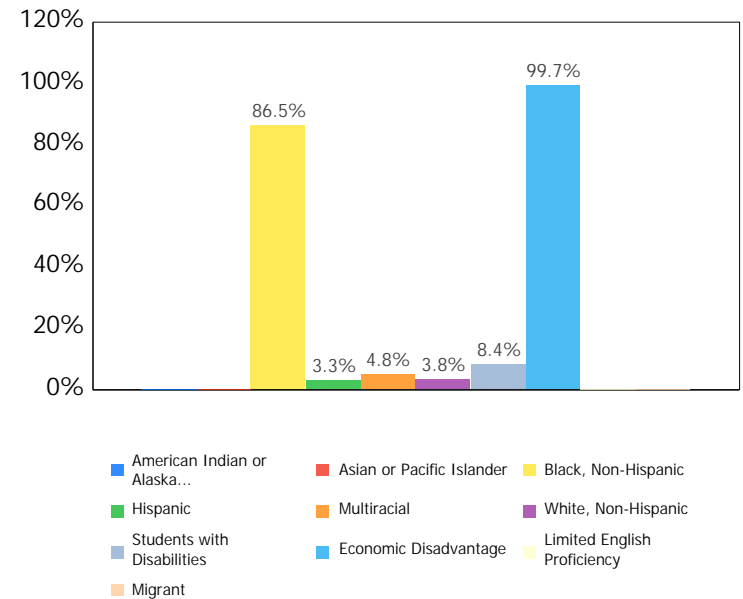
Your School's Students

Average Daily Enrollment:

426

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	368	86.5%
Hispanic	14	3.3%
Multiracial	21	4.8%
White, Non-Hispanic	16	3.8%
Students with Disabilities	36	8.4%
Economically Disadvantaged	424	99.7%
Limited English Proficiency	NC	
Migrant	NC	

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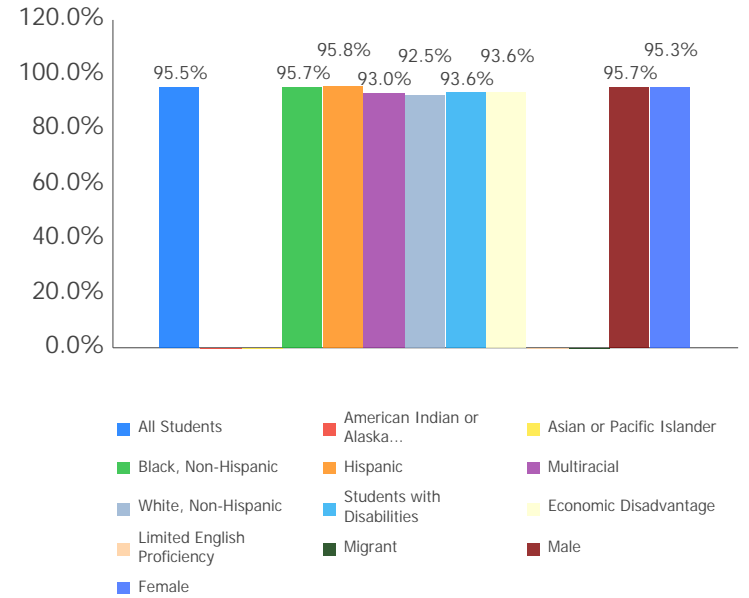

Legend:
- American Indian or Alaska…
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- Limited English Proficiency
- Migrant

Attendance

	Attendance Rate
All Students	95.5%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	95.7%
Hispanic	95.8%
Multiracial	93.0%
White, Non-Hispanic	92.5%
Students with Disabilities	93.6%
Economic Disadvantage	95.5%
Limited English Proficiency	NC
Migrant	NC
Male	95.7%
Female	95.3%

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

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

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

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

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	--
Percentage of teachers with at least a Master's Degree	28.0	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	--
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	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

Moderate Success