



OLENTANGY | LOCAL SCHOOLS



# 2018 ANNUAL REPORT

OUR MISSION IS TO FACILITATE  
MAXIMUM LEARNING FOR EVERY STUDENT



**Olentangy Local Schools**  
**Annual Report**  
**2017—2018**

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**District**

The Annual Report includes historic as well as current data for all district and state testing instruments currently administered. Olentangy Local School District is committed to analyzing data beyond the state report card to measure improvement in academic achievement. The goal of the Annual Report is to organize district data around Continuous Improvement Plan (CIP) benchmarks, which go beyond state report cards to provide a more in-depth review of Olentangy student achievement. Each section includes a graphic representation of the data, as well as brief analysis summary points. You can find additional data and reports by visiting our website—[www.olentangy.k12.oh.us](http://www.olentangy.k12.oh.us).

It remains a goal of Olentangy's Continuous Improvement Plan to develop other benchmarks, beyond test scores and surveys, to measure overall district quality and improvement. The difficulty in measuring arts, athletics, academics, and other areas includes determining if measuring awards earned or participation rates are the best measure of quality. Also, the data need to be easily quantified and collected. Efforts to draft benchmarks in these areas will be ongoing.

In addition to Olentangy data, data from state comparison districts is also included. The Office of Policy Research and Analysis of the Ohio Department of Education generates a state comparison group for every district each year. Utilizing numerous variables, a rank order list of the twenty districts most like Olentangy is created. As often as possible, all of the data from these twenty districts are included for comparison.

In any data report of this magnitude, it is inevitable that some corrections may have been missed during the editing process. If any concerns about accuracy or format are noted during the review of this document, please contact the Curriculum and Instruction Department at (740)657-4055.

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall district level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—13 of 18 subjects increased from the previous year or maintained 80%. First year projection data for Biology, US History, and 8<sup>th</sup> graders taking Algebra I.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall district growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "D".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**NOT MET**—8<sup>th</sup> grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 103.7 to 105.2 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—16 of 21 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—19 of 23 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 4.4% to the top 4.1% in the State.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.  
**MET**—85.8% of students scored a 3 or higher on AP exams.

**Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice**

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.  
**NOT MET**—Majority of items showed a decrease in percentage or below 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.  
**MET**—51% of students met all four benchmarks.
- ACT mean scores will increase or remain high at 25.  
**NOT MET**—District ACT mean scores decreased from 25.1 to 24.5.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.  
**MET**—Percentage of juniors and seniors who met the requirement increased from 77.6% to 78.2%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.  
**NOT MET**—Percentage of students taking developmental course work in college increased from 14% to 18%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.  
**MET**—All high schools were ranked in the top 500 high schools in the nation by US News and World Report. Newsweek and The Washington Post ranking were not available at the time of this report.



**Benchmark 6: Responsible financial management**

- Obtain annual GFOA (Government Finance Officer Association) award for excellence in financial reporting for the district's CAFR.  
**MET**—The District received the GFOA Award for Excellence in Financial Reporting for the District's FY17 CAFR on May 2, 2018.
- Maintain or increase the district's bond rating with both Moody's and Standard & Poor's.  
**MET**—Moody's reaffirmed the Aa1 rating and Standard and Poor's reaffirmed the AAA rating as part of a sale of \$9,500,000 general obligation bonds that settled on August 21, 2018.
- Receive a successful unqualified audit with fewer than five minor compliance citations.  
**MET**—The District received an unqualified audit opinion with less than five minor compliance citations on December 19, 2017.

**Benchmark 7: Resource allocation and utilization that balance fiscal responsibility as they support student achievement**

- Maintain or improve the District's expenditure cost per pupil from the previous fiscal year as measured against "similar districts" as established by the Ohio Department of Education.  
**NOT MET**—The District's expenditure cost per pupil increased, but was in the top quartile as benchmarked against "comparable districts" as established by the Ohio Department of Education.
- The District's percent of their operating expenditures for classroom instruction vs. non-classroom purposes should be ranked in the top quartile as benchmarked against "comparable districts" as established by the Ohio Department of Education.  
**MET**—The District did rank in the top quartile for percentage of classroom instruction expenditures as compared to "comparable districts".
- Achieve an "overall pupil/certified teacher ratio" at a level of 15.5:1 or higher as measured yearly on the OLSD 5-year forecast. This includes all certified staff such as guidance, special education, special area teachers, etc. recognizing that most individual classroom ratios will be higher.  
**MET**—"Overall pupil/certified teacher ratio" was 15.67:1 for the 2017-18 school year.

**Benchmark 8: High community engagement and stakeholder satisfaction**

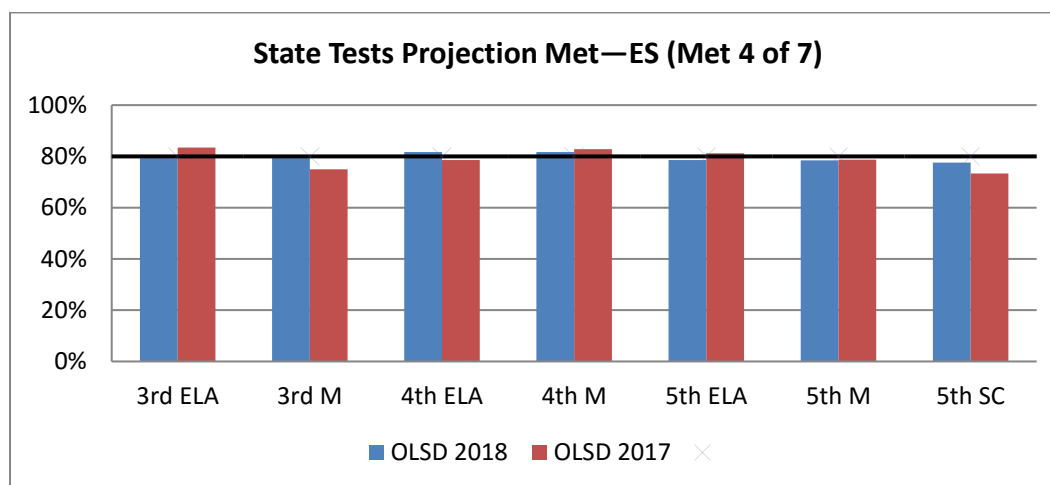
- Community survey results equal or surpass the previous year in areas related to educational quality, future direction, and fiscal management.  
**NOT MET**—A community survey was administered during the 2016-2017 school year, two years and three months after the last survey. In each of the three identified areas, results dipped slightly.
- Measurable community outreach at all levels of administration include annual reports from principals to the superintendent on community engagement.  
**MET**—During the 2017-2018 school year, there were six content-specific community forums and each building reported a wide variety of events that engaged their community.

## District

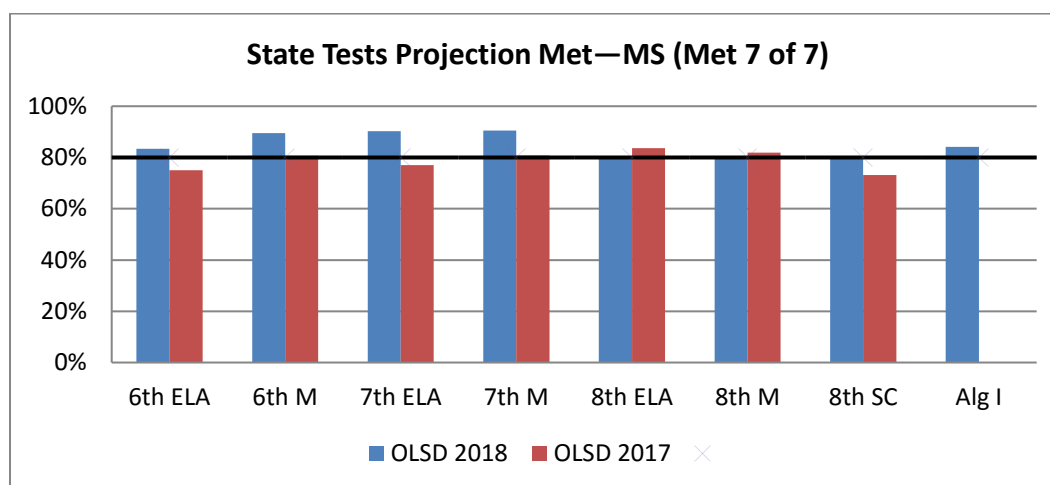
**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—13 of 18 subjects increased from the previous year or maintained 80%. First year projection data for Biology, US History, and 8<sup>th</sup> graders taking Algebra I.



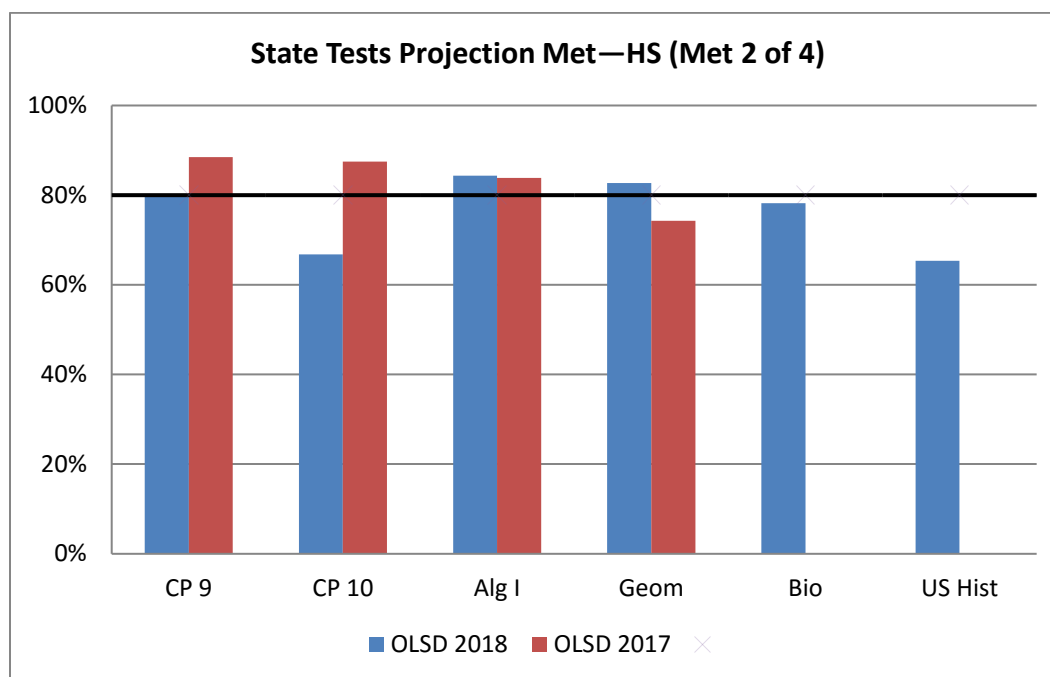
State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2018	79.3%	79.3%	81.7%	81.7%	78.6%	78.5%	77.5%
OLSD 2017	83.5%	74.9%	78.6%	82.8%	81.2%	78.6%	73.4%
N Matched (2018)	1409	1410	1363	1367	1308	1309	1305



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OLSD 2018	83.4%	89.5%	90.3%	90.5%	80.0%	80.4%	79.6%	84.2%
OLSD 2017	75.1%	80.7%	77.1%	80.7%	83.7%	81.9%	73.2%	N/A
N Matched (2018)	1437	1437	1488	1420	1503	789	1493	707



## District



State Tests Projection Met	CP 9	CP 10	Alg I	Geom	Bio	US Hist
OLSD 2018	79.9%	66.8%	84.4%	82.7%	78.2%	65.4%
OLSD 2017	88.5%	87.5%	83.8%	74.3%	N/A	N/A
N Matched (2018)	1383	1340	748	1234	1315	985

## District

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for grade 4—8 ELA and math and 10 students for 5<sup>th</sup> and 8<sup>th</sup> grade science, and HS end-of-course exams. The tests included in the calculation for the progress ratings are 4<sup>th</sup> grade through 8<sup>th</sup> grade ELA and math, 5<sup>th</sup> and 8<sup>th</sup> grade science, CP English 9, CP English 10, Algebra I, and Geometry. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall district growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "D".

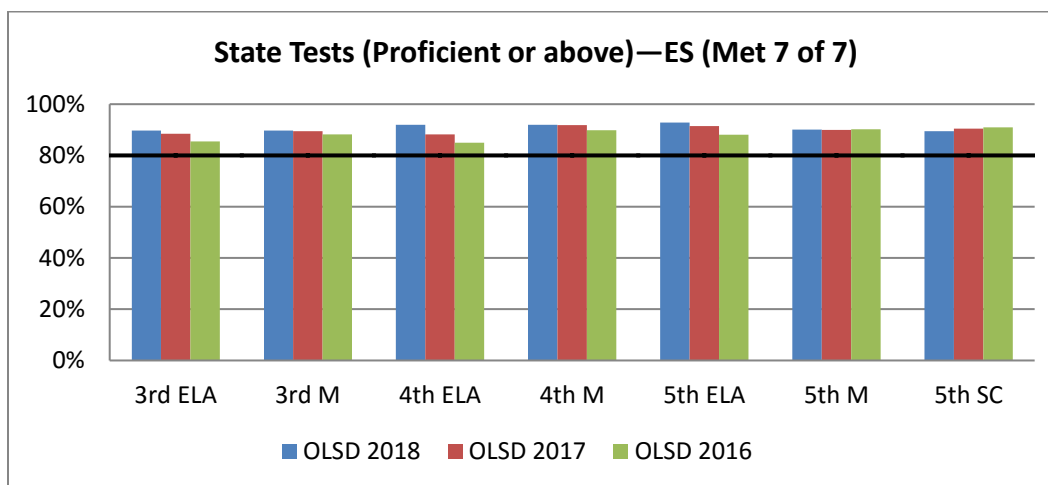
Subgroup (All Grades)—OLSD	Progress Score (Gain Index)							All Tests	Letter Grade
	ELA	Math	SC	CP 9	CP 10	Alg I	Geom		
Overall	-21.2	9.6	-1.0	-6.4	-9.7	25.2	23.8	-7.9	F
Gifted Students	-17.8	3.9	3.5	-7.0	-8.5	20.1	23.4	-6.5	F
Lowest 20% of Achievement	-1.8	2.4	1.2	1.0	-1.4	2.8	1.7	0.6	C
Students with Disabilities	-3.4	3.5	-0.9	-4.2	-3.2	5.3	3.5	-1.2	D

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

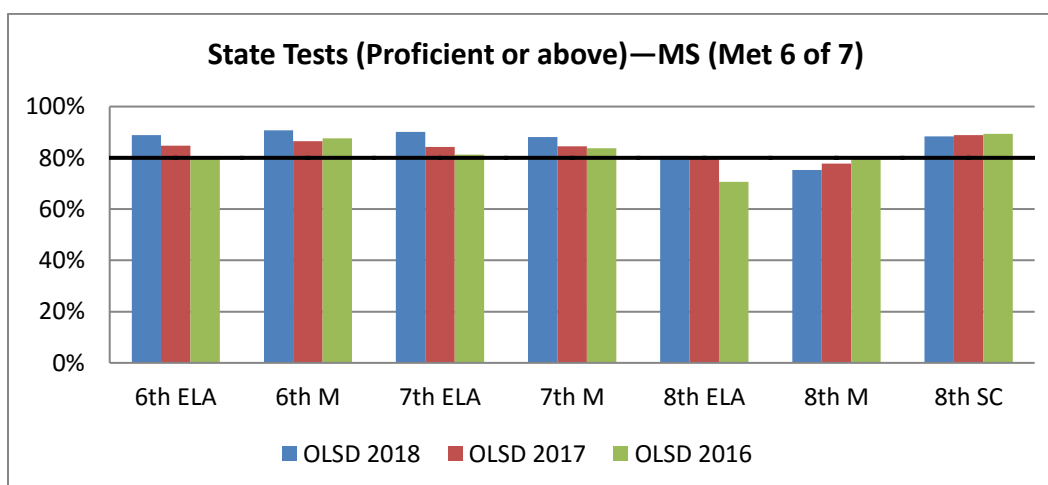
## District

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**NOT MET**—8<sup>th</sup> grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 103.7 to 105.2 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.

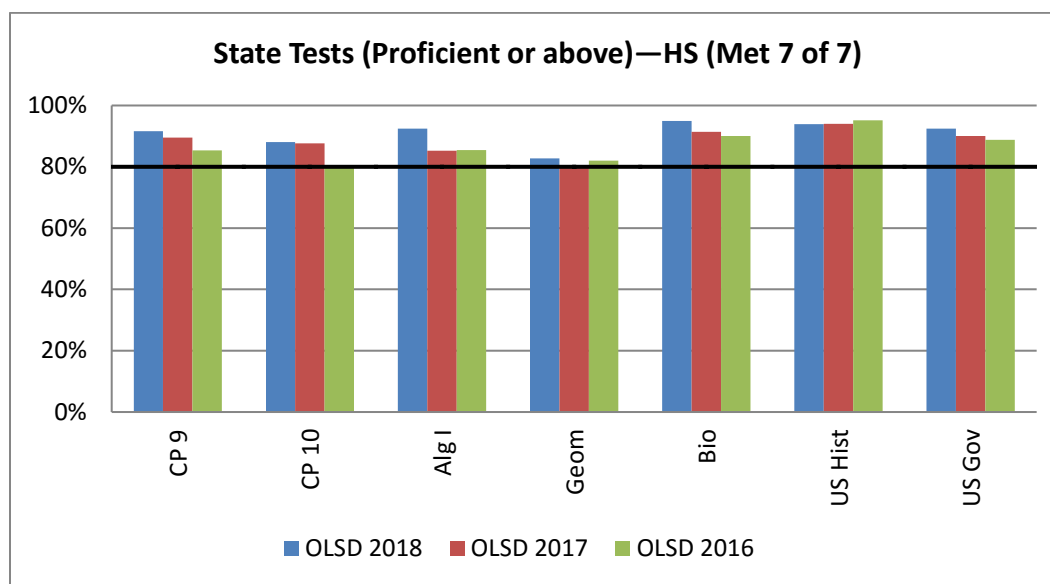


State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2018	89.7%	89.7%	91.9%	92.0%	92.8%	90.1%	89.4%
OLSD 2017	88.4%	89.4%	88.2%	91.8%	91.5%	90.0%	90.4%
OLSD 2016	85.5%	88.2%	84.9%	89.8%	88.1%	90.2%	91.0%



State Tests (Proficient or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLSD 2018	88.8%	90.7%	90.1%	88.1%	80.8%	75.3%	88.4%
OLSD 2017	84.8%	86.5%	84.2%	84.5%	80.3%	77.8%	88.9%
OLSD 2016	79.5%	87.6%	81.2%	83.7%	70.6%	79.5%	89.4%

## District



State Tests (Proficient or above)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLSD 2018	91.6%	88.1%	92.5%	82.7%	95.0%	93.9%	92.5%
OLSD 2017	89.5%	87.7%	85.2%	80.2%	91.4%	94.0%	90.1%
OLSD 2016	85.4%	80.6%	85.5%	82.0%	90.1%	95.2%	88.8%

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal.

Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

17-18 AMO Goals—OLSD		ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points		PI	Goal	Gap	Imp*	Points
All Students	104.9	83.8	0.0	1.5	100.0		105.5	84.2	0.0	1.8	100.0
Economically Disadvantaged	90.1	70.8	0.0	2.2	100.0		86.5	71.1	0.0	0.7	100.0
Asian/Pacific Islander	110.4	92.4	0.0	1.2	100.0		114.6	97.8	0.0	1.2	100.0
African American	95.6	63.4	0.0	2.1	100.0		90.2	61.3	0.0	1.0	100.0
American Indian/Alaskan Native	111.9	78.6	0.0	NR	100.0		114.7	76.8	0.0	NR	100.0
Hispanic	96.7	71.8	0.0	1.9	100.0		93.8	72.3	0.0	1.7	100.0
Multiracial	104.9	78.3	0.0	-0.1	100.0		106.2	77.7	0.0	2.0	100.0
White	104.9	86.3	0.0	1.5	100.0		105.4	87.6	0.0	1.8	100.0
IEP	80.5	57.3	0.0	2.6	100.0		77.7	58.2	0.0	1.5	100.0
LEP	91.8	65.6	0.0	6.9	100.0		95.8	70.1	0.0	3.1	100.0

\*Improvement (Imp): Improvement from the result last year.

## District

Performance Index Score

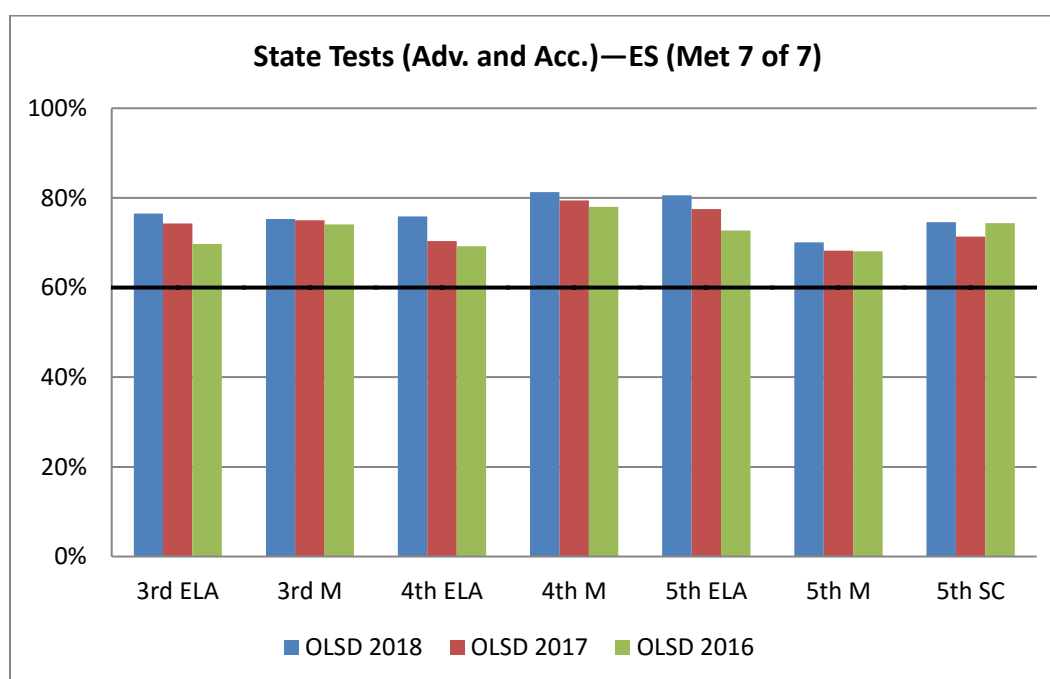
The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement. In 2015-16, Performance Index calculation at the high school level is different than in years past due to the elimination of the 10<sup>th</sup> grade OGT. State tests are no longer administered by grade level in the high school, so scores are omitted for students who have taken one or more of these tests/classes in middle school.

Performance Index	17-18	16-17	15-16	14-15	13-14
<b>Olentangy Local Schools</b>	<b>105.2</b>	<b>103.7</b>	<b>102.1</b>	<b>105.9</b>	<b>108.7</b>
Alum Creek Elementary	107.9	106.6	104.7	101.5	108.0
Arrowhead Elementary	100.8	101.4	100.1	98.6	103.2
Cheshire Elementary	111.7	107.8	106.9	104.0	108.7
Freedom Trail Elementary	111.1	107.4	105.0	104.7	107.0
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Heritage Elementary	104.6	103.5	103.3	105.3	106.6
Indian Springs Elementary	110.5	108.5	107.9	107.2	110.6
Johnnycake Corners Elementary	105.9	107.9	108.0	110.0	110.2
Liberty Tree Elementary	107.4	107.5	106.5	106.3	107.9
Oak Creek Elementary	103.3	104.6	102.6	102.5	103.6
Olentangy Meadows Elementary	106.4	105.0	104.5	100.9	103.2
Scioto Ridge Elementary	111.6	111.0	109.4	107.9	111.6
Tyler Run Elementary	111.2	111.6	109.4	107.4	110.0
Walnut Creek Elementary	108.9	105.6	106.0	106.6	109.7
Wyandot Run Elementary	107.3	107.0	105.5	105.4	108.0
Olentangy Berkshire Middle	105.5	105.0	104.2	108.4	109.6
Olentangy Hyatts Middle	103.5	103.1	101.6	108.1	109.6
Olentangy Liberty Middle	106.2	103.9	103.3	107.1	108.7
Olentangy Orange Middle	101.1	96.9	96.6	102.3	105.9
Olentangy Shanahan Middle	104.9	99.6	97.2	102.6	108.6
Olentangy High School	102.5	99.4	96.1	108.8	111.8
Olentangy Liberty High School	104.1	104.2	99.7	110.9	111.7
Olentangy Orange High School	100.7	101.4	96.3	108.7	109.9

## District

**Benchmark 4: Top of State and Nation**

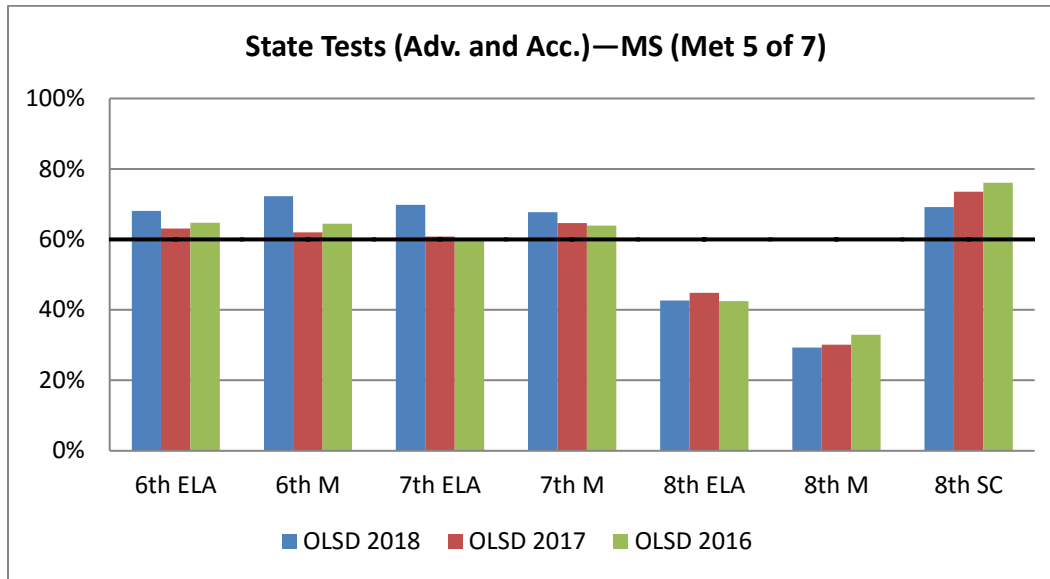
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—16 of 21 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—19 of 23 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 4.4% to the top 4.1% in the State.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.  
**MET**—85.8% of students scored a 3 or higher on AP exams.



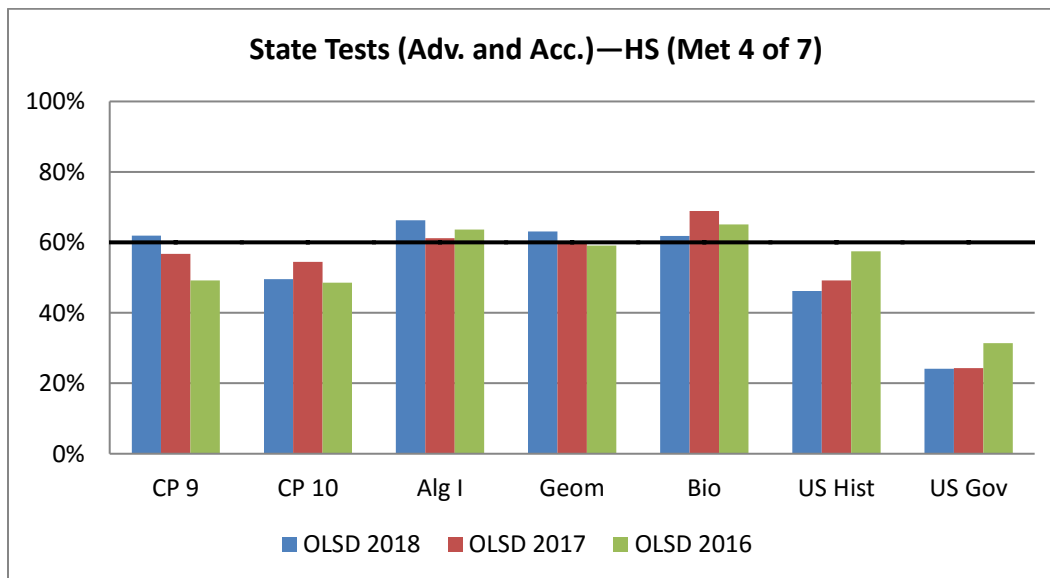
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2018	76.5%	75.3%	75.9%	81.3%	80.6%	70.1%	74.6%
OLSD 2017	74.3%	75.0%	70.4%	79.4%	77.5%	68.2%	71.4%
OLSD 2016	69.7%	74.1%	69.2%	78.0%	72.7%	68.1%	74.4%



## District



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLSD 2018	68.1%	72.3%	69.8%	67.7%	42.7%	29.3%	69.2%
OLSD 2017	63.1%	62.0%	60.8%	64.6%	44.8%	30.1%	73.5%
OLSD 2016	64.7%	64.5%	60.3%	63.9%	42.5%	32.9%	76.1%

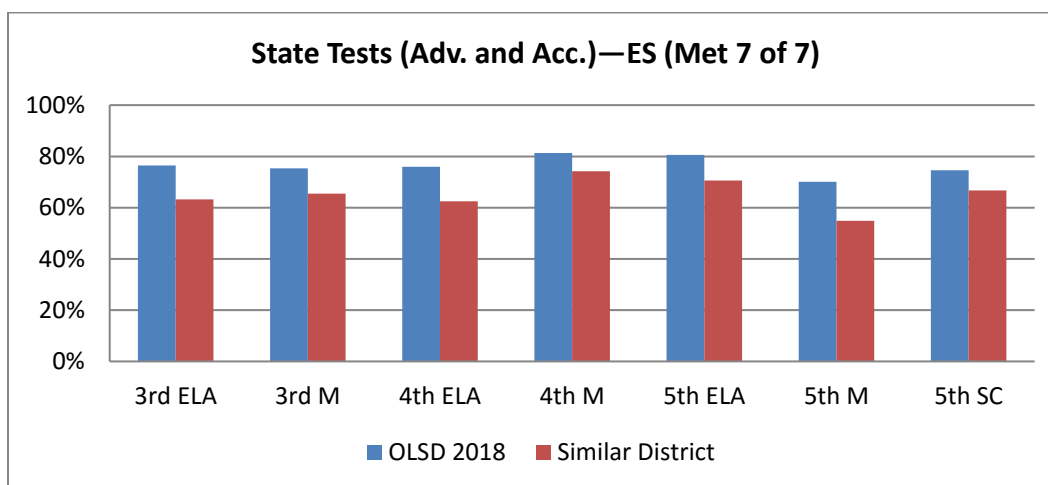


State Tests (Adv. and Acc.)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLSD 2018	61.9%	49.6%	66.3%	63.1%	61.8%	46.2%	24.1%
OLSD 2017	56.7%	54.5%	61.2%	60.0%	68.9%	49.2%	24.3%
OLSD 2016	49.2%	48.6%	63.6%	59.1%	65.1%	57.5%	31.4%

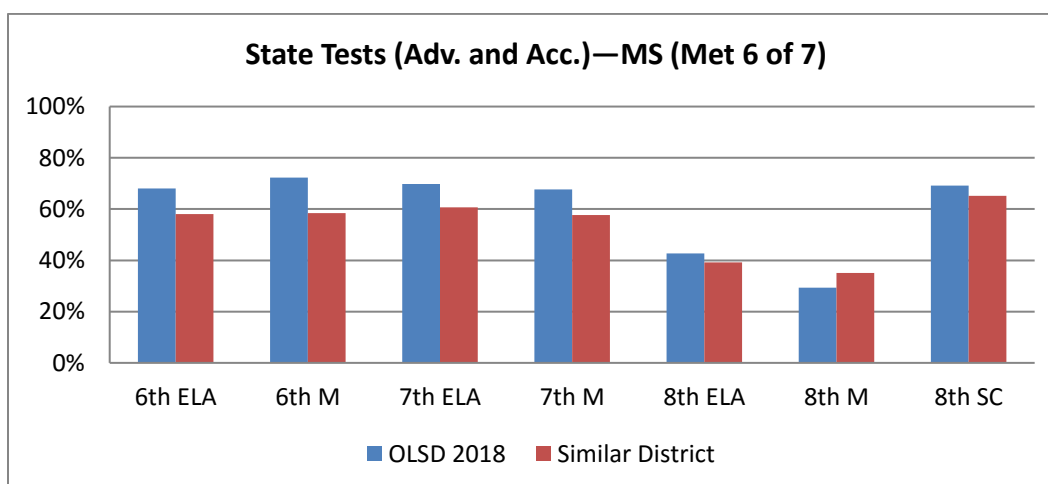
## District

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.

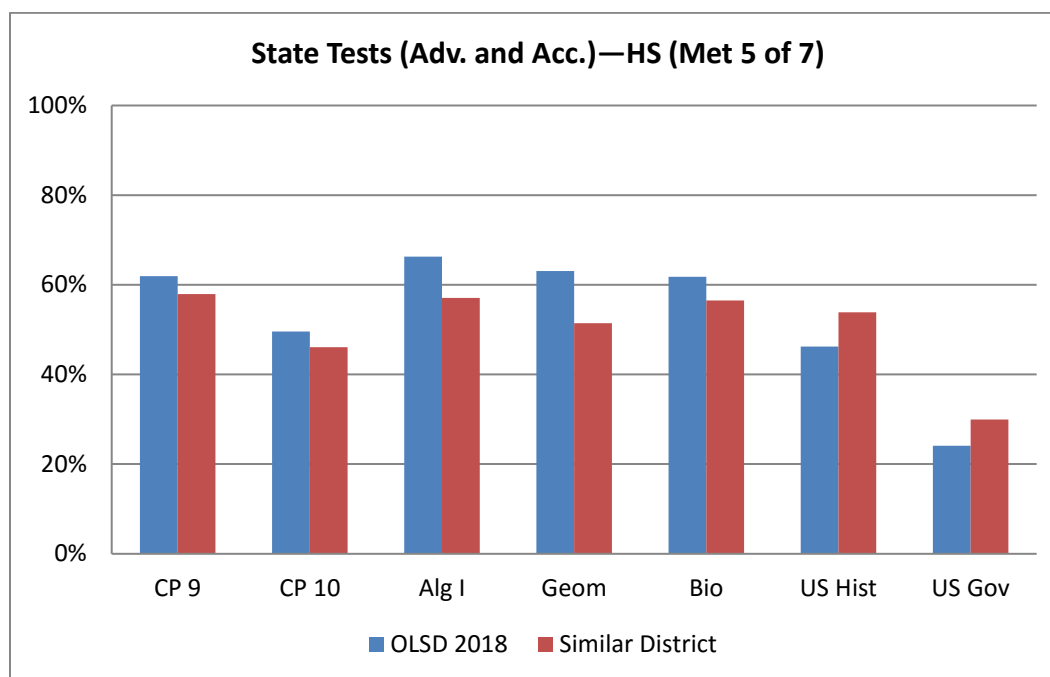


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2018	76.5%	75.3%	75.9%	81.3%	80.6%	70.1%	74.6%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLSD 2018	68.1%	72.3%	69.8%	67.7%	42.7%	29.3%	69.2%
Similar District	58.1%	58.4%	60.6%	57.7%	39.2%	35.0%	65.2%

## District



State Tests (Adv. and Acc.)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLSD 2018	61.9%	49.6%	66.3%	63.1%	61.8%	46.2%	24.1%
Similar District	57.9%	46.1%	57.1%	51.5%	56.5%	53.9%	29.9%

Performance Index Ranking

The following rankings represent the school district's position among all school districts with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 608 school districts with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OLSD rank among all districts	25	27	25	11	26
OLSD within top % of the State	4.1%	4.4%	4.1%	1.8%	4.3%

Advanced Placement

Advanced Placement	17-18	16-17	15-16	14-15	13-14
OLSD % students taking AP exams	62.2%	62.7%	63.0%	63.8%	60.5%
OLSD % students scoring 3, 4, or 5 on AP exams	85.8%	87.1%	85.2%	83.3%	83.0%

## District

**Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice**

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.  
**NOT MET**—Majority of items showed a decrease in percentage or below 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.  
**MET**—51% of students met all four benchmarks.
- ACT mean scores will increase or remain high at 25.  
**NOT MET**—District ACT mean scores decreased from 25.1 to 24.5.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.  
**MET**—Percentage of juniors and seniors who met the requirement increased from 77.6% to 78.2%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.  
**NOT MET**—Percentage of students taking developmental course work in college increased from 14% to 18%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.  
**MET**—All high schools were ranked in the top 500 high schools in the nation by US News and World Report. Newsweek and The Washington Post ranking were not available at the time of this report.

Senior Survey

The Senior Survey is given to the graduating class annually in May of students' senior year.

% Choosing Yes	2018	2017	2016
Did OLSD provide a safe, caring, respectful environment?	84.9%	91.4%	95.2%
Did OLSD prepare you for what you want to do after graduation?	84.1%	82.8%	89.8%
Were you encouraged to attempt advanced coursework?	84.1%	86.5%	89.5%
Did your teachers have high expectations for quality work?	93.3%	93.9%	95.9%
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	74.5%	78.7%	84.8%
Did OLSD facilitate maximum learning for you?	80.1%	81.2%	87.7%
% Choosing Highest 2 Ratings	2018	2017	2016
Overall, my math courses were challenging.	90.9%	91.9%	89.7%
Overall, my science courses were challenging.	91.3%	93.5%	88.0%
Overall, my social studies courses were challenging.	75.9%	79.2%	79.3%
Overall, my English courses were challenging.	74.0%	77.9%	78.9%
OLSD actively partners with parents and community.	60.4%	60.5%	61.0%
OLSD offers a focused and challenging curriculum.	88.4%	86.5%	86.2%
Staff at OLSD work together to improve student achievement.	74.7%	77.8%	79.0%
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	69.8%	69.8%	74.7%
Instruction in my classes was focused on students being actively involved in understanding the material.	72.8%	72.6%	77.0%
Student input is sought by teachers and administrators when making decisions how the school operates.	55.6%	56.9%	64.5%

## District

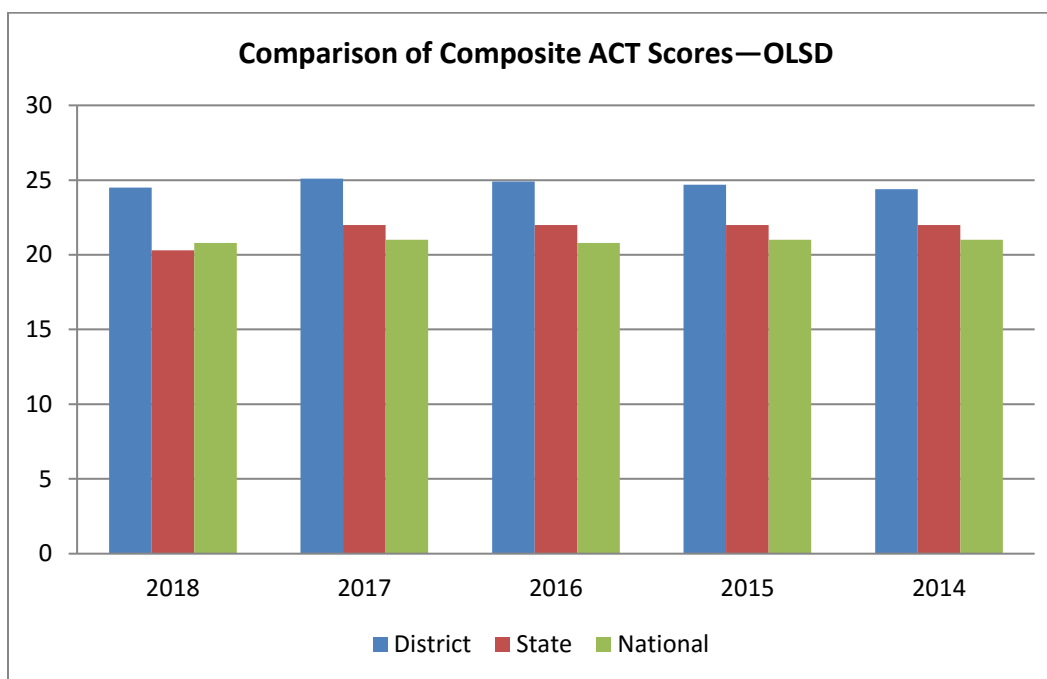
ACT College Readiness Benchmark

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. The college Readiness Benchmark Scores were derived based on the actual performance of students in college.

Percent of Students Meeting ACT College Readiness Benchmarks\*

Year	Met All 4	English (18)	Algebra (22)	Social Science (22)	Biology (23)
<b>2018</b>	<b>51%</b>	<b>82%</b>	<b>70%</b>	<b>67%</b>	<b>64%</b>
2017	56%	88%	74%	73%	67%
2016	55%	88%	75%	71%	68%
2015	52%	88%	71%	72%	64%
2014	49%	88%	72%	66%	64%

\*The benchmark is included next to the subject area in parentheses.

ACT Mean Score

ACT Mean Scores	<b>2018</b>	2017	2016	2015	2014
District	<b>24.5</b>	25.1	24.9	24.7	24.4
State	<b>20.3</b>	22.0	22.0	22.0	22.0
National	<b>20.8</b>	21.0	20.8	21.0	21.0

**District**

Juniors and seniors participating in AP, CCP courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT

OLSD juniors and seniors	<b>17-18</b>	16-17	15-16	14-15	13-14
% students who met the requirement	<b>78.2%</b>	77.6%	76.5%	68.8%	63.9%

**Regents Data**

The Ohio Board of Regents publishes an annual data report including many points of data about high school graduates/freshman college students. These data reflect only the students who attend Ohio public higher education institutions and must therefore be considered in this context. The Class of 2016 report details performance of high school graduates in 2016 enrolling as first-time college students in Fall 2016.

% Taking Developmental Coursework in Ohio Public College	
<b>OLSD Class 16</b>	<b>18%</b>
OLSD Class 15	14%
OLSD Class 14	18%
OLSD Class 13	15%
OLSD Class 12	21%

**National High School Rankings**

Ranking List	Publisher	2018 Ranking		
		OHS	OLHS	OOHS
Best High Schools	US News and World Report	<b>407</b>	<b>347</b>	<b>293</b>
America's Top High Schools	Newsweek	N/A	N/A	N/A
America's Most Challenging High Schools	The Washington Post	N/A	N/A	N/A



**Benchmark 6: Responsible financial management**

- Obtain annual GFOA (Government Finance Officer Association) award for excellence in financial reporting for the district's CAFR.

**MET**—The District received the GFOA Award for Excellence in Financial Reporting for the District's FY17 CAFR on May 2, 2018.

The District submitted the FY17 CAFR to the national Governmental Finance Officer Association. Its review resulted in the District once again receiving their Award for Excellence in Financial Reporting. This is the 20th year the district has received this award.

- Maintain or increase the district's bond rating with both Moody's and Standard & Poor's.  
**MET**—Moody's reaffirmed the Aa1 rating and Standard and Poor's reaffirmed the AAA rating as part of a sale of \$9,500,000 general obligation bonds that settled on August 21, 2018.
- Receive a successful unqualified audit with fewer than five minor compliance citations.  
**MET**—The District received an unqualified audit opinion with less than five minor compliance citations on December 19, 2017.

**Benchmark 7: Resource allocation and utilization that balance fiscal responsibility as they support student achievement**

- Maintain or improve the District's expenditure cost per pupil from the previous fiscal year as measured against "similar districts" as established by the Ohio Department of Education.  
**NOT MET**—The District's expenditure cost per pupil increased, but was in the top quartile as benchmarked against "comparable districts" as established by the Ohio Department of Education.
- The District's percent of their operating expenditures for classroom instruction vs. non-classroom purposes should be ranked in the top quartile as benchmarked against "comparable districts" as established by the Ohio Department of Education.  
**MET**—The District did rank in the top quartile for percentage of classroom instruction expenditures as compared to "comparable districts".
- Achieve an "overall pupil/certified teacher ratio" at a level of 15.5:1 or higher as measured yearly on the OLSD 5-year forecast. This includes all certified staff such as guidance, special education, special area teachers, etc. recognizing that most individual classroom ratios will be higher.  
**MET**—"Overall pupil/certified teacher ratio" was 15.67:1 for the 2017-18 school year.

The District continuously reviews staffing levels to meet its mission to "facilitate maximum learning for every student", while trying to maintain fiscal prudence.

## 2018 Annual Report

### District

#### Expenditure per Pupil and % of Classroom Instruction

Expenditure per pupil and percent of classroom instructions is released by the Ohio Department of Education annually.

District	District Total Expenditure Per Pupil FY17	District Total Expenditure Per Pupil FY16	District	% of Classroom Instruction Operating Expenditures FY17
Springboro Community City SD	\$8,429	\$8,127	Upper Arlington City SD	77.2%
Avon Local SD	\$9,203	\$8,946	Hilliard City SD	74.3%
Milford Ex Vill SD	\$10,149	\$9,788	<b>Olentangy Local SD</b>	<b>74.1%</b>
<b>Olentangy Local SD</b>	<b>\$10,546</b>	<b>\$10,102</b>	Beavercreek City SD	72.9%
Perrysburg Ex Vill SD	\$10,546	\$10,283	Dublin City SD	72.8%
Mason City SD	\$10,670	\$10,342	Forest Hills Local SD	72.2%
Avon Lake City SD	\$10,742	\$10,303	Worthington City SD	72.1%
Lakota Local SD	\$10,854	\$10,591	Perrysburg Ex Vill SD	71.8%
Forest Hills Local SD	\$10,969	\$10,562	Avon Local SD	71.2%
Pickerington Local SD	\$11,230	\$10,874	Centerville City SD	71.1%
Sylvania City SD	\$11,254	\$10,875	Springboro Community City SD	70.9%
Beavercreek City SD	\$11,496	\$10,734	Mason City SD	70.7%
Medina City SD	\$11,499	\$10,815	Hudson City SD	70.6%
New Albany-Plain Local SD	\$11,764	\$11,900	Medina City SD	70.5%
Hilliard City SD	\$11,769	\$11,338	New Albany-Plain Local SD	69.2%
Centerville City SD	\$12,339	\$12,358	Avon Lake SD	69.1%
Strongsville City SD	\$12,837	\$12,785	Pickerington Local SD	68.3%
Dublin City SD	\$12,874	\$12,620	Milford Ex Vill SD	67.8%
Worthington City SD	\$13,019	\$12,863	Sylvania City SD	66.7%
Hudson City SD	\$13,132	\$12,900	Lakota Local SD	66.3%
Upper Arlington City SD	\$15,207	\$14,957	Strongsville City SD	64.7%

#### Overall Pupil/Certified Teacher Ratio

The positive trend in “overall pupil/certified teacher ratio” as compared to five years ago is a direct result of on-going efforts to identify staffing efficiencies that enable us to deliver a higher quality educational product at a low cost.

School Year	17-18	16-17	15-16	14-15	13-14
Overall Pupil/Certified Teacher Ratio	<b>15.67</b>	15.84	15.62	15.91	15.98

**District****Benchmark 8: High community engagement and stakeholder satisfaction**

- Community survey results equal or surpass the previous year in areas related to educational quality, future direction, and fiscal management.  
**NOT MET**—A community survey was administered during the 2016-2017 school year, two years and three months after the last survey. In each of the three identified areas, results dipped slightly.
- Measurable community outreach at all levels of administration include annual reports from principals to the superintendent on community engagement.  
**MET**—During the 2017-2018 school year, there were six content-specific community forums and each building reported a wide variety of events that engaged their community.

**Community Survey**

A Community Survey was conducted during January 2017. The most recent Community Survey was conducted by Fallon Research & Communications, Inc. Four hundred registered voters were interviewed by phone at that time.

Area & Survey item	% Choosing positive rating	January 2017	November 2014
Educational Quality	Overall, how would you rate the quality of education being provided by the Olentangy Local School District? Would you say it is excellent, good, fair, poor, or very poor?	<b>84.3%</b>	88.2%
Future Direction	Thinking about the Olentangy Local School District that serves your community, would you say that it is generally going in the right direction, or has it gotten off onto the wrong track?	<b>76.1%</b>	77.3%
Fiscal Management	In your opinion, how would you rate the job the Olentangy Local School District has done spending its money in an effective and responsible manner? Would you say it is excellent, good, fair, poor, or very poor?	<b>65.1%</b>	67.4%

**Community Engagement**

Three Community Forums sponsored by the Parent Programs Team were held during the 2017-2018 school year:

1. Sept. 20, 2017 at OOHS: Raising Unselfies!, Dr. Michele Borba
2. Nov. 8, 2017 at OHS: Growth Messages That Successful Kids Learn, Jim Jones
3. March 7, 2018 at OLHS: Generation Rx: The Dangers of Medication Misuse, Tera Parrella

Additional Community Forums held during the 2017-18 school year include:

4. Aug. 22, 2017, Multilingual Family Workshop
5. Feb. 3, 2017, Fourth Annual "ONE COMMUNITY" Equity and Inclusion Conference
6. Jan. 11, 2018, Hidden In Plain Sight: A Drug Awareness Seminar

Individual school buildings host a variety of events to engage the community beyond back-to-school open houses, curriculum nights, parent teacher conferences, arts performances, and athletic events. Buildings reported hosting events such as blood drives, family literacy nights, and fitness events, and many administrators utilize social media as means of engaging their respective communities.

## Olentangy Local Schools

### 2018—2019 Performance Benchmarks

#### **Benchmark 1: *Achievement at or above projected performance levels***

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

#### **Benchmark 2: *Facilitate a year or more of growth for every year of instruction***

- Overall district/building growth will meet or exceed State's growth expectation.
- Gifted students will meet or exceed State's growth expectation.
- Students with disabilities will meet or exceed State's growth expectation.
- Students in the lowest twenty percent of achievement statewide will meet or exceed State's growth expectation.

#### **Benchmark 3: *Meet or exceed State's achievement and gap closing standards at the district and building levels***

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.

#### **Benchmark 4: *Top of State and Nation***

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
- State Performance Index ranking will increase or remain in the top ten percent of all school districts.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.

#### **Benchmark 5: *Graduates prepared for educational/vocational pursuit of their choice***

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
- ACT mean scores will increase or remain high at 25.
- Increase or maintain 90 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, teacher academy, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score in the English Language Arts and Math areas of the ACT/SAT.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek and The Washington Post (if rankings are published and our schools are eligible).

**District**

**Benchmark 6: *Responsible financial management***

- Obtain annual GFOA (Government Finance Officer Association) award for excellence in financial reporting for the district's CAFR.
- Maintain or increase the district's bond rating with both Moody's and Standard & Poor's.
- Receive a successful unqualified audit with fewer than five minor compliance citations.

**Benchmark 7: *Resource allocation and utilization that balance fiscal responsibility as they support student achievement***

- Maintain or improve the District's expenditure cost per pupil from the previous fiscal year as measured against "similar districts" as established by the Ohio Department of Education.
- The District's percent of their operating expenditures for classroom instruction vs. non-classroom purposes should be ranked in the top quartile as benchmarked against "comparable districts" as established by the Ohio Department of Education.
- Achieve an "overall pupil/certified teacher ratio" at a level of 15.5:1 or higher as measured yearly on the OLSD 5-year forecast. This includes all certified staff such as guidance, special education, special area teachers, etc. recognizing that most individual classroom ratios will be higher.

**Benchmark 8: *High community engagement and stakeholder satisfaction***

- Community survey results equal or surpass the previous year in areas related to educational quality, future direction, and fiscal management.
- Measurable community outreach at all levels of administration include annual reports from principals to the superintendent on community engagement.

**Alum Creek Elementary  
Annual Report  
2017—2018**



**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

<b>MET</b>
<b>NOT MET</b>

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—4 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "D".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.

**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "B".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 106.6 to 107.9 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

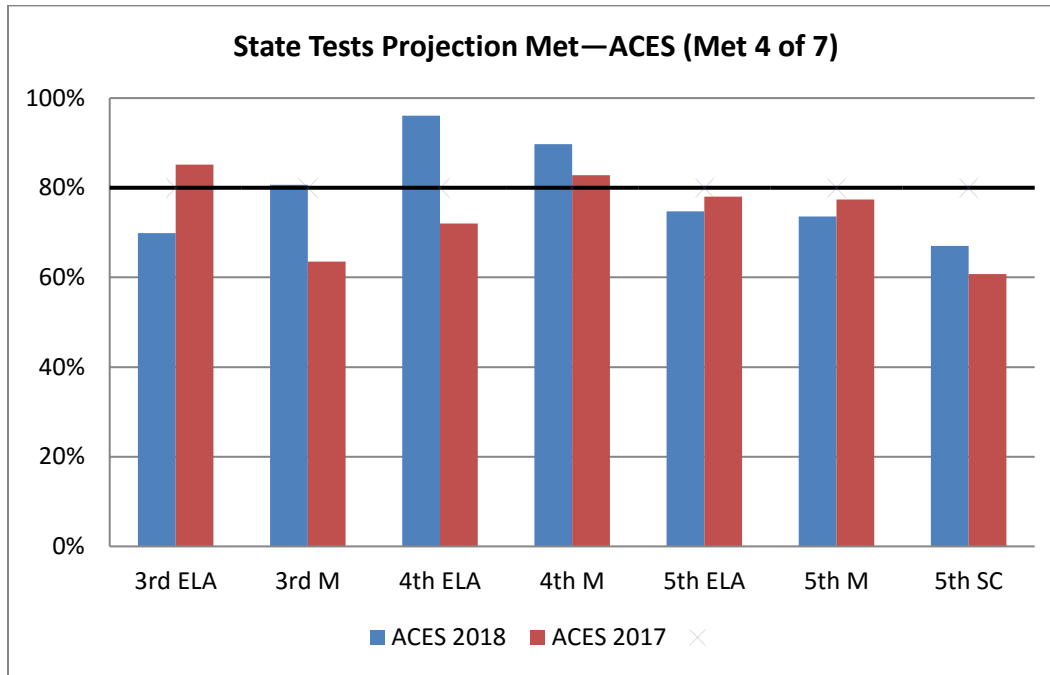
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 5.2% to the top 4.6% in the State.

### Alum Creek Elementary

#### Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—4 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2018	69.9%	80.6%	96.1%	89.7%	74.7%	73.6%	67.0%
ACES 2017	85.1%	63.5%	72.0%	82.8%	78.0%	77.4%	60.7%
N Matched (2018)	93	93	77	78	91	91	91

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "D".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "B".

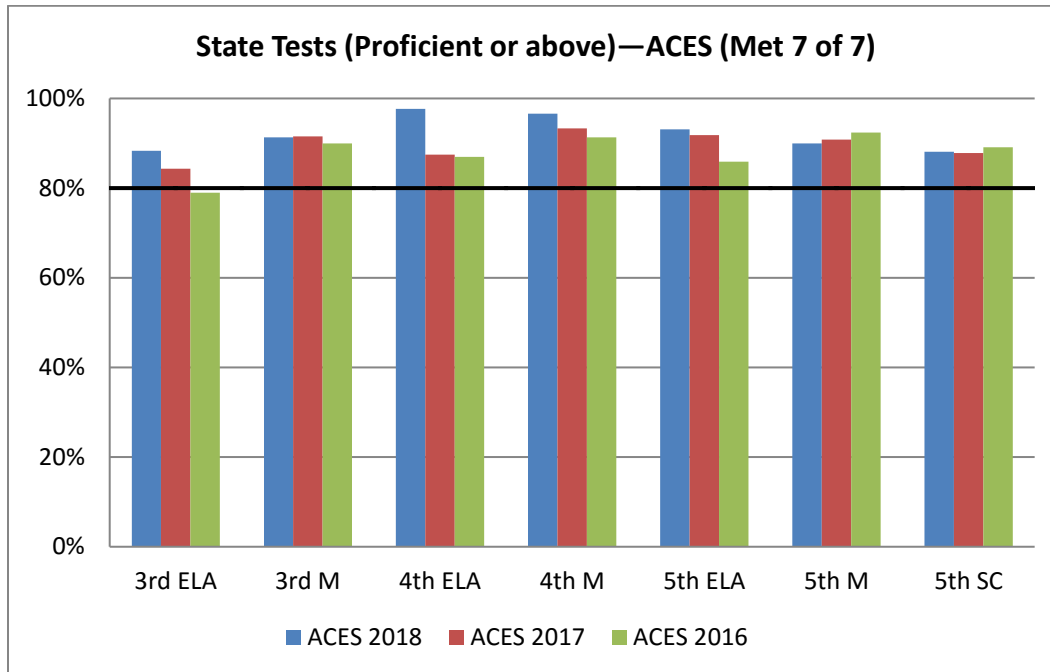
Subgroup (All Grades)—ACES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	0.4	-1.6	-4.8	-1.8	D
Gifted Students	-0.5	-2.3	-5.1	-3.3	F
Lowest 20% of Achievement					NR
Students with Disabilities	1.3	0.3	0.6	1.2	B

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

### Alum Creek Elementary

#### Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 106.6 to 107.9 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2018	88.3%	91.3%	97.7%	96.6%	93.1%	90.0%	88.1%
ACES 2017	84.3%	91.5%	87.5%	93.3%	91.8%	90.8%	87.8%
ACES 2016	79.0%	90.0%	87.0%	91.3%	85.9%	92.4%	89.1%

### Alum Creek Elementary

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Alum Creek Elementary	<b>107.9</b>	106.6	104.7	101.5	108.0

#### Annual Measurable Objectives (AMOs)

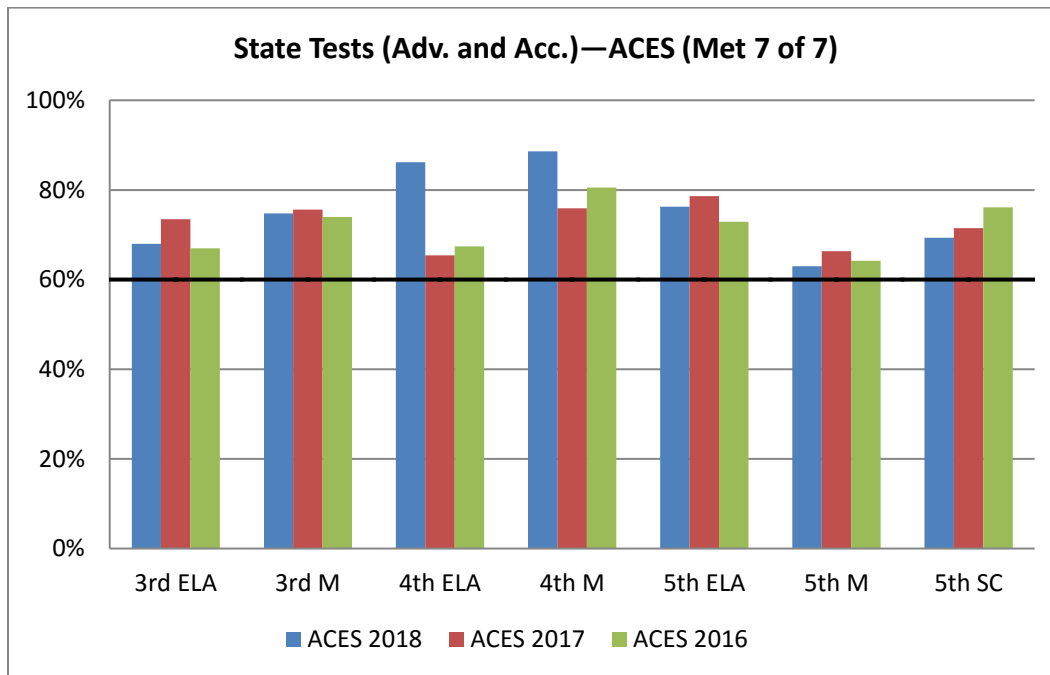
Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

17-18 AMO Goals—ACES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	108.3	83.8	0.0	2.4	<b>100.0</b>	108.5	84.2	0.0	0.9	<b>100.0</b>	108.5	84.2	0.0	0.9	<b>100.0</b>
Economically Disadvantaged	NR	70.8	NR	NR	NR	NR	71.1	NR	NR	NR	NR	71.1	NR	NR	NR
Asian/Pacific Islander	107.1	92.4	0.0	0.9	<b>100.0</b>	110.0	97.8	0.0	-3.8	<b>100.0</b>	110.0	97.8	0.0	-3.8	<b>100.0</b>
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	108.7	86.3	0.0	1.7	<b>100.0</b>	108.4	87.6	0.0	1.4	<b>100.0</b>	108.4	87.6	0.0	1.4	<b>100.0</b>
IEP	92.5	57.3	0.0	9.1	<b>100.0</b>	93.1	58.2	0.0	4.9	<b>100.0</b>	93.1	58.2	0.0	4.9	<b>100.0</b>
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 5.2% to the top 4.6% in the State.



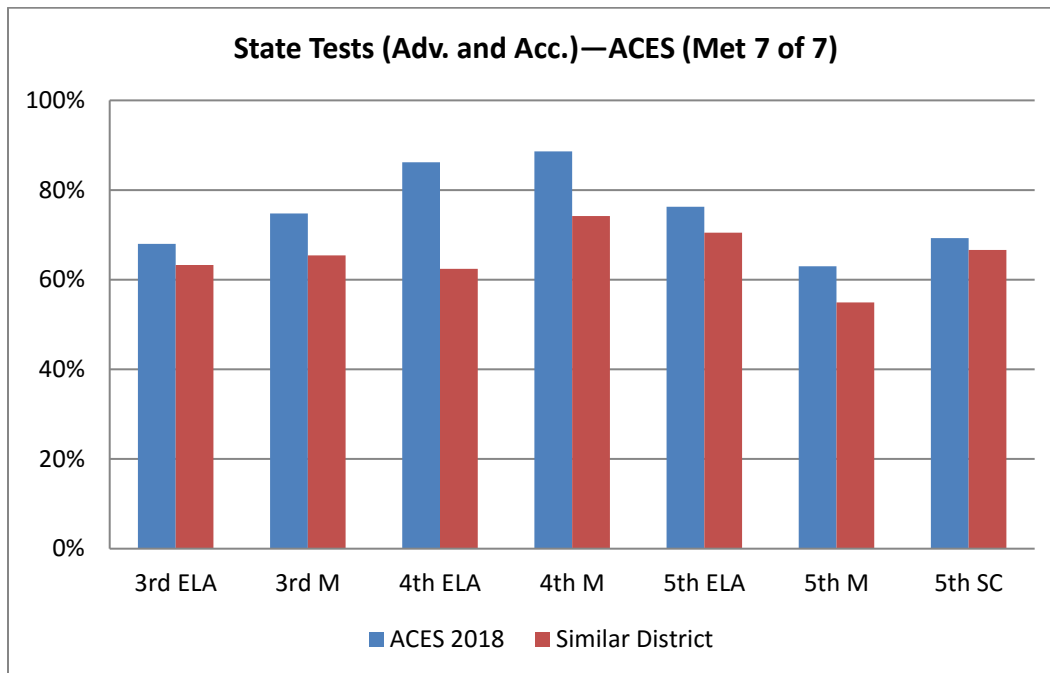
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2018	68.0%	74.8%	86.2%	88.6%	76.2%	63.0%	69.3%
ACES 2017	73.5%	75.6%	65.4%	75.9%	78.6%	66.3%	71.5%
ACES 2016	67.0%	74.0%	67.4%	80.5%	72.9%	64.2%	76.1%



### Alum Creek Elementary

#### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2018	68.0%	74.8%	86.2%	88.6%	76.2%	63.0%	69.3%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

#### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
ACES rank among all buildings	31	34	32	77	35
ACES within top % of the State	4.6%	5.2%	5.1%	11.7%	5.3%

**Arrowhead Elementary**

**Annual Report**

**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

<b>MET</b>
<b>NOT MET</b>

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—3 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "D".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**NOT MET**—Students in the lowest 20% of achievement statewide did not meet a year's worth of growth with a letter grade of "D".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "F".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**NOT MET**—Performance Index decreased from 101.4 to 100.8 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

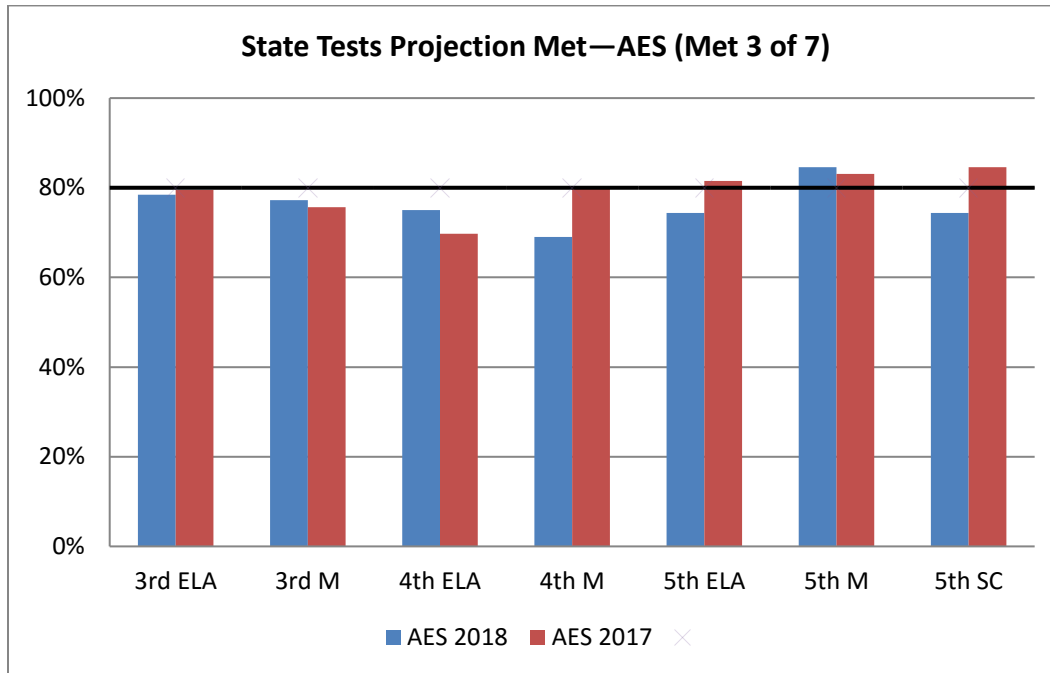
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—5 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**NOT MET**—Performance Index ranking decreased from the top 15.3% to the top 18.4% in the State.

## Arrowhead Elementary

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—3 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2018	78.5%	77.2%	75.0%	69.0%	74.4%	84.6%	74.4%
AES 2017	79.5%	75.6%	69.7%	80.3%	81.5%	83.1%	84.6%
N Matched (2018)	79	79	84	84	78	78	78

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "D".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**NOT MET**—Students in the lowest 20% of achievement statewide did not meet a year's worth of growth with a letter grade of "D".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "F".

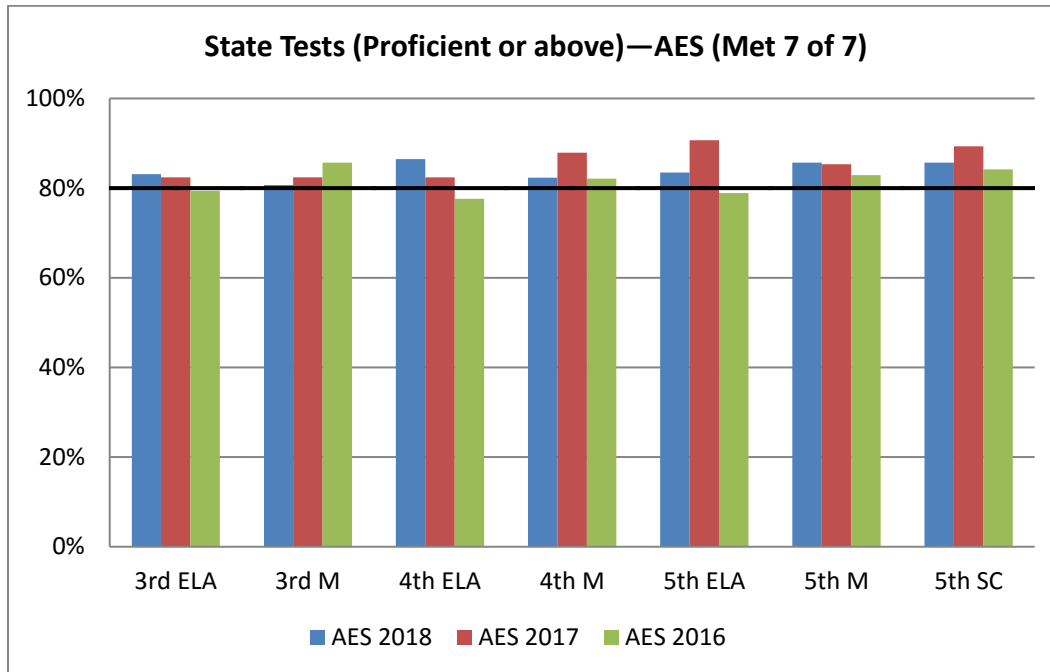
Subgroup (All Grades)—AES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-1.9	-3.3	4.3	-2.2	F
Gifted Students	-2.1	-2.0	3.8	-1.4	D
Lowest 20% of Achievement	-0.5	-1.4		-1.4	D
Students with Disabilities	-2.0	-2.2	0.8	-2.5	F

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

## Arrowhead Elementary

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**NOT MET**—Performance Index decreased from 101.4 to 100.8 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2018	83.1%	80.7%	86.5%	82.3%	83.5%	85.7%	85.7%
AES 2017	82.4%	82.4%	82.4%	87.9%	90.7%	85.3%	89.3%
AES 2016	79.4%	85.7%	77.6%	82.1%	78.9%	82.9%	84.2%

## Arrowhead Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Arrowhead Elementary	100.8	101.4	100.1	98.6	103.2

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal.

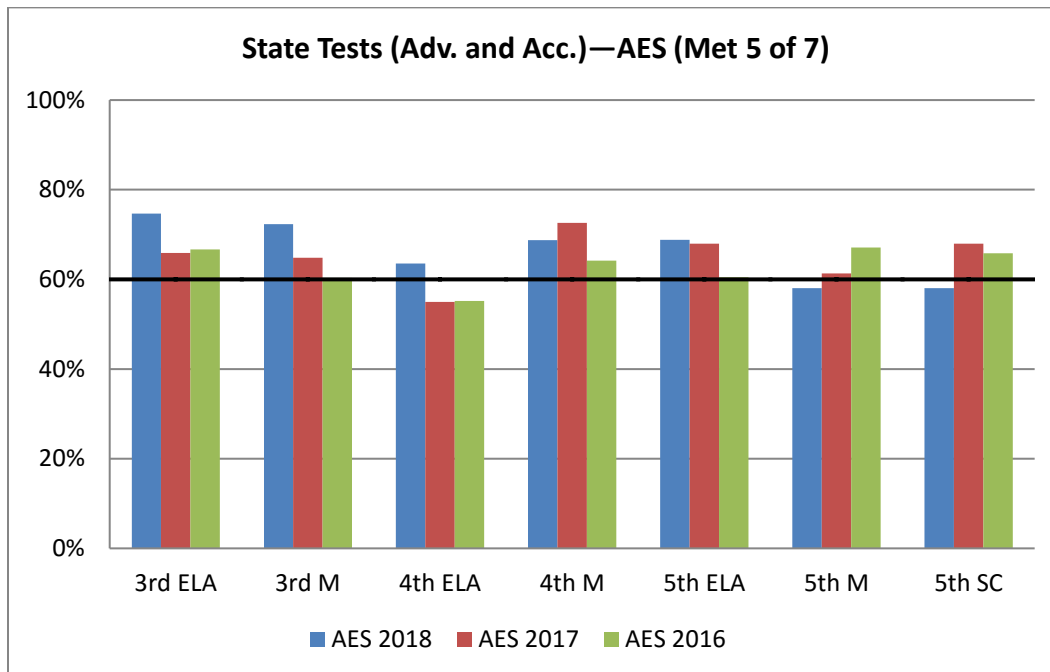
Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

17-18 AMO Goals—AES						Math					
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	
All Students	102.2	83.8	0.0	0.5	100.0	99.6	84.2	0.0	-2.4	100.0	
Economically Disadvantaged	82.7	70.8	0.0	-3.0	100.0	77.6	71.1	0.0	0.8	100.0	
Asian/Pacific Islander	NR	92.4	NR	NR	NR	NR	97.8	NR	NR	NR	
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	
White	102.5	86.3	0.0	0.4	100.0	101.3	87.6	0.0	-2.4	100.0	
IEP	76.4	57.3	0.0	-0.6	100.0	66.7	58.2	0.0	-12.3	100.0	
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	

\*Improvement (Imp): Improvement from the result last year.

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—5 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**NOT MET**—Performance Index ranking decreased from the top 15.3% to the top 18.4% in the State.



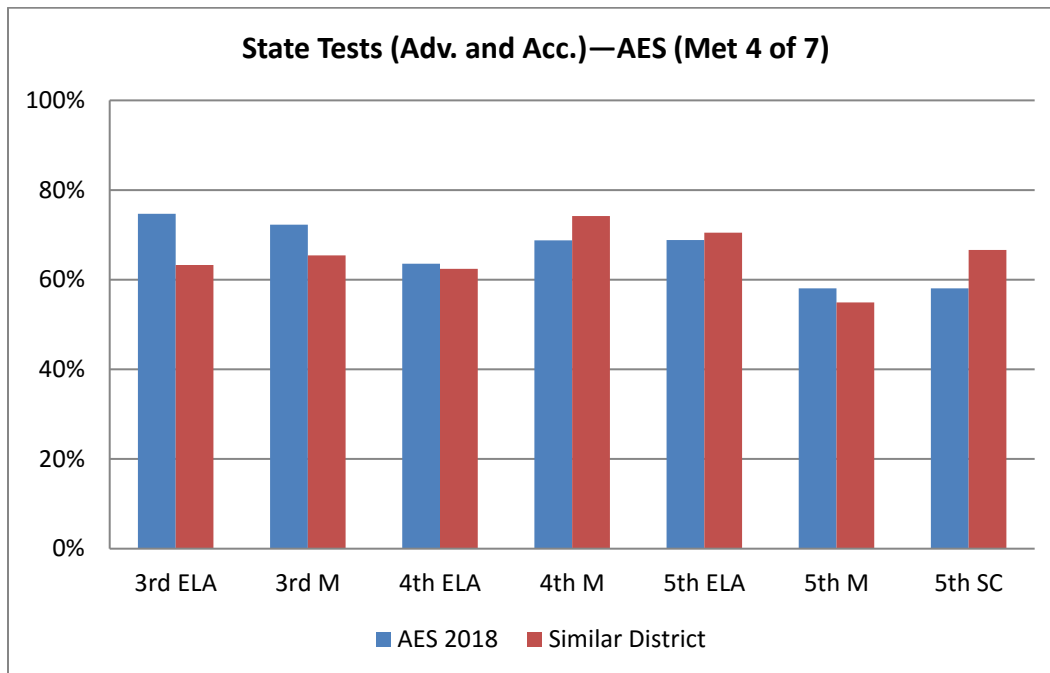
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2018	74.7%	72.3%	63.5%	68.8%	68.8%	58.1%	58.1%
AES 2017	65.9%	64.8%	55.0%	72.6%	68.0%	61.3%	68.0%
AES 2016	66.7%	60.3%	55.2%	64.2%	60.5%	67.1%	65.8%



### Arrowhead Elementary

#### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2018	74.7%	72.3%	63.5%	68.8%	68.8%	58.1%	58.1%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

#### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
AES rank among all buildings	125	100	81	143	162
AES within top % of the State	18.4%	15.3%	13.0%	21.8%	24.4%

**Cheshire Elementary**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "B".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students met a year's worth of growth with a letter grade of "C".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "B".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 107.8 to 111.7 with a letter grade of "A".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

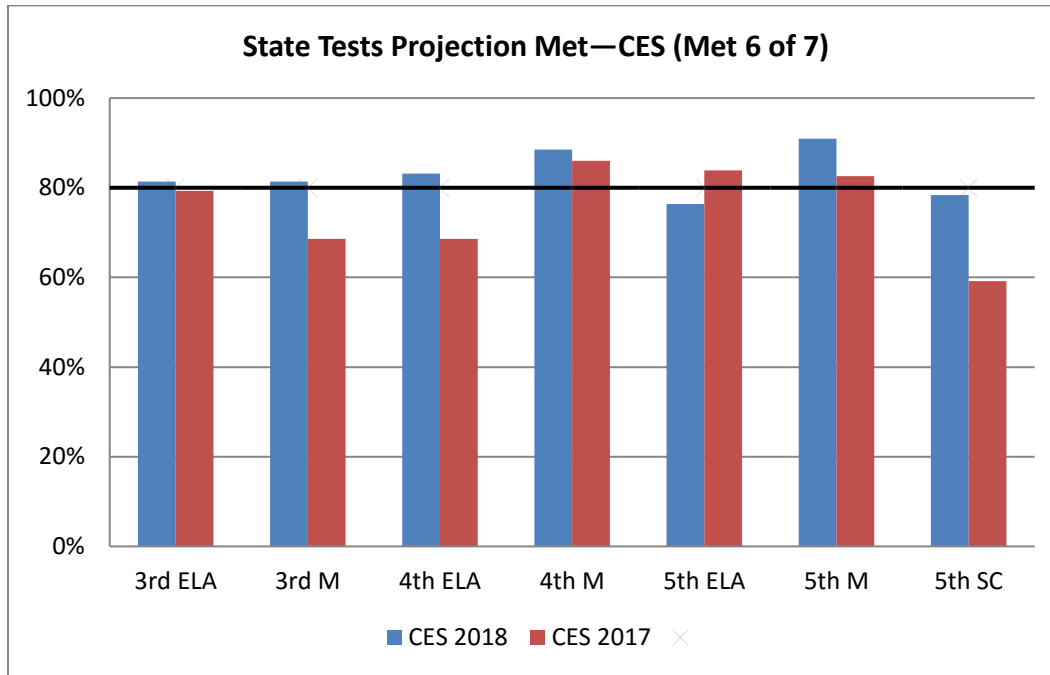
**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 3.1% to the top of 0.6% in the State.

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2018	81.4%	81.4%	83.2%	88.5%	76.4%	90.9%	78.4%
CES 2017	79.3%	68.6%	68.6%	86.0%	83.9%	82.6%	59.1%
N Matched (2018)	86	86	113	113	89	88	88

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

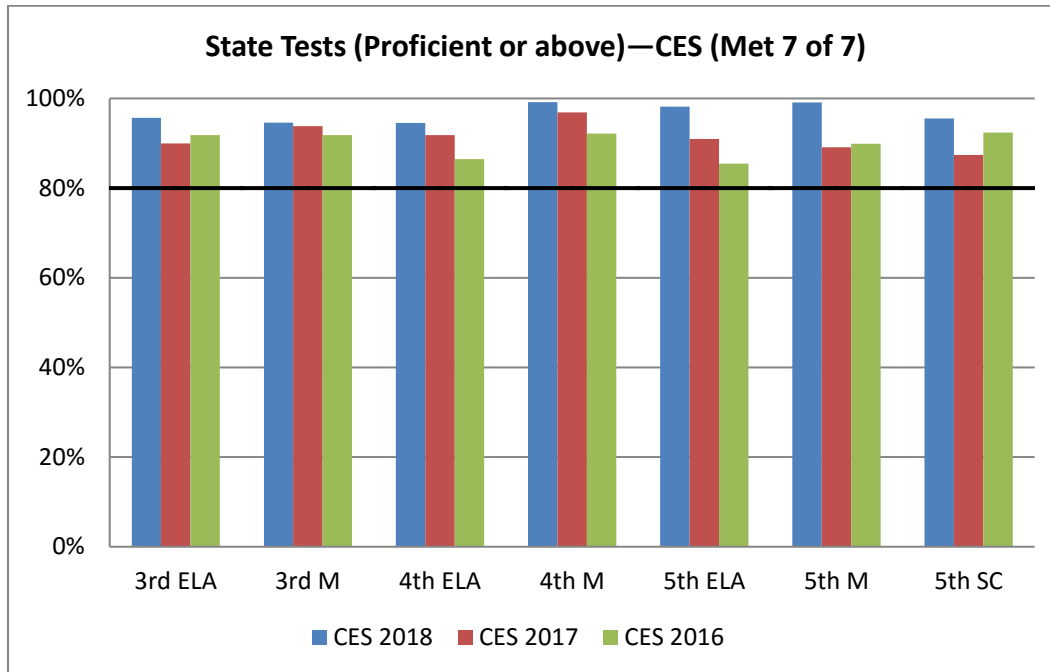
- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "B".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students met a year's worth of growth with a letter grade of "C".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "B".

Subgroup (All Grades)—CES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-2.9	7.6	-3.2	1.6	B
Gifted Students	-2.2	3.2	-1.2	0.1	C
Lowest 20% of Achievement					NR
Students with Disabilities	0.4	1.5	-0.9	1.0	B

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 107.8 to 111.7 with a letter grade of “A”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2018	95.7%	94.6%	94.5%	99.2%	98.2%	99.1%	95.5%
CES 2017	90.0%	93.8%	91.8%	96.9%	91.0%	89.1%	87.4%
CES 2016	91.8%	91.8%	86.5%	92.2%	85.5%	89.9%	92.4%

## Cheshire Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	<b>17-18</b>	16-17	15-16	14-15	13-14
Cheshire Elementary	<b>111.7</b>	107.8	106.9	104.0	108.7

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal.

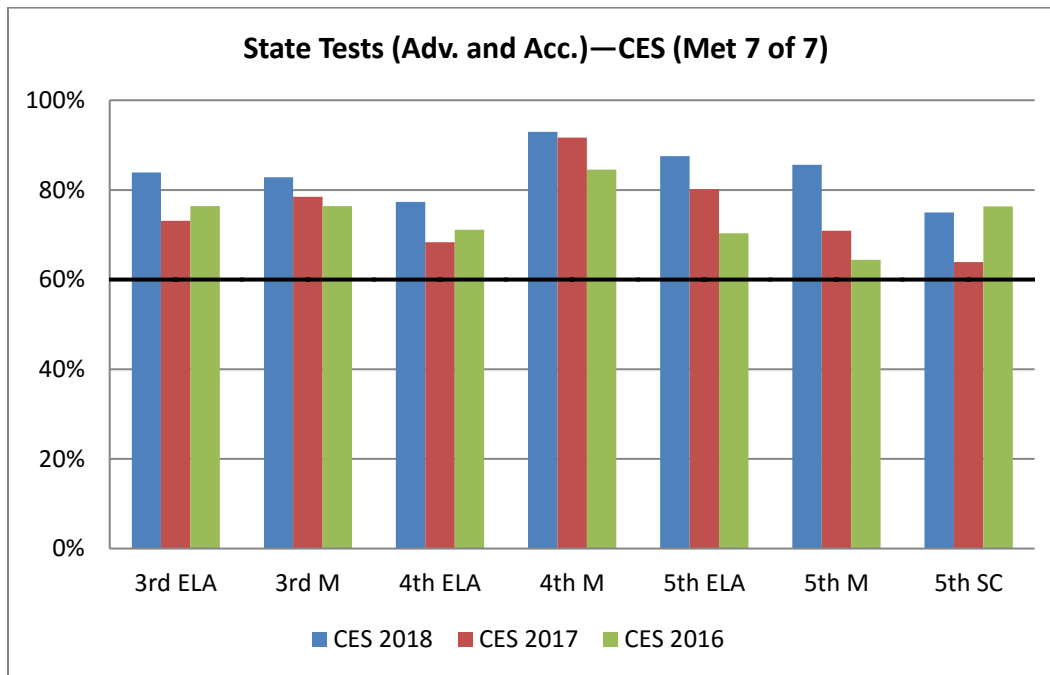
Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

17-18 AMO Goals—CES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	111.2	83.8	0.0	3.5	100.0	113.3	84.2	0.0	4.1	100.0	113.3	84.2	0.0	4.1	100.0
Economically Disadvantaged	NR	70.8	NR	NR	NR	NR	71.1	NR	NR	NR	NR	71.1	NR	NR	NR
Asian/Pacific Islander	114.4	92.4	0.0	NR	100.0	116.7	97.8	0.0	NR	100.0	116.7	97.8	0.0	NR	100.0
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	110.5	86.3	0.0	3.7	100.0	112.6	87.6	0.0	3.3	100.0	112.6	87.6	0.0	3.3	100.0
IEP	100.6	57.3	0.0	15.5	100.0	102.9	58.2	0.0	15.0	100.0	102.9	58.2	0.0	15.0	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 3.1% to the top of 0.6% in the State.



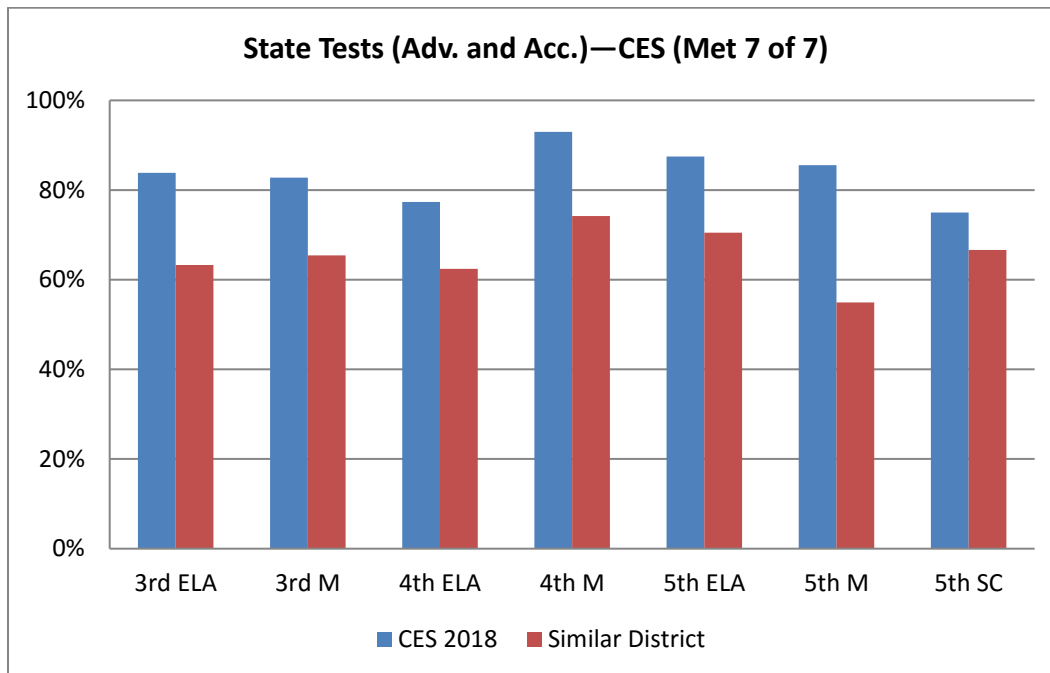
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2018	83.9%	82.8%	77.3%	93.0%	87.5%	85.6%	75.0%
CES 2017	73.1%	78.5%	68.3%	91.7%	80.2%	70.9%	63.9%
CES 2016	76.4%	76.4%	71.1%	84.5%	70.3%	64.4%	76.3%



## Cheshire Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2018	83.9%	82.8%	77.3%	93.0%	87.5%	85.6%	75.0%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
CES rank among all buildings	4	20	15	41	27
CES within top % of the State	0.6%	3.1%	2.4%	6.2%	4.1%

**Freedom Trail Elementary**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.

**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".

- Gifted students will meet or exceed a year's worth of growth.

**MET**—Gifted students met a year's worth of growth with a letter grade of "C".

- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.

**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "A".

- Students with disabilities will meet or exceed a year's worth of growth.

**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.

**MET**—All subjects above 80% proficiency.

- State Performance Index will maintain the highest possible designation or increase from the previous year.

**MET**—Performance Index increased from 107.4 to 111.1 with a letter grade of "A".

- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.

**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.

**MET**—All subjects increased from the previous year or maintained 60%.

- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.

**MET**—All subjects surpassed similar district average.

- State performance index ranking will increase or remain in the top ten percent of all school districts.

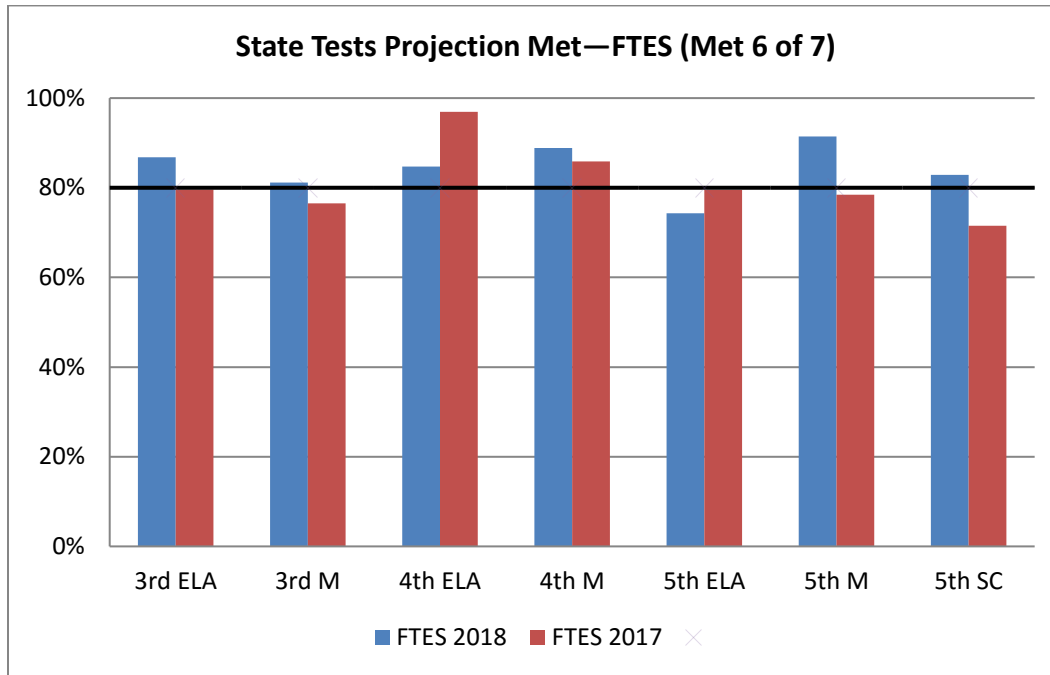
**MET**—Performance Index ranking increased from the top 3.8% to the top 1.3% in the State.

## Freedom Trail Elementary

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2018	86.8%	81.1%	84.7%	88.9%	74.3%	91.4%	82.9%
FTES 2017	79.6%	76.5%	97.0%	85.9%	79.5%	78.4%	71.6%
N Matched (2018)	106	106	98	99	105	105	105

## Freedom Trail Elementary

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students met a year's worth of growth with a letter grade of "C".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "A".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

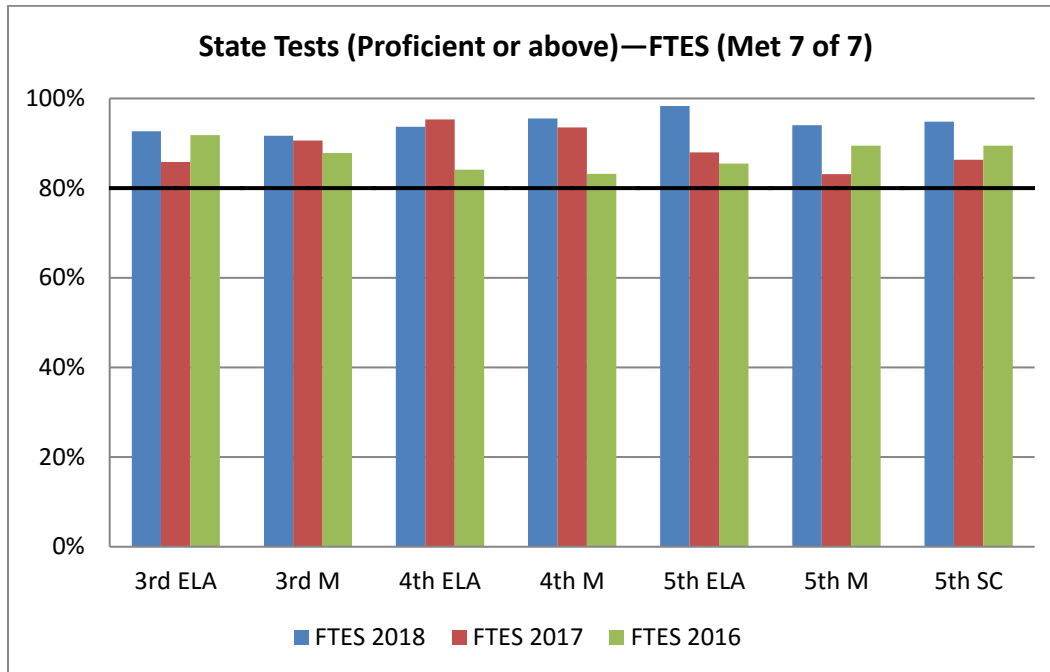
Subgroup (All Grades)—FTES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-0.9	6.3	-0.4	2.9	A
Gifted Students	-2.0	2.1	0.6	0.0	C
Lowest 20% of Achievement	1.8	1.9		2.4	A
Students with Disabilities	2.1	1.8	1.5	2.8	A

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

## Freedom Trail Elementary

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 107.4 to 111.1 with a letter grade of “A”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2018	92.7%	91.7%	93.7%	95.5%	98.3%	94.0%	94.8%
FTES 2017	85.8%	90.6%	95.3%	93.5%	88.0%	83.1%	86.3%
FTES 2016	91.8%	87.8%	84.1%	83.2%	85.5%	89.5%	89.5%

## Freedom Trail Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Freedom Trail Elementary	111.1	107.4	105.0	104.7	107.0

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

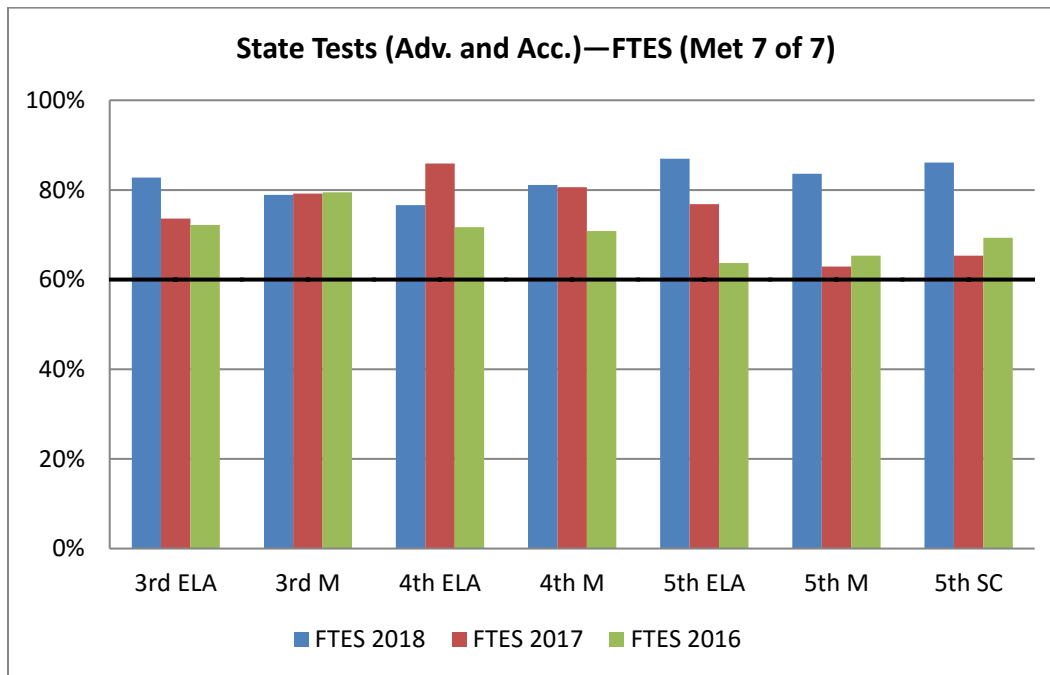
17-18 AMO Goals—FTES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	111.4	83.8	0.0	3.0	100.0	110.4	84.2	0.0	3.9	100.0	110.4	84.2	0.0	3.9	100.0
Economically Disadvantaged	NR	70.8	NR	NR	NR	NR	71.1	NR	NR	NR	NR	71.1	NR	NR	NR
Asian/Pacific Islander	113.8	92.4	0.0	0.8	100.0	116.7	97.8	0.0	2.1	100.0	116.7	97.8	0.0	2.1	100.0
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	111.1	86.3	0.0	3.1	100.0	109.5	87.6	0.0	4.3	100.0	109.5	87.6	0.0	4.3	100.0
IEP	96.5	57.3	0.0	11.6	100.0	90.0	58.2	0.0	8.0	100.0	90.0	58.2	0.0	8.0	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

## Freedom Trail Elementary

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 3.8% to the top 1.3% in the State.



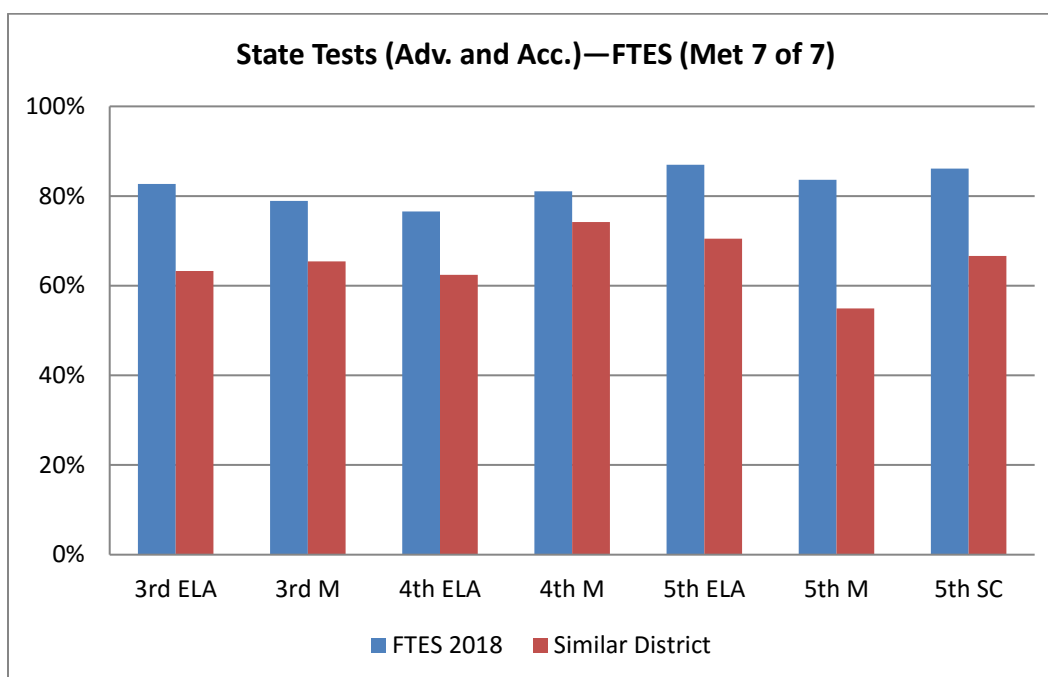
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2018	82.7%	78.9%	76.6%	81.1%	87.0%	83.6%	86.1%
FTES 2017	73.6%	79.2%	85.9%	80.6%	76.8%	62.9%	65.3%
FTES 2016	72.2%	79.5%	71.7%	70.8%	63.7%	65.3%	69.3%



## Freedom Trail Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2018	82.7%	78.9%	76.6%	81.1%	87.0%	83.6%	86.1%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
FTES rank among all buildings	9	25	30	29	51
FTES within top % of the State	1.3%	3.8%	4.8%	4.4%	7.7%

**Glen Oak Elementary  
Annual Report  
2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—3 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "D".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 107.21 to 107.24 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

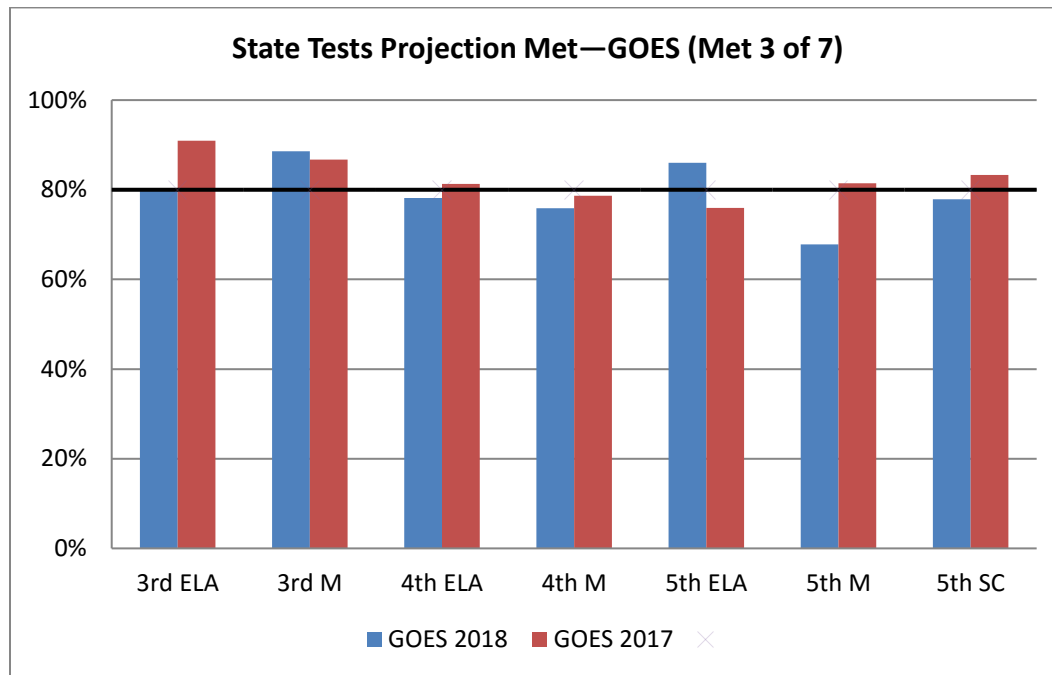
**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 5.0% in the State.

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—3 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2018	80.0%	88.6%	78.2%	75.9%	86.0%	67.8%	77.9%
GOES 2017	90.9%	86.7%	81.3%	78.7%	75.9%	81.5%	83.3%
N Matched (2018)	105	105	87	87	86	87	86

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

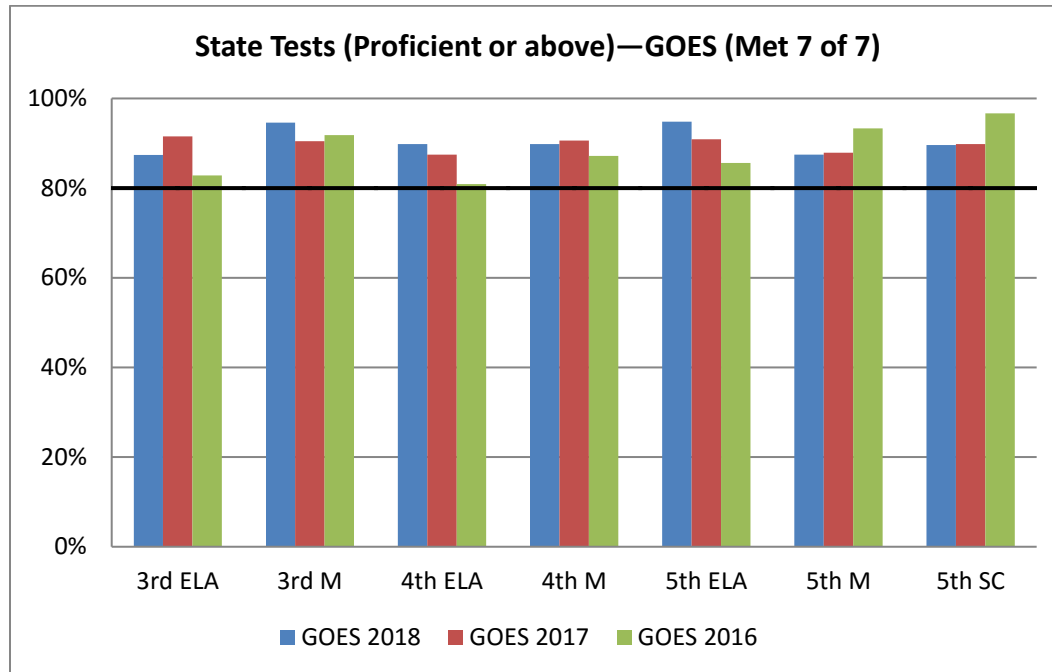
- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "D".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

Subgroup (All Grades)—GOES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-1.8	-2.6	3.3	-2.0	D
Gifted Students	-4.1	-2.5	2.2	-3.8	F
Lowest 20% of Achievement		-0.4		-0.4	C
Students with Disabilities	-1.4	0.4		-0.8	C

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 107.21 to 107.24 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2018	87.4%	94.6%	89.8%	89.8%	94.8%	87.5%	89.6%
GOES 2017	91.5%	90.5%	87.5%	90.6%	90.9%	87.9%	89.8%
GOES 2016	82.8%	91.8%	80.9%	87.2%	85.6%	93.3%	96.7%

## Glen Oak Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Glen Oak Elementary	107.2	107.2	104.6	102.1	102.3

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal.

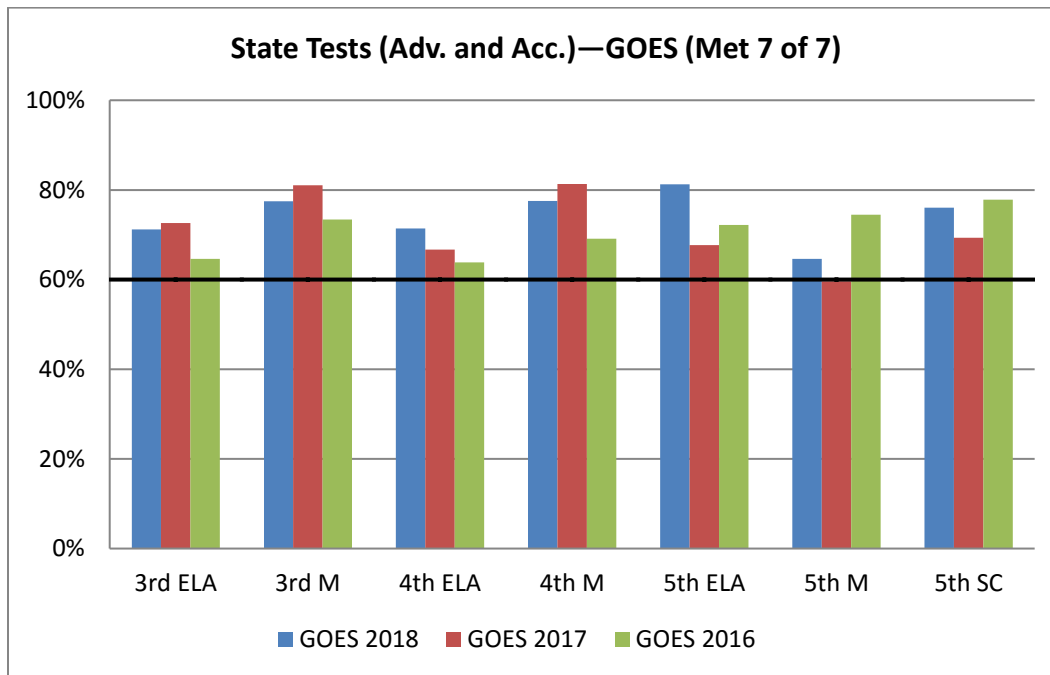
Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

17-18 AMO Goals—GOES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	107.5	83.8	0.0	0.6	100.0	107.0	84.2	0.0	0.0	100.0	107.0	84.2	0.0	0.0	100.0
Economically Disadvantaged	97.2	70.8	0.0	4.4	100.0	90.9	71.1	0.0	-5.6	100.0	90.9	71.1	0.0	-5.6	100.0
Asian/Pacific Islander	110.3	92.4	0.0	-3.8	100.0	111.5	97.8	0.0	-4.6	100.0	111.5	97.8	0.0	-4.6	100.0
African American	101.6	63.4	0.0	NR	100.0	98.4	61.3	0.0	NR	100.0	98.4	61.3	0.0	NR	100.0
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	108.2	86.3	0.0	1.3	100.0	108.4	87.6	0.0	2.6	100.0	108.4	87.6	0.0	2.6	100.0
IEP	83.8	57.3	0.0	-4.2	100.0	81.1	58.2	0.0	-2.8	100.0	81.1	58.2	0.0	-2.8	100.0
LEP	95.0	65.6	0.0	NR	100.0	92.3	70.1	0.0	NR	100.0	92.3	70.1	0.0	NR	100.0

\*Improvement (Imp): Improvement from the result last year.

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 5.0% in the State.



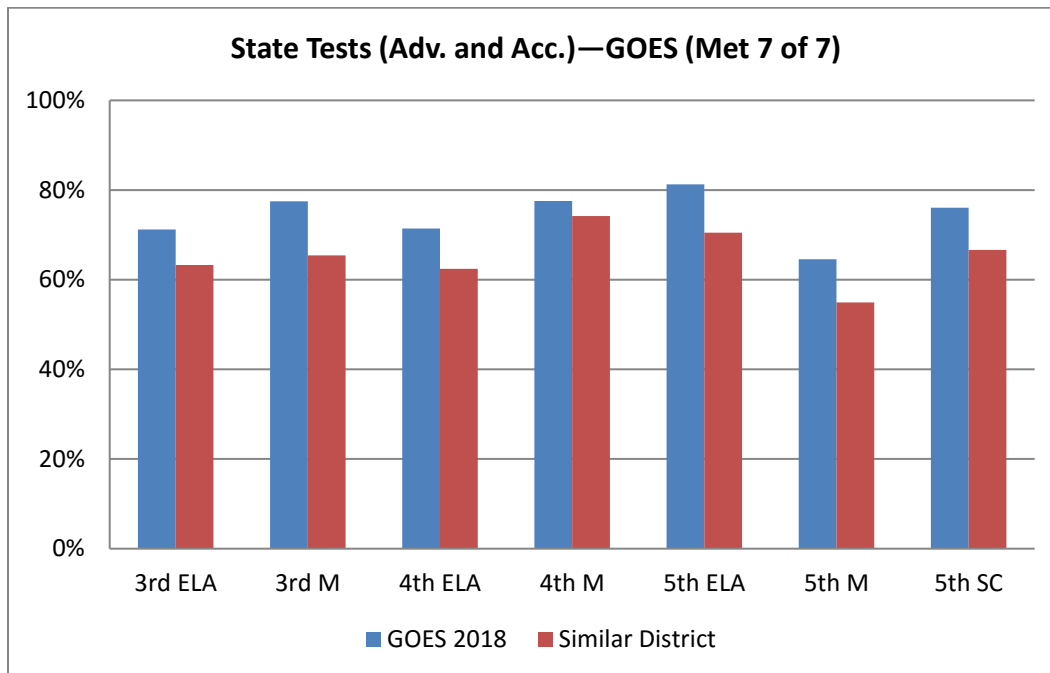
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2018	71.2%	77.5%	71.4%	77.6%	81.3%	64.6%	76.0%
GOES 2017	72.6%	81.0%	66.7%	81.3%	67.7%	59.6%	69.3%
GOES 2016	64.6%	73.4%	63.8%	69.1%	72.2%	74.5%	77.8%



## Glen Oak Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2018	71.2%	77.5%	71.4%	77.6%	81.3%	64.6%	76.0%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
GOES rank among all buildings	34	28	35	68	188
GOES within top % of the State	5.0%	4.3%	5.6%	10.4%	28.4%

**Heritage Elementary**

**Annual Report**

**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

<b>MET</b>
<b>NOT MET</b>

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—4 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.

**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".

- Students with disabilities will meet or exceed a year's worth of growth.

**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 103.5 to 104.6 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.

**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.

**MET**—6 of 7 subjects surpassed similar district average.

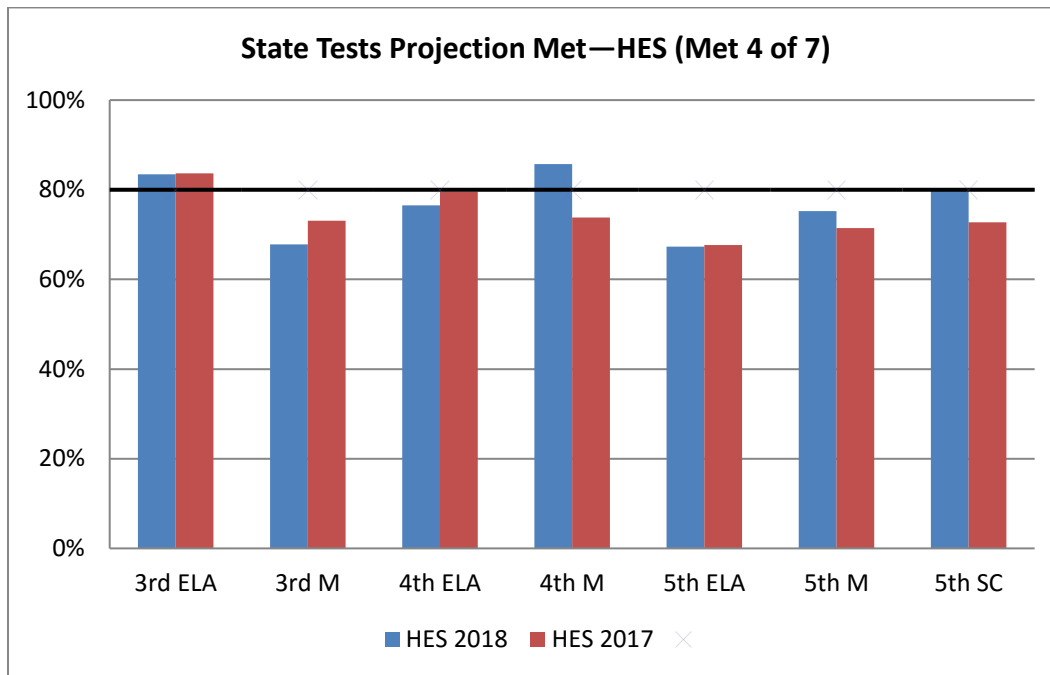
- State performance index ranking will increase or remain in the top ten percent of all school districts.

**MET**—Performance Index ranking increased from the top 10.7% to the top 9.6% in the State.

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—4 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2018	83.5%	67.8%	76.5%	85.7%	67.3%	75.2%	80.0%
HES 2017	83.7%	73.1%	79.6%	73.8%	67.7%	71.4%	72.7%
N Matched (2018)	115	115	98	98	107	105	105

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

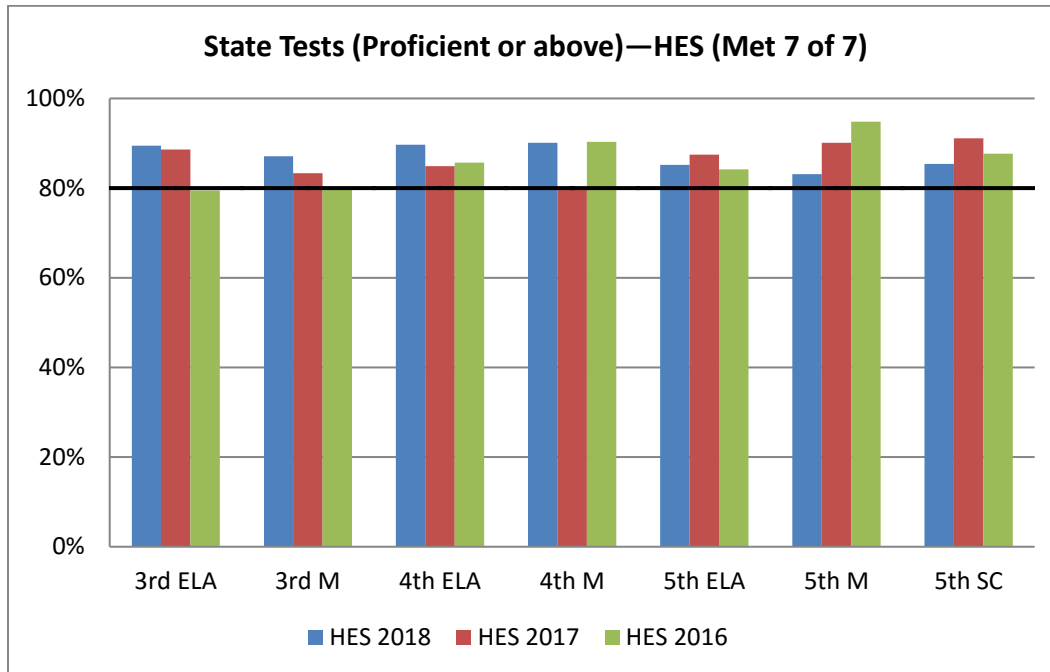
- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

Subgroup (All Grades)—HES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-5.2	-0.8	-0.1	-4.0	F
Gifted Students	-4.0	-2.6	0.9	-3.9	F
Lowest 20% of Achievement	-1.4	0.0		-0.6	C
Students with Disabilities	-0.2	-1.8	2.1	-0.7	C

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 103.5 to 104.6 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2018	89.5%	87.1%	89.7%	90.1%	85.2%	83.1%	85.4%
HES 2017	88.6%	83.3%	84.9%	80.2%	87.5%	90.1%	91.1%
HES 2016	79.5%	80.2%	85.7%	90.3%	84.2%	94.8%	87.7%

## Heritage Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	<b>17-18</b>	16-17	15-16	14-15	13-14
Heritage Elementary	<b>104.6</b>	103.5	103.3	105.3	106.6

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal.

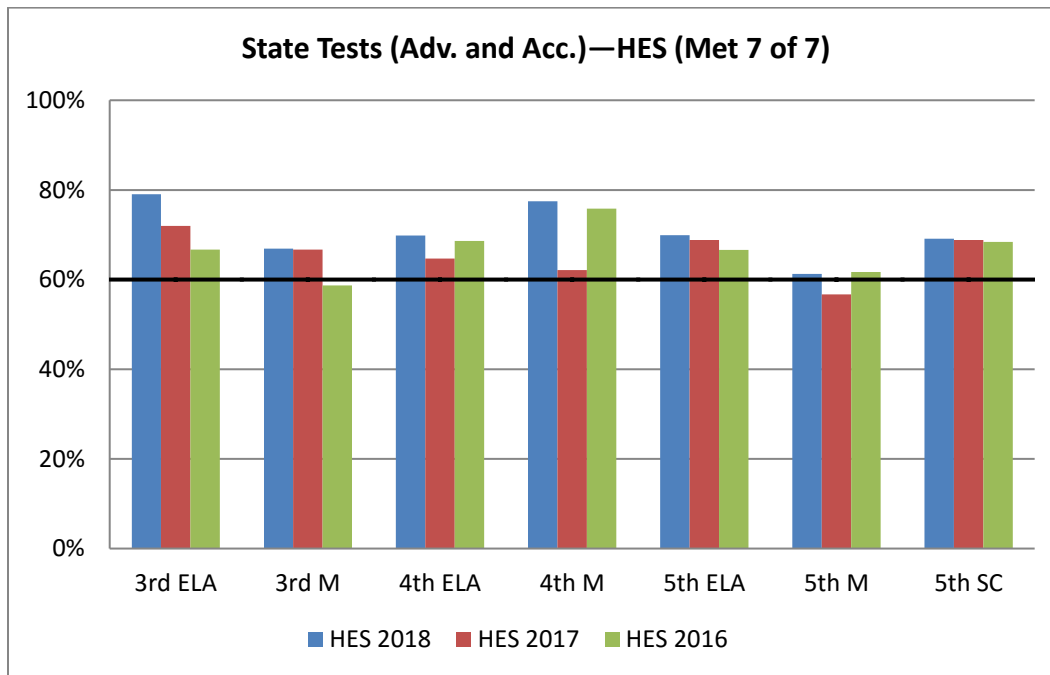
Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

17-18 AMO Goals—HES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	105.5	83.8	0.0	0.6	100.0	103.7	84.2	0.0	2.0	100.0	103.7	84.2	0.0	2.0	100.0
Economically Disadvantaged	NR	70.8	NR	NR	NR	NR	71.1	NR	NR	NR	NR	71.1	NR	NR	NR
Asian/Pacific Islander	107.8	92.4	0.0	-2.6	100.0	113.2	97.8	0.0	2.3	100.0	113.2	97.8	0.0	2.3	100.0
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	105.4	86.3	0.0	1.6	100.0	101.2	87.6	0.0	1.0	100.0	101.2	87.6	0.0	1.0	100.0
IEP	71.4	57.3	0.0	-3.7	100.0	74.5	58.2	0.0	0.2	100.0	74.5	58.2	0.0	0.2	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 10.7% to the top 9.6% in the State.



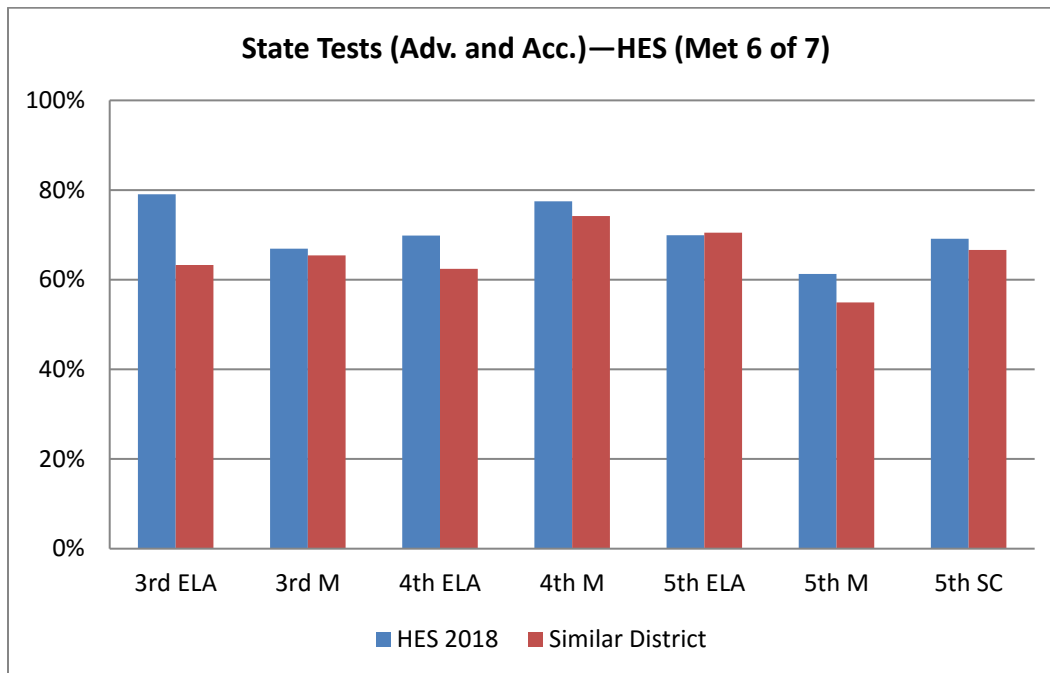
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2018	79.0%	66.9%	69.8%	77.5%	69.9%	61.3%	69.1%
HES 2017	72.0%	66.7%	64.7%	62.1%	68.8%	56.7%	68.8%
HES 2016	66.7%	58.7%	68.6%	75.8%	66.6%	61.7%	68.4%



## Heritage Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2018	79.0%	66.9%	69.8%	77.5%	69.9%	61.3%	69.1%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
HES rank among all buildings	65	70	45	24	62
HES within top % of the State	9.6%	10.7%	7.2%	3.7%	9.4%

**Indian Springs Elementary**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students met a year's worth of growth with a letter grade of "C".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 108.5 to 110.5 with a letter grade of "A".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

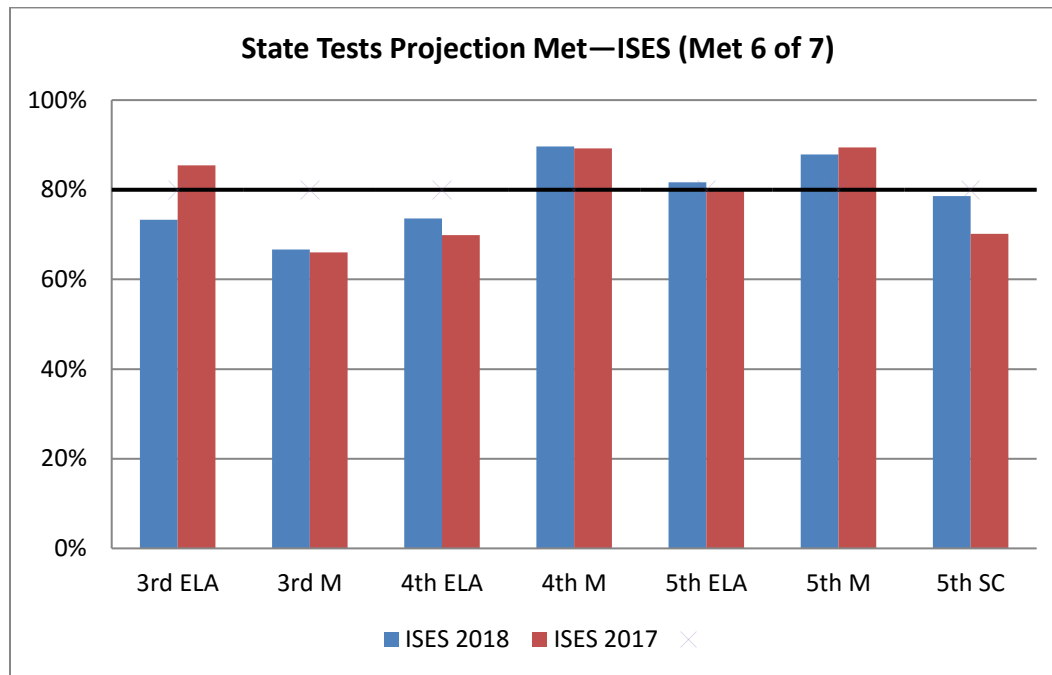
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 2.3% to the top of 1.8% in the State.

## Indian Springs Elementary

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2018	73.3%	66.7%	73.6%	89.6%	81.6%	87.9%	78.6%
ISES 2017	85.4%	66.0%	69.9%	89.2%	79.8%	89.4%	70.2%
N Matched (2018)	90	90	106	106	98	99	98

## Indian Springs Elementary

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students met a year's worth of growth with a letter grade of "C".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

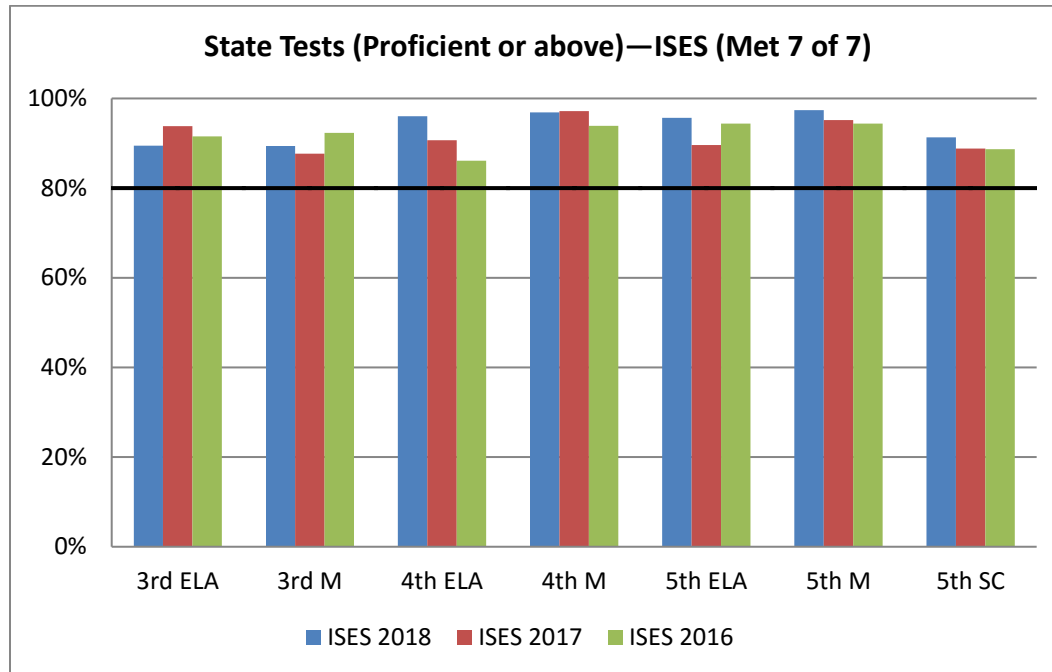
Subgroup (All Grades)—ISES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-2.8	7.9	4.3	3.7	A
Gifted Students	-3.6	1.0	4.9	-0.7	C
Lowest 20% of Achievement					NR
Students with Disabilities	-1.3	3.1	-0.5	0.8	C

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

## Indian Springs Elementary

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 108.5 to 110.5 with a letter grade of “A”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2018	89.5%	89.4%	96.0%	96.9%	95.7%	97.4%	91.3%
ISES 2017	93.8%	87.7%	90.7%	97.2%	89.6%	95.2%	88.8%
ISES 2016	91.5%	92.3%	86.1%	93.9%	94.4%	94.4%	88.7%

## Indian Springs Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Indian Springs Elementary	110.5	108.5	107.9	107.2	110.6

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

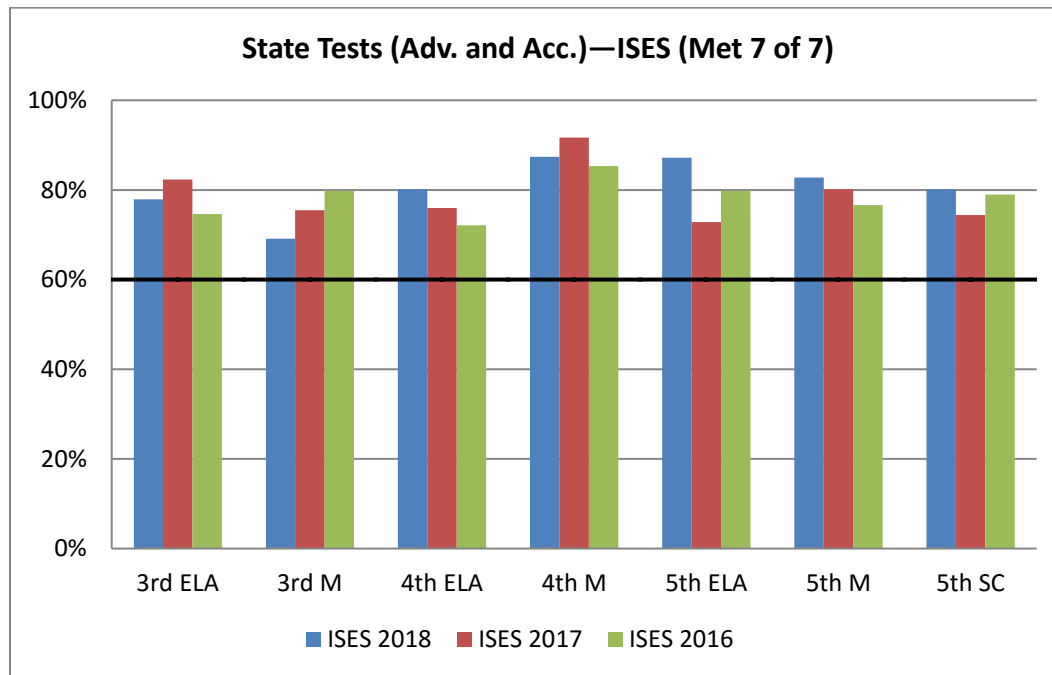
17-18 AMO Goals—ISES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	110.3	83.8	0.0	2.0	100.0	111.2	84.2	0.0	0.9	100.0	111.2	84.2	0.0	0.9	100.0
Economically Disadvantaged	NR	70.8	NR	NR	NR	NR	71.1	NR	NR	NR	NR	71.1	NR	NR	NR
Asian/Pacific Islander	115.2	92.4	0.0	-0.4	100.0	117.1	97.8	0.0	2.5	100.0	117.1	97.8	0.0	2.5	100.0
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	109.7	86.3	0.0	2.3	100.0	111.1	87.6	0.0	1.0	100.0	111.1	87.6	0.0	1.0	100.0
IEP	86.3	57.3	0.0	8.8	100.0	86.8	58.2	0.0	-1.2	100.0	86.8	58.2	0.0	-1.2	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

## Indian Springs Elementary

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 2.3% to the top of 1.8% in the State.



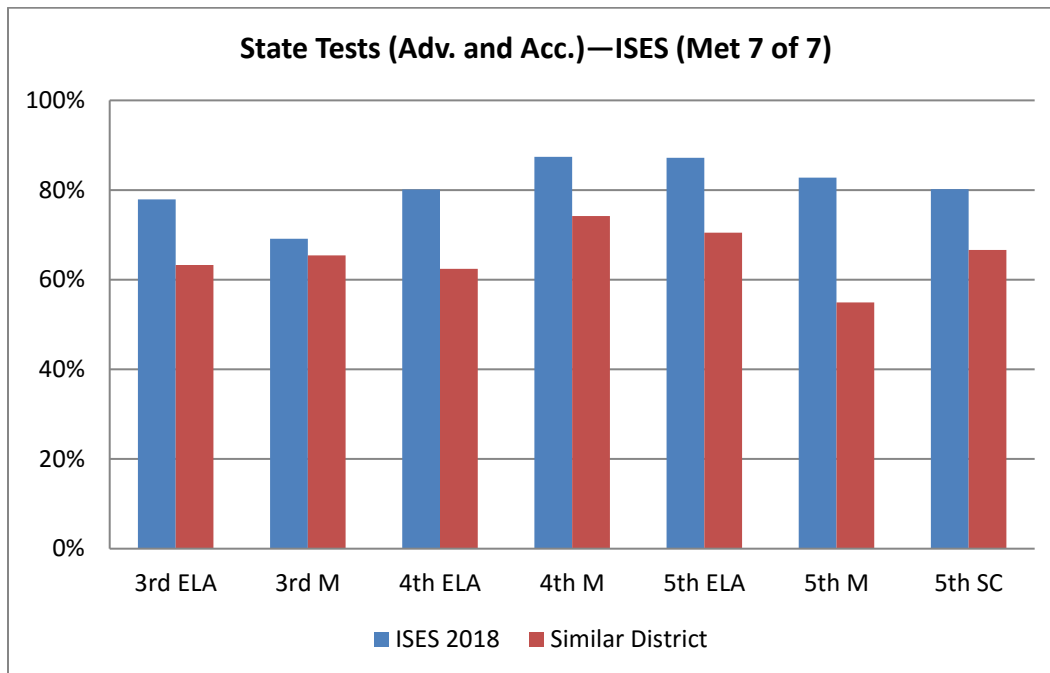
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2018	77.9%	69.1%	80.2%	87.4%	87.2%	82.8%	80.2%
ISES 2017	82.3%	75.5%	76.0%	91.7%	72.8%	80.2%	74.4%
ISES 2016	74.6%	79.8%	72.1%	85.3%	79.8%	76.6%	79.0%



## Indian Springs Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2018	77.9%	69.1%	80.2%	87.4%	87.2%	82.8%	80.2%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
ISES rank among all buildings	12	15	14	10	12
ISES within top % of the State	1.8%	2.3%	2.2%	1.5%	1.8%

**Johnnycake Corners Elementary**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

<b>MET</b>
<b>NOT MET</b>

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—3 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth met a year's worth of growth with a letter grade of "C".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students met a year's worth of growth with a letter grade of "C".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**NOT MET**—Performance Index decreased from 107.9 to 105.9 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

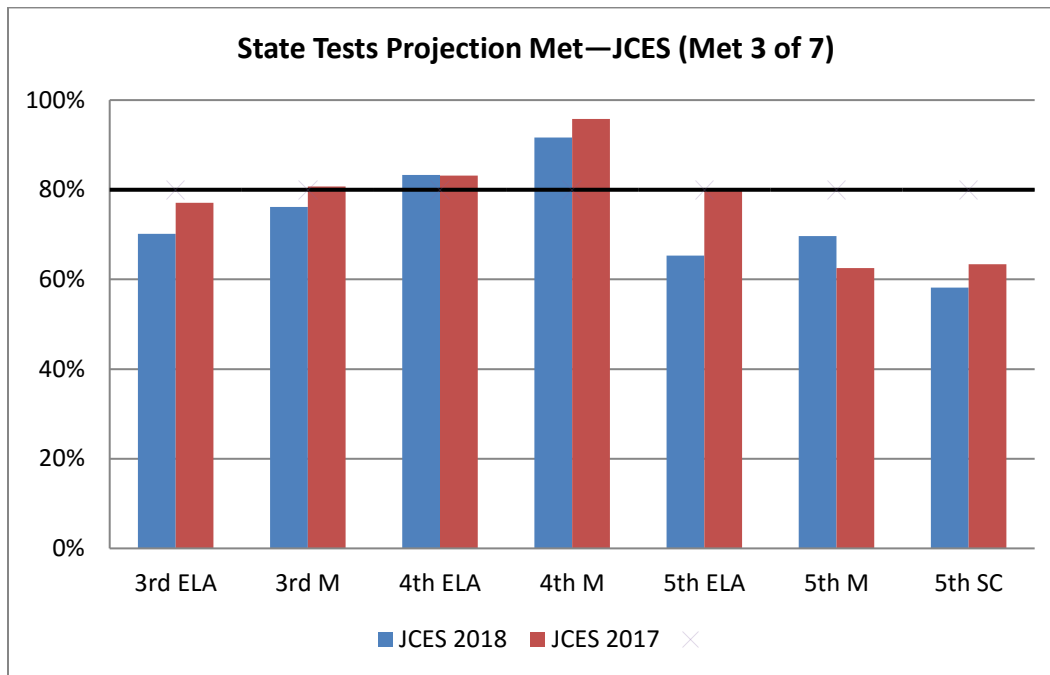
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 8.0% in the State.

### Johnnycake Corners Elementary

#### Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—3 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2018	70.2%	76.2%	83.3%	91.7%	65.3%	69.7%	58.2%
JCES 2017	77.1%	80.7%	83.2%	95.8%	80.4%	62.5%	63.4%
N Matched (2018)	104	105	84	84	98	99	98

### Johnnycake Corners Elementary

#### **Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth met a year's worth of growth with a letter grade of "C".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students met a year's worth of growth with a letter grade of "C".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

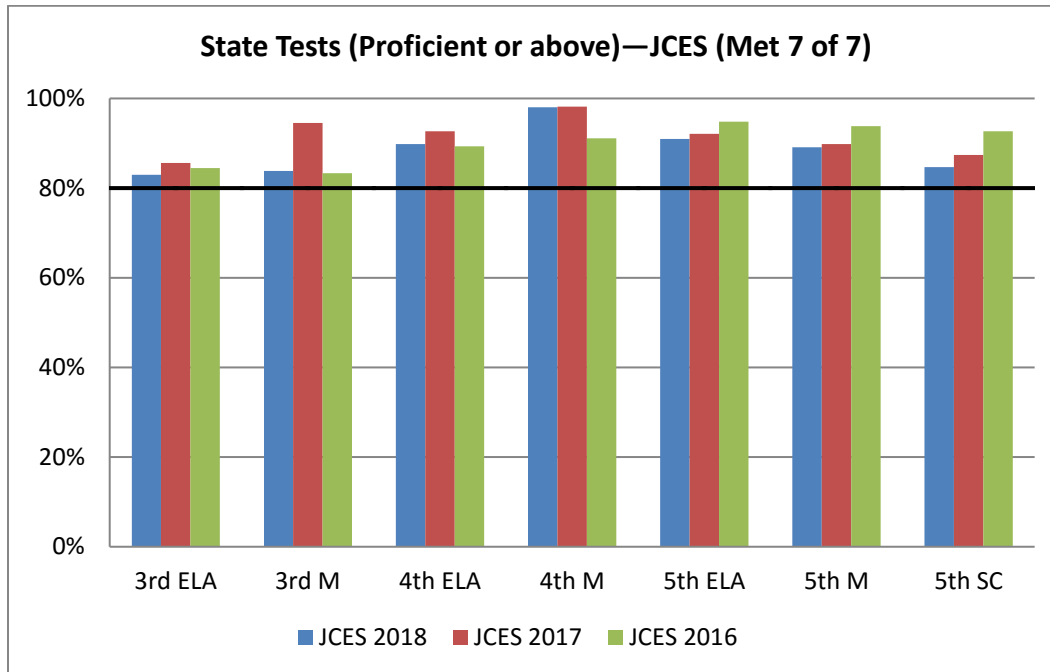
Subgroup (All Grades)—JCES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-0.4	4.1	-5.6	0.7	C
Gifted Students	-0.1	0.5	-2.6	-0.5	C
Lowest 20% of Achievement					NR
Students with Disabilities	0.0	4.3	-1.1	2.3	A

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

### Johnnycake Corners Elementary

#### Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**NOT MET**—Performance Index decreased from 107.9 to 105.9 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2018	83.0%	83.8%	89.8%	98.0%	91.0%	89.1%	84.7%
JCES 2017	85.6%	94.5%	92.7%	98.2%	92.1%	89.8%	87.4%
JCES 2016	84.5%	83.3%	89.3%	91.1%	94.8%	93.8%	92.7%

### Johnnycake Corners Elementary

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Johnnycake Corners Elementary	105.9	107.9	108.0	110.0	110.2

#### Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

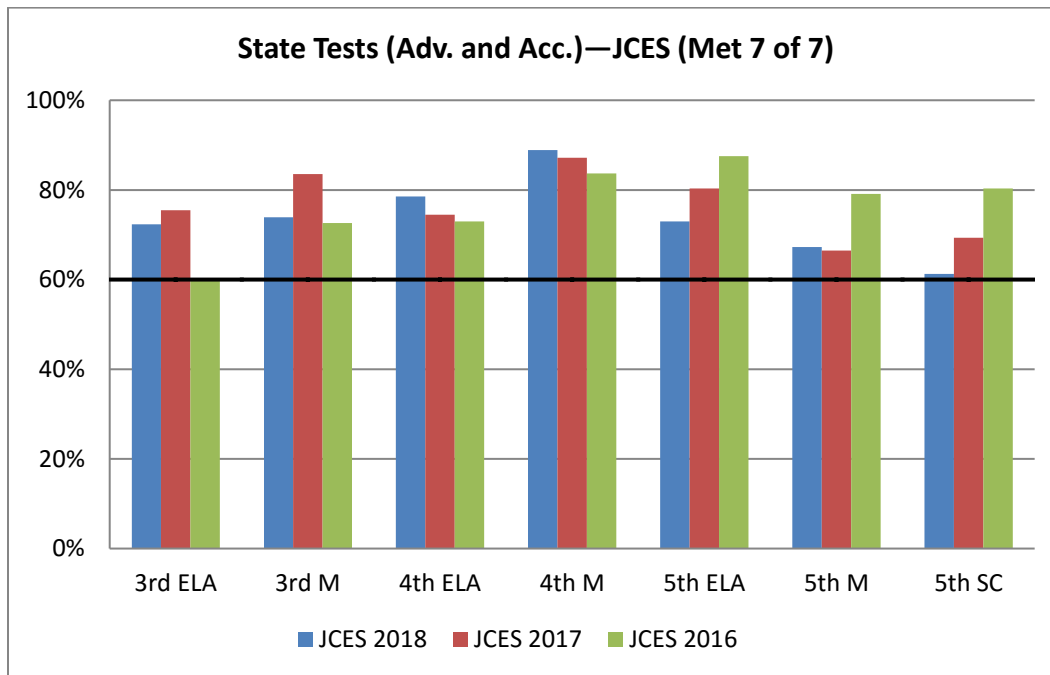
17-18 AMO Goals—JCES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	105.7	83.8	0.0	-2.2	100.0	107.5	84.2	0.0	-1.8	100.0	107.5	84.2	0.0	-1.8	100.0
Economically Disadvantaged	NR	70.8	NR	NR	NR	NR	71.1	NR	NR	NR	NR	71.1	NR	NR	NR
Asian/Pacific Islander	NR	92.4	NR	NR	NR	NR	97.8	NR	NR	NR	NR	97.8	NR	NR	NR
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	104.8	86.3	0.0	-3.8	100.0	107.8	87.6	0.0	-2.2	100.0	107.8	87.6	0.0	-2.2	100.0
IEP	82.3	57.3	0.0	-4.4	100.0	85.2	58.2	0.0	-6.2	100.0	85.2	58.2	0.0	-6.2	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

### Johnnycake Corners Elementary

#### Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 8.0% in the State.



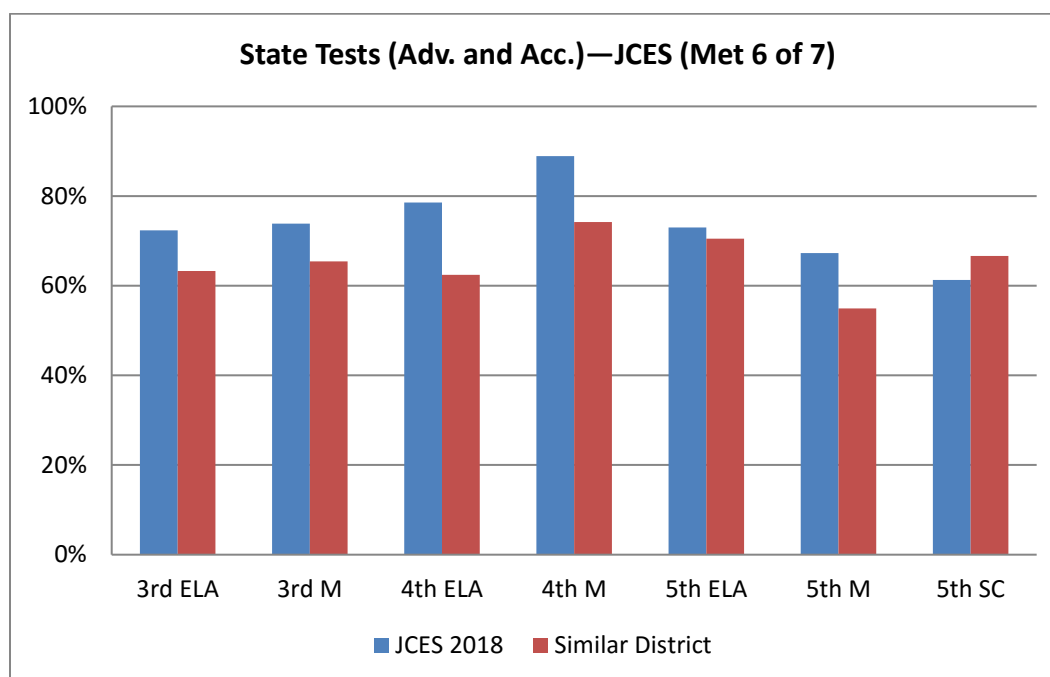
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2018	72.3%	73.9%	78.6%	88.9%	73.0%	67.3%	61.3%
JCES 2017	75.5%	83.5%	74.5%	87.2%	80.3%	66.5%	69.3%
JCES 2016	60.2%	72.6%	73.0%	83.7%	87.5%	79.1%	80.3%



### Johnnycake Corners Elementary

#### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2018	72.3%	73.9%	78.6%	88.9%	73.0%	67.3%	61.3%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

#### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
JCES rank among all buildings	54	18	13	1	14
JCES within top % of the State	8.0%	2.8%	2.1%	0.2%	2.1%

**Liberty Tree Elementary  
Annual Report  
2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

<b>MET</b>
<b>NOT MET</b>

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—4 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**NOT MET**—Performance Index decreased from 107.5 to 107.4 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

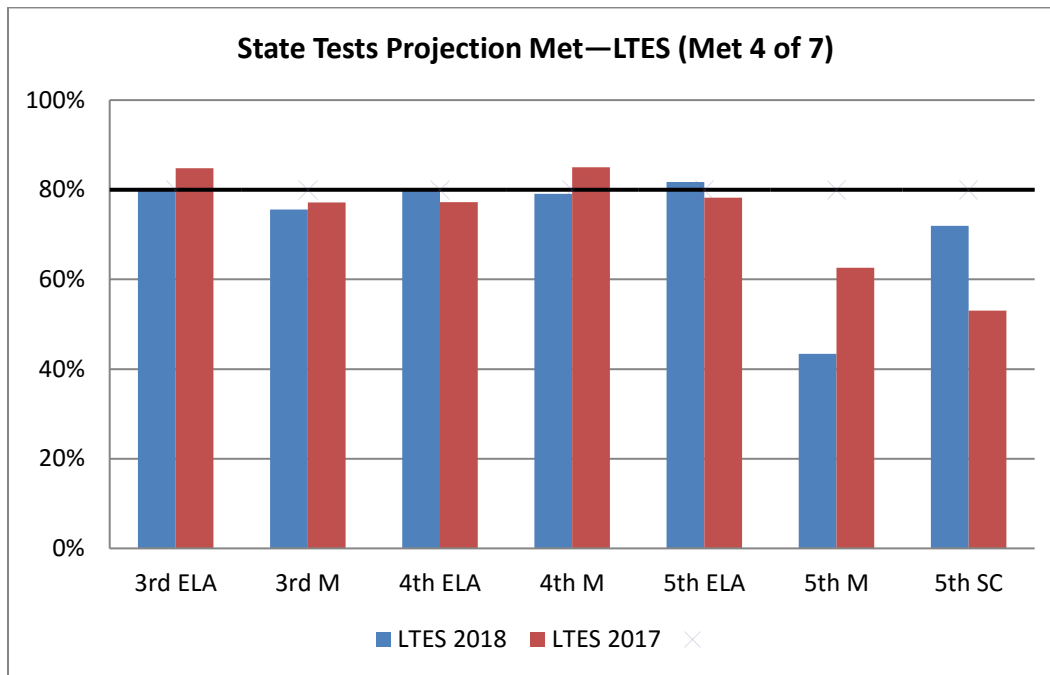
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 4.7% in the State.

## Liberty Tree Elementary

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—4 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2018	80.2%	75.6%	80.2%	79.1%	81.7%	43.4%	72.0%
LTES 2017	84.8%	77.2%	77.2%	85.0%	78.3%	62.6%	53.0%
N Matched (2018)	86	86	91	91	82	83	82

## Liberty Tree Elementary

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

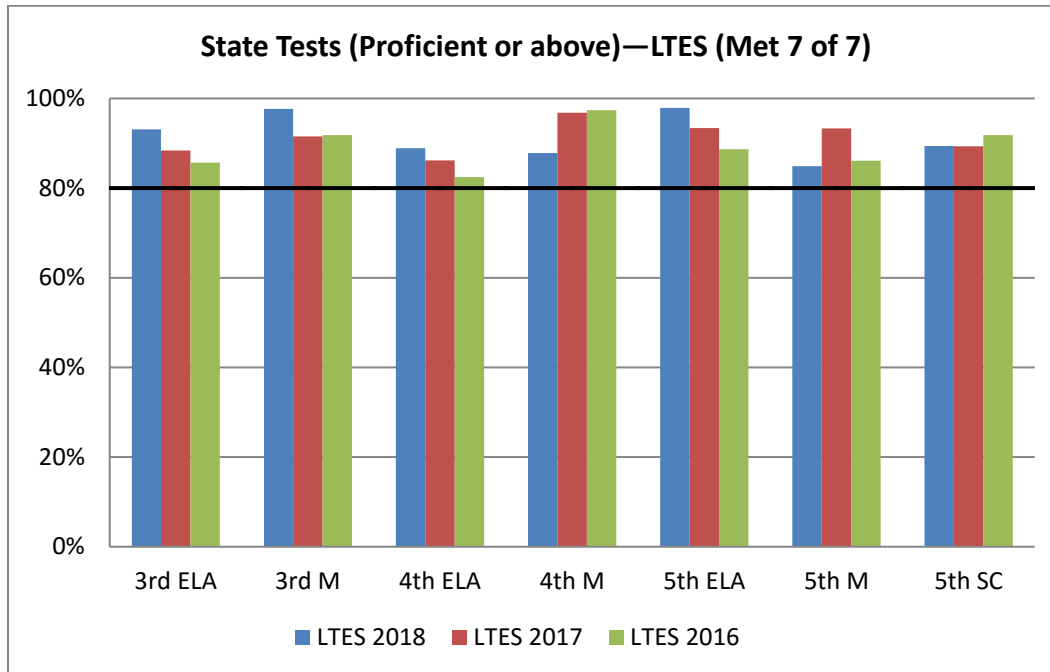
Subgroup (All Grades)—LTES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-0.7	-4.5	-5.4	-4.3	F
Gifted Students	-1.7	-4.2	-3.0	-4.3	F
Lowest 20% of Achievement	-0.8	0.5		-0.3	C
Students with Disabilities	0.5	-0.1	-1.2	0.1	C

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

## Liberty Tree Elementary

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**NOT MET**—Performance Index decreased from 107.5 to 107.4 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2018	93.1%	97.7%	88.9%	87.8%	97.9%	84.9%	89.4%
LTES 2017	88.4%	91.5%	86.2%	96.8%	93.4%	93.3%	89.3%
LTES 2016	85.7%	91.8%	82.5%	97.4%	88.7%	86.1%	91.8%

## Liberty Tree Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Liberty Tree Elementary	107.4	107.5	106.5	106.3	107.9

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

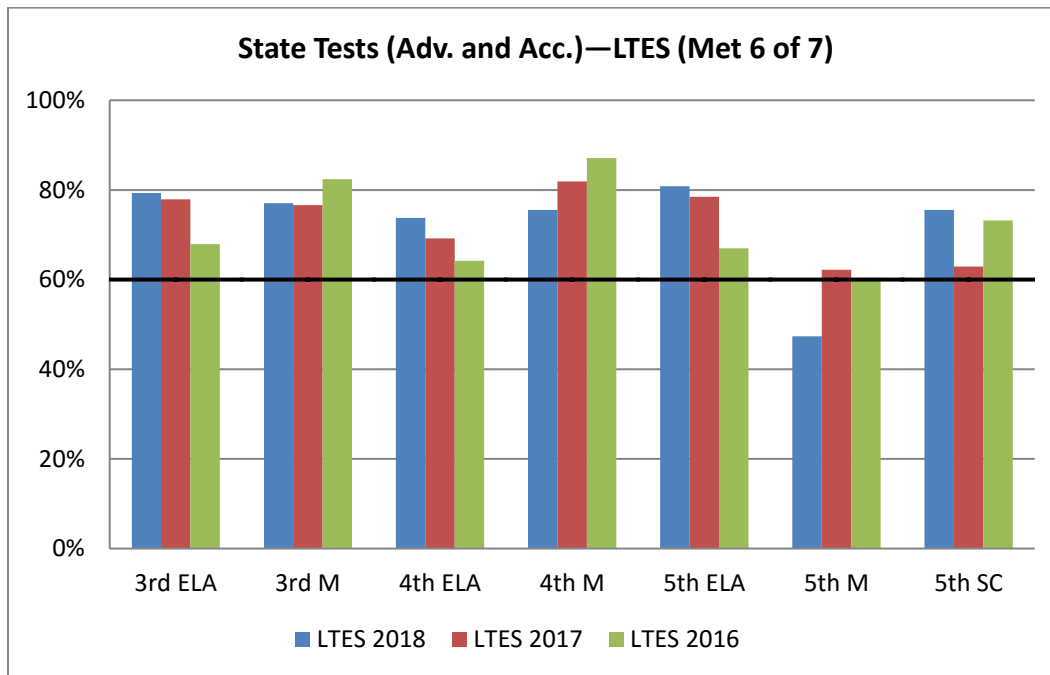
17-18 AMO Goals—LTES						Math					
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	
All Students	109.4	83.8	0.0	2.2	100.0	105.7	84.2	0.0	-2.8	100.0	
Economically Disadvantaged	NR	70.8	NR	NR	NR	NR	71.1	NR	NR	NR	
Asian/Pacific Islander	114.6	92.4	0.0	0.7	100.0	114.2	97.8	0.0	-1.3	100.0	
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	
White	108.5	86.3	0.0	2.8	100.0	103.5	87.6	0.0	-3.3	100.0	
IEP	86.3	57.3	0.0	5.4	100.0	71.0	58.2	0.0	-13.5	100.0	
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	

\*Improvement (Imp): Improvement from the result last year.

## Liberty Tree Elementary

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 4.7% in the State.



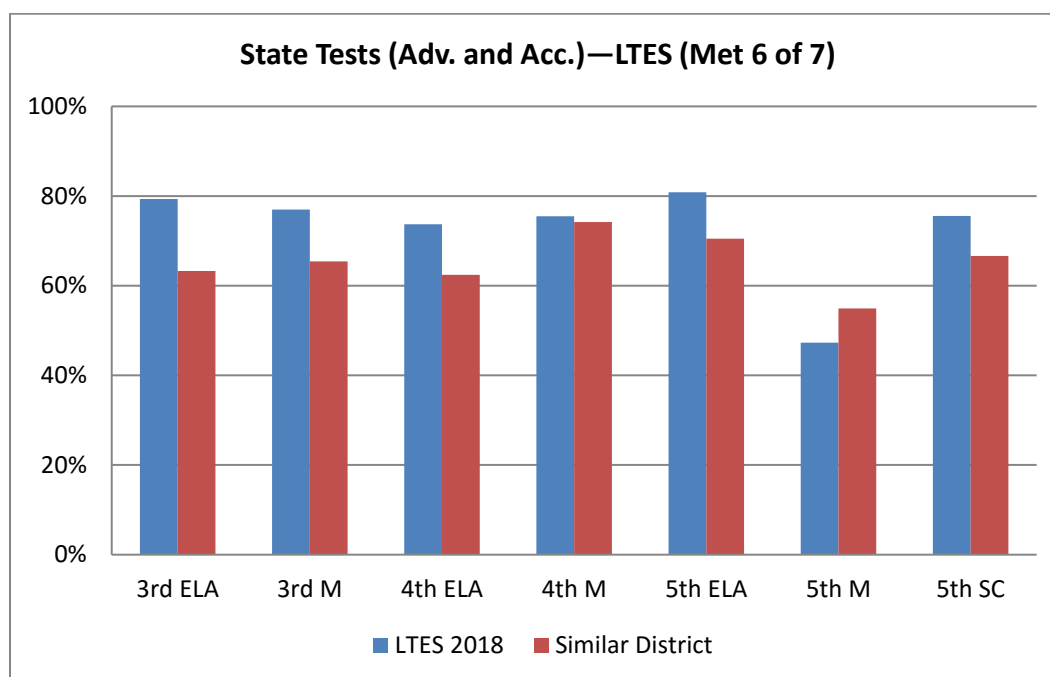
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2018	79.3%	77.0%	73.7%	75.5%	80.9%	47.3%	75.5%
LTES 2017	77.9%	76.6%	69.2%	81.9%	78.5%	62.2%	62.9%
LTES 2016	67.9%	82.4%	64.2%	87.1%	67.0%	60.4%	73.2%



## Liberty Tree Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2018	79.3%	77.0%	73.7%	75.5%	80.9%	47.3%	75.5%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
LTES rank among all buildings	32	22	21	17	37
LTES within top % of the State	4.7%	3.4%	3.4%	2.6%	5.6%

**Oak Creek Elementary  
Annual Report  
2017—2018**

### **Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

<b>MET</b>
<b>NOT MET</b>

#### **Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—3 of 7 subjects increased from the previous year or maintained 80%.

#### **Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth met a year's worth of growth with a letter grade of "C".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "B".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

#### **Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**NOT MET**—3<sup>rd</sup> grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**NOT MET**—Performance Index decreased from 104.6 to 103.3 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

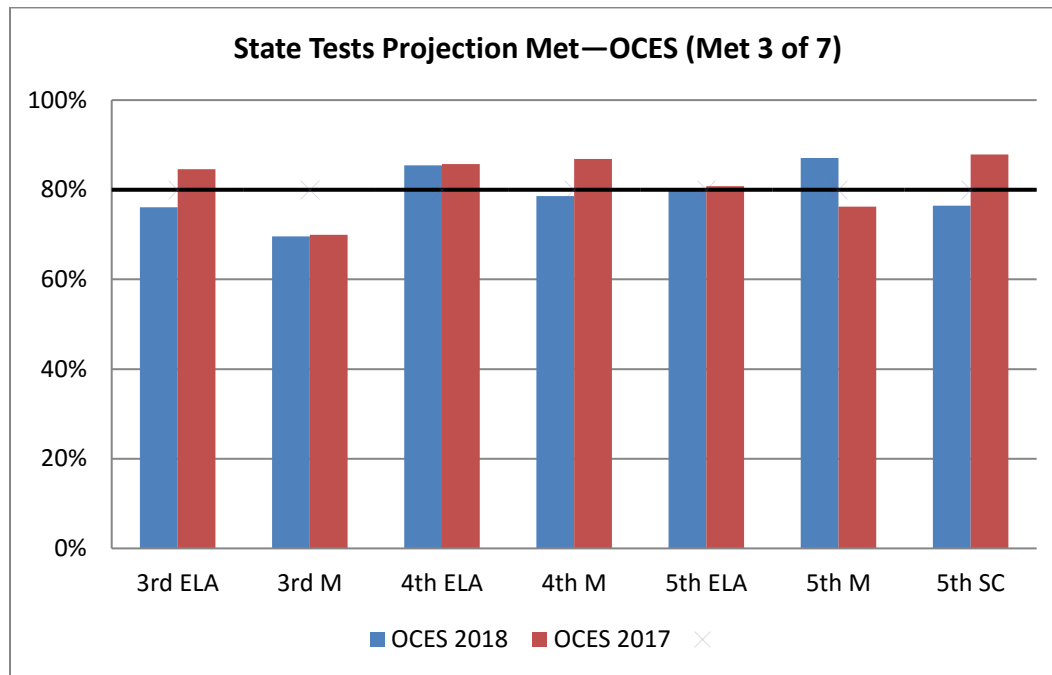
#### **Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—5 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**NOT MET**—Performance Index ranking decreased from the top 8.6% to the top 13.3% in the State.

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—3 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2018	76.1%	69.6%	85.5%	78.6%	80.0%	87.1%	76.5%
OCES 2017	84.6%	69.9%	85.7%	86.9%	80.8%	76.2%	87.9%
N Matched (2018)	92	92	110	112	85	85	85

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

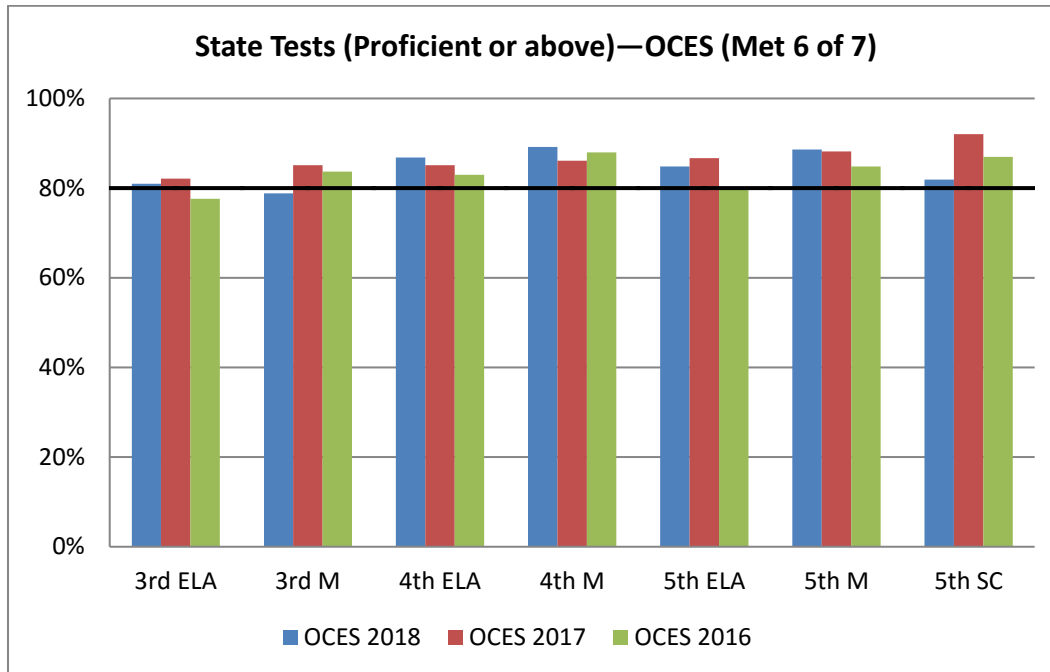
- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth met a year's worth of growth with a letter grade of "C".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "B".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

Subgroup (All Grades)—OCES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	1.6	-0.8	0.3	0.7	C
Gifted Students	-1.7	-2.8	0.5	-2.5	F
Lowest 20% of Achievement	0.6	1.8	-0.1	1.3	B
Students with Disabilities	1.9	2.6	1.7	3.2	A

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**NOT MET**—3<sup>rd</sup> grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**NOT MET**—Performance Index decreased from 104.6 to 103.3 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2018	81.0%	78.8%	86.8%	89.2%	84.8%	88.6%	81.9%
OCES 2017	82.1%	85.1%	85.1%	86.1%	86.7%	88.2%	92.0%
OCES 2016	77.6%	83.7%	83.0%	88.0%	80.0%	84.8%	87.0%

## Oak Creek Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Oak Creek Elementary	103.3	104.6	102.6	102.5	103.6

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal.

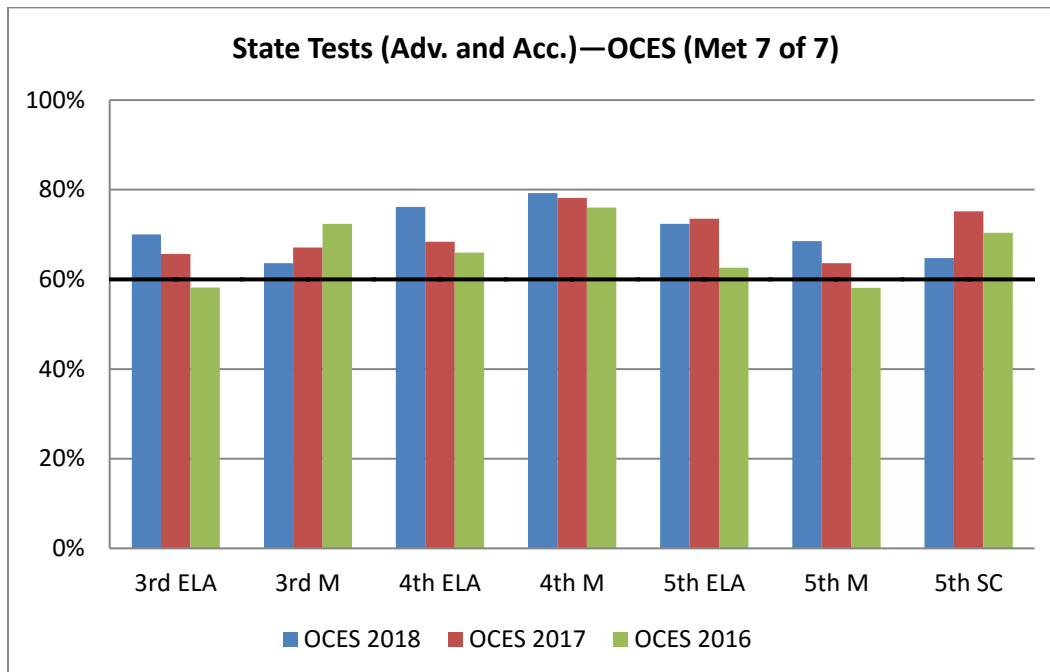
Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

17-18 AMO Goals—OCES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	104.3	83.8	0.0	1.2	100.0	102.8	84.2	0.0	-0.8	100.0	102.8	84.2	0.0	-0.8	100.0
Economically Disadvantaged	87.6	70.8	0.0	1.4	100.0	84.2	71.1	0.0	-5.4	100.0	84.2	71.1	0.0	-5.4	100.0
Asian/Pacific Islander	108.9	92.4	0.0	3.5	100.0	113.8	97.8	0.0	4.2	100.0	113.8	97.8	0.0	4.2	100.0
African American	91.6	63.4	0.0	NR	100.0	86.9	61.3	0.0	NR	100.0	86.9	61.3	0.0	NR	100.0
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	106.1	86.3	0.0	0.4	100.0	102.9	87.6	0.0	-2.2	100.0	102.9	87.6	0.0	-2.2	100.0
IEP	71.6	57.3	0.0	-0.1	100.0	66.7	58.2	0.0	-9.3	100.0	66.7	58.2	0.0	-9.3	100.0
LEP	101.5	65.6	0.0	14.7	100.0	108.2	70.1	0.0	10.9	100.0	108.2	70.1	0.0	10.9	100.0

\*Improvement (Imp): Improvement from the result last year.

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—5 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**NOT MET**—Performance Index ranking decreased from the top 8.6% to the top 13.3% in the State.



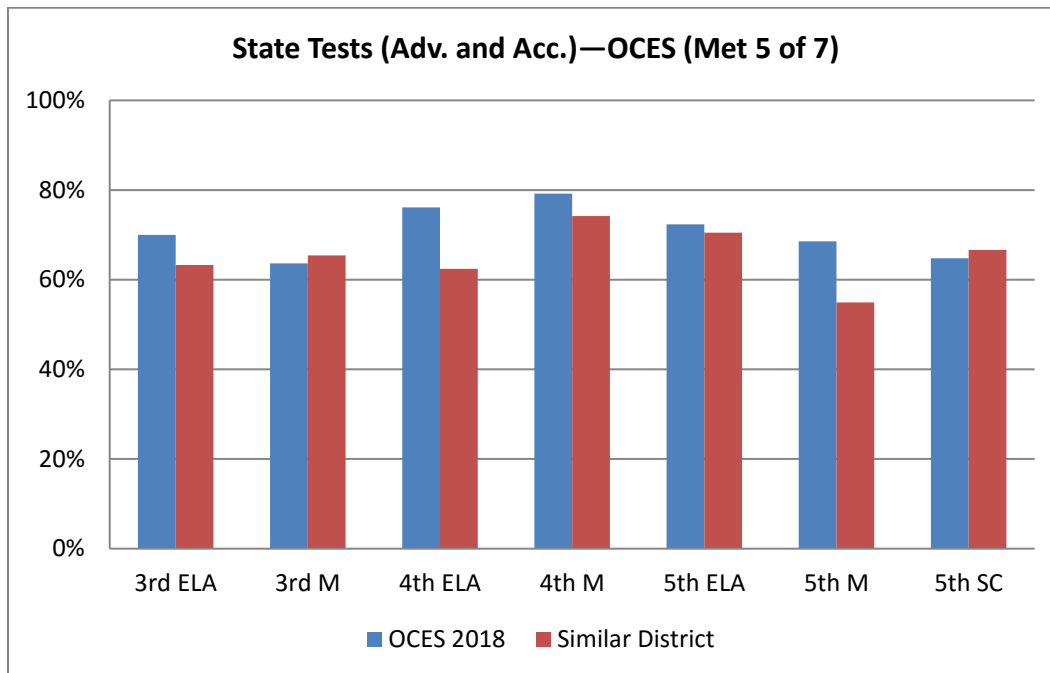
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2018	70.0%	63.6%	76.2%	79.2%	72.4%	68.6%	64.8%
OCES 2017	65.7%	67.1%	68.4%	78.2%	73.5%	63.6%	75.2%
OCES 2016	58.2%	72.4%	66.0%	76.0%	62.6%	58.1%	70.4%



## Oak Creek Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2018	70.0%	63.6%	76.2%	79.2%	72.4%	68.6%	64.8%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OCES rank among all buildings	90	56	53	62	145
OCES within top % of the State	13.3%	8.6%	8.5%	9.4%	21.9%

**Olentangy Meadows Elementary  
Annual Report  
2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "B".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "B".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 105.0 to 106.4 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

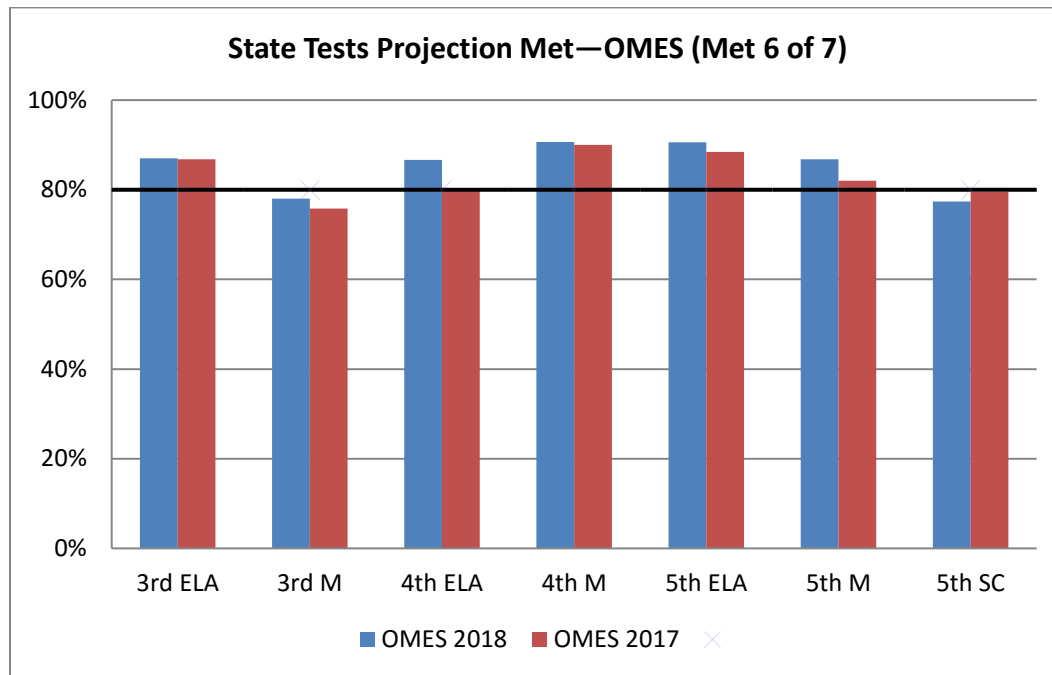
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 7.5% to the top 6.6% in the State.

### Olentangy Meadows Elementary

#### Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2018	87.0%	78.0%	86.7%	90.7%	90.6%	86.8%	77.4%
OMES 2017	86.8%	75.8%	80.0%	90.0%	88.5%	82.1%	79.5%
N Matched (2018)	100	100	75	75	53	53	53

### Olentangy Meadows Elementary

#### **Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "B".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "B".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

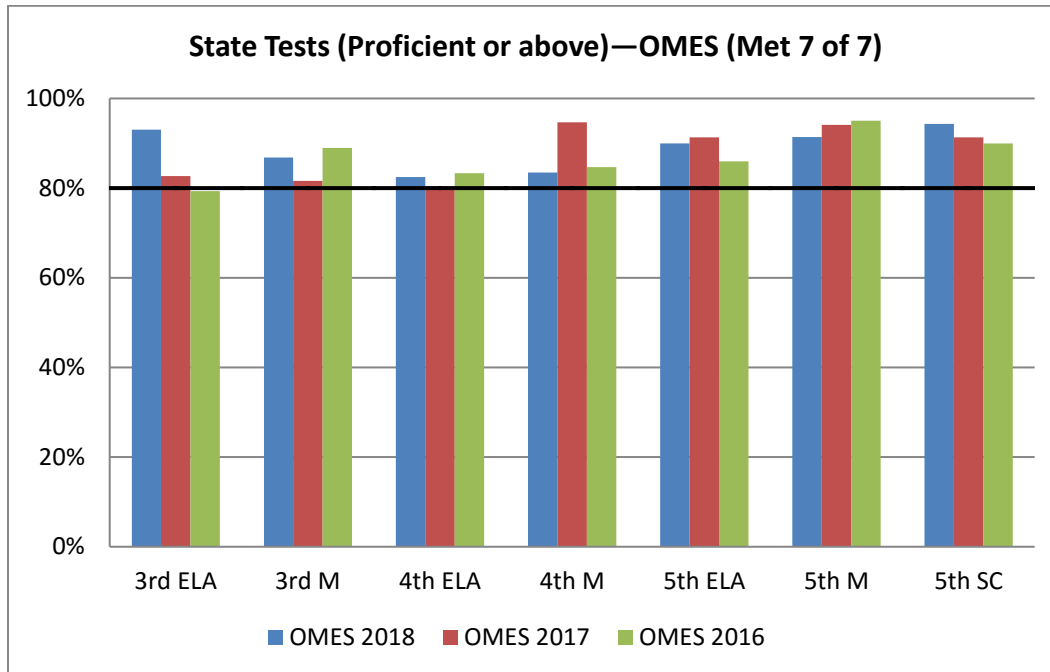
Subgroup (All Grades)—OMES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	2.7	11.5	2.3	9.0	A
Gifted Students	-0.7	3.3	0.3	1.5	B
Lowest 20% of Achievement	0.6	1.8		1.3	B
Students with Disabilities	2.5	5.3	1.1	5.0	A

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

### Olentangy Meadows Elementary

#### Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 105.0 to 106.4 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2018	93.0%	86.8%	82.5%	83.5%	90.0%	91.4%	94.3%
OMES 2017	82.7%	81.6%	80.3%	94.7%	91.3%	94.1%	91.3%
OMES 2016	79.3%	89.0%	83.3%	84.7%	86.0%	95.0%	90.0%

### Olentangy Meadows Elementary

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Olentangy Meadows Elementary	<b>106.4</b>	105.0	104.5	100.9	103.2

#### Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

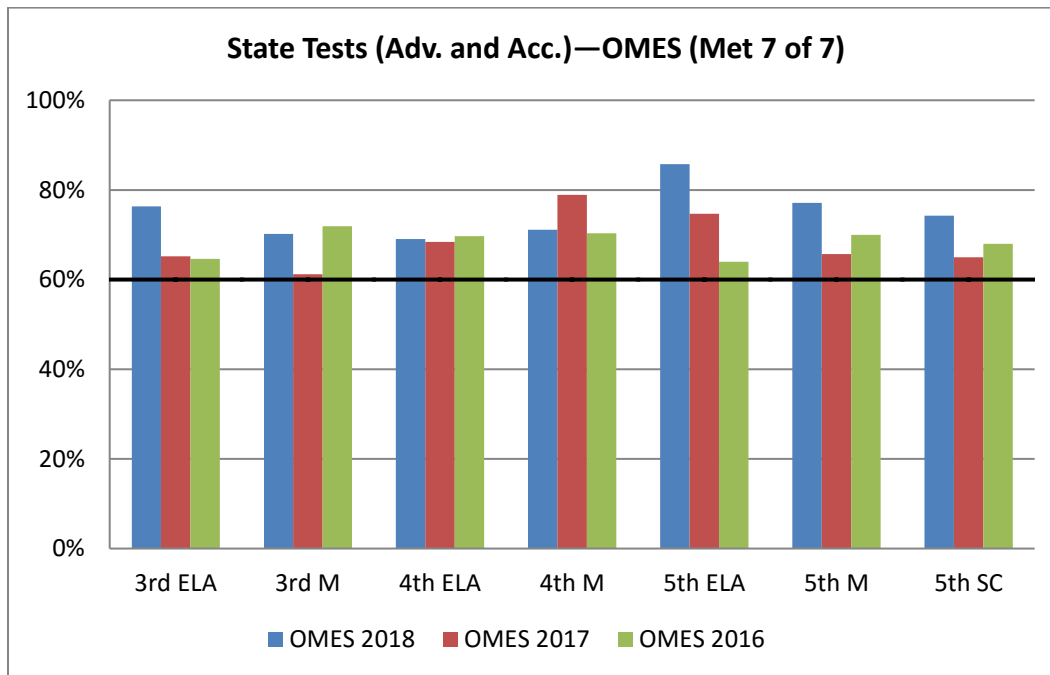
17-18 AMO Goals—OMES						Math					
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	
All Students	107.2	83.8	0.0	3.7	100.0	104.9	84.2	0.0	-0.3	100.0	
Economically Disadvantaged	96.0	70.8	0.0	0.9	100.0	96.0	71.1	0.0	1.7	100.0	
Asian/Pacific Islander	115.2	92.4	0.0	6.2	100.0	117.9	97.8	0.0	1.5	100.0	
African American	97.3	63.4	0.0	5.3	100.0	87.5	61.3	0.0	-1.4	100.0	
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	
White	106.9	86.3	0.0	1.6	100.0	103.6	87.6	0.0	-1.3	100.0	
IEP	84.3	57.3	0.0	6.0	100.0	71.5	58.2	0.0	-11.8	100.0	
LEP	103.9	65.6	0.0	NR	100.0	107.0	70.1	0.0	NR	100.0	

\*Improvement (Imp): Improvement from the result last year.

### Olentangy Meadows Elementary

#### Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 7.5% to the top 6.6% in the State.



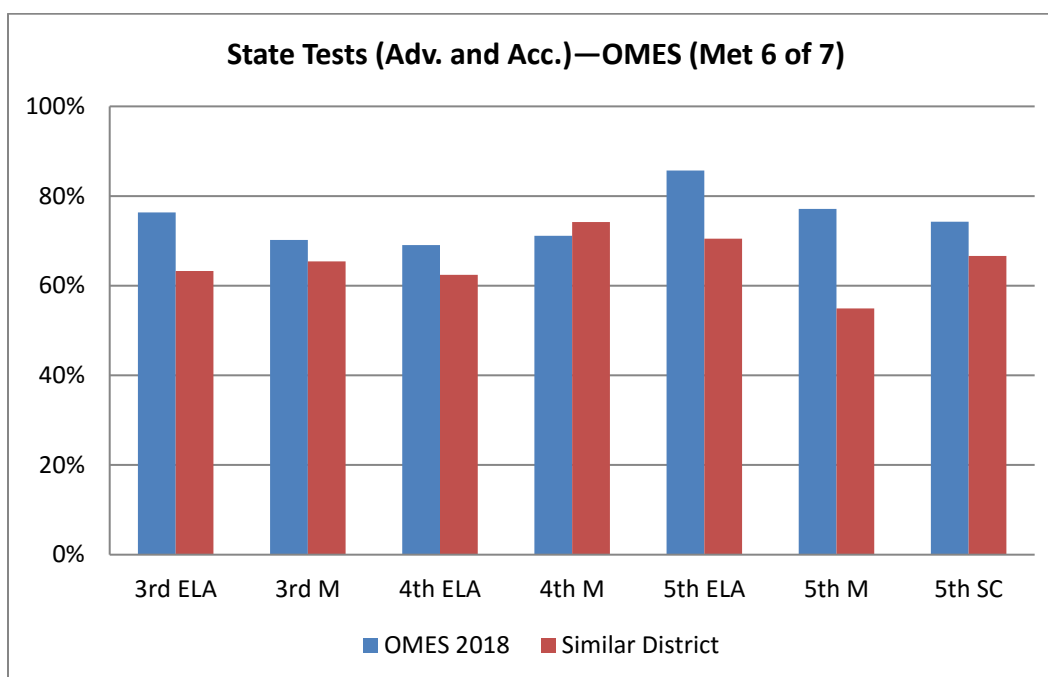
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2018	76.3%	70.2%	69.1%	71.1%	85.7%	77.1%	74.3%
OMES 2017	65.2%	61.2%	68.4%	78.9%	74.7%	65.7%	65.0%
OMES 2016	64.6%	71.9%	69.7%	70.3%	64.0%	70.0%	68.0%



### Olentangy Meadows Elementary

#### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2018	76.3%	70.2%	69.1%	71.1%	85.7%	77.1%	74.3%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

#### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OMES rank among all buildings	45	49	36	91	161
OMES within top % of the State	6.6%	7.5%	5.8%	13.9%	24.3%

**Scioto Ridge Elementary**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—4 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not a year's worth of growth with a letter grade of "D".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 111.0 to 111.6 with a letter grade of "A".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

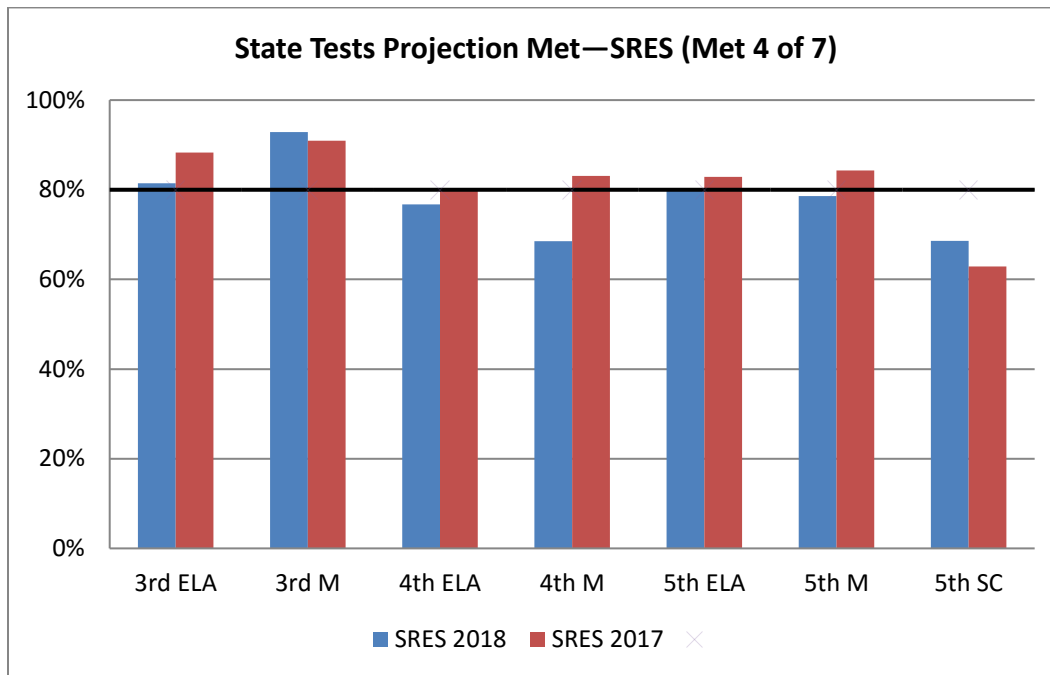
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 0.7% in the State.

## Scioto Ridge Elementary

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—4 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SRES 2018	81.4%	92.9%	76.7%	68.5%	80.0%	78.6%	68.6%
SRES 2017	88.3%	90.9%	80.3%	83.1%	82.9%	84.3%	62.9%
N Matched (2018)	70	70	73	73	70	70	70

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not a year's worth of growth with a letter grade of "D".

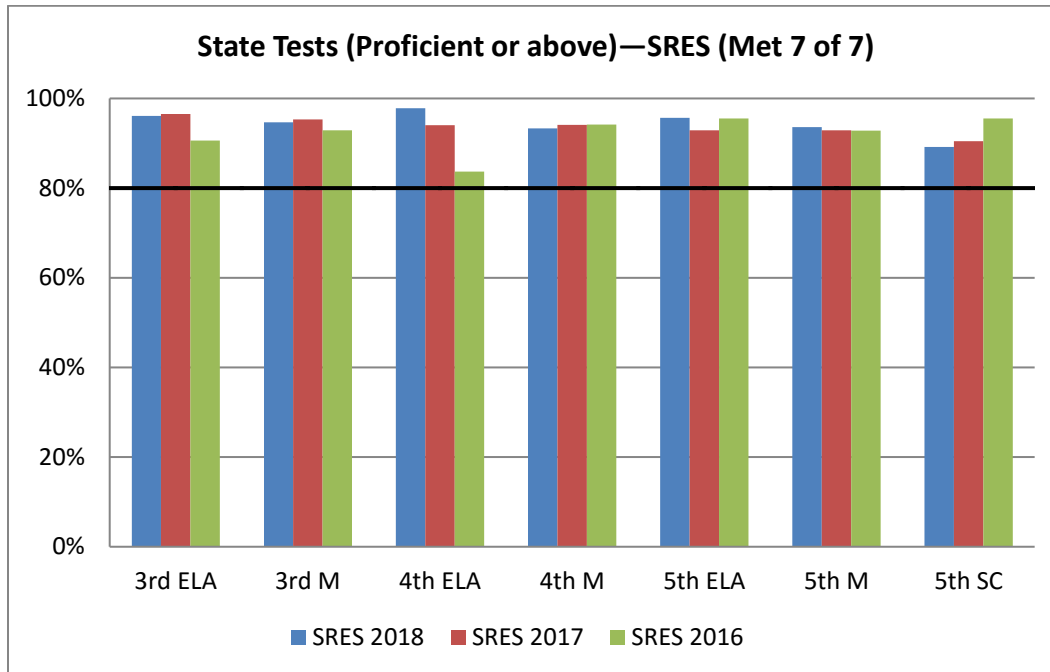
Subgroup (All Grades)—SRES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-0.9	-3.6	-5.6	-4.1	F
Gifted Students	-1.6	-4.3	-2.6	-4.2	F
Lowest 20% of Achievement					NR
Students with Disabilities	-0.1	-2.1	-2.6	-1.8	D

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

## Scioto Ridge Elementary

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 111.0 to 111.6 with a letter grade of “A”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SRES 2018	96.1%	94.7%	97.8%	93.3%	95.7%	93.6%	89.2%
SRES 2017	96.5%	95.3%	94.0%	94.1%	92.9%	92.9%	90.5%
SRES 2016	90.6%	92.9%	83.7%	94.2%	95.5%	92.8%	95.5%

## Scioto Ridge Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Scioto Ridge Elementary	111.6	111.0	109.4	107.9	111.6

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

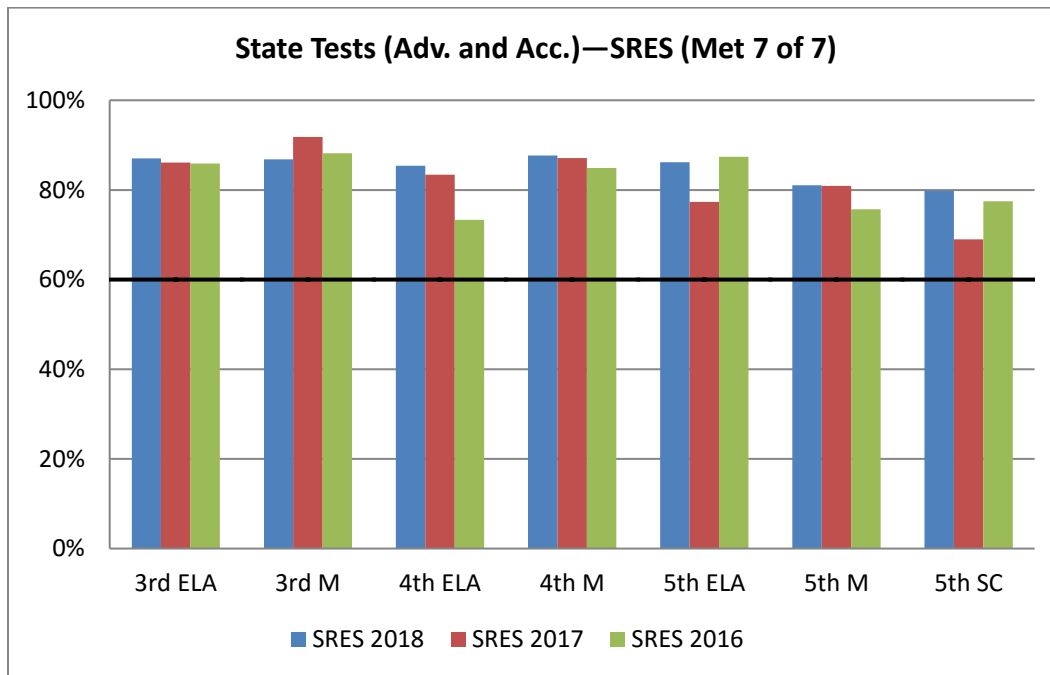
17-18 AMO Goals—SRES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	113.5	83.8	0.0	1.9	100.0	111.5	84.2	0.0	-0.4	100.0	111.5	84.2	0.0	-0.4	100.0
Economically Disadvantaged	NR	70.8	NR	NR	NR	NR	71.1	NR	NR	NR	NR	71.1	NR	NR	NR
Asian/Pacific Islander	118.5	92.4	0.0	5.2	100.0	117.4	97.8	0.0	1.2	100.0	117.4	97.8	0.0	1.2	100.0
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	112.4	86.3	0.0	0.7	100.0	110.9	87.6	0.0	-1.9	100.0	110.9	87.6	0.0	-1.9	100.0
IEP	99.8	57.3	0.0	8.4	100.0	95.7	58.2	0.0	4.4	100.0	95.7	58.2	0.0	4.4	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

## Scioto Ridge Elementary

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 0.7% in the State.



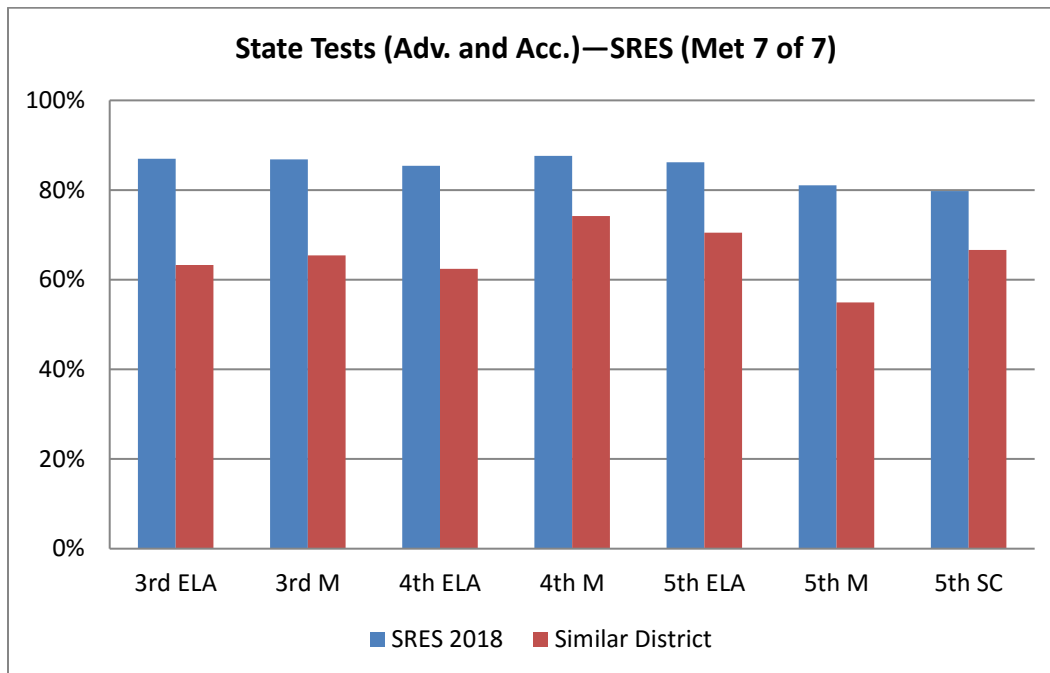
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SRES 2018	87.0%	86.8%	85.4%	87.6%	86.2%	81.1%	79.8%
SRES 2017	86.1%	91.8%	83.4%	87.1%	77.3%	80.9%	69.0%
SRES 2016	85.9%	88.2%	73.3%	84.9%	87.4%	75.7%	77.5%



## Scioto Ridge Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SRES 2018	87.0%	86.8%	85.4%	87.6%	86.2%	81.1%	79.8%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
SRES rank among all buildings	5	4	4	8	4
SRES within top % of the State	0.7%	0.6%	0.6%	1.2%	0.6%

**Tyler Run Elementary**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index was 111.2 with a letter grade of "A".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

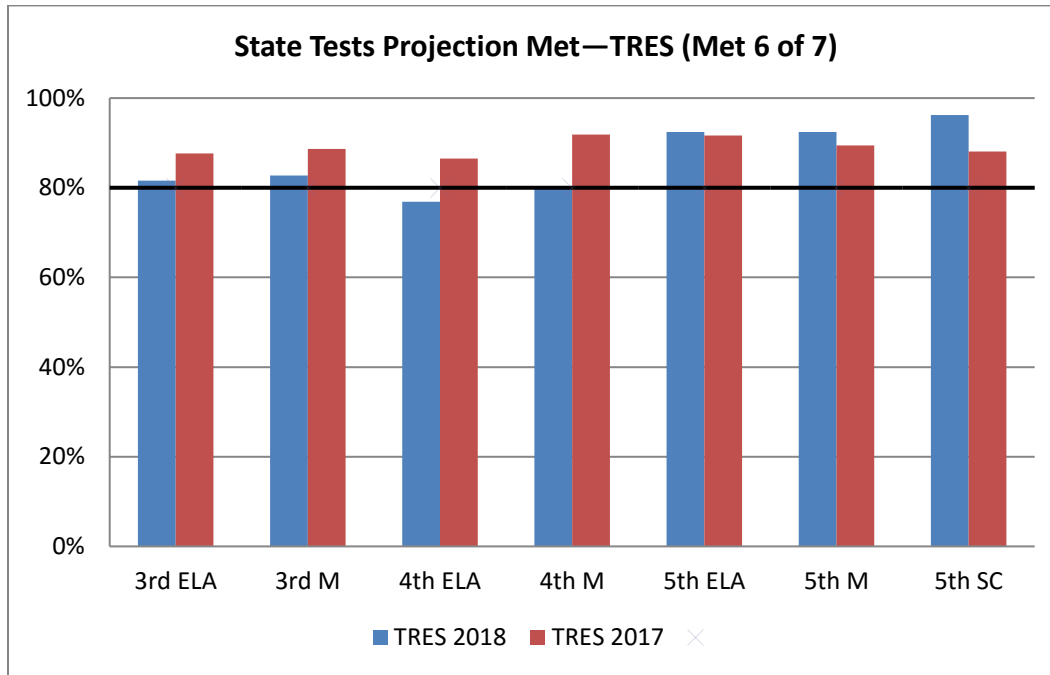
**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 1.0% in the State.

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2018	81.6%	82.8%	76.8%	80.0%	92.4%	92.4%	96.2%
TRES 2017	87.6%	88.7%	86.5%	91.9%	91.7%	89.4%	88.1%
N Matched (2018)	87	87	95	95	79	79	79

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

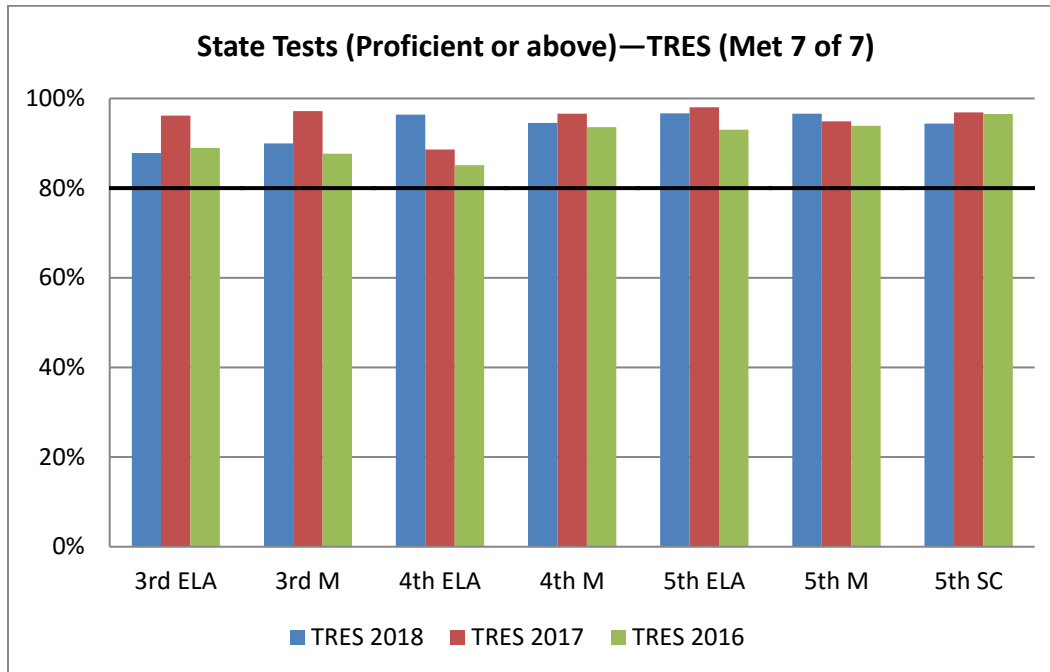
- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

Subgroup (All Grades)—TRES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	3.3	6.4	7.4	7.7	A
Gifted Students	1.1	0.4	4.4	2.2	A
Lowest 20% of Achievement					NR
Students with Disabilities	2.7	3.2	2.0	4.0	A

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index was 111.2 with a letter grade of “A”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2018	87.8%	90.0%	96.4%	94.5%	96.7%	96.6%	94.4%
TRES 2017	96.2%	97.2%	88.6%	96.6%	98.0%	94.9%	96.9%
TRES 2016	89.0%	87.7%	85.1%	93.6%	93.0%	93.9%	96.5%

## Tyler Run Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Tyler Run Elementary	111.2	111.6	109.4	107.4	110.0

Annual Measurable Objectives (AMOs)

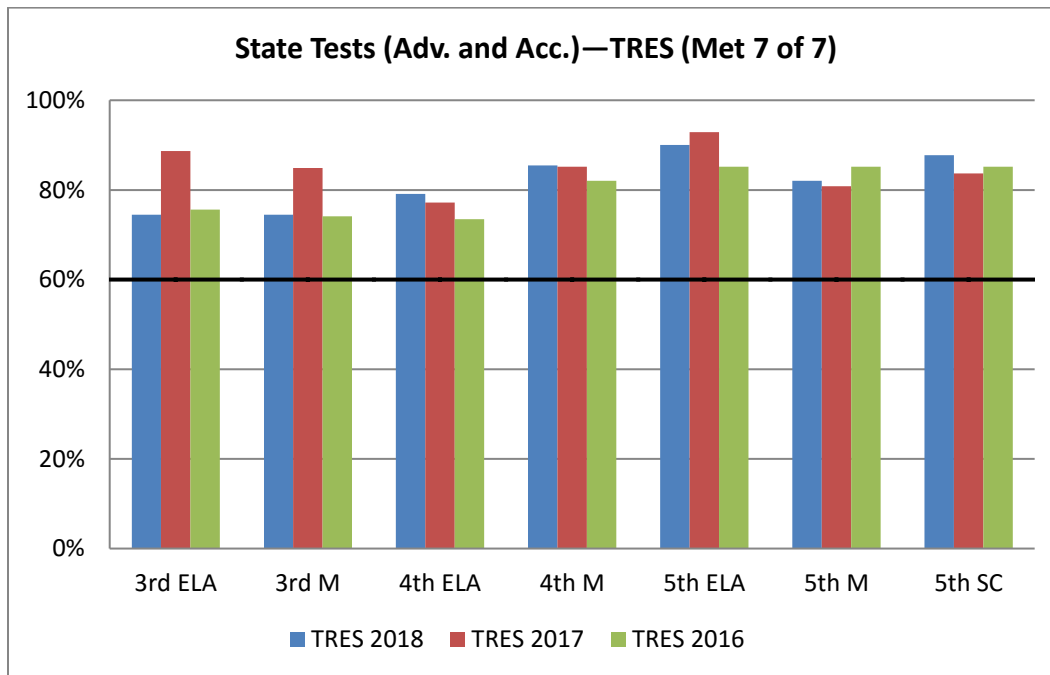
Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

17-18 AMO Goals—TRES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	111.2	83.8	0.0	-0.7	100.0	110.5	84.2	0.0	-1.5	100.0	110.5	84.2	0.0	-1.5	100.0
Economically Disadvantaged	NR	70.8	NR	NR	NR	NR	71.1	NR	NR	NR	NR	71.1	NR	NR	NR
Asian/Pacific Islander	112.7	92.4	0.0	NR	100.0	116.5	97.8	0.0	NR	100.0	116.5	97.8	0.0	NR	100.0
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	111.1	86.3	0.0	-0.5	100.0	110.9	87.6	0.0	-0.7	100.0	110.9	87.6	0.0	-0.7	100.0
IEP	95.8	57.3	0.0	3.3	100.0	101.8	58.2	0.0	0.7	100.0	101.8	58.2	0.0	0.7	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 1.0% in the State.



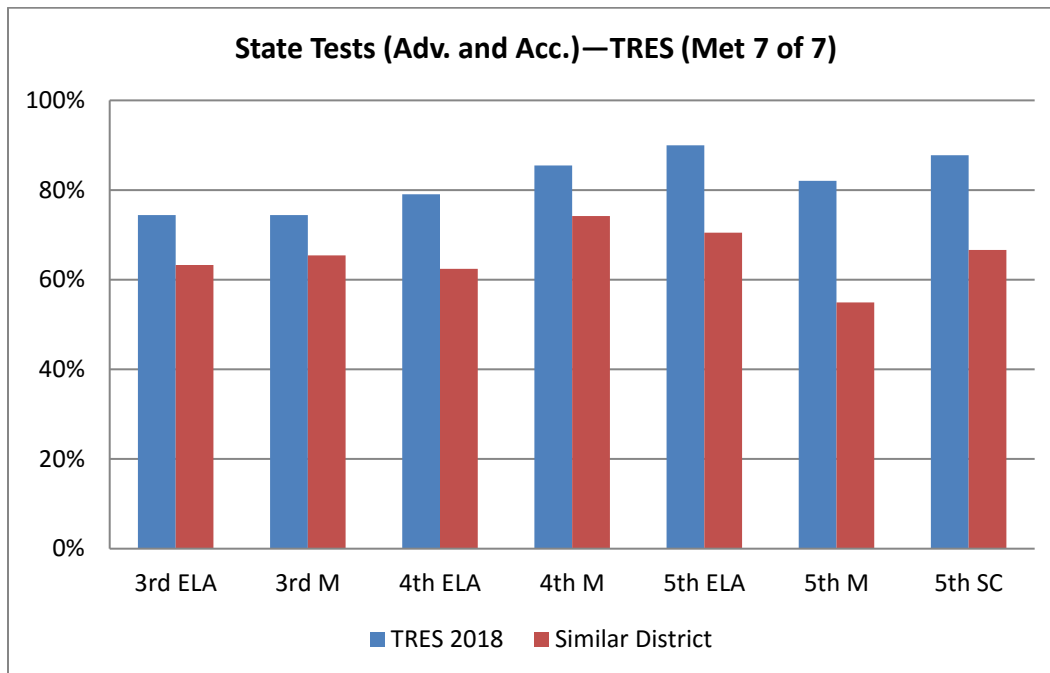
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2018	74.4%	74.4%	79.1%	85.5%	90.0%	82.0%	87.8%
TRES 2017	88.7%	84.9%	77.2%	85.2%	92.9%	80.8%	83.7%
TRES 2016	75.6%	74.1%	73.5%	82.0%	85.2%	85.2%	85.2%



## Tyler Run Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2018	74.4%	74.4%	79.1%	85.5%	90.0%	82.0%	87.8%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
TRES rank among all buildings	7	3	3	9	16
TRES within top % of the State	1.0%	0.5%	0.5%	1.4%	2.4%

**Walnut Creek Elementary**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "F".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 105.6 to 108.9 with a letter grade of "A".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

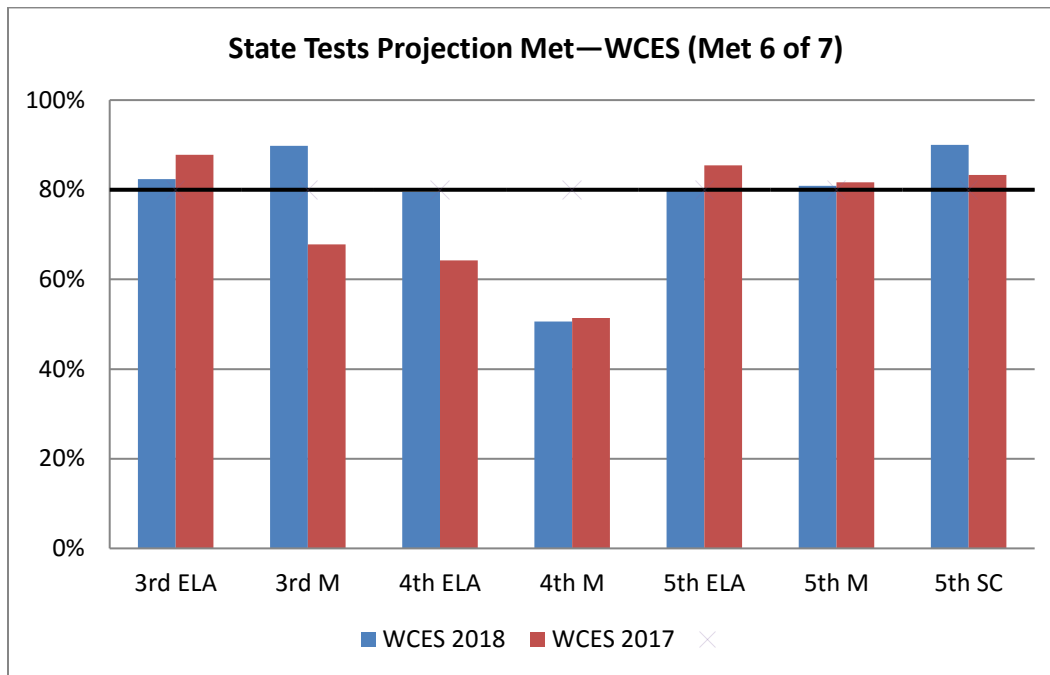
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 6.3% to the top 3.4% in the State.

## Walnut Creek Elementary

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2018	82.4%	89.8%	79.5%	50.6%	80.0%	80.9%	90.0%
WCES 2017	87.8%	67.8%	64.2%	51.4%	85.4%	81.6%	83.3%
N Matched (2018)	108	108	83	83	110	110	110

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "F".

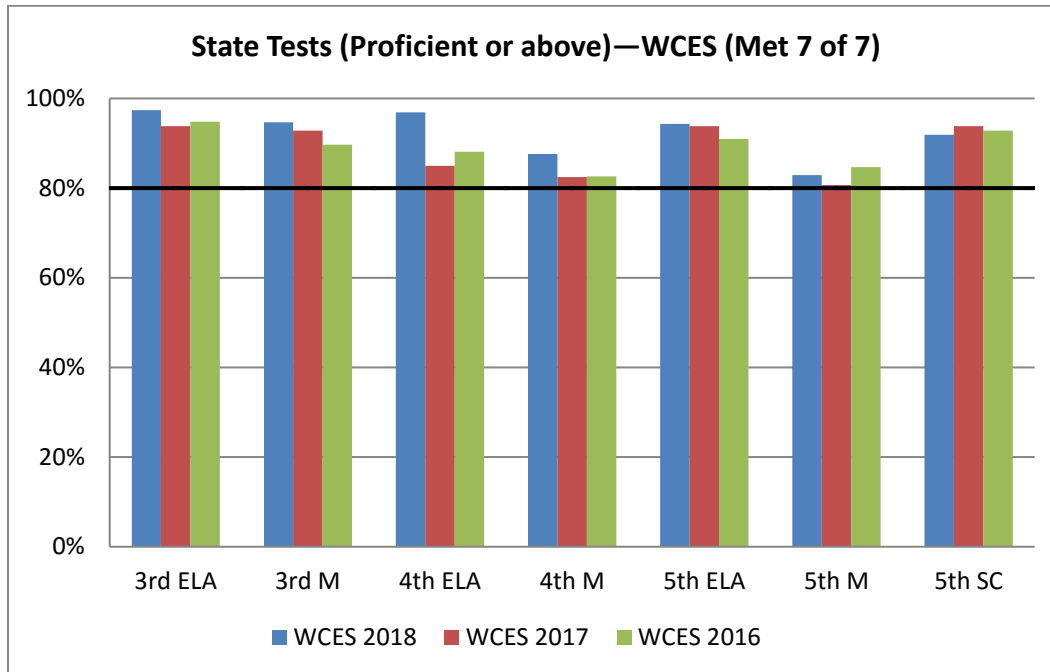
Subgroup (All Grades)—WCES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-0.3	1.7	10.5	3.3	A
Gifted Students	1.9	2.8	8.2	5.1	A
Lowest 20% of Achievement		-1.0		-1.0	C
Students with Disabilities	-2.5	-3.0	2.8	-2.8	F

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

## Walnut Creek Elementary

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 105.6 to 108.9 with a letter grade of “A”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2018	97.4%	94.7%	96.9%	87.6%	94.3%	82.9%	91.9%
WCES 2017	93.8%	92.8%	85.0%	82.5%	93.8%	80.7%	93.8%
WCES 2016	94.8%	89.7%	88.1%	82.6%	91.0%	84.7%	92.8%

## Walnut Creek Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	<b>17-18</b>	16-17	15-16	14-15	13-14
Walnut Creek Elementary	<b>108.9</b>	105.6	106.0	106.6	109.7

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

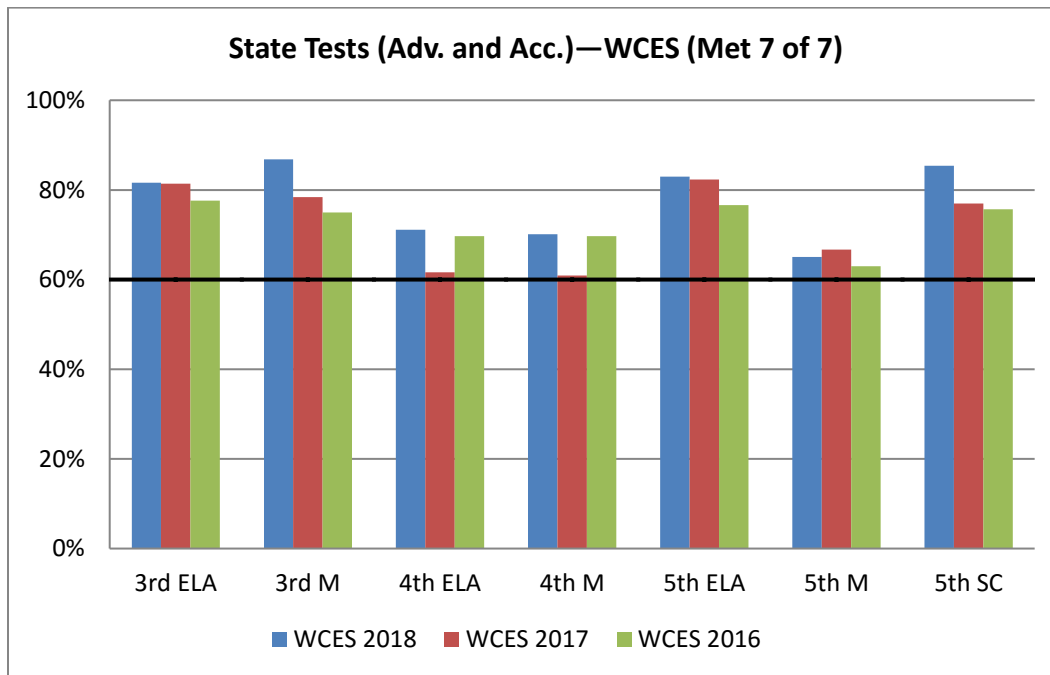
17-18 AMO Goals—WCES						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	111.3	83.8	0.0	3.5	100.0	106.2	84.2	0.0	3.8	100.0	106.2	84.2	0.0	3.8	100.0
Economically Disadvantaged	NR	70.8	NR	NR	NR	NR	71.1	NR	NR	NR	NR	71.1	NR	NR	NR
Asian/Pacific Islander	113.0	92.4	0.0	NR	100.0	112.3	97.8	0.0	NR	100.0	112.3	97.8	0.0	NR	100.0
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR	NR	77.7	NR	NR	NR	NR	77.7	NR	NR	NR
White	112.0	86.3	0.0	3.3	100.0	105.8	87.6	0.0	3.2	100.0	105.8	87.6	0.0	3.2	100.0
IEP	94.4	57.3	0.0	6.4	100.0	80.6	58.2	0.0	4.9	100.0	80.6	58.2	0.0	4.9	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

## Walnut Creek Elementary

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 6.3% to the top 3.4% in the State.



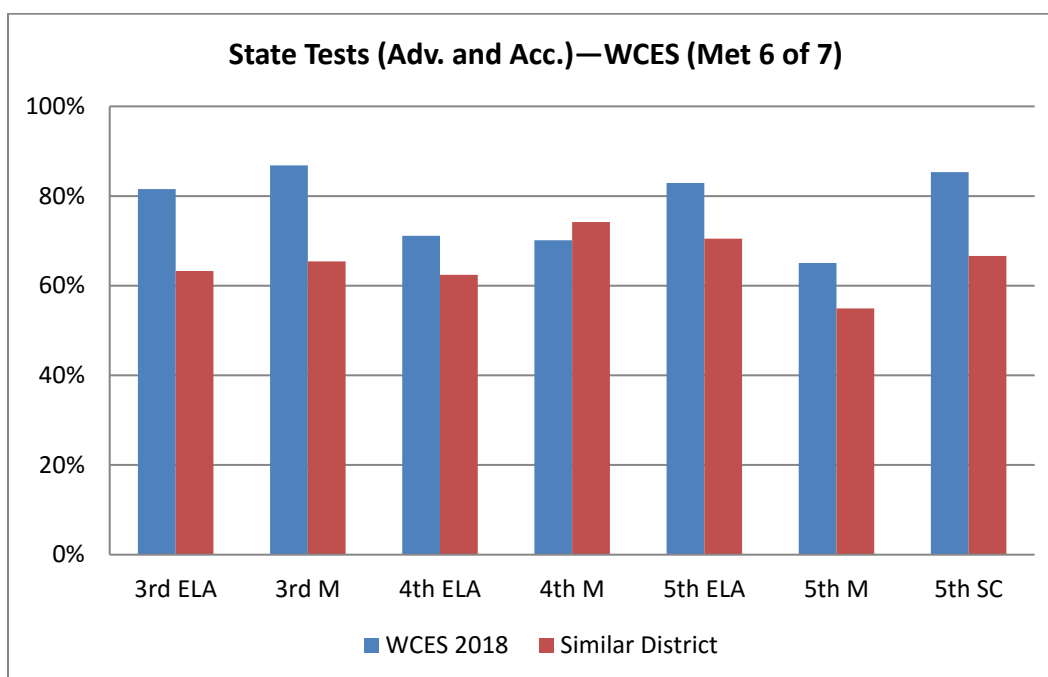
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2018	81.6%	86.8%	71.1%	70.1%	82.9%	65.0%	85.4%
WCES 2017	81.4%	78.4%	61.6%	60.9%	82.3%	66.7%	77.0%
WCES 2016	77.6%	75.0%	69.7%	69.7%	76.6%	63.0%	75.7%



## Walnut Creek Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2018	81.6%	86.8%	71.1%	70.1%	82.9%	65.0%	85.4%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
WCES rank among all buildings	23	41	22	16	17
WCES within top % of the State	3.4%	6.3%	3.5%	2.4%	2.6%

**Wyandot Run Elementary**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.

**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".

- Gifted students will meet or exceed a year's worth of growth.

**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".

- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.

**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "A".

- Students with disabilities will meet or exceed a year's worth of growth.

**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.

**MET**—All subjects above 80% proficiency.

- State Performance Index will maintain the highest possible designation or increase from the previous year.

**MET**—Performance Index increased from 107.0 to 107.3 with a letter grade of "B".

- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.

**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.

**MET**—All subjects increased from the previous year or maintained 60%.

- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.

**MET**—All subjects surpassed similar district average.

- State performance index ranking will increase or remain in the top ten percent of all school districts.

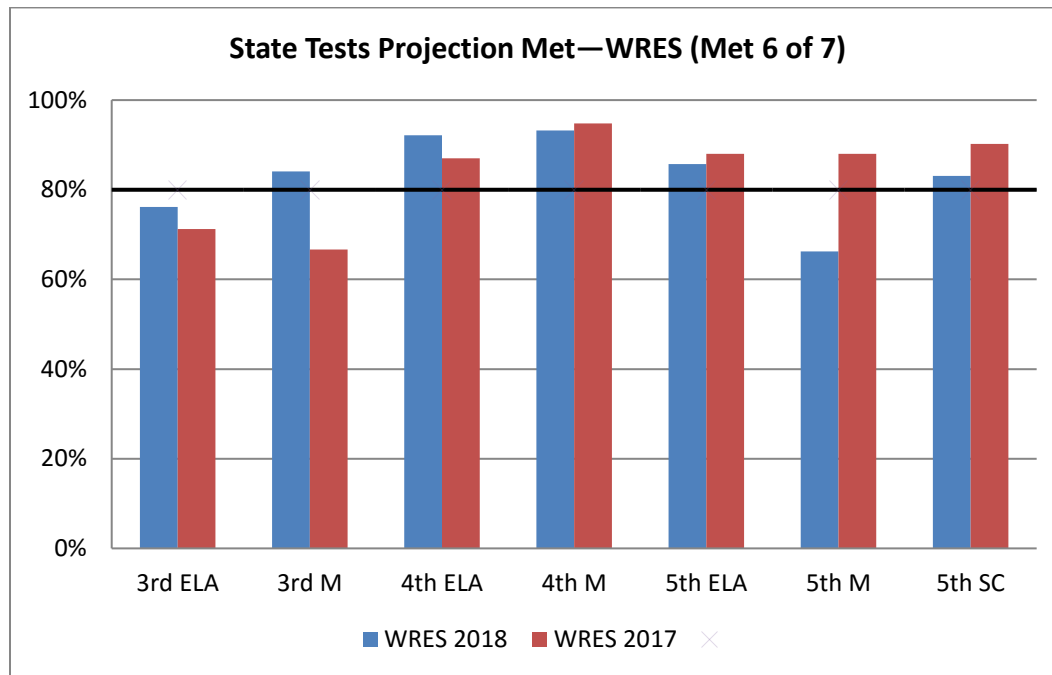
**MET**—Performance Index ranking was the top 4.9% in the State.

## Wyandot Run Elementary

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WRES 2018	76.1%	84.1%	92.1%	93.3%	85.7%	66.2%	83.1%
WRES 2017	71.3%	66.7%	87.0%	94.8%	88.0%	88.0%	90.2%
N Matched (2018)	88	88	89	89	77	77	77

## Wyandot Run Elementary

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science. The tests included in the calculation for the progress ratings are 4<sup>th</sup> and 5<sup>th</sup> grade ELA and math, and 5<sup>th</sup> grade science. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "A".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

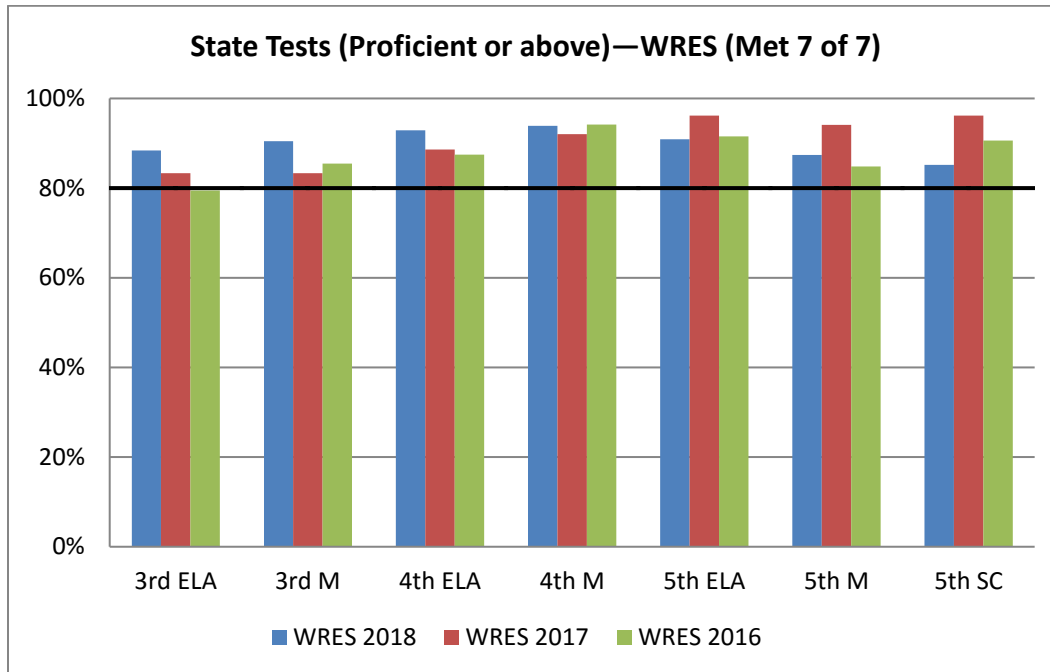
Subgroup (All Grades)—WRES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	4.1	6.3	5.6	7.8	A
Gifted Students	1.7	3.6	5.1	4.8	A
Lowest 20% of Achievement	1.5	4.5		3.9	A
Students with Disabilities	3.0	4.2	-0.5	4.6	A

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

## Wyandot Run Elementary

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 107.0 to 107.3 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WRES 2018	88.4%	90.5%	92.9%	93.9%	90.9%	87.4%	85.2%
WRES 2017	83.3%	83.3%	88.6%	92.0%	96.2%	94.1%	96.2%
WRES 2016	79.5%	85.5%	87.5%	94.2%	91.5%	84.8%	90.6%

## Wyandot Run Elementary

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	<b>17-18</b>	16-17	15-16	14-15	13-14
Wyandot Run Elementary	<b>107.3</b>	107.0	105.5	105.4	108.0

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

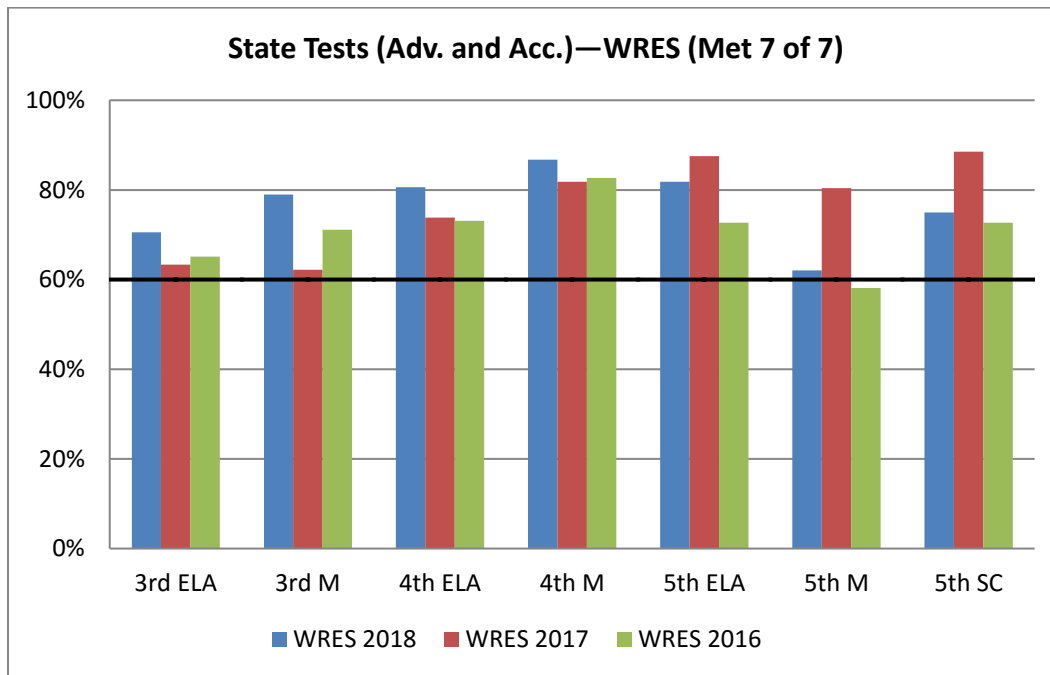
17-18 AMO Goals—		ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points		PI	Goal	Gap	Imp*	Points
All Students	108.0	83.8	0.0	1.5	100.0		107.2	84.2	0.0	0.6	100.0
Economically Disadvantaged	NR	70.8	NR	NR	NR		NR	71.1	NR	NR	NR
Asian/Pacific Islander	112.2	92.4	0.0	NR	100.0		113.8	97.8	0.0	NR	100.0
African American	NR	63.4	NR	NR	NR		NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR		NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR		NR	72.3	NR	NR	NR
Multiracial	NR	78.3	NR	NR	NR		NR	77.7	NR	NR	NR
White	109.0	86.3	0.0	2.5	100.0		107.7	87.6	0.0	1.1	100.0
IEP	83.6	57.3	0.0	7.5	100.0		82.9	58.2	0.0	7.3	100.0
LEP	NR	65.6	NR	NR	NR		NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

## Wyandot Run Elementary

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 4.9% in the State.



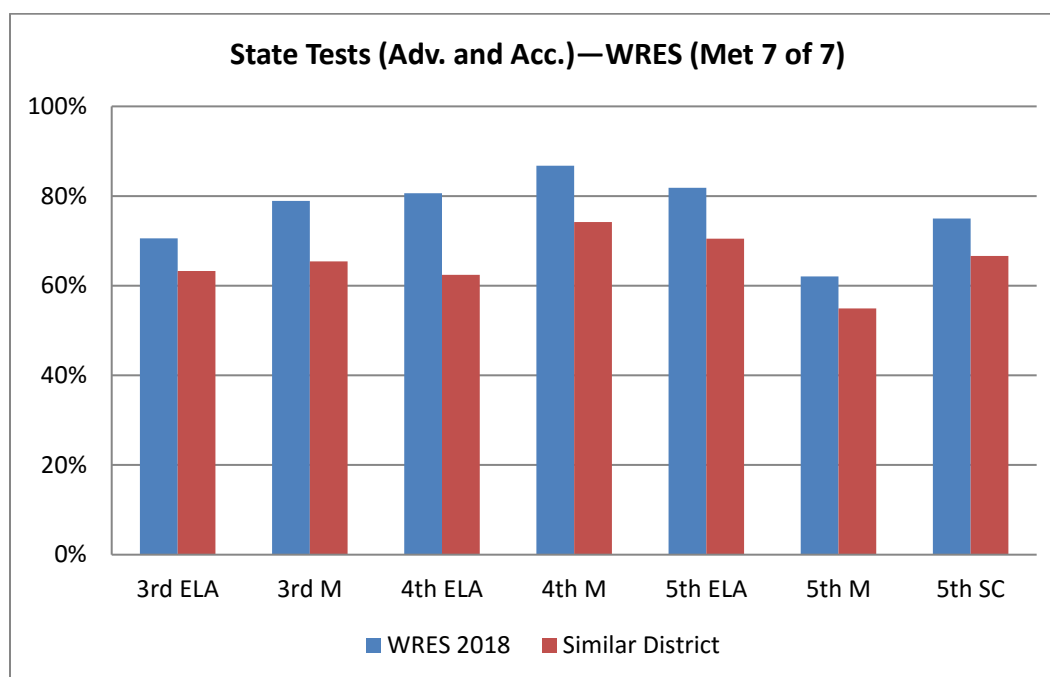
State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WRES 2018	70.5%	78.9%	80.6%	86.7%	81.8%	62.1%	75.0%
WRES 2017	63.3%	62.2%	73.8%	81.8%	87.5%	80.4%	88.5%
WRES 2016	65.1%	71.1%	73.1%	82.7%	72.7%	58.1%	72.7%



## Wyandot Run Elementary

Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WRES 2018	70.5%	78.9%	80.6%	86.7%	81.8%	62.1%	75.0%
Similar District	63.3%	65.4%	62.4%	74.2%	70.5%	54.9%	66.7%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 678 elementary schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
WRES rank among all buildings	33	30	25	23	34
WRES within top % of the State	4.9%	4.6%	4.0%	3.5%	5.1%

**Olentangy Berkshire Middle School**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

<b>MET</b>
<b>NOT MET</b>

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%. First year projection data for 8<sup>th</sup> graders taking Algebra I.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "D".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 105.0 to 105.5 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

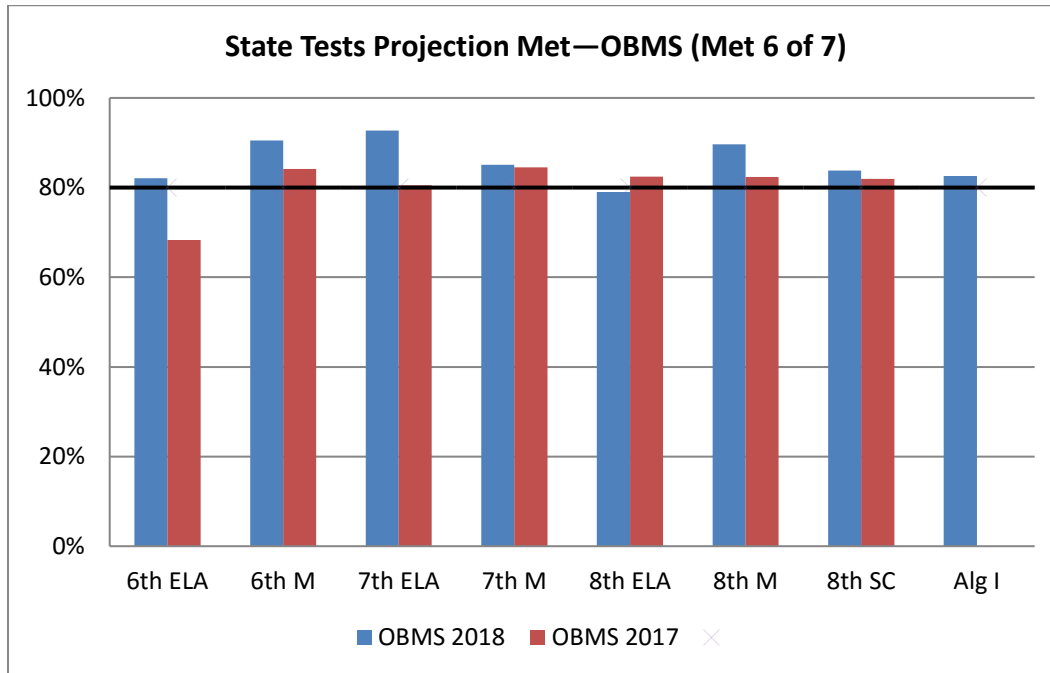
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—8 of 9 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 3.1% in the State.

### Olentangy Berkshire Middle School

#### **Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%. First year projection data for 8<sup>th</sup> graders taking Algebra I.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OBMS 2018	82.1%	90.5%	92.7%	85.1%	79.0%	89.7%	83.8%	82.6%
OBMS 2017	68.3%	84.2%	80.5%	84.5%	82.5%	82.4%	81.9%	N/A
N Matched (2018)	285	285	274	268	276	145	278	132

### Olentangy Berkshire Middle School

#### **Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science and HS end-of-course exams. The tests included in the calculation for the progress ratings are 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade ELA and math, 6<sup>th</sup> grade social studies, 8<sup>th</sup> grade science, and HS end-of-course exams. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "D".

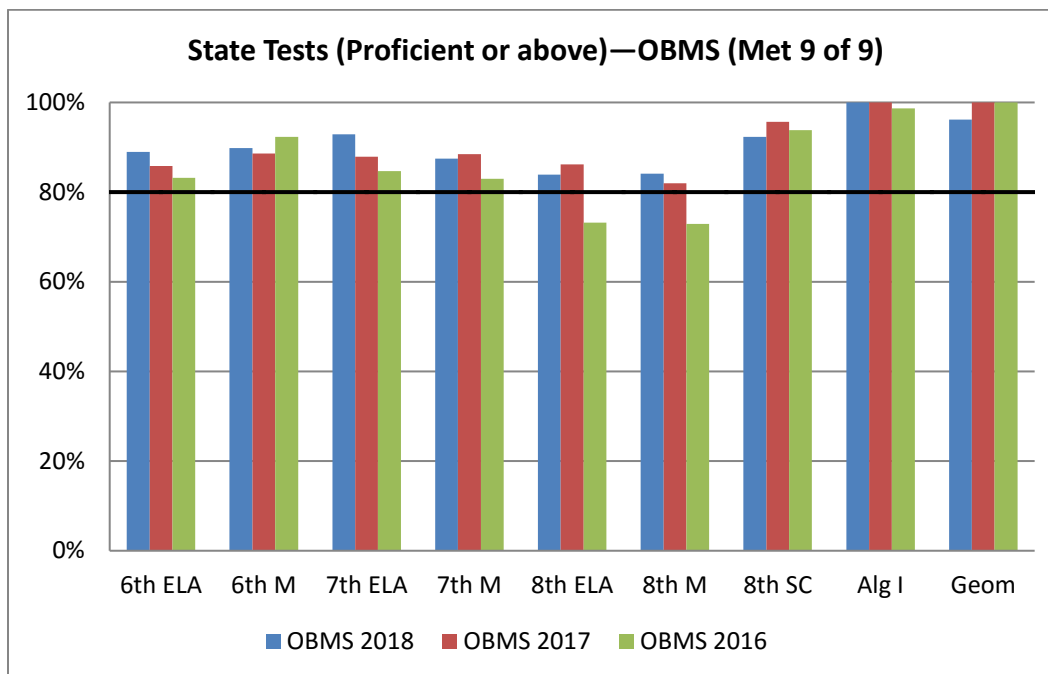
Subgroup (All Grades)—OBMS	Progress Score (Gain Index)						All Tests	Letter Grade
	ELA	Math	SC	Alg I	Geom	CP 9		
Overall	-12.9	-7.3	12.6	7.5	7.4	-0.4	-9.6	F
Gifted Students	-9.3	-3.7	8.3	7.3	7.4	-0.3	-5.3	F
Lowest 20% of Achievement	-0.4	1.1	0.2				0.4	C
Students with Disabilities	-1.3	-1.7	3.7				-1.5	D

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

### Olentangy Berkshire Middle School

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 105.0 to 105.5 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OBMS 2018	89.0%	89.8%	92.9%	87.5%	83.9%	84.1%	92.3%
OBMS 2017	85.8%	88.6%	87.9%	88.5%	86.2%	82.0%	95.7%
OBMS 2016	83.2%	92.3%	84.7%	83.0%	73.2%	72.9%	93.8%

State Tests (Proficient or above)	Alg I	Geom
OBMS 2018	100.0%	96.2%
OBMS 2017	100.0%	100.0%
OBMS 2016	98.7%	100.0%

### Olentangy Berkshire Middle School

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Olentangy Berkshire Middle	105.5	105.0	104.2	108.4	109.6

#### Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

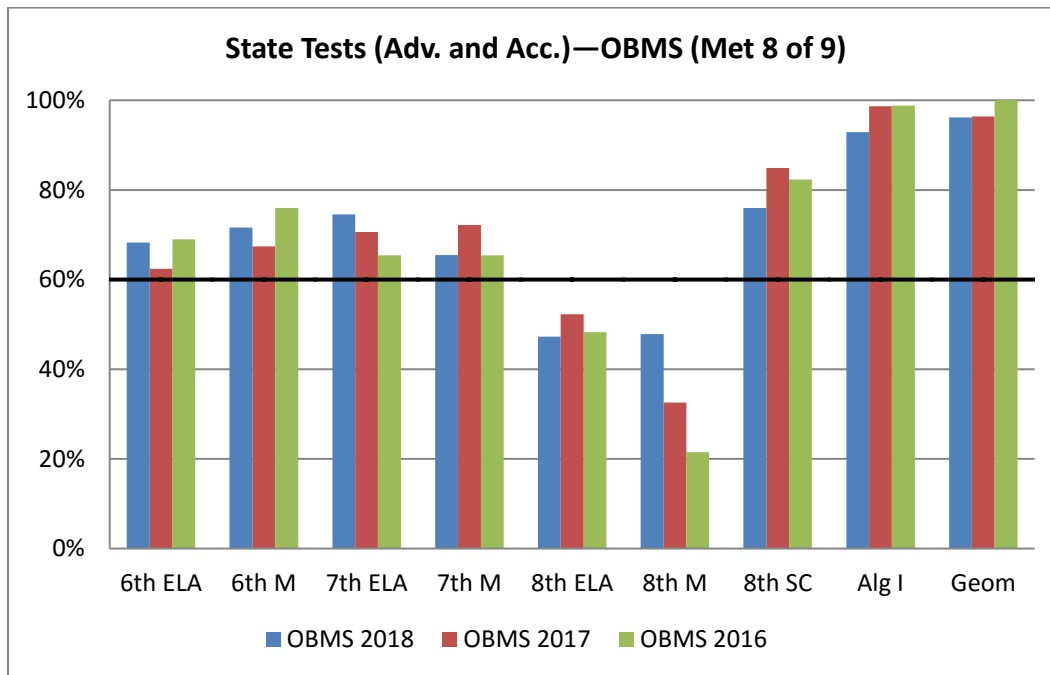
17-18 AMO Goals—OBMS						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	103.7	83.8	0.0	1.3	100.0	106.9	84.2	0.0	0.3	100.0	106.9	84.2	0.0	0.3	100.0
Economically Disadvantaged	92.8	70.8	0.0	7.2	100.0	88.9	71.1	0.0	-1.3	100.0	88.9	71.1	0.0	-1.3	100.0
Asian/Pacific Islander	106.0	92.4	0.0	-0.6	100.0	114.9	97.8	0.0	-0.6	100.0	114.9	97.8	0.0	-0.6	100.0
African American	88.2	63.4	0.0	0.5	100.0	86.4	61.3	0.0	-0.4	100.0	86.4	61.3	0.0	-0.4	100.0
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	89.3	71.8	0.0	NR	100.0	93.1	72.3	0.0	NR	100.0	93.1	72.3	0.0	NR	100.0
Multiracial	109.1	78.3	0.0	-0.2	100.0	108.2	77.7	0.0	-2.0	100.0	108.2	77.7	0.0	-2.0	100.0
White	104.6	86.3	0.0	1.9	100.0	107.5	87.6	0.0	0.8	100.0	107.5	87.6	0.0	0.8	100.0
IEP	73.3	57.3	0.0	0.6	100.0	73.6	58.2	0.0	3.9	100.0	73.6	58.2	0.0	3.9	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

### Olentangy Berkshire Middle School

#### Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—8 of 9 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 3.1% in the State.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OBMS 2018	68.2%	71.6%	74.5%	65.5%	47.3%	47.9%	76.0%
OBMS 2017	62.4%	67.4%	70.6%	72.2%	52.3%	32.6%	84.9%
OBMS 2016	69.0%	76.0%	65.4%	65.4%	48.3%	21.5%	82.3%

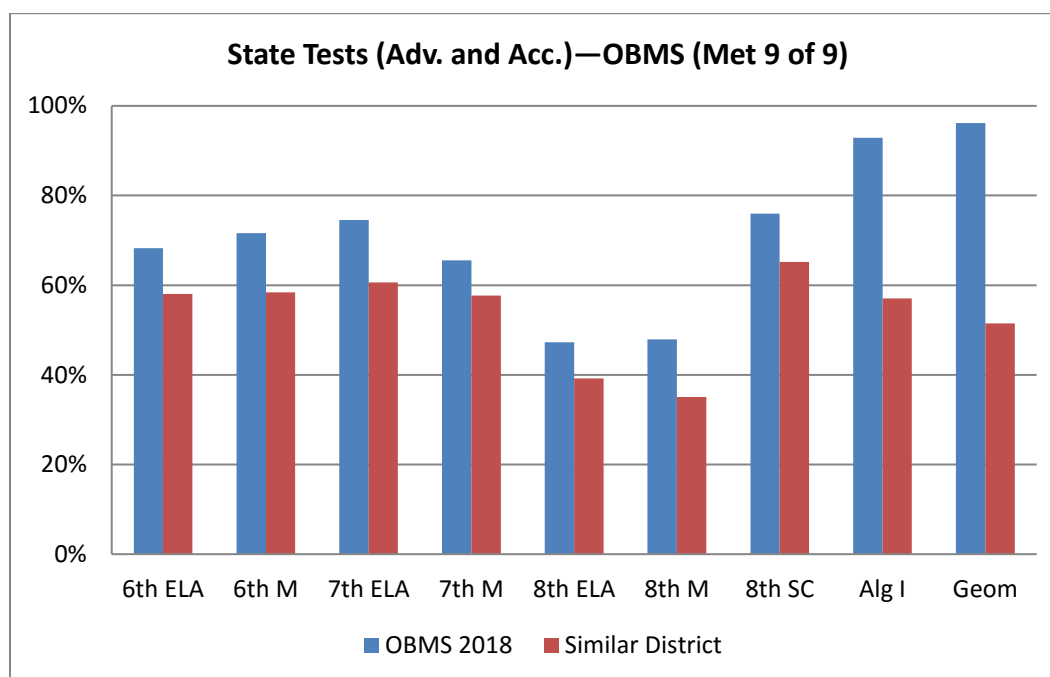
State Tests (Adv. and Acc.)	Alg I	Geom
OBMS 2018	92.9%	96.2%
OBMS 2017	98.7%	96.4%
OBMS 2016	98.8%	100.0%



### Olentangy Berkshire Middle School

#### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OBMS 2018	68.2%	71.6%	74.5%	65.5%	47.3%	47.9%	76.0%
Similar District	58.1%	58.4%	60.6%	57.7%	39.2%	35.0%	65.2%

State Tests (Adv. and Acc.)	Alg I	Geom
OBMS 2018	92.9%	96.2%
Similar District	57.1%	51.5%

#### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 324 middle schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OBMS rank among all buildings	10	5	8	2	8
OBMS within top % of the State	3.1%	1.5%	2.5%	0.6%	2.5%

**Olentangy Hyatts Middle School**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—5 of 7 subjects increased from the previous year or maintained 80%. First year projection data for 8<sup>th</sup> graders taking Algebra I.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**NOT MET**—Students in the lowest 20% of achievement statewide did not meet a year's worth of growth with a letter grade of "F".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "F".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**NOT MET**—8<sup>th</sup> grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 103.1 to 103.5 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

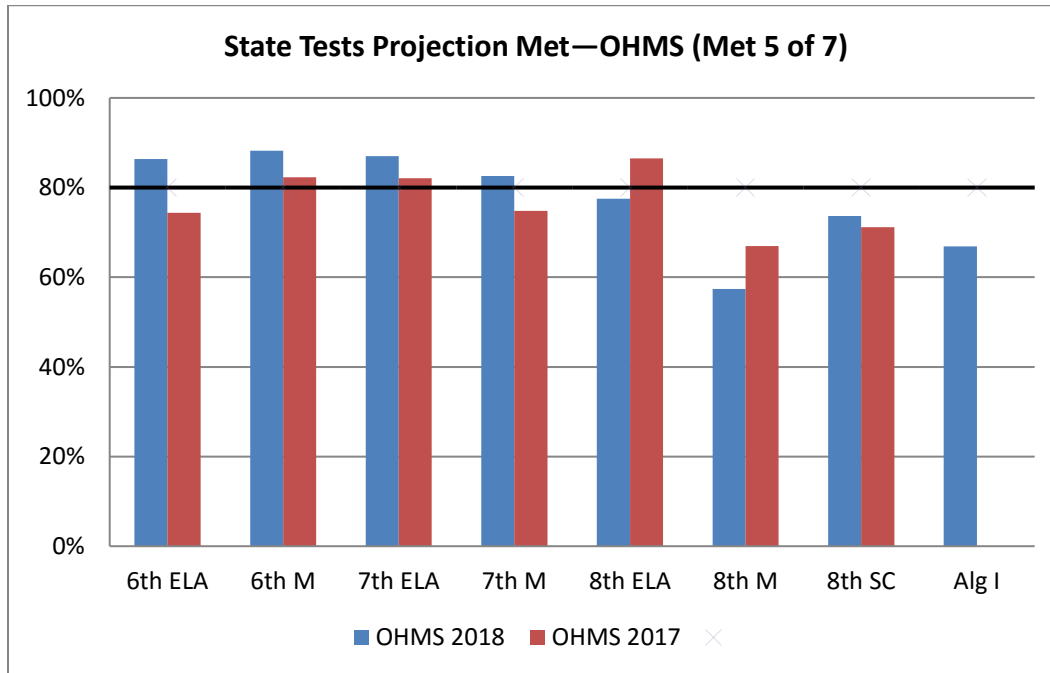
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—7 of 9 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—8 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 6.5% in the State.

### Olentangy Hyatts Middle School

#### Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—5 of 7 subjects increased from the previous year or maintained 80%. First year projection data for 8<sup>th</sup> graders taking Algebra I.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OHMS 2018	86.4%	88.2%	87.0%	82.6%	77.5%	57.4%	73.7%	66.9%
OHMS 2017	74.4%	82.3%	82.1%	74.8%	86.5%	67.0%	71.2%	N/A
N Matched (2018)	272	271	254	235	267	122	262	142

### Olentangy Hyatts Middle School

#### **Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science and HS end-of-course exams. The tests included in the calculation for the progress ratings are 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade ELA and math, 6<sup>th</sup> grade social studies, 8<sup>th</sup> grade science, and HS end-of-course exams. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**NOT MET**—Students in the lowest 20% of achievement statewide did not meet a year's worth of growth with a letter grade of "F".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "F".

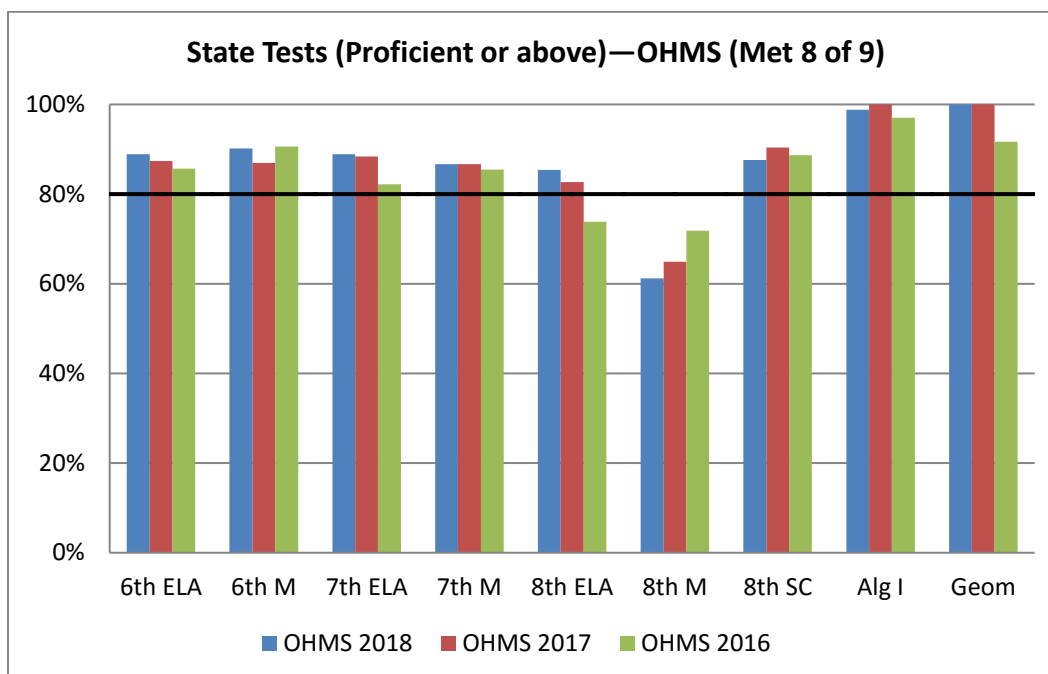
Subgroup (All Grades)—OHMS	Progress Score (Gain Index)					All Tests	Letter Grade
	ELA	Math	SC	Alg I	Geom		
Overall	-10.3	-17.1	2.9	0.5	5.1	-16.2	F
Gifted Students	-6.7	-10.3	5.5	0.9	5.1	-8.8	F
Lowest 20% of Achievement	-1.5	-3.6	0.3			-3.1	F
Students with Disabilities	-3.3	-4.0	-1.3			-4.8	F

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

### Olentangy Hyatts Middle School

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**NOT MET**—8<sup>th</sup> grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 103.1 to 103.5 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OHMS 2018	88.9%	90.2%	88.9%	86.7%	85.4%	61.2%	87.6%
OHMS 2017	87.4%	87.0%	88.4%	86.7%	82.7%	64.9%	90.4%
OHMS 2016	85.7%	90.6%	82.2%	85.5%	73.8%	71.8%	88.7%

State Tests (Proficient or above)	Alg I	Geom
OHMS 2018	98.8%	100.0%
OHMS 2017	100.0%	100.0%
OHMS 2016	97.0%	91.7%

### Olentangy Hyatts Middle School

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Olentangy Hyatts Middle	103.5	103.1	101.6	108.1	109.6

#### Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

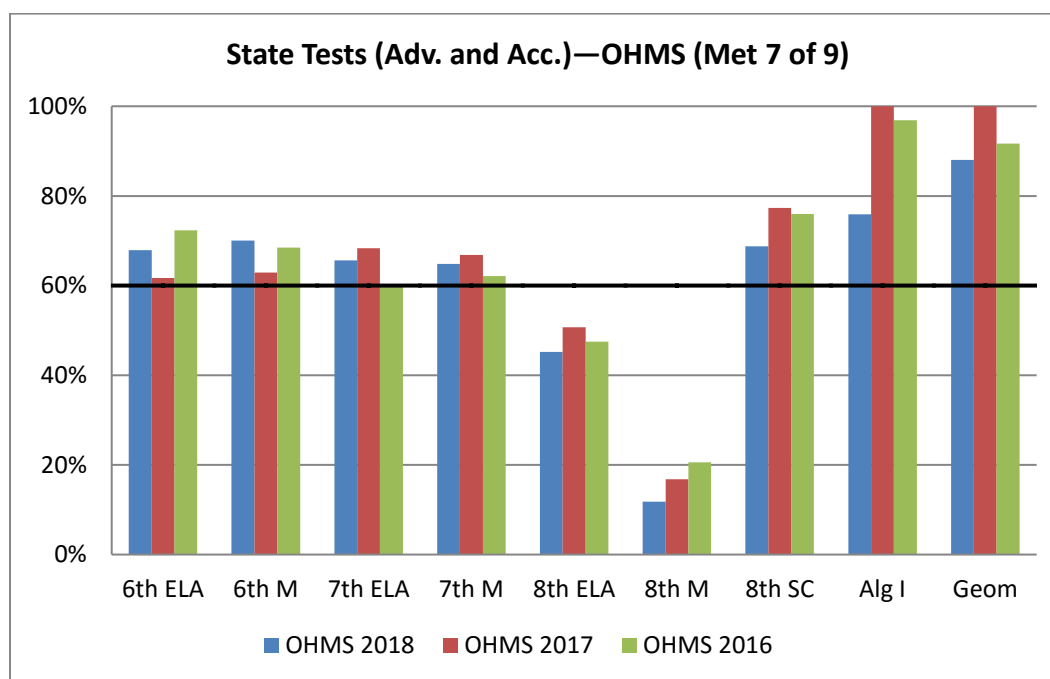
17-18 AMO Goals—OHMS						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	102.9	83.8	0.0	0.8	100.0	104.0	84.2	0.0	0.4	100.0	104.0	84.2	0.0	0.4	100.0
Economically Disadvantaged	92.7	70.8	0.0	NR	100.0	86.4	71.1	0.0	NR	100.0	86.4	71.1	0.0	NR	100.0
Asian/Pacific Islander	110.5	92.4	0.0	0.1	100.0	116.3	97.8	0.0	-1.0	100.0	116.3	97.8	0.0	-1.0	100.0
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR	NR	72.3	NR	NR	NR	NR	72.3	NR	NR	NR
Multiracial	105.9	78.3	0.0	4.1	100.0	110.7	77.7	0.0	7.2	100.0	110.7	77.7	0.0	7.2	100.0
White	102.0	86.3	0.0	0.9	100.0	102.4	87.6	0.0	0.3	100.0	102.4	87.6	0.0	0.3	100.0
IEP	78.6	57.3	0.0	8.1	100.0	73.1	58.2	0.0	11.9	100.0	73.1	58.2	0.0	11.9	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

### Olentangy Hyatts Middle School

#### Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—7 of 9 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—8 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 6.5% in the State.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OHMS 2018	67.9%	70.0%	65.6%	64.8%	45.2%	11.8%	68.8%
OHMS 2017	61.7%	62.9%	68.3%	66.8%	50.7%	16.8%	77.3%
OHMS 2016	72.3%	68.5%	59.9%	62.1%	47.5%	20.6%	76.0%

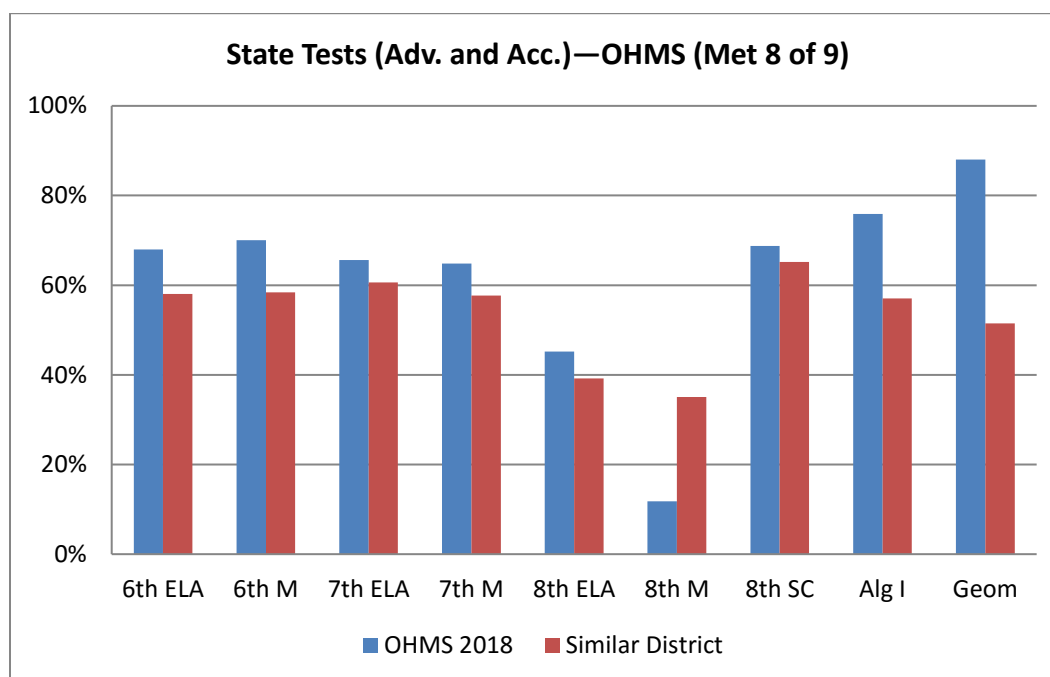
State Tests (Adv. and Acc.)	Alg I	Geom
OHMS 2018	75.9%	88.0%
OHMS 2017	100.0%	100.0%
OHMS 2016	96.9%	91.7%



### Olentangy Hyatts Middle School

#### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OHMS 2018	67.9%	70.0%	65.6%	64.8%	45.2%	11.8%	68.8%
Similar District	58.1%	58.4%	60.6%	57.7%	39.2%	35.0%	65.2%

State Tests (Adv. and Acc.)	Alg I	Geom
OHMS 2018	75.9%	88.0%
Similar District	57.1%	51.5%

#### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 324 middle schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OHMS rank among all buildings	21	12	14	4	9
OHMS within top % of the State	6.5%	3.7%	4.3%	1.3%	2.9%

**Olentangy Liberty Middle School**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

<b>MET</b>
<b>NOT MET</b>

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—All subjects increased from the previous year or maintained 80%. First year projection data for 8<sup>th</sup> graders taking Algebra I.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "F".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 103.9 to 106.2 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

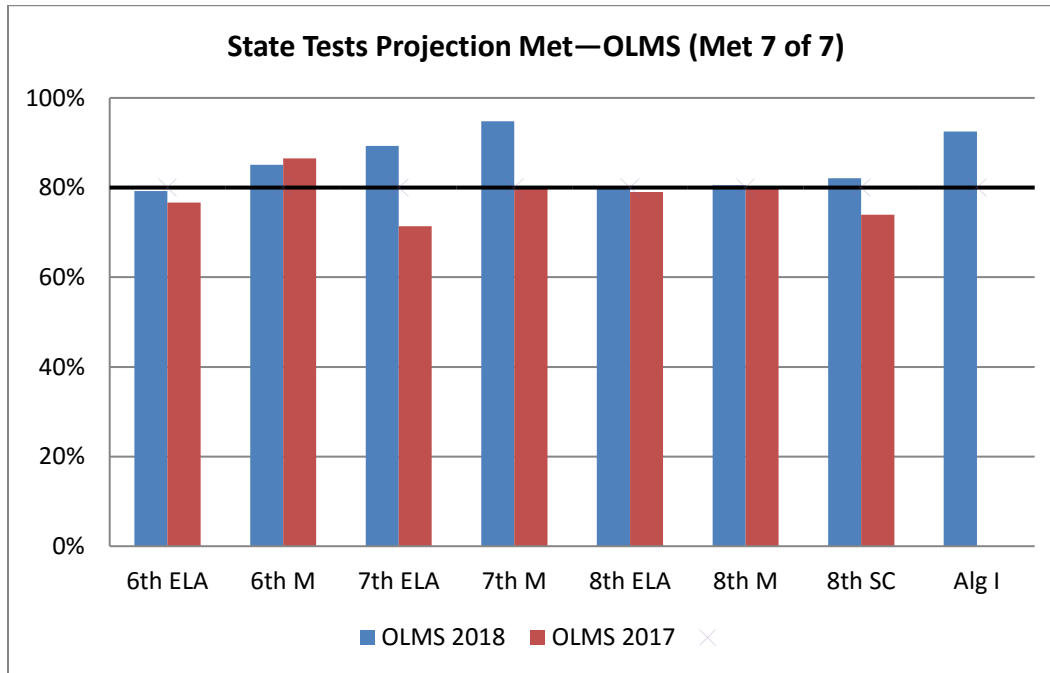
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—8 of 9 subjects increased from the previous year or maintained 60.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 2.5% to the top 1.9% in the State.

### Olentangy Liberty Middle School

#### **Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—All subjects increased from the previous year or maintained 80%. First year projection data for 8<sup>th</sup> graders taking Algebra I.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OLMS 2018	79.2%	85.1%	89.3%	94.8%	79.9%	80.5%	82.1%	92.5%
OLMS 2017	76.7%	86.5%	71.4%	80.2%	79.0%	80.3%	73.9%	N/A
N Matched (2018)	260	261	309	307	324	190	324	134

### Olentangy Liberty Middle School

#### **Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science and HS end-of-course exams. The tests included in the calculation for the progress ratings are 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade ELA and math, 6<sup>th</sup> grade social studies, 8<sup>th</sup> grade science, and HS end-of-course exams. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**NOT MET**—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "F".

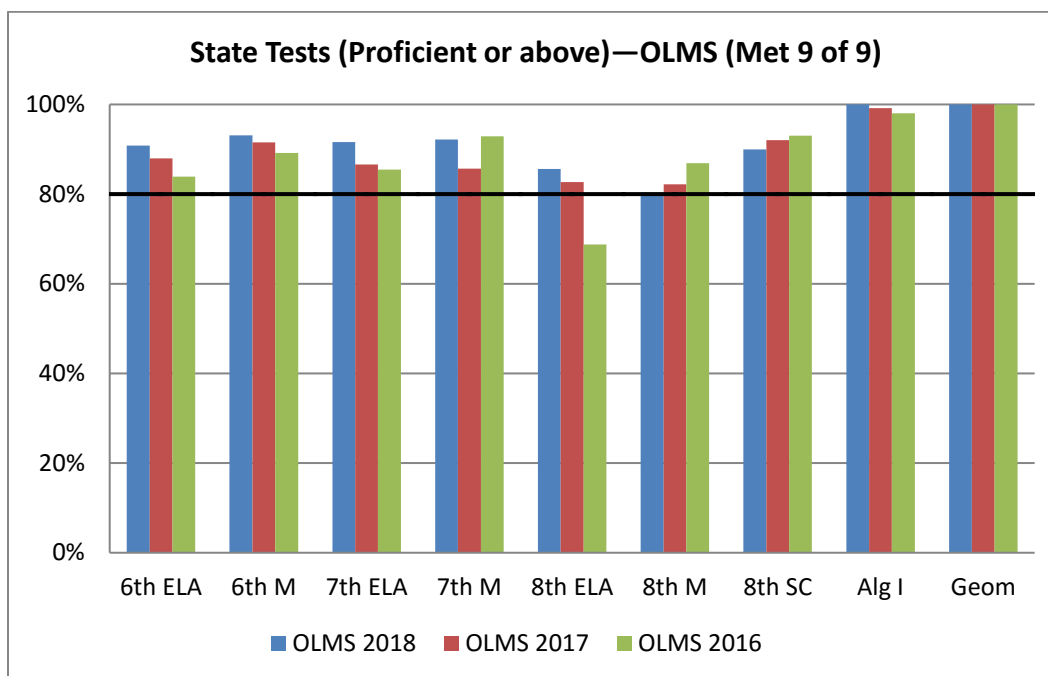
Subgroup (All Grades)—OLMS	Progress Score (Gain Index)					All Tests	Letter Grade
	ELA	Math	SC	Alg I	Geom		
Overall	-18.1	0.1	1.7	22.7	11.2	-13.8	F
Gifted Students	-11.8	4.7	2.0	20.8	11.4	-5.2	F
Lowest 20% of Achievement	1.0	-2.0	0.4			-0.3	C
Students with Disabilities	-4.6	-2.8	2.5			-4.8	F

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

### Olentangy Liberty Middle School

#### Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 103.9 to 106.2 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLMS 2018	90.8%	93.1%	91.6%	92.2%	85.6%	80.3%	90.0%
OLMS 2017	88.0%	91.5%	86.6%	85.7%	82.7%	82.2%	92.0%
OLMS 2016	83.9%	89.2%	85.5%	92.9%	68.8%	86.9%	93.0%

State Tests (Proficient or above)	Alg I	Geom
OLMS 2018	100.0%	100.0%
OLMS 2017	99.2%	100.0%
OLMS 2016	98.0%	100.0%

### Olentangy Liberty Middle School

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Olentangy Liberty Middle	<b>106.2</b>	103.9	103.3	107.1	108.7

#### Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

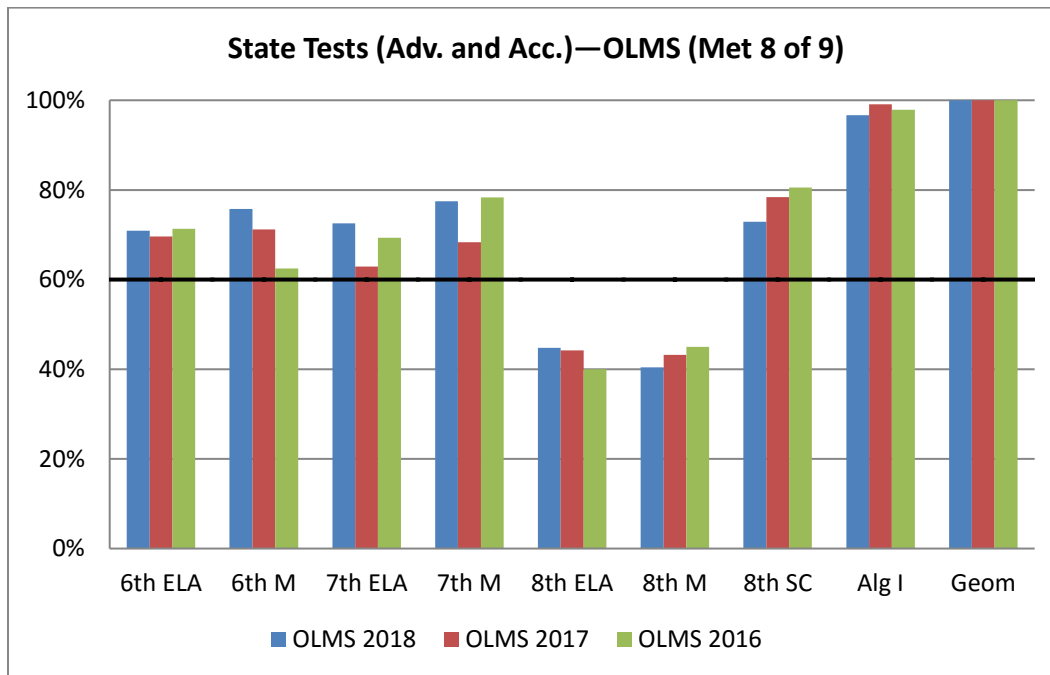
17-18 AMO Goals—OLMS						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	103.9	83.8	0.0	1.8	100.0	108.7	84.2	0.0	2.5	100.0	108.7	84.2	0.0	2.5	100.0
Economically Disadvantaged	92.0	70.8	0.0	NR	100.0	88.0	71.1	0.0	NR	100.0	88.0	71.1	0.0	NR	100.0
Asian/Pacific Islander	112.2	92.4	0.0	-0.8	100.0	119.8	97.8	0.0	1.4	100.0	119.8	97.8	0.0	1.4	100.0
African American	NR	63.4	NR	NR	NR	NR	61.3	NR	NR	NR	NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	108.0	71.8	0.0	NR	100.0	105.2	72.3	0.0	NR	100.0	105.2	72.3	0.0	NR	100.0
Multiracial	103.3	78.3	0.0	4.1	100.0	105.8	77.7	0.0	7.4	100.0	105.8	77.7	0.0	7.4	100.0
White	103.2	86.3	0.0	1.9	100.0	108.0	87.6	0.0	2.7	100.0	108.0	87.6	0.0	2.7	100.0
IEP	79.2	57.3	0.0	-0.2	100.0	79.3	58.2	0.0	6.2	100.0	79.3	58.2	0.0	6.2	100.0
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

### Olentangy Liberty Middle School

#### Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—8 of 9 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 2.5% to the top 1.9% in the State.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLMS 2018	70.9%	75.8%	72.5%	77.5%	44.8%	40.5%	72.9%
OLMS 2017	69.6%	71.2%	62.9%	68.3%	44.2%	43.2%	78.4%
OLMS 2016	71.3%	62.5%	69.3%	78.3%	40.0%	45.0%	80.5%

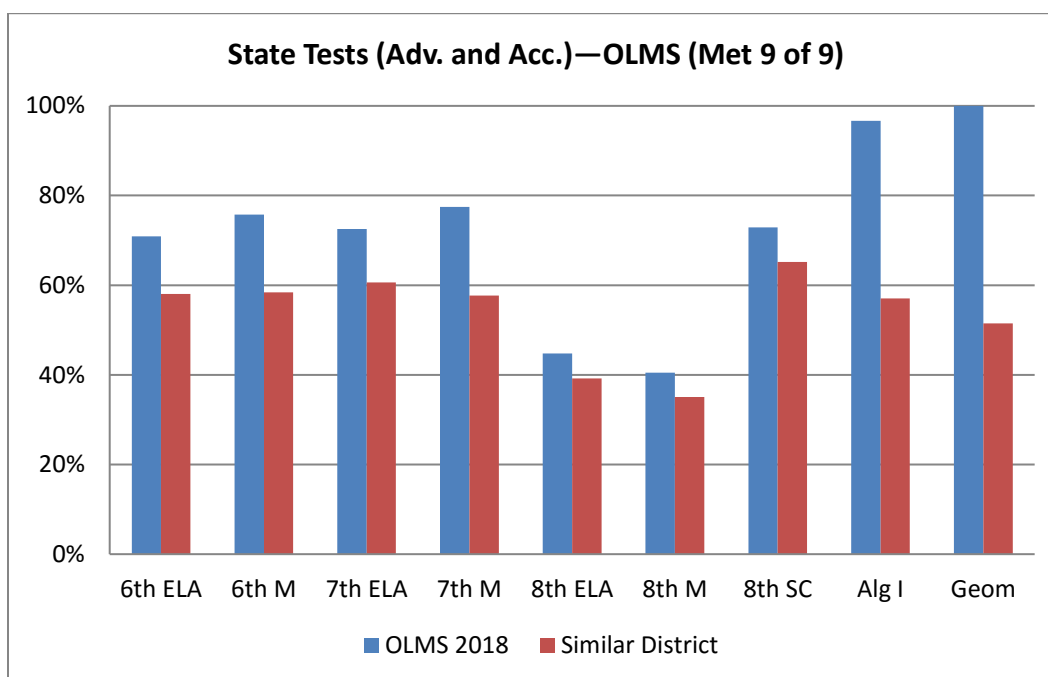
State Tests (Adv. and Acc.)	Alg I	Geom
OLMS 2018	96.7%	100.0%
OLMS 2017	99.1%	100.0%
OLMS 2016	97.9%	100.0%



### Olentangy Liberty Middle School

#### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLMS 2018	70.9%	75.8%	72.5%	77.5%	44.8%	40.5%	72.9%
Similar District	58.1%	58.4%	60.6%	57.7%	39.2%	35.0%	65.2%

State Tests (Adv. and Acc.)	Alg I	Geom
OLMS 2018	96.7%	100.0%
Similar District	57.1%	51.5%

#### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 324 middle schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OLMS rank among all buildings	6	8	10	6	13
OLMS within top % of the State	1.9%	2.5%	3.1%	1.9%	4.1%

**Olentangy Orange Middle School**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%. First year projection data for 8<sup>th</sup> graders taking Algebra I.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students met a year's worth of growth with a letter grade of "C".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**NOT MET**—8<sup>th</sup> grade ELA and math were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 96.9 to 101.1 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

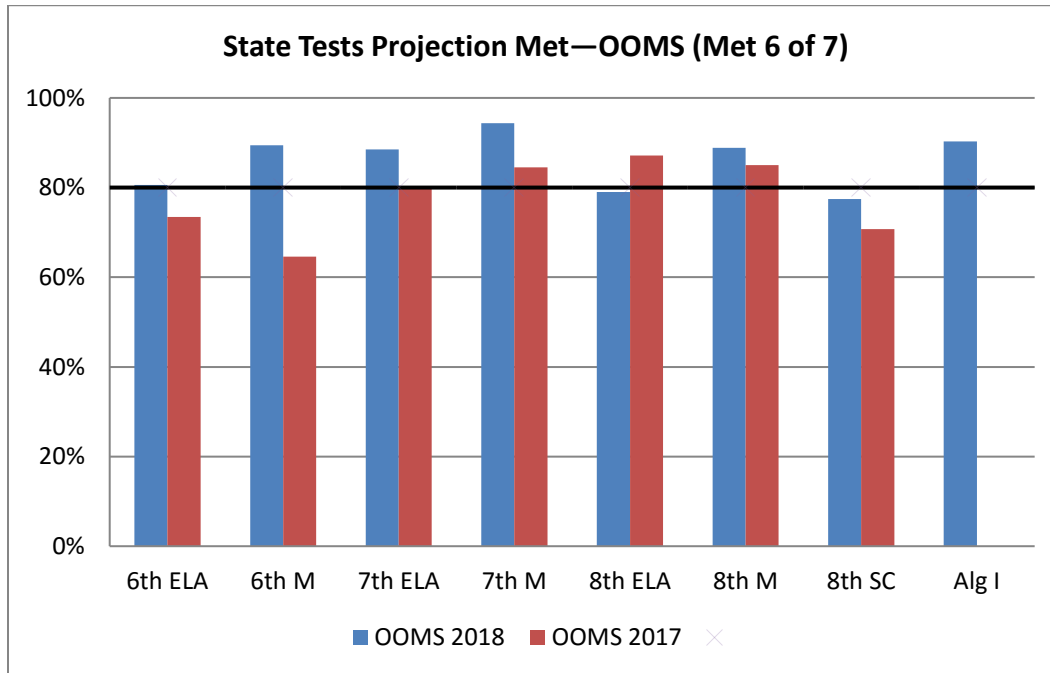
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—6 of 9 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 13.6% to the top 9.0% in the State.

### Olentangy Orange Middle School

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—6 of 7 subjects increased from the previous year or maintained 80%. First year projection data for 8<sup>th</sup> graders taking Algebra I.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OOMS 2018	80.6%	89.4%	88.5%	94.4%	79.0%	88.9%	77.4%	90.3%
OOMS 2017	73.4%	64.6%	79.9%	84.5%	87.1%	85.0%	70.7%	N/A
N Matched (2018)	283	283	295	284	291	144	288	144

### Olentangy Orange Middle School

#### **Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science and HS end-of-course exams. The tests included in the calculation for the progress ratings are 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade ELA and math, 6<sup>th</sup> grade social studies, 8<sup>th</sup> grade science, and HS end-of-course exams. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**NOT MET**—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students met a year's worth of growth with a letter grade of "C".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

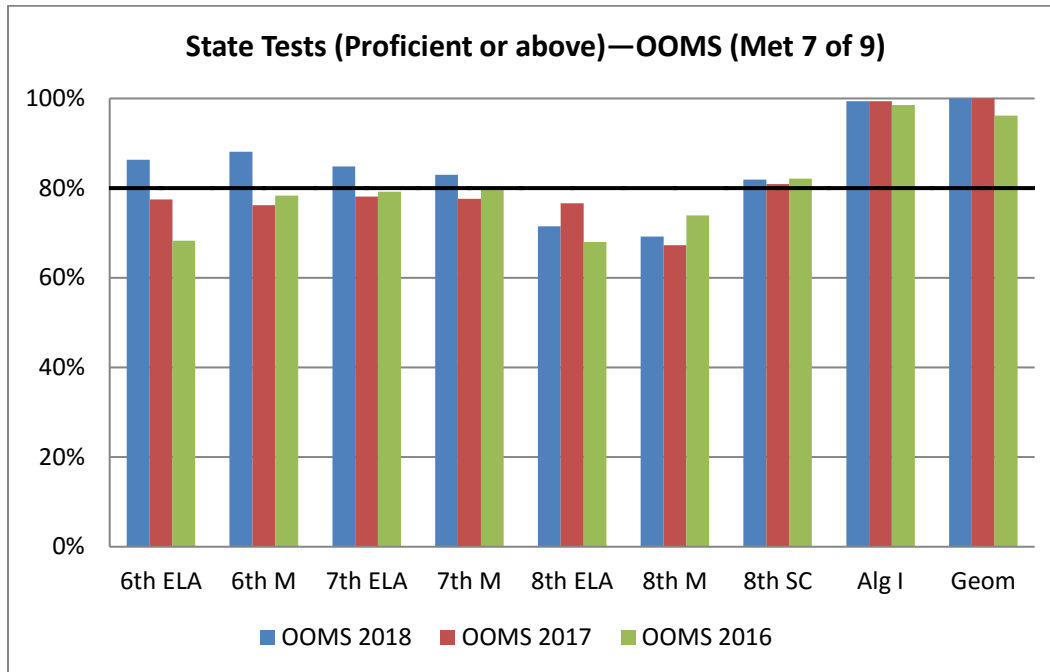
Subgroup (All Grades)—OOMS	Progress Score (Gain Index)					All Tests	Letter Grade
	ELA	Math	SC	Alg I	Geom		
Overall	-4.0	0.4	1.3	12.9	9.1	-2.6	F
Gifted Students	-2.8	2.7	4.5	11.0	8.9	0.9	C
Lowest 20% of Achievement	0.3	1.2	0.4			0.8	C
Students with Disabilities	-0.4	0.7	-0.2			-0.4	C

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

### Olentangy Orange Middle School

#### Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**NOT MET**—8<sup>th</sup> grade ELA and math were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 96.9 to 101.1 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OOMS 2018	86.3%	88.1%	84.8%	83.0%	71.5%	69.2%	81.9%
OOMS 2017	77.5%	76.2%	78.1%	77.6%	76.6%	67.3%	80.9%
OOMS 2016	68.3%	78.3%	79.2%	79.6%	68.0%	73.9%	82.1%

State Tests (Proficient or above)	Alg I	Geom
OOMS 2018	99.4%	100.0%
OOMS 2017	99.4%	100.0%
OOMS 2016	98.5%	96.2%

### Olentangy Orange Middle School

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Olentangy Orange Middle	101.1	96.9	96.6	102.3	105.9

#### Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

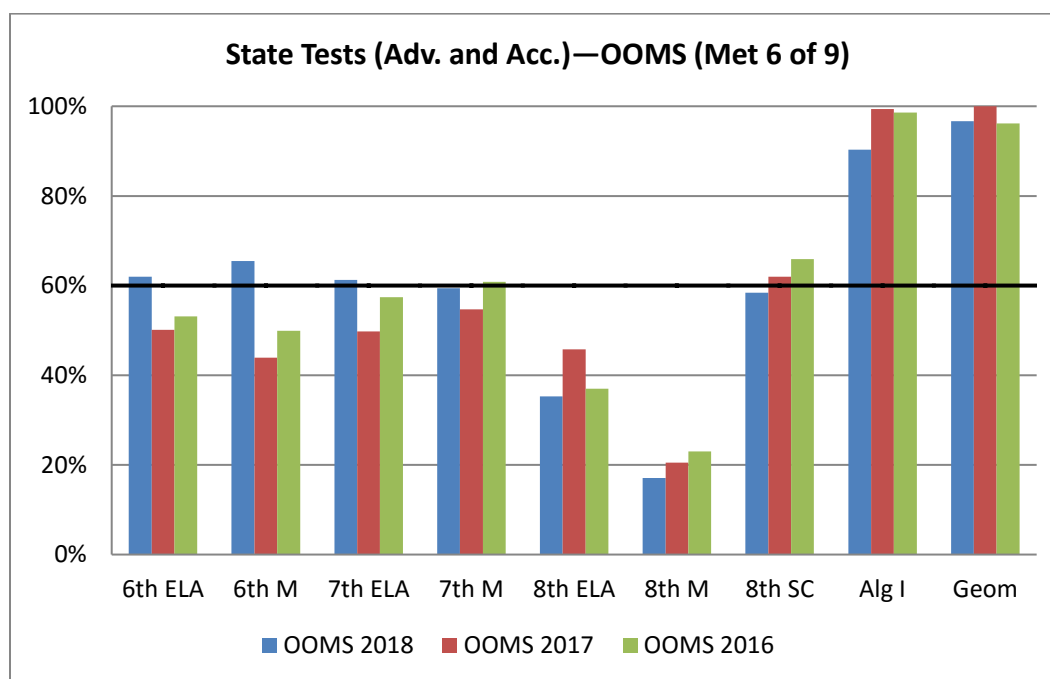
17-18 AMO Goals—OOMS						ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points
All Students	98.5	83.8	0.0	3.5	100.0	104.3	84.2	0.0	5.8	100.0	104.3	84.2	0.0	5.8	100.0
Economically Disadvantaged	85.4	70.8	0.0	2.9	100.0	89.6	71.1	0.0	8.4	100.0	89.6	71.1	0.0	8.4	100.0
Asian/Pacific Islander	106.0	92.4	0.0	4.1	100.0	115.1	97.8	0.0	5.4	100.0	115.1	97.8	0.0	5.4	100.0
African American	90.3	63.4	0.0	2.0	100.0	89.1	61.3	0.0	6.5	100.0	89.1	61.3	0.0	6.5	100.0
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	NR	76.8	NR	NR	NR
Hispanic	87.4	71.8	0.0	0.4	100.0	92.9	72.3	0.0	10.2	100.0	92.9	72.3	0.0	10.2	100.0
Multiracial	97.6	78.3	0.0	0.3	100.0	106.9	77.7	0.0	6.5	100.0	106.9	77.7	0.0	6.5	100.0
White	98.6	86.3	0.0	3.9	100.0	103.7	87.6	0.0	4.9	100.0	103.7	87.6	0.0	4.9	100.0
IEP	72.5	57.3	0.0	3.8	100.0	74.0	58.2	0.0	10.6	100.0	74.0	58.2	0.0	10.6	100.0
LEP	71.9	65.6	0.0	NR	100.0	85.7	70.1	0.0	NR	100.0	85.7	70.1	0.0	NR	100.0

\*Improvement (Imp): Improvement from the result last year.

### Olentangy Orange Middle School

#### Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—6 of 9 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 13.6% to the top 9.0% in the State.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OOMS 2018	62.0%	65.5%	61.3%	59.4%	35.3%	17.1%	58.4%
OOMS 2017	50.1%	43.9%	49.8%	54.7%	45.8%	20.5%	62.0%
OOMS 2016	53.1%	49.9%	57.4%	60.8%	37.0%	23.0%	65.9%

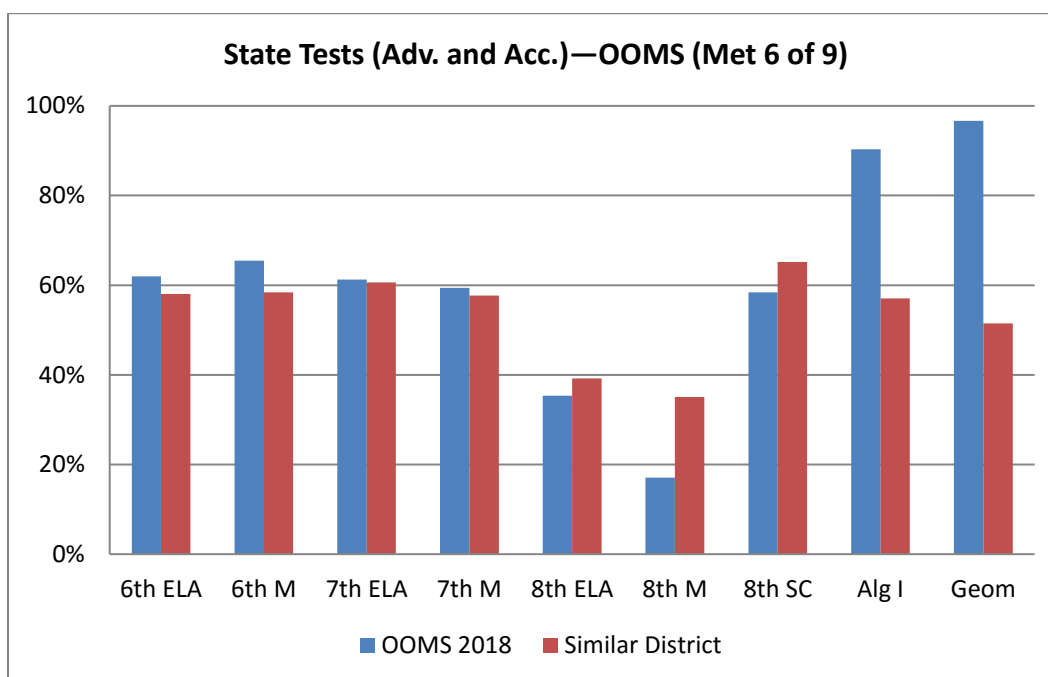
State Tests (Adv. and Acc.)	Alg I	Geom
OOMS 2018	90.3%	96.7%
OOMS 2017	99.4%	100.0%
OOMS 2016	98.6%	96.2%



### Olentangy Orange Middle School

#### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OOMS 2018	62.0%	65.5%	61.3%	59.4%	35.3%	17.1%	58.4%
Similar District	58.1%	58.4%	60.6%	57.7%	39.2%	35.0%	65.2%

State Tests (Adv. and Acc.)	Alg I	Geom
OOMS 2018	90.3%	96.7%
Similar District	57.1%	51.5%

#### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 324 middle schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OOMS rank among all buildings	29	44	42	19	37
OOMS within top % of the State	9.0%	13.6%	13.0%	6.1%	11.8%

**Olentangy Shanahan Middle School**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—All subjects increased from the previous year or maintained 80%. First year projection data for 8<sup>th</sup> graders taking Algebra I.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.

**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "B".

- Gifted students will meet or exceed a year's worth of growth.

**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".

- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.

**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".

- Students with disabilities will meet or exceed a year's worth of growth.

**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.

**NOT MET**—8<sup>th</sup> grade ELA and math were below 80% proficiency.

- State Performance Index will maintain the highest possible designation or increase from the previous year.

**MET**—Performance Index increased from 99.6 to 104.9 with a letter grade of "B".

- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.

**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.

**MET**—8 of 9 subjects increased from the previous year or maintained 60%.

- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.

**MET**—8 of 9 subjects surpassed similar district average.

- State performance index ranking will increase or remain in the top ten percent of all school districts.

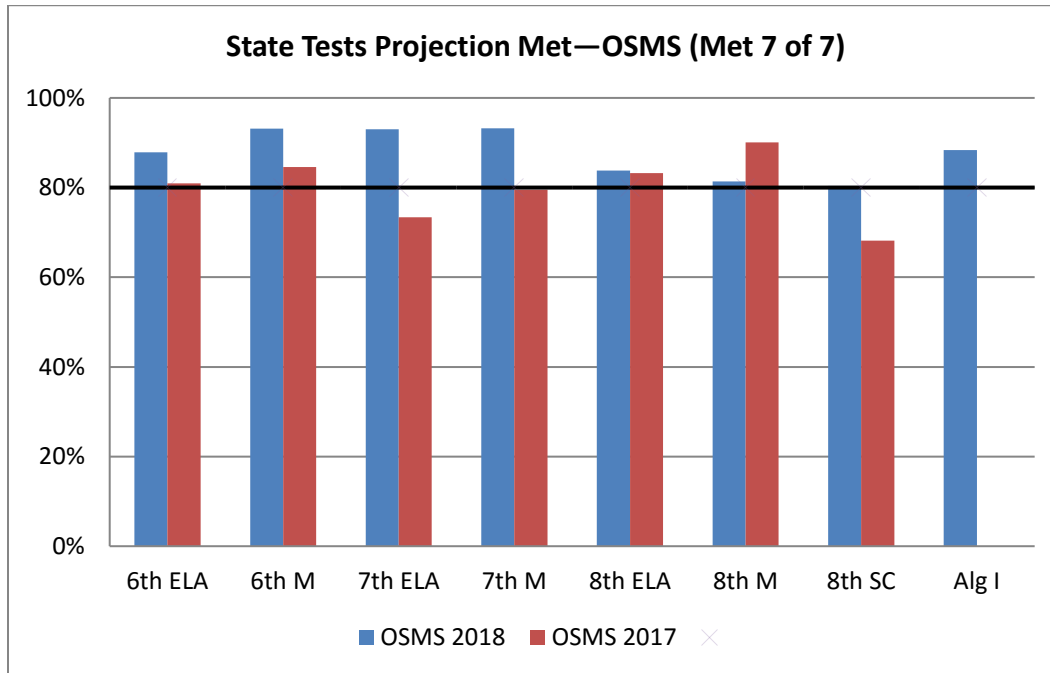
**MET**—Performance Index ranking increased from the top 9.3% to the top 4.6% in the State.

### Olentangy Shanahan Middle School

#### Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—All subjects increased from the previous year or maintained 80%. First year projection data for 8<sup>th</sup> graders taking Algebra I.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OSMS 2018	87.8%	93.2%	93.0%	93.3%	83.8%	81.4%	80.4%	88.4%
OSMS 2017	80.9%	84.5%	73.4%	79.5%	83.2%	90.1%	68.1%	N/A
N Matched (2018)	337	337	356	326	345	188	341	155

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR) for ELA and math and 10 students for science and HS end-of-course exams. The tests included in the calculation for the progress ratings are 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade ELA and math, 6<sup>th</sup> grade social studies, 8<sup>th</sup> grade science, and HS end-of-course exams. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

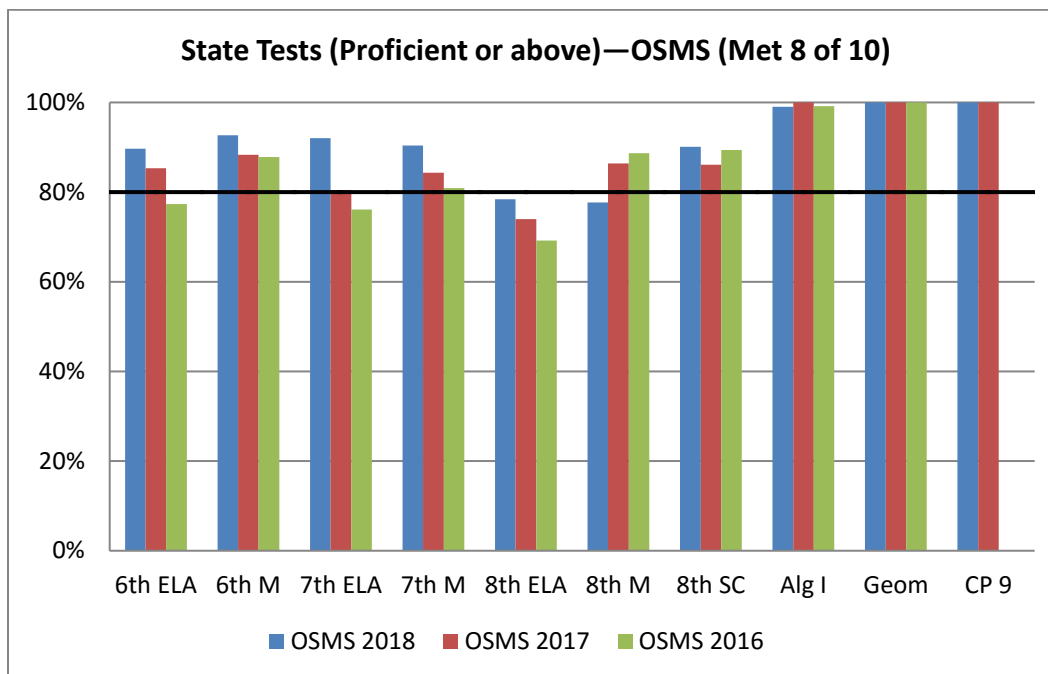
- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "B".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities met a year's worth of growth with a letter grade of "C".

Subgroup (All Grades)—OSMS	Progress Score (Gain Index)						All Tests	Letter Grade
	ELA	Math	SC	Alg I	Geom	CP 9		
Overall	-3.5	4.1	7.7	12.2	6.3	-1.3	1.8	B
Gifted Students	0.0	2.3	4.1	10.6	5.2	-1.2	3.2	A
Lowest 20% of Achievement	-1.1	0.5	1.2				-0.2	C
Students with Disabilities	-0.8	0.9	0.8				-0.1	C

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**NOT MET**—8<sup>th</sup> grade ELA and math were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 99.6 to 104.9 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OSMS 2018	89.7%	92.7%	92.0%	90.4%	78.4%	77.7%	90.1%
OSMS 2017	85.3%	88.3%	80.5%	84.3%	74.0%	86.4%	86.1%
OSMS 2016	77.3%	87.8%	76.1%	80.9%	69.2%	88.7%	89.4%

State Tests (Proficient or above)	Alg I	Geom	CP 9
OSMS 2018	99.0%	100.0%	100.0%
OSMS 2017	100.0%	100.0%	100.0%
OSMS 2016	99.2%	100.0%	N/A

### Olentangy Shanahan Middle School

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	17-18	16-17	15-16	14-15	13-14
Olentangy Shanahan Middle	<b>104.9</b>	99.6	97.2	102.6	108.6

#### Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

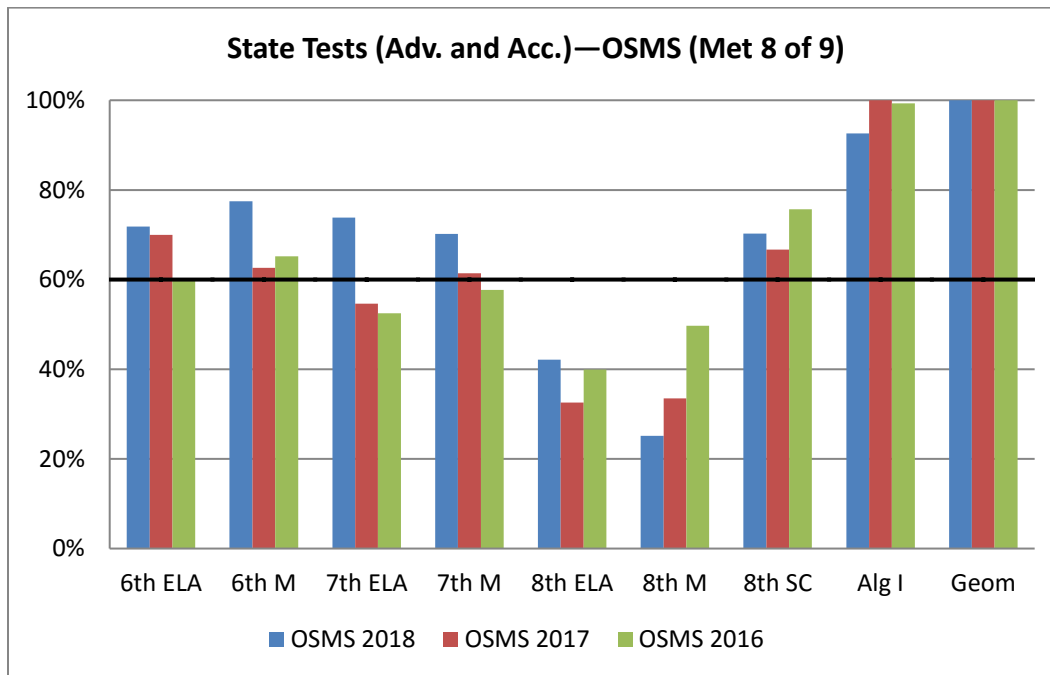
17-18 AMO Goals—OSMS						Math					
Student Group	PI	Goal	Gap	Imp*	Points	PI	Goal	Gap	Imp*	Points	
All Students	103.1	83.8	0.0	6.0	100.0	106.8	84.2	0.0	4.3	100.0	
Economically Disadvantaged	81.6	70.8	0.0	4.0	100.0	86.7	71.1	0.0	-1.1	100.0	
Asian/Pacific Islander	112.2	92.4	0.0	4.5	100.0	118.8	97.8	0.0	2.5	100.0	
African American	99.3	63.4	0.0	11.3	100.0	97.1	61.3	0.0	1.5	100.0	
American Indian/Alaskan Native	NR	78.6	NR	NR	NR	NR	76.8	NR	NR	NR	
Hispanic	84.4	71.8	0.0	-2.0	100.0	85.9	72.3	0.0	1.5	100.0	
Multiracial	101.2	78.3	0.0	-0.4	100.0	105.5	77.7	0.0	-5.4	100.0	
White	102.6	86.3	0.0	6.2	100.0	106.0	87.6	0.0	4.7	100.0	
IEP	73.9	57.3	0.0	1.0	100.0	73.5	58.2	0.0	-3.7	100.0	
LEP	NR	65.6	NR	NR	NR	NR	70.1	NR	NR	NR	

\*Improvement (Imp): Improvement from the result last year.

### Olentangy Shanahan Middle School

#### Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—8 of 9 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—8 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 9.3% to the top 4.6% in the State.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OSMS 2018	71.8%	77.5%	73.8%	70.2%	42.1%	25.1%	70.3%
OSMS 2017	70.0%	62.6%	54.6%	61.4%	32.6%	33.5%	66.7%
OSMS 2016	60.2%	65.2%	52.5%	57.7%	39.9%	49.7%	75.7%

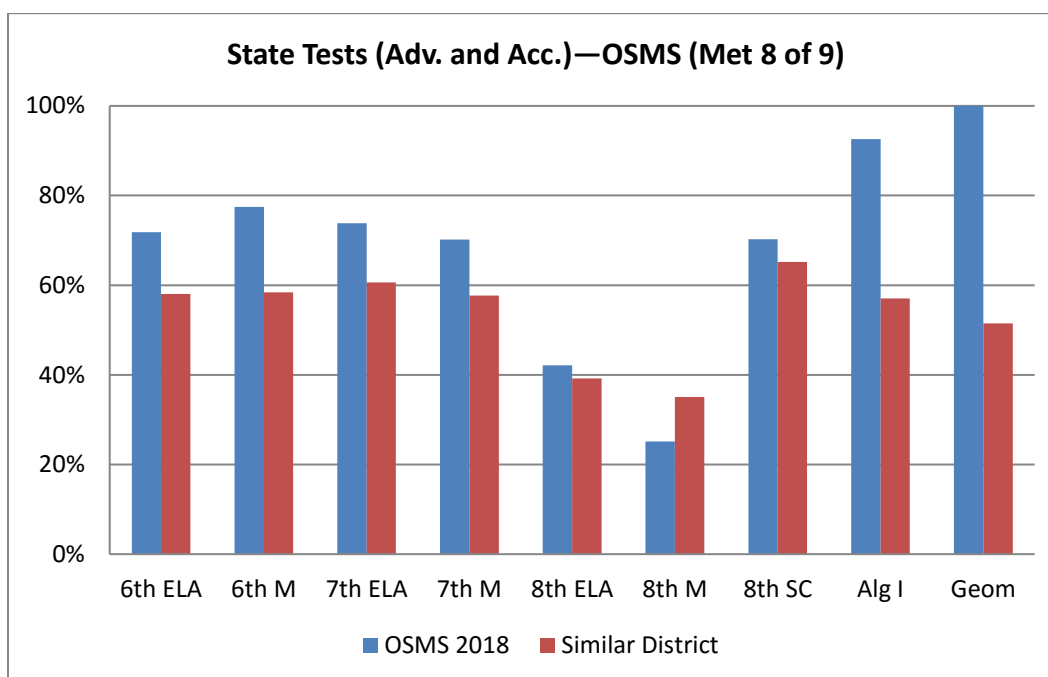
State Tests (Adv. and Acc.)	Alg I	Geom
OSMS 2018	92.6%	100.0%
OSMS 2017	100.0%	100.0%
OSMS 2016	99.3%	100.0%



### Olentangy Shanahan Middle School

#### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OSMS 2018	71.8%	77.5%	73.8%	70.2%	42.1%	25.1%	70.3%
Similar District	58.1%	58.4%	60.6%	57.7%	39.2%	35.0%	65.2%

State Tests (Adv. and Acc.)	Alg I	Geom
OSMS 2018	92.6%	100.0%
Similar District	57.1%	51.5%

#### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 324 middle schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OSMS rank among all buildings	15	30	32	18	15
OSMS within top % of the State	4.6%	9.3%	9.9%	5.7%	4.8%

**Olentangy High School**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—2 of 4 subjects increased from the previous year or maintained 80%. First year projection data for Biology and US History.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.

**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".

- Gifted students will meet or exceed a year's worth of growth.

**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".

- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.

**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".

- Students with disabilities will meet or exceed a year's worth of growth.

**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "F".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.

**MET**—All subjects above 80% proficiency.

- State Performance Index will maintain the highest possible designation or increase from the previous year.

**MET**—Performance Index increased from 99.4 to 102.5 with a letter grade of "B".

- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.

**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—5 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 6.2% to the top 3.9% in the State.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.  
**MET**—84.7% of students scored a 3 or higher on AP exams.

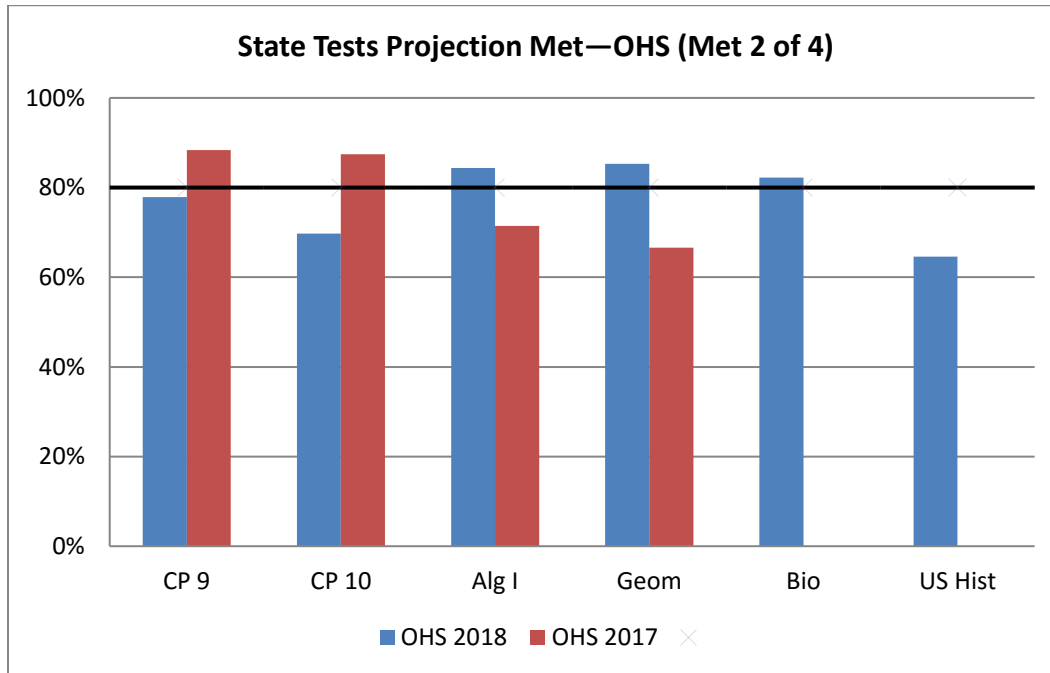
**Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice**

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.  
**MET**—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.  
**NOT MET**—Percentage decreased from 57% to 48%, meeting all four benchmarks.
- ACT mean scores will increase or remain high at 25.  
**NOT MET**—ACT mean scores decreased from 25.2 to 24.2.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.  
**MET**—Percentage of juniors and seniors who met the requirements increased from 74.3% to 77.4%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.  
**NOT MET**—Percentage of students taking developmental course work in college increased from 17% to 18%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.  
**MET**—OHS was ranked in the top 500 high schools in the nation by US News and World Report. Newsweek and The Washington Post rankings were not available at the time of this report.

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—2 of 4 subjects increased from the previous year or maintained 80%. First year projection data for Biology and US History.



State Tests Projection Met	CP 9	CP 10	Alg I	Geom	Bio	US Hist
OHS 2018	77.9%	69.7%	84.4%	85.3%	82.3%	64.6%
OHS 2017	88.4%	87.5%	71.4%	66.6%	N/A	N/A
N Matched (2018)	443	406	269	387	400	277

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 10 students in every grade/subject are not rated (NR). The tests included in the calculation for the progress ratings are CP English 9, CP English 10, Algebra I, and Geometry. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

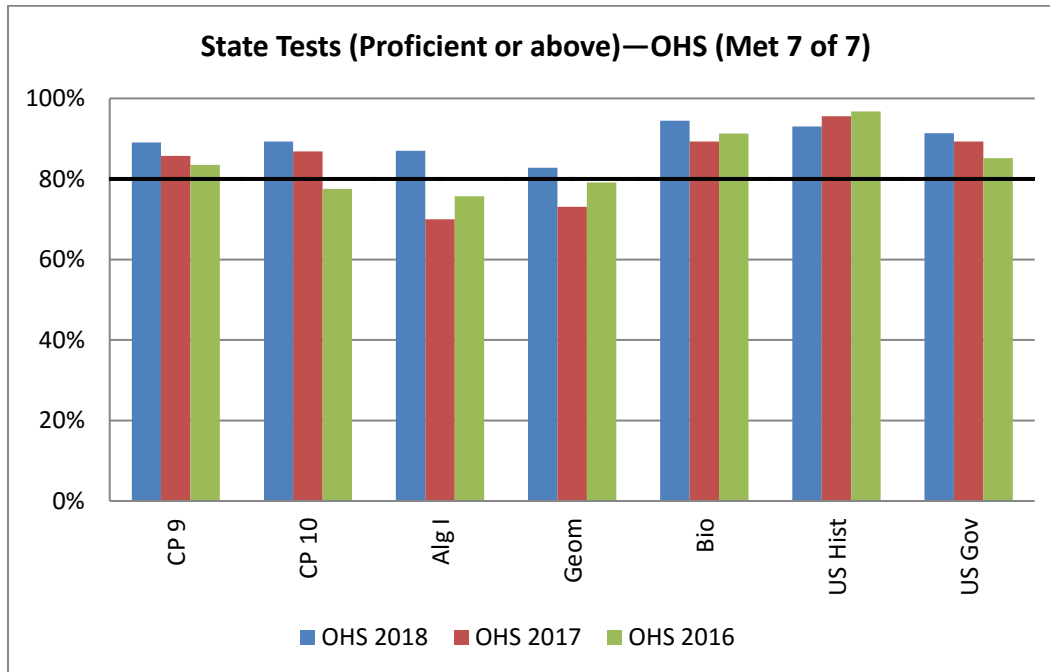
- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide met a year's worth of growth with a letter grade of "C".
- Students with disabilities will meet or exceed a year's worth of growth.  
**NOT MET**—Students with disabilities did not meet a year's worth of growth with a letter grade of "F".

Subgroup (All Grades)—OHS	Progress Score (Gain Index)						All Tests	Letter Grade
	ELA	Math	CP 9	CP 10	Alg I	Geom		
Overall	-7.3	13.3	-6.4	-3.9	6.2	11.8	2.3	A
Gifted Students	-5.1	13.0	-3.8	-3.4	2.4	12.8	3.3	A
Lowest 20% of Achievement	-1.0	0.1	-0.1	-1.7	-0.1	0.2	-0.7	C
Students with Disabilities	-5.1	0.2	-5.3	-1.5	-1.4	2.1	-3.6	F

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**MET**—Performance Index increased from 99.4 to 102.5 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OHS 2018	89.1%	89.3%	87.0%	82.8%	94.5%	93.0%	91.4%
OHS 2017	85.7%	86.8%	70.0%	73.1%	89.3%	95.6%	89.3%
OHS 2016	83.5%	77.5%	75.7%	79.1%	91.3%	96.8%	85.2%

### Olentangy High School

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement. In 2015-16, Performance Index calculation at the high school level is different than in years past due to the elimination of the 10<sup>th</sup> grade OGT. State tests are no longer administered by grade level in the high school, so scores are omitted for students who have taken one or more of these tests/classes in middle school.

Performance Index	17-18	16-17	15-16	14-15	13-14
Olentangy High School	<b>102.5</b>	99.4	96.1	108.8	111.8

#### Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

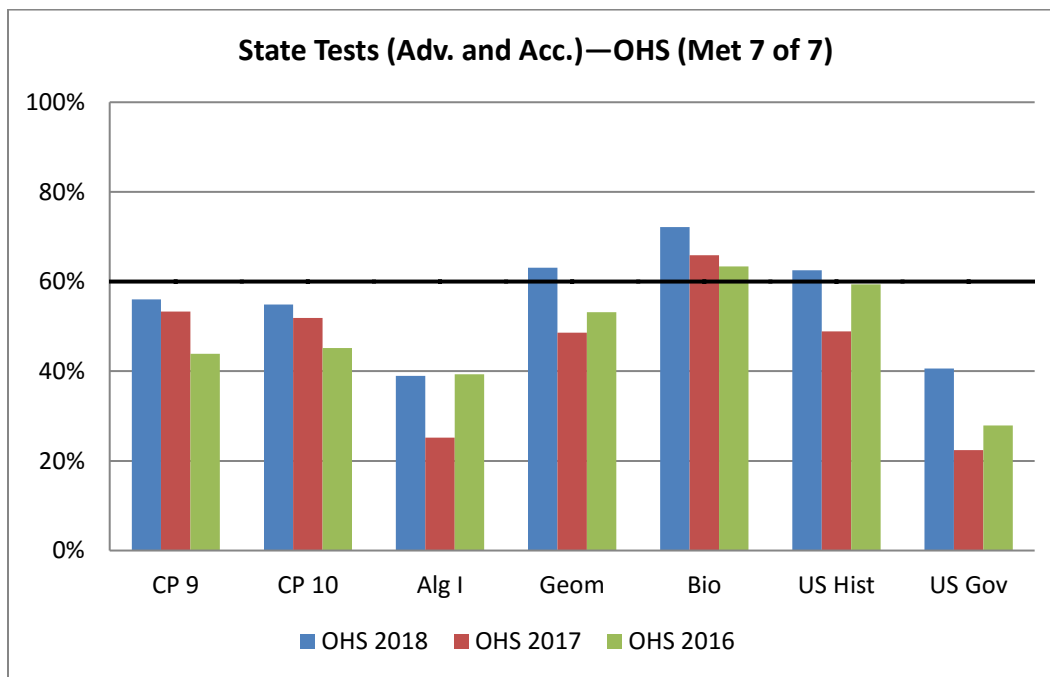
17-18 AMO Goals—OHS		ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points		PI	Goal	Gap	Imp*	Points
All Students	103.2	83.8	0.0	0.2	100.0		101.6	84.2	0.0	6.9	100.0
Economically Disadvantaged	93.7	70.8	0.0	2.7	100.0		87.8	71.1	0.0	4.3	100.0
Asian/Pacific Islander	109.4	92.4	0.0	0.9	100.0		111.0	97.8	0.0	7.0	100.0
African American	87.9	63.4	0.0	-2.7	100.0		80.9	61.3	0.0	4.3	100.0
American Indian/Alaskan Native	NR	78.6	NR	NR	NR		NR	76.8	NR	NR	NR
Hispanic	NR	71.8	NR	NR	NR		NR	72.3	NR	NR	NR
Multiracial	100.7	78.3	0.0	-6.5	100.0		NR	77.7	NR	NR	NR
White	103.5	86.3	0.0	0.3	100.0		102.3	87.6	0.0	7.0	100.0
IEP	73.0	57.3	0.0	0.8	100.0		70.9	58.2	0.0	4.2	100.0
LEP	NR	65.6	NR	NR	NR		NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.



**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—5 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking increased from the top 6.2% to the top 3.9% in the State.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.  
**MET**—84.7% of students scored a 3 or higher on AP exams.

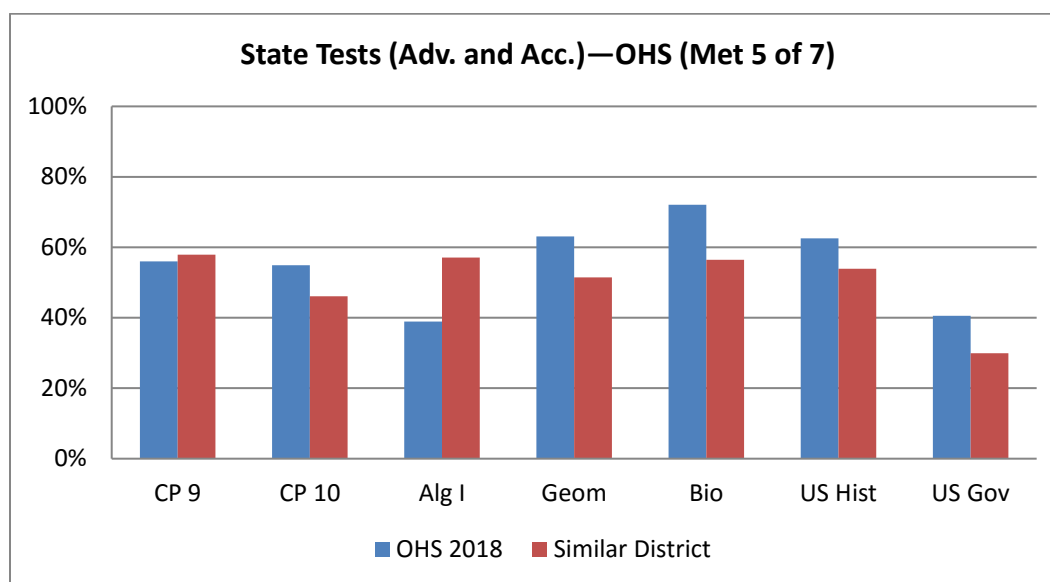


State Tests (Adv. and Acc.)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OHS 2018	56.0%	54.9%	39.0%	63.1%	72.1%	62.5%	40.6%
OHS 2017	53.3%	51.9%	25.2%	48.6%	65.9%	48.9%	22.4%
OHS 2016	43.9%	45.2%	39.3%	53.2%	63.4%	59.4%	27.9%

## Olentangy High School

### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OHS 2018	56.0%	54.9%	39.0%	63.1%	72.1%	62.5%	40.6%
Similar District	57.9%	46.1%	57.1%	51.5%	56.5%	53.9%	29.9%

### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 614 high schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OHS rank among all buildings	24	36	35	22	19
OHS within top % of the State	3.9%	6.2%	6.1%	3.8%	3.3%

### Advanced Placement

Advanced Placement	17-18	16-17	15-16	14-15	13-14
OHS % students taking AP exams	62.2%	60.1%	60.7%	65.1%	57.8%
OHS % students scoring 3, 4, or 5 on AP exams	84.7%	86.5%	83.3%	80.6%	85.0%

**Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice**

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.  
**MET**—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.  
**NOT MET**—Percentage decreased from 57% to 48%, meeting all four benchmarks.
- ACT mean scores will increase or remain high at 25.  
**NOT MET**—ACT mean scores decreased from 25.2 to 24.2.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.  
**MET**—Percentage of juniors and seniors who met the requirements increased from 74.3% to 77.4%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.  
**NOT MET**—Percentage of students taking developmental course work in college increased from 17% to 18%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.  
**MET**—OHS was ranked in the top 500 high schools in the nation by US News and World Report. Newsweek and The Washington Post rankings were not available at the time of this report.

Senior Survey

The Senior Survey is given to the graduating class annually in May of students' senior year.

% Choosing Yes	2018	2017	2016
Did OHS provide a safe, caring, respectful environment?	84.1%	88.4%	95.6%
Did OHS prepare you for what you want to do after graduation?	77.2%	80.6%	91.2%
Were you encouraged to attempt advanced coursework?	83.2%	83.1%	89.0%
Did your teachers have high expectations for quality work?	92.5%	90.3%	95.6%
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	69.4%	72.8%	85.5%
Did OHS facilitate maximum learning for you?	72.3%	74.5%	91.7%
% Choosing Highest 2 Ratings	2018	2017	2016
Overall, my math courses were challenging.	91.9%	90.2%	89.0%
Overall, my science courses were challenging.	91.3%	91.4%	88.7%
Overall, my social studies courses were challenging.	66.8%	73.3%	78.5%
Overall, my English courses were challenging.	62.5%	62.4%	75.6%
OHS actively partners with parents and community.	58.1%	57.4%	66.6%
OHS offers a focused and challenging curriculum.	84.4%	79.5%	86.7%
Staff at OHS work together to improve student achievement.	74.0%	77.4%	81.9%
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	68.5%	68.4%	81.1%
Instruction in my classes was focused on students being actively involved in understanding the material.	68.9%	68.6%	83.6%
Student input is sought by teachers and administrators when making decisions how the school operates.	52.3%	51.1%	73.3%

### Olentangy High School

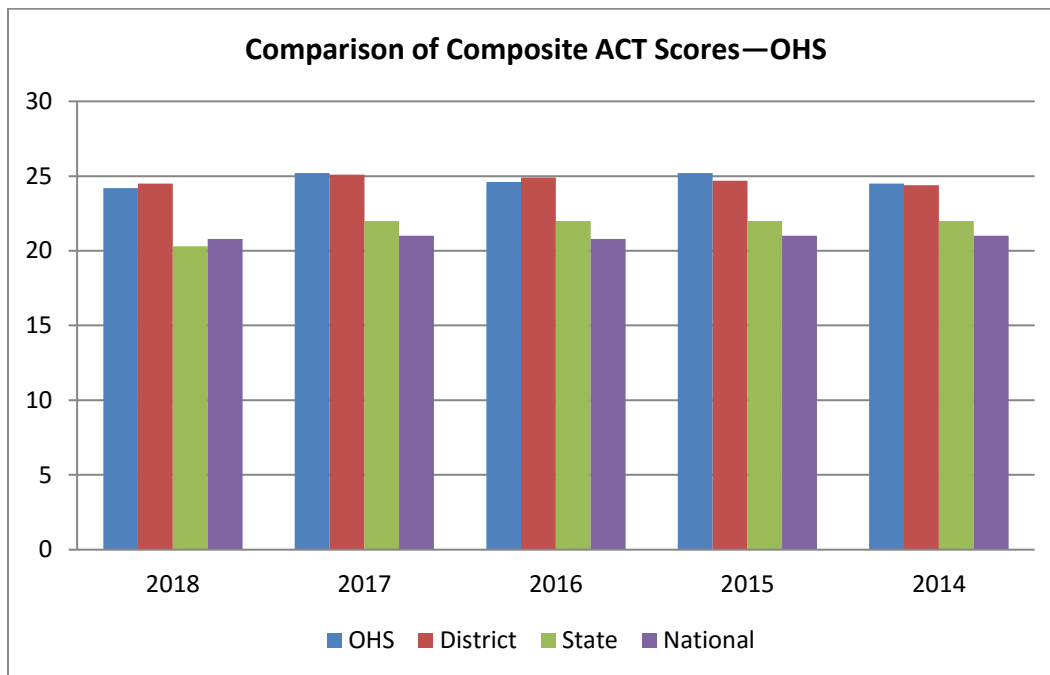
#### ACT College Readiness Benchmark

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. The college Readiness Benchmark Scores were derived based on the actual performance of students in college.

Percent of Students Meeting ACT College Readiness Benchmarks*					
Year	Met All 4	English (18)	Algebra (22)	Social Science (22)	Biology (23)
<b>2018</b>	<b>48%</b>	<b>81%</b>	<b>69%</b>	<b>64%</b>	<b>61%</b>
2017	57%	87%	77%	73%	68%
2016	54%	84%	75%	67%	65%
2015	57%	89%	75%	77%	66%
2014	51%	90%	73%	70%	66%

\*The benchmark is included next to the subject area in parentheses.

#### ACT Mean Score



ACT Mean Scores	<b>2018</b>	2017	2016	2015	2014
OHS	<b>24.2</b>	25.2	24.6	25.2	24.5
District	<b>24.5</b>	25.1	24.9	24.7	24.4
State	<b>20.3</b>	22.0	22.0	22.0	22.0
National	<b>20.8</b>	21.0	20.8	21.0	21.0

**Olentangy High School**

Juniors and seniors participating in AP, CCP courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT

OHS juniors and seniors	<b>17-18</b>	16-17	15-16	14-15	13-14
% students who met the requirement	<b>77.4%</b>	74.3%	76.8%	72.4%	63.8%

**Regents Data**

The Ohio Board of Regents publishes an annual data report including many points of data about high school graduates/freshman college students. These data reflect only the students who attend Ohio public higher education institutions and must therefore be considered in this context. The Class of 2016 report details performance of high school graduates in 2016 enrolling as first-time college students in Fall 2016.

% Taking Developmental Coursework in Ohio Public College	
<b>OHS Class 16</b>	<b>18%</b>
OHS Class 15	17%
OHS Class 14	17%
OHS Class 13	16%
OHS Class 12	22%

**National High School Rankings**

Ranking List	Publisher	2018 Ranking	Ranking Criteria
Best High Schools	US News and World Report	<b>407</b>	College readiness index: 61.8
America's Top High Schools	Newsweek	N/A	
America's Most Challenging High Schools	The Washington Post	N/A	

**Olentangy Liberty High School**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—2 of 4 subjects increased from the previous year or maintained 80%. First year projection data for Biology and US History.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.

**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".

- Gifted students will meet or exceed a year's worth of growth.

**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".

- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.

**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "B".

- Students with disabilities will meet or exceed a year's worth of growth.

**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.

**MET**—All subjects above 80% proficiency.

- State Performance Index will maintain the highest possible designation or increase from the previous year.

**NOT MET**—Performance Index decreased from 104.2 to 104.1 with a letter grade of "B".

- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.

**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 2.6% in the State.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.  
**MET**—87.4% of students scored a 3 or higher on AP exams.

**Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice**

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.  
**NOT MET**—Majority of items showed a decrease in percentage or below 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.  
**MET**—Percentage maintained 58%, meeting all four benchmarks.
- ACT mean scores will increase or remain high at 25.  
**MET**—ACT mean scores increased from 25.3 to 25.5.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.  
**NOT MET**—Percentage of juniors and seniors who met the requirement decreased from 80.4% to 79.5%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.  
**NOT MET**—Percentage of students taking developmental course work in college increased from 13% to 20%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.  
**MET**—OLHS was ranked in the top 500 high schools in the nation by US News and World Report. Newsweek and The Washington Post rankings were not available at the time of this report.

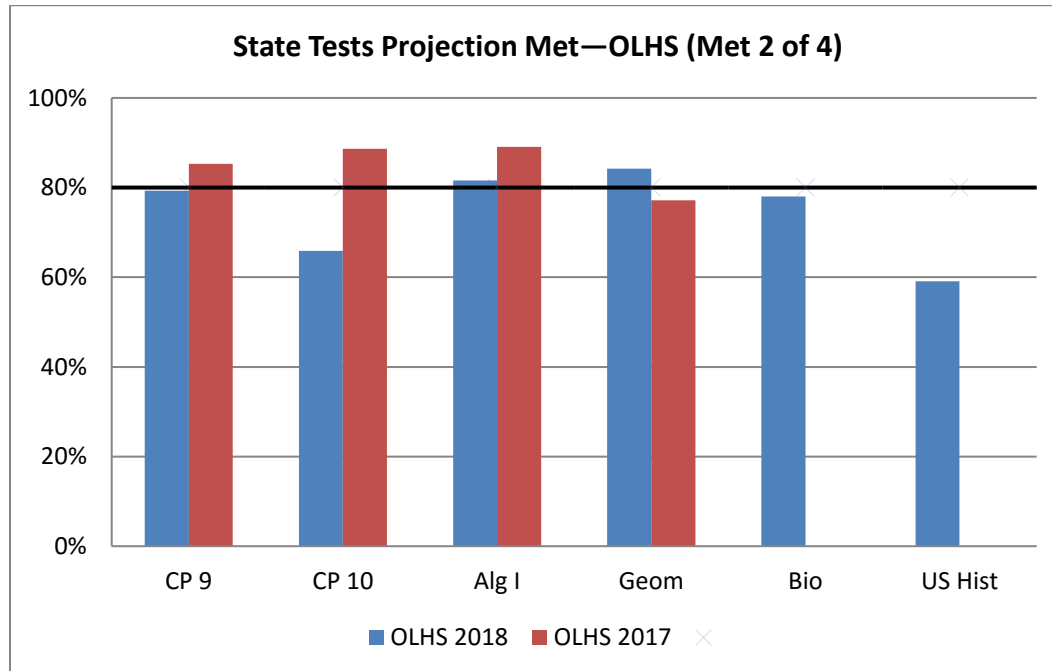


### Olentangy Liberty High School

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**NOT MET**—2 of 4 subjects increased from the previous year or maintained 80%. First year projection data for Biology and US History.



State Tests Projection Met	CP 9	CP 10	Alg I	Geom	Bio	US Hist
OLHS 2018	79.3%	65.8%	81.6%	84.2%	78.0%	59.1%
OLHS 2017	85.3%	88.7%	89.1%	77.1%	N/A	N/A
N Matched (2018)	469	489	244	438	482	391

## Olentangy Liberty High School

### **Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 10 students in every grade/subject are not rated (NR). The tests included in the calculation for the progress ratings are CP English 9, CP English 10, Algebra I, and Geometry. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".
- Gifted students will meet or exceed a year's worth of growth.  
**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.  
**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "B".
- Students with disabilities will meet or exceed a year's worth of growth.  
**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

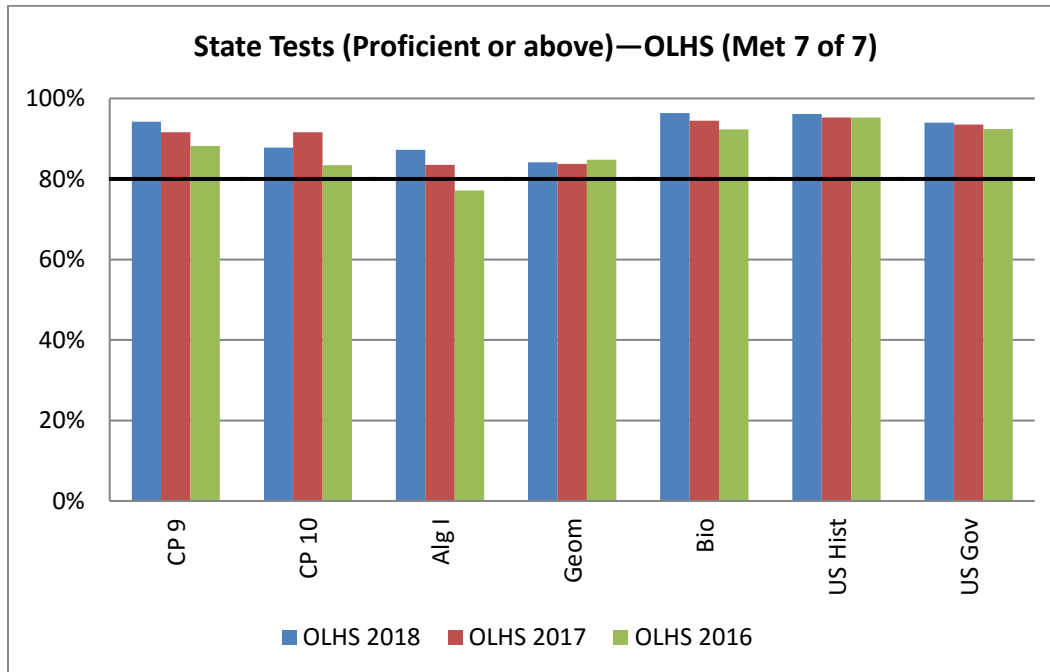
Subgroup (All Grades)—OLHS	Progress Score (Gain Index)						All Tests	Letter Grade
	ELA	Math	CP 9	CP 10	Alg I	Geom		
Overall	-7.0	19.9	-3.6	-6.3	15.3	13.9	6.1	A
Gifted Students	-5.9	12.4	-3.3	-5.1	7.0	11.0	2.3	A
Lowest 20% of Achievement	0.0	1.7	1.1	-0.5	2.4	0.0	1.5	B
Students with Disabilities	-1.5	5.4	-0.8	-1.3	5.3	2.3	2.7	A

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
<b>R</b>	Significant evidence that students made less progress than the Growth Standard

### Olentangy Liberty High School

#### Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**MET**—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**NOT MET**—Performance Index decreased from 104.2 to 104.1 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLHS 2018	94.2%	87.8%	87.2%	84.1%	96.4%	96.1%	94.0%
OLHS 2017	91.6%	91.6%	83.5%	83.7%	94.5%	95.3%	93.5%
OLHS 2016	88.2%	83.4%	77.1%	84.8%	92.3%	95.3%	92.4%

### Olentangy Liberty High School

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement. In 2015-16, Performance Index calculation at the high school level is different than in years past due to the elimination of the 10<sup>th</sup> grade OGT. State tests are no longer administered by grade level in the high school, so scores are omitted for students who have taken one or more of these tests/classes in middle school.

Performance Index	17-18	16-17	15-16	14-15	13-14
Olentangy Liberty High School	104.1	104.2	99.7	110.9	111.7

#### Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

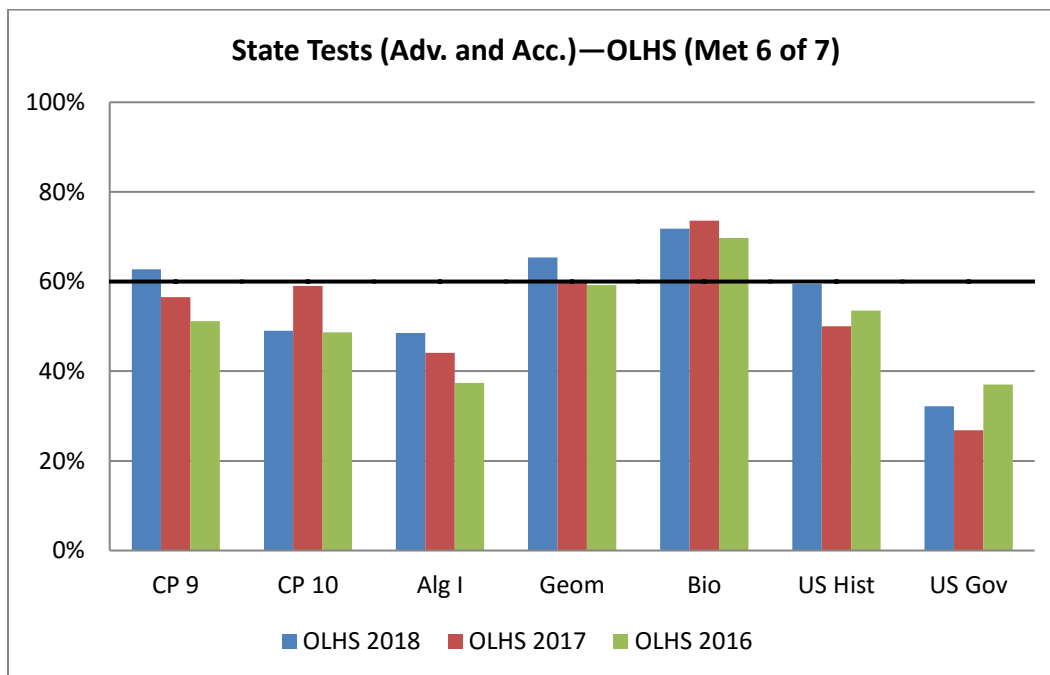
17-18 AMO Goals—OLHS		ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points		PI	Goal	Gap	Imp*	Points
All Students	104.7	83.8	0.0	-0.9	100.0		103.2	84.2	0.0	1.0	100.0
Economically Disadvantaged	NR	70.8	NR	NR	NR		NR	71.1	NR	NR	NR
Asian/Pacific Islander	111.7	92.4	0.0	0.5	100.0		109.2	97.8	0.0	4.4	100.0
African American	NR	63.4	NR	NR	NR		NR	61.3	NR	NR	NR
American Indian/Alaskan Native	NR	78.6	NR	NR	NR		NR	76.8	NR	NR	NR
Hispanic	103.0	71.8	0.0	NR	100.0		92.8	72.3	0.0	NR	100.0
Multiracial	103.6	78.3	0.0	-2.8	100.0		NR	77.7	NR	NR	NR
White	104.0	86.3	0.0	-1.4	100.0		103.2	87.6	0.0	0.7	100.0
IEP	81.2	57.3	0.0	-3.7	100.0		73.2	58.2	0.0	-2.9	100.0
LEP	NR	65.6	NR	NR	NR		NR	70.1	NR	NR	NR

\*Improvement (Imp): Improvement from the result last year.

### Olentangy Liberty High School

#### Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 2.6% in the State.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.  
**MET**—87.4% of students scored a 3 or higher on AP exams.

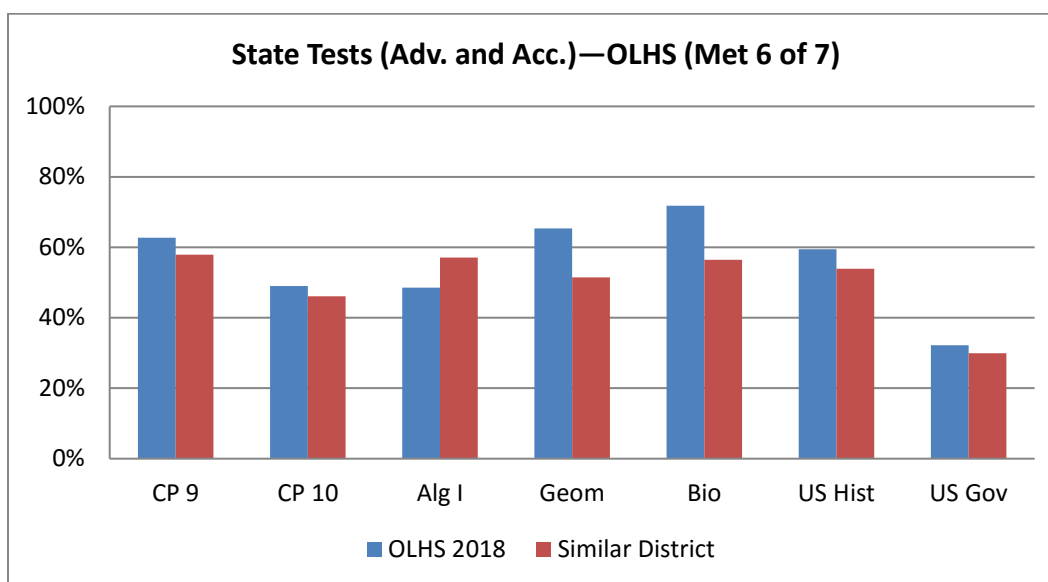


State Tests (Adv. and Acc.)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLHS 2018	62.7%	49.0%	48.5%	65.4%	71.8%	59.4%	32.2%
OLHS 2017	56.5%	59.0%	44.1%	60.4%	73.6%	50.0%	26.8%
OLHS 2016	51.2%	48.7%	37.4%	59.2%	69.7%	53.5%	37.0%

## Olentangy Liberty High School

### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLHS 2018	62.7%	49.0%	48.5%	65.4%	71.8%	59.4%	32.2%
Similar District	57.9%	46.1%	57.1%	51.5%	56.5%	53.9%	29.9%

### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 614 high schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OLHS rank among all buildings	16	10	21	11	20
OLHS within top % of the State	2.6%	1.7%	3.7%	1.9%	3.5%

### Advanced Placement

Advanced Placement	17-18	16-17	15-16	14-15	13-14
OLHS % students taking AP exams	60.3%	62.4%	63.8%	65.6%	65.7%
OLHS % students scoring 3, 4, or 5 on AP exams	87.4%	88.3%	84.4%	84.9%	83.6%

**Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice**

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.  
**NOT MET**—Majority of items showed a decrease in percentage or below 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.  
**MET**—Percentage maintained 58%, meeting all four benchmarks.
- ACT mean scores will increase or remain high at 25.  
**MET**—ACT mean scores increased from 25.3 to 25.5.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.  
**NOT MET**—Percentage of juniors and seniors who met the requirement decreased from 80.4% to 79.5%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.  
**NOT MET**—Percentage of students taking developmental course work in college increased from 13% to 20%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.  
**MET**—OLHS was ranked in the top 500 high schools in the nation by US News and World Report. Newsweek and The Washington Post rankings were not available at the time of this report.

**Senior Survey**

The Senior Survey is given to the graduating class annually in May of students' senior year.

% Choosing Yes	2018	2017	2016
Did OLHS provide a safe, caring, respectful environment?	84.6%	94.9%	94.8%
Did OLHS prepare you for what you want to do after graduation?	88.7%	85.6%	88.2%
Were you encouraged to attempt advanced coursework?	86.4%	88.2%	90.0%
Did your teachers have high expectations for quality work?	95.3%	96.3%	96.2%
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	78.0%	82.1%	84.1%
Did OLHS facilitate maximum learning for you?	86.2%	85.8%	83.4%
% Choosing Highest 2 Ratings	2018	2017	2016
Overall, my math courses were challenging.	91.5%	93.8%	90.4%
Overall, my science courses were challenging.	91.3%	95.9%	87.3%
Overall, my social studies courses were challenging.	84.5%	83.7%	80.1%
Overall, my English courses were challenging.	76.7%	86.5%	82.5%
OLHS actively partners with parents and community.	59.4%	64.6%	55.0%
OLHS offers a focused and challenging curriculum.	92.9%	92.5%	85.6%
Staff at OLHS work together to improve student achievement.	75.4%	79.6%	75.9%
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	73.1%	73.1%	67.8%
Instruction in my classes was focused on students being actively involved in understanding the material.	73.3%	76.0%	69.9%
Student input is sought by teachers and administrators when making decisions how the school operates.	57.0%	63.0%	55.0%

### Olentangy Liberty High School

#### ACT College Readiness Benchmark

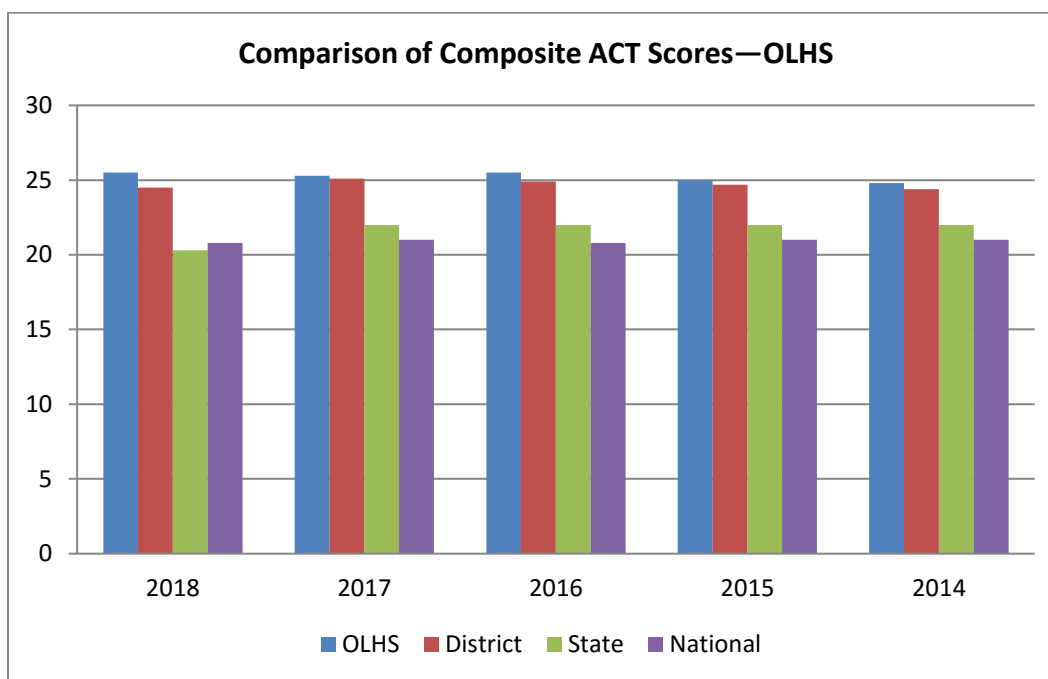
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. The college Readiness Benchmark Scores were derived based on the actual performance of students in college.

Percent of Students Meeting ACT College Readiness Benchmarks\*

Year	Met All 4	English (18)	Algebra (22)	Social Science (22)	Biology (23)
<b>2018</b>	<b>58%</b>	<b>86%</b>	<b>77%</b>	<b>72%</b>	<b>72%</b>
2017	58%	90%	74%	74%	69%
2016	58%	92%	76%	75%	74%
2015	55%	89%	74%	75%	69%
2014	54%	91%	75%	69%	68%

\*The benchmark is included next to the subject area in parentheses.

#### ACT Mean Score



ACT Mean Scores	<b>2018</b>	2017	2016	2015	2014
OLHS	<b>25.5</b>	25.3	25.5	25.0	24.8
District	<b>24.5</b>	25.1	24.9	24.7	24.4
State	<b>20.3</b>	22.0	22.0	22.0	22.0
National	<b>20.8</b>	21.0	20.8	21.0	21.0



### Olentangy Liberty High School

Juniors and seniors participating in AP, CCP courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT

OLHS juniors and seniors	<b>17-18</b>	16-17	15-16	14-15	13-14
% students who met the requirement	<b>79.5%</b>	80.4%	75.2%	69.2%	66.7%

#### Regents Data

The Ohio Board of Regents publishes an annual data report including many points of data about high school graduates/freshman college students. These data reflect only the students who attend Ohio public higher education institutions and must therefore be considered in this context. The Class of 2016 report details performance of high school graduates in 2016 enrolling as first-time college students in Fall 2016.

% Taking Developmental Coursework in Ohio Public College	
<b>OLHS Class 16</b>	<b>20%</b>
OLHS Class 15	13%
OLHS Class 14	21%
OLHS Class 13	18%
OLHS Class 12	23%

#### National High School Rankings

Ranking List	Publisher	2018 Ranking	Ranking Criteria
Best High Schools	US News and World Report	<b>347</b>	College readiness index: 64.2
America's Top High Schools	Newsweek	N/A	
America's Most Challenging High Schools	The Washington Post	N/A	

**Olentangy Orange High School**  
**Annual Report**  
**2017—2018**

**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

MET
NOT MET

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—3 of 4 subjects increased from the previous year or maintained 80%. First year projection data for Biology and US History.

**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

- Overall district/building growth will meet or exceed a year's worth of growth.

**MET**—Overall building growth exceeded a year's worth of growth with a letter grade of "A".

- Gifted students will meet or exceed a year's worth of growth.

**MET**—Gifted students exceeded a year's worth of growth with a letter grade of "A".

- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.

**MET**—Students in the lowest 20% of achievement statewide exceeded a year's worth of growth with a letter grade of "B".

- Students with disabilities will meet or exceed a year's worth of growth.

**MET**—Students with disabilities exceeded a year's worth of growth with a letter grade of "A".

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.

**NOT MET**—Geometry was below 80% proficiency.

- State Performance Index will maintain the highest possible designation or increase from the previous year.

**NOT MET**—Performance Index decreased from 101.4 to 100.7 with a letter grade of "B".

- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.

**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of "A".

**Benchmark 4: Top of State and Nation**

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—5 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 6.0% in the State.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.  
**MET**—85.1% of students scored a 3 or higher on AP exams.

**Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice**

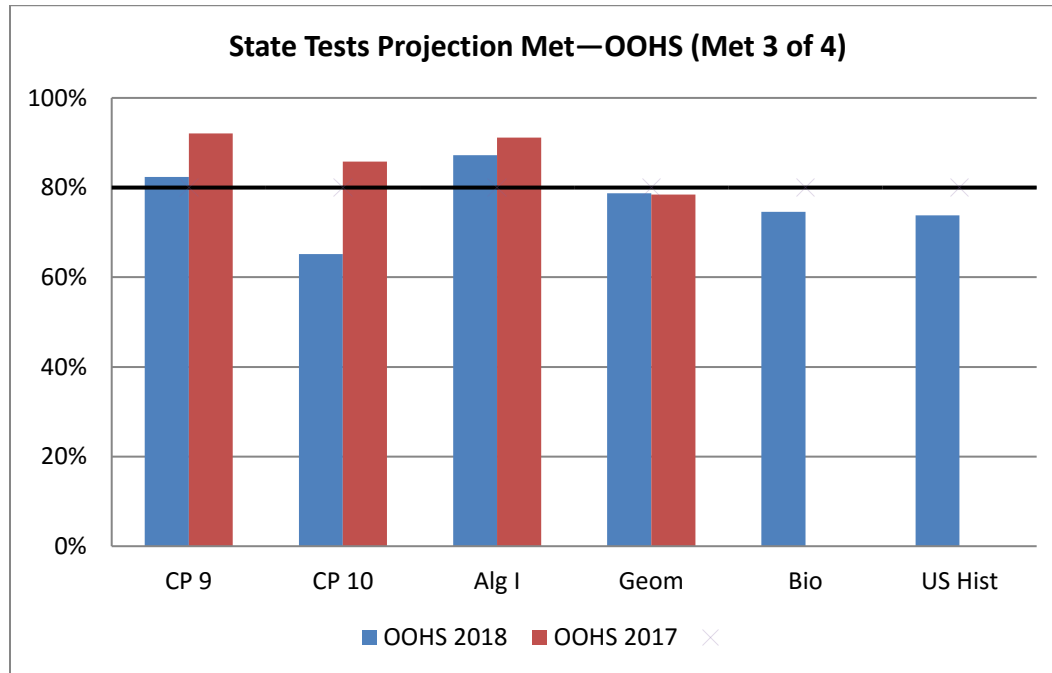
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**MET**—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.  
**NOT MET**—Percentage decreased from 52% to 46%, meeting all four benchmarks.
- ACT mean scores will increase or remain high at 25.  
**NOT MET**—ACT mean scores decreased from 24.7 to 23.6.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.  
**MET**—Percentage of juniors and seniors who met the requirement increased from 77.4% to 77.5%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.  
**NOT MET**—Percentage of students taking developmental course work in college increased from 13% to 18%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.  
**MET**—OOHS was ranked in the top 500 high schools in the nation by US News and World Report. Newsweek and The Washington Post rankings were not available at the time of this report.

### Olentangy Orange High School

#### Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

**MET**—3 of 4 subjects increased from the previous year or maintained 80%. First year projection data for Biology and US History.



State Tests Projection Met	CP 9	CP 10	Alg I	Geom	Bio	US Hist
OOHS 2018	82.4%	65.2%	87.2%	78.7%	74.6%	73.8%
OOHS 2017	92.1%	85.8%	91.1%	78.4%	N/A	N/A
N Matched (2018)	471	445	235	409	433	317

## Olentangy Orange High School

### **Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 10 students in every grade/subject are not rated (NR). The tests included in the calculation for the progress ratings are CP English 9, CP English 10, Algebra I, and Geometry. The results below are based on a three-year average from 15-16, 16-17, and 17-18.

- Overall district/building growth will meet or exceed a year's worth of growth.  
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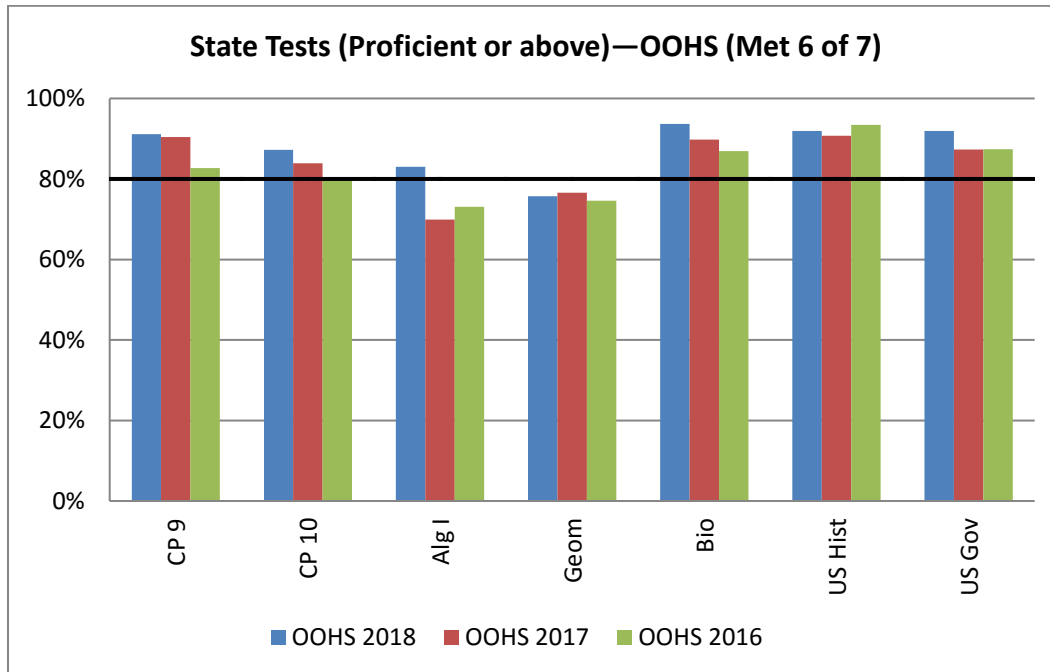
Subgroup (All Grades)—OOHS	Progress Score (Gain Index)						All Tests	Letter Grade
	ELA	Math	CP 9	CP 10	Alg I	Geom		
Overall	1.8	18.3	5.0	-2.4	15.0	12.0	12.3	A
Gifted Students	-2.4	11.1	-0.3	-3.0	5.1	10.3	4.0	A
Lowest 20% of Achievement	0.9	1.5	1.3	0.0	1.0	1.1	1.7	B
Students with Disabilities	-0.2	3.0	0.9	-1.4	3.9	-0.4	2.0	A

<b>DG</b>	Significant evidence that students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that students made more progress than the Growth Standard
<b>Y</b>	Evidence that students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that students made less progress than the Growth Standard
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### Olentangy Orange High School

**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.  
**NOT MET**—Geometry was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.  
**NOT MET**—Performance Index decreased from 101.4 to 100.7 with a letter grade of “B”.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.  
**MET**—All subgroups met AMO. The final score was 100.0 with a letter grade of “A”.



State Tests (Proficient or above)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OOHS 2018	91.1%	87.2%	83.0%	75.7%	93.7%	91.9%	91.9%
OOHS 2017	90.4%	83.9%	69.9%	76.6%	89.8%	90.7%	87.3%
OOHS 2016	82.7%	80.3%	73.1%	74.6%	86.9%	93.4%	87.4%

### Olentangy Orange High School

#### Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement. In 2015-16, Performance Index calculation at the high school level is different than in years past due to the elimination of the 10<sup>th</sup> grade OGT. State tests are no longer administered by grade level in the high school, so scores are omitted for students who have taken one or more of these tests/classes in middle school.

Performance Index	17-18	16-17	15-16	14-15	13-14
Olentangy Orange High School	100.7	101.4	96.3	108.7	109.9

#### Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One hundred points are awarded if the subgroup meets their current year statewide goal. Alternatively, points can be awarded based on improvement towards closing the gap or if the subgroup has a gain index of 1.0 or higher. Subgroups of less than 25 students are not rated (NR).

17-18 AMO Goals—OOHS		ELA					Math				
Student Group	PI	Goal	Gap	Imp*	Points		PI	Goal	Gap	Imp*	Points
All Students	103.5	83.8	0.0	-0.9	100.0		96.9	84.2	0.0	-0.4	100.0
Economically Disadvantaged	91.8	70.8	0.0	-6.1	100.0		77.4	71.1	0.0	-11.3	100.0
Asian/Pacific Islander	105.7	92.4	0.0	-3.7	100.0		103.2	97.8	0.0	-1.7	100.0
African American	98.0	63.4	0.0	1.2	100.0		83.5	61.3	0.0	-2.3	100.0
American Indian/Alaskan Native	NR	78.6	NR	NR	NR		NR	76.8	NR	NR	NR
Hispanic	88.6	71.8	0.0	-9.5	100.0		80.9	72.3	0.0	NR	100.0
Multiracial	104.3	78.3	0.0	1.4	100.0		91.3	77.7	0.0	-5.3	100.0
White	104.4	86.3	0.0	-0.5	100.0		99.0	87.6	0.0	0.8	100.0
IEP	77.5	57.3	0.0	2.6	100.0		69.9	58.2	0.0	3.5	100.0
LEP	NR	65.6	NR	NR	NR		NR	70.1	NR	NR	NR

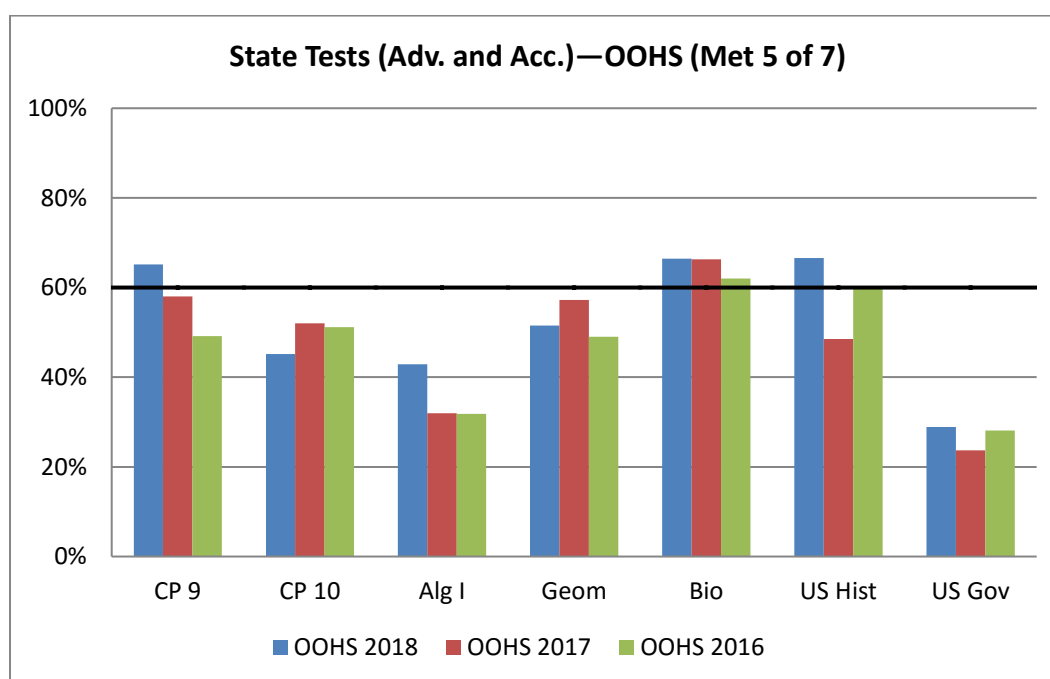
\*Improvement (Imp): Improvement from the result last year.



### Olentangy Orange High School

#### Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.  
**MET**—5 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.  
**MET**—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.  
**MET**—Performance Index ranking was the top 6.0% in the State.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.  
**MET**—85.1% of students scored a 3 or higher on AP exams.

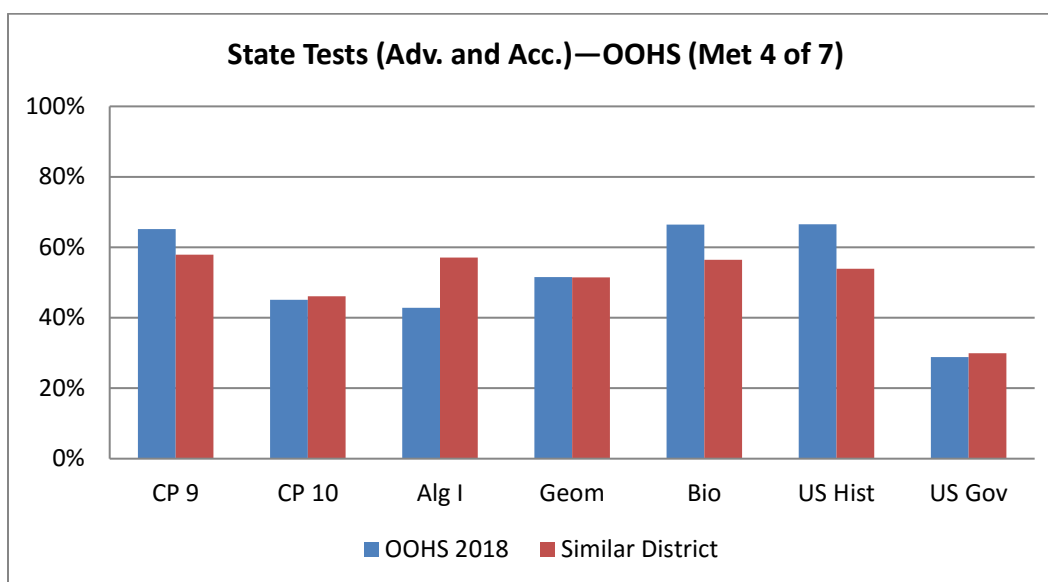


State Tests (Adv. and Acc.)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OOHS 2018	65.2%	45.1%	42.9%	51.5%	66.5%	66.6%	28.9%
OOHS 2017	58.0%	52.0%	32.0%	57.2%	66.3%	48.5%	23.7%
OOHS 2016	49.2%	51.2%	31.8%	49.0%	62.0%	60.1%	28.1%

## Olentangy Orange High School

### Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Lakota Local, Centerville City, Forest Hills Local, Hilliard City, Beavercreek City, Worthington City, Sylvania City, Springboro Community City, New Albany-Plain Local, Hudson City, Perrysburg Exempted Village, Pickerington Local, Strongsville City, Medina City, Avon Local, Milford Exempted Village, and Avon Lake City.



State Tests (Adv. and Acc.)	CP 9	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OOHS 2018	65.2%	45.1%	42.9%	51.5%	66.5%	66.6%	28.9%
Similar District	57.9%	46.1%	57.1%	51.5%	56.5%	53.9%	29.9%

### Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 614 high schools with similar grade span and available data at the time of this report.

Performance Index	17-18	16-17	15-16	14-15	13-14
OOHS rank among all buildings	37	24	32	23	36
OOHS within top % of the State	6.0%	4.1%	5.6%	4.0%	6.3%

### Advanced Placement

Advanced Placement	17-18	16-17	15-16	14-15	13-14
OOHS % students taking AP exams	64.5%	65.4%	64.5%	60.4%	57.0%
OOHS % students scoring 3, 4, or 5 on AP exams	85.1%	86.3%	88.0%	84.0%	80.0%

## Olentangy Orange High School

### **Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice**

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.  
**MET**—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.  
**NOT MET**—Percentage decreased from 52% to 46%, meeting all four benchmarks.
- ACT mean scores will increase or remain high at 25.  
**NOT MET**—ACT mean scores decreased from 24.7 to 23.6.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.  
**MET**—Percentage of juniors and seniors who met the requirement increased from 77.4% to 77.5%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.  
**NOT MET**—Percentage of students taking developmental course work in college increased from 13% to 18%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.  
**MET**—OOHS was ranked in the top 500 high schools in the nation by US News and World Report. Newsweek and The Washington Post rankings were not available at the time of this report.

### **Senior Survey**

The Senior Survey is given to the graduating class annually in May of students' senior year.

% Choosing Yes	2018	2017	2016
Did OOHS provide a safe, caring, respectful environment?	86.7%	86.8%	N/A
Did OOHS prepare you for what you want to do after graduation?	85.8%	78.5%	N/A
Were you encouraged to attempt advanced coursework?	80.8%	87.5%	N/A
Did your teachers have high expectations for quality work?	90.7%	93.7%	N/A
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	75.4%	79.9%	N/A
Did OOHS facilitate maximum learning for you?	80.0%	79.9%	N/A
% Choosing Highest 2 Ratings	2018	2017	2016
Overall, my math courses were challenging.	88.0%	89.7%	N/A
Overall, my science courses were challenging.	91.4%	90.4%	N/A
Overall, my social studies courses were challenging.	71.9%	77.2%	N/A
Overall, my English courses were challenging.	86.7%	82.4%	N/A
OOHS actively partners with parents and community.	66.5%	54.1%	N/A
OOHS offers a focused and challenging curriculum.	85.2%	81.6%	N/A
Staff at OOHS work together to improve student achievement.	74.3%	72.8%	N/A
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	64.7%	62.5%	N/A
Instruction in my classes was focused on students being actively involved in understanding the material.	77.9%	69.9%	N/A
Student input is sought by teachers and administrators when making decisions how the school operates.	57.7%	49.3%	N/A

## Olentangy Orange High School

### ACT College Readiness Benchmark

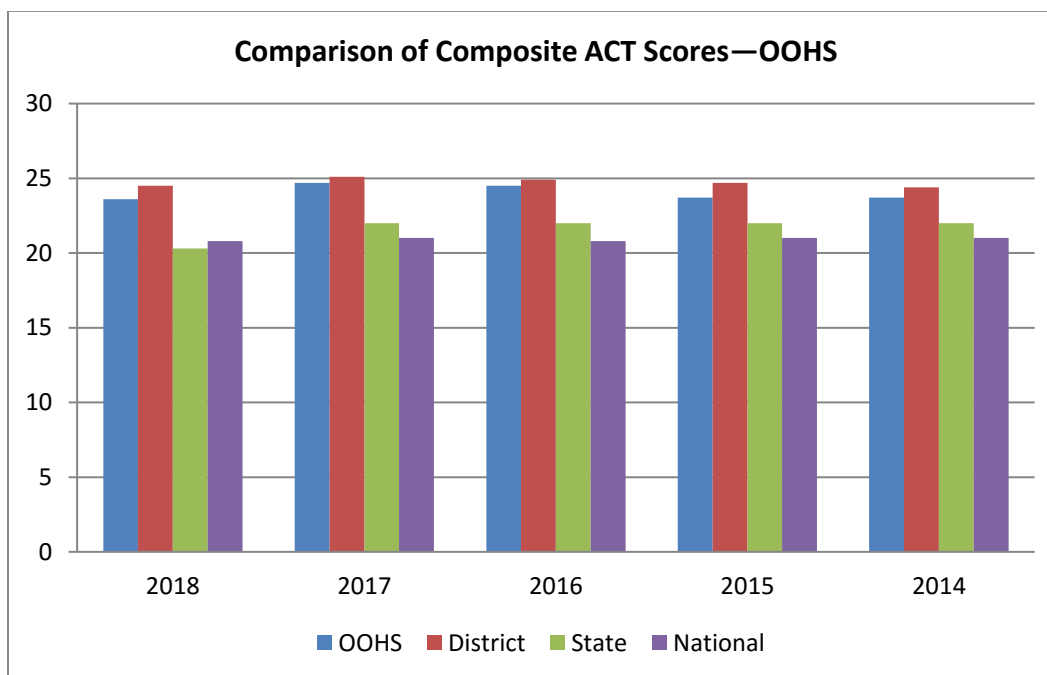
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. The college Readiness Benchmark Scores were derived based on the actual performance of students in college.

Percent of Students Meeting ACT College Readiness Benchmarks\*

Year	Met All 4	English (18)	Algebra (22)	Social Science (22)	Biology (23)
<b>2018</b>	<b>46%</b>	<b>80%</b>	<b>65%</b>	<b>64%</b>	<b>59%</b>
2017	52%	86%	70%	71%	64%
2016	52%	87%	73%	69%	65%
2015	43%	85%	63%	64%	57%
2014	42%	83%	67%	58%	55%

\*The benchmark is included next to the subject area in parentheses.

### ACT Mean Score



ACT Mean Scores	<b>2018</b>	2017	2016	2015	2014
OOHS	<b>23.6</b>	24.7	24.5	23.7	23.7
District	<b>24.5</b>	25.1	24.9	24.7	24.4
State	<b>20.3</b>	22.0	22.0	22.0	22.0
National	<b>20.8</b>	21.0	20.8	21.0	21.0

### Olentangy Orange High School

Juniors and seniors participating in AP, CCP courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT

OOHS juniors and seniors	<b>17-18</b>	16-17	15-16	14-15	13-14
% students who met the requirement	<b>77.5%</b>	77.4%	77.9%	64.9%	60.7%

#### Regents Data

The Ohio Board of Regents publishes an annual data report including many points of data about high school graduates/freshman college students. These data reflect only the students who attend Ohio public higher education institutions and must therefore be considered in this context. The Class of 2016 report details performance of high school graduates in 2016 enrolling as first-time college students in Fall 2016.

% Taking Developmental Coursework in Ohio Public College	
<b>OOHS Class 16</b>	<b>18%</b>
OOHS Class 15	13%
OOHS Class 14	13%
OOHS Class 13	8%
OOHS Class 12	17%

#### National High School Rankings

Ranking List	Publisher	2018 Ranking	Ranking Criteria
Best High Schools	US News and World Report	<b>293</b>	College readiness index: 66.9
America's Top High Schools	Newsweek	N/A	
America's Most Challenging High Schools	The Washington Post	N/A	