



Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five rated components. The College, Career, Workforce and Military Readiness Component is report only and does not contribute to the overall rating on the 2023 Ohio School Report Cards.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

Performance Index

63.4%

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rates.

Graduation Rates

73.1% of students graduated in 4 years

92.6% of students graduated in 5 years

Progress

This component looks closely at the growth all students are making based on their past performances.

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

Improving K-3 Literacy

Third Grade Reading Proficiency

Promotion to Fourth Grade

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student subgroups.

Annual Performance Goals

Exceeds state standards in closing educational gaps

Military Readiness

This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

College, Career, Workforce and Military Readiness

Students who are Ready

13.5%

Needs support

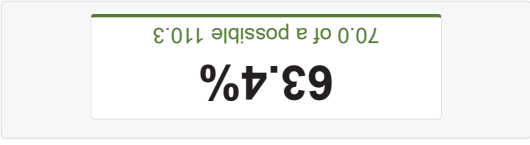
Needs support to meet state standards in academic achievement.

Meets state standards

The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.



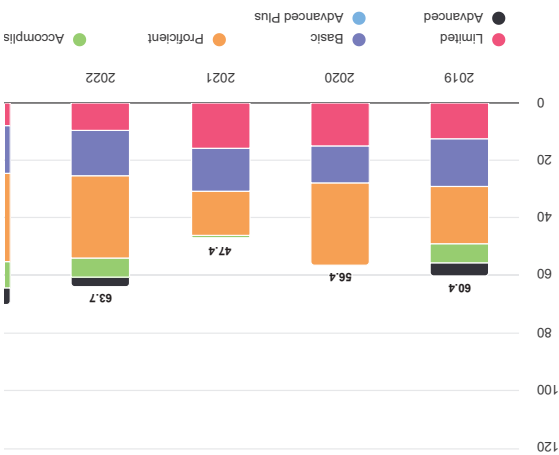
Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus	0	X	1.3
Advanced	4.6	X	1.2
Accomplished	8.5	X	1.1
			=
			9.3

High School	Algebra I	American US Government	American US History	Biology	English Language Arts II	Geometry
	24.7%	68.0%	63.9%	48.8%	53.3%	14.3%

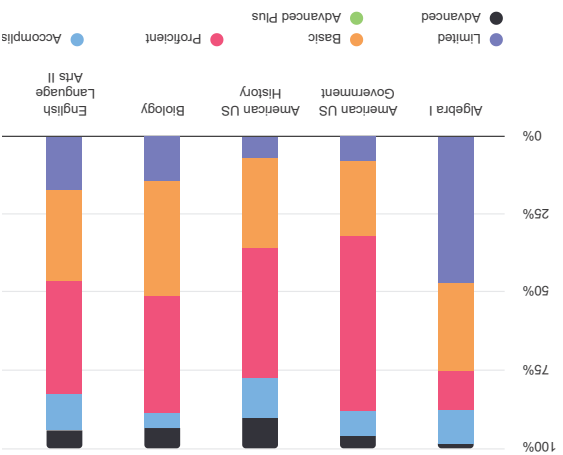
Performance Indicators (Report Only)

The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

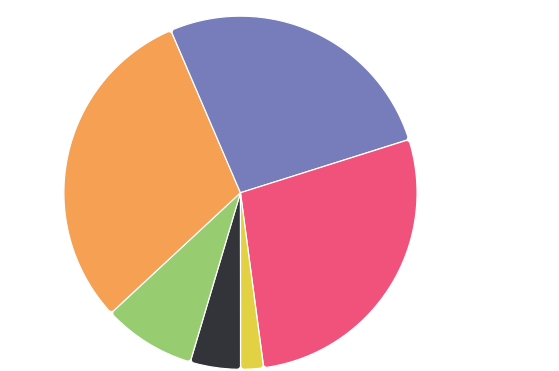
Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.



High School

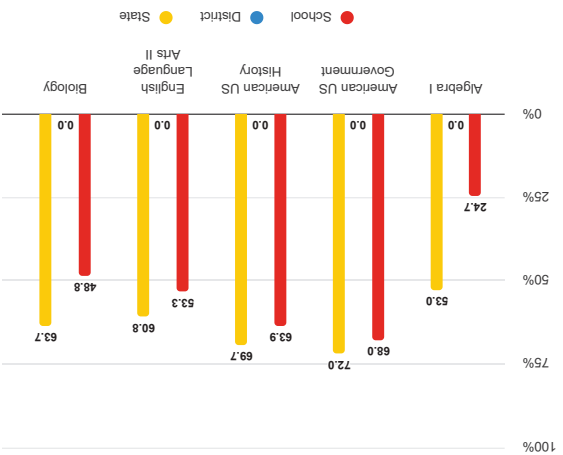


Points for this level



Achievement Level	Pct of Students	Points
Proficient	30.5	1.0
Basic	27.8	0.6
Limited	26.6	0.3
Untested	2.1	0.0

This chart compares the school to its district and to the state as a whole for each test.



Progress

The Progress Component measures the academic performance of students compared to expected growth on Ohio's State Tests.

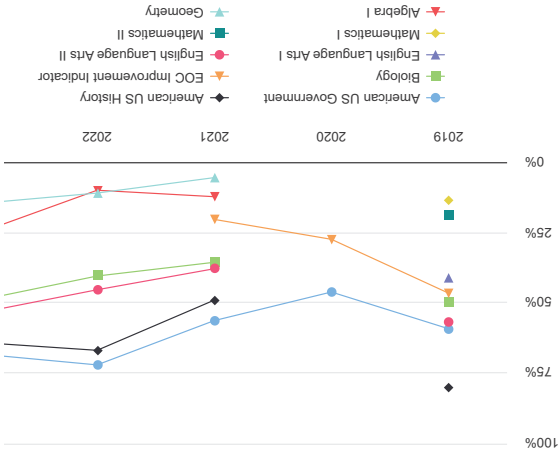
For more detailed data on Progress and Value-Added, click here. (<https://ohiova.sas.com/fw.html?U=007999&V=007999>)

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.



★★★★★

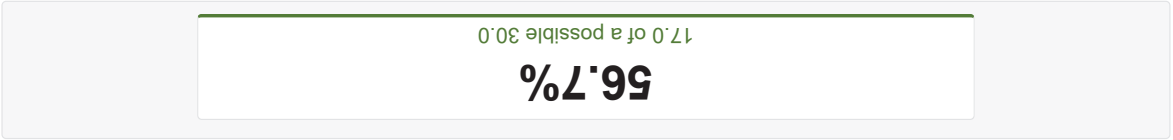
Exceeds state standards in closing educational gaps

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our students in English language arts, math, and graduation. It also measures how schools are doing in supporting English learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying gifted students and providing gifted services.

Annual Performance Goals

The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English Language Arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.

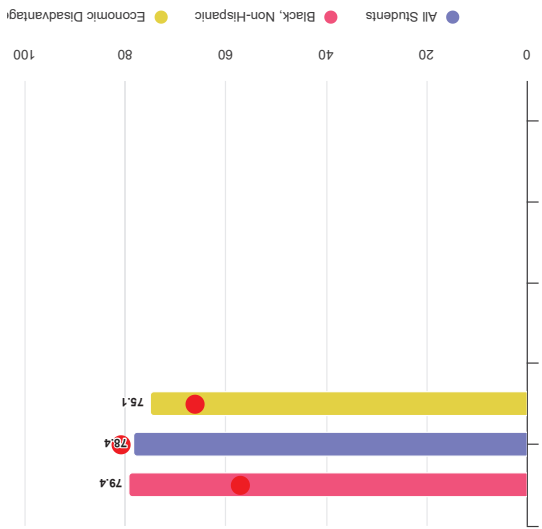


Participation Rate 97.8%

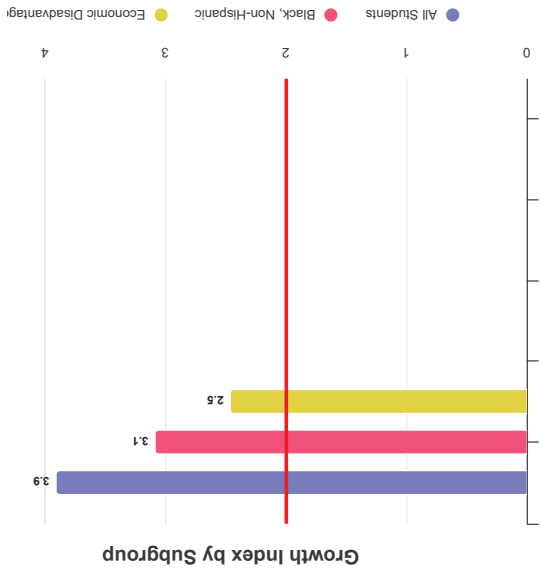
English Language Arts Achievement	(/school/gap/007999#ela)	Math Growth (/school/gap/007999#mg)	Chronic Absence	(/school/gap/007999#ca)	Gifted (/school/gap/007999#gft)
Math Achievement	(/school/gap/007999#ma)	English Learners	Graduation (/school/gap/007999#g)		
English Language Arts Growth	(/school/gap/007999#ela)				

Each student subgroup has its own interim and long-term goals in English language arts, math and graduation. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.

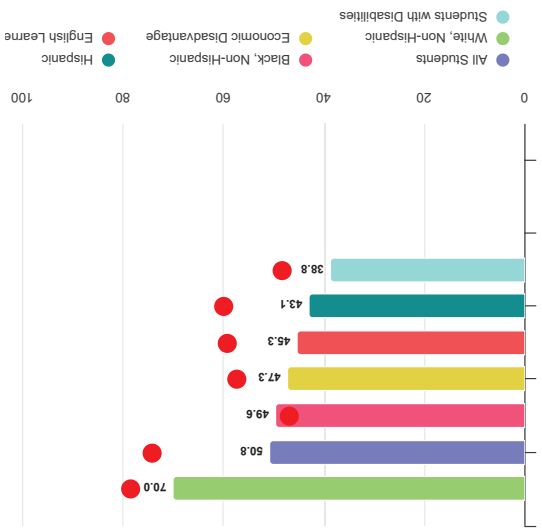
English Language Arts Achievement



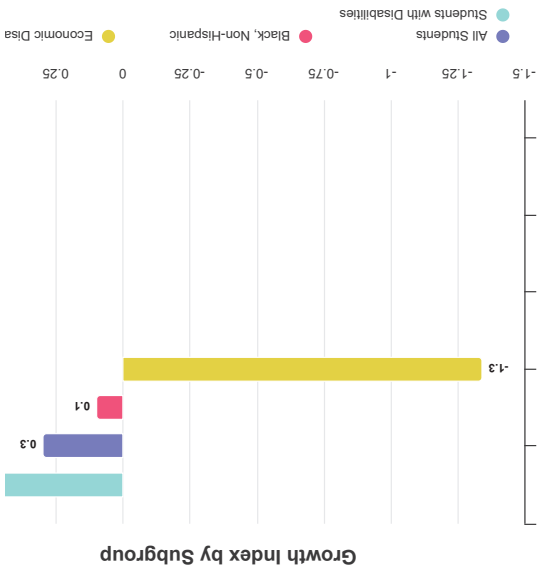
English Language Arts Growth



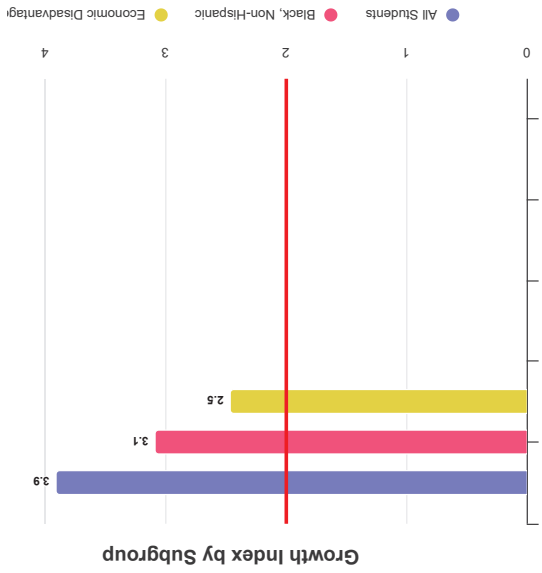
Math Achievement



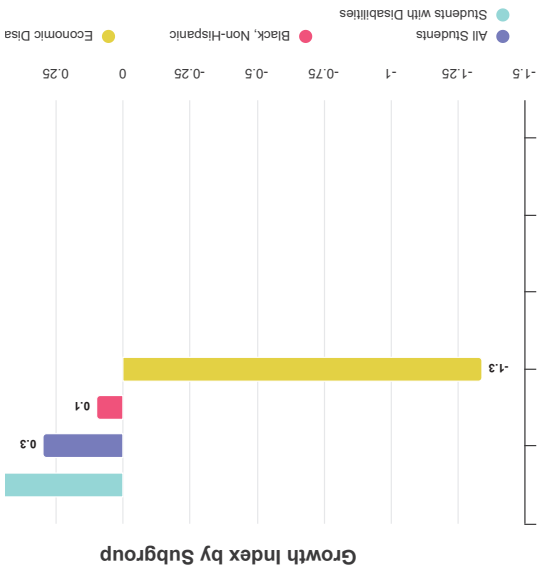
Math Growth



Graduation



English Learners



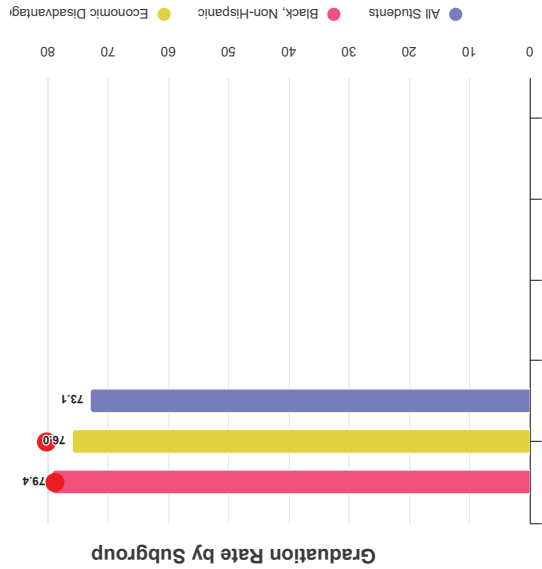
performance goal for the 2022-2023 school year is 20.2%.

Chronic absenteeism is defined as missing at least 10 percent of instructional time for any reason – excused or unexcused. The annual

Of students were chronically absent
in the 2022-2023 school year

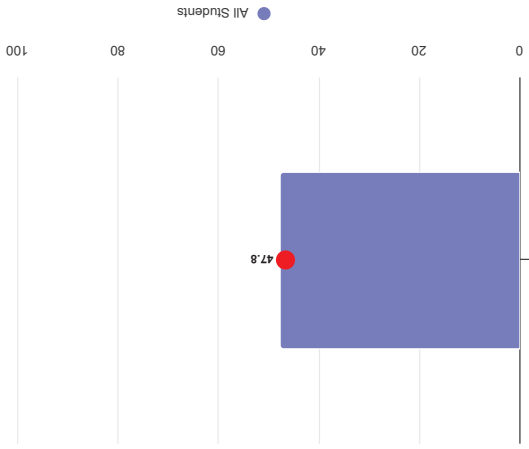
51.1%

Chronic Absence



Gifted

This Community School did not opt to receive a Gifted Performance Indicator.



Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.

Needs significant support to meet state standards in graduation rates.

Weighted Graduation Rate

The weighted graduation rate combines the four- and five-year graduation rates into a single rate that is used to assign the Graduation Component rating. The four-year graduation rate is weighted at 60% and the five-year graduation rate is weighted at 40%.

80.9%

4-Year Graduation Rate

The four-year graduation rate applies to students in the class of 2022 who graduated within four years. These are the students who entered ninth grade in the fall of 2018 and graduated by the summer of 2022.

73.1%

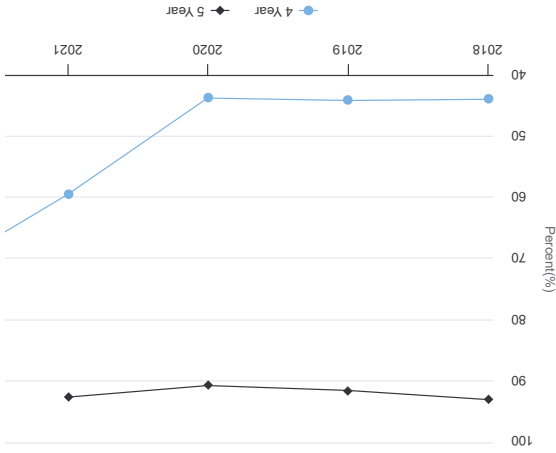
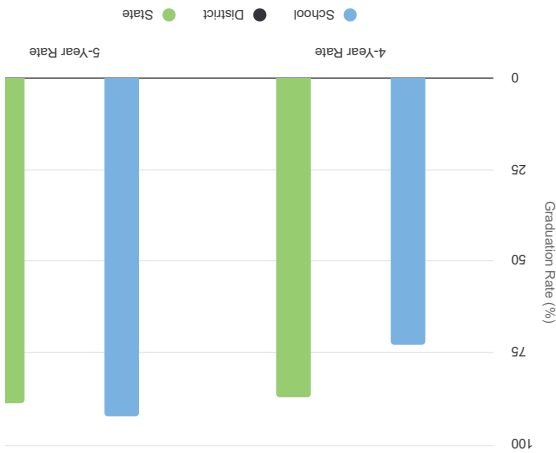
Percentage of students who completed grades 9-12 in the school: 84.6%

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2021 who graduated within five years. These are the students who entered ninth grade in the fall of 2017 and graduated by the summer of 2022.

92.6%

Percentage of students who completed grades 9-12 in the school: 72.1%



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

Of students in the four- and five-year graduation cohorts did not graduate in their fourth or fifth year of high school

15.8%

Non-Graduate Data	Non-Graduates completing fewer units of high school instruction than peers
NC	

College, Career, Workforce and Military Readiness

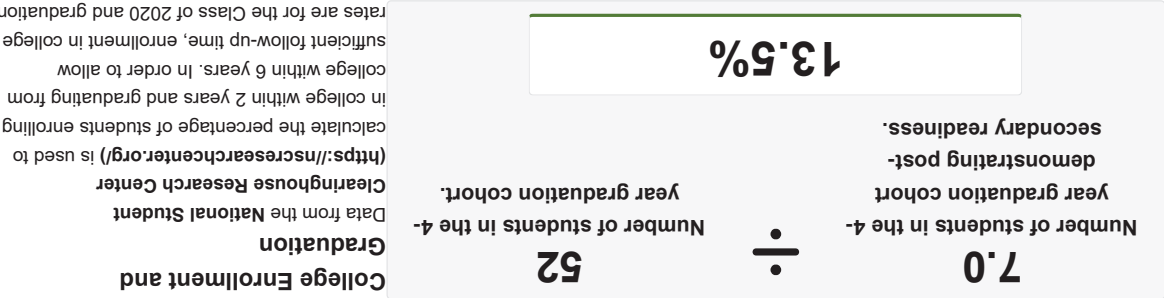
The College, Career, Workforce, and Military Readiness Component measures how well-prepared Ohio's students are for all future opportunities.

Note: The information on this page is provided for informational purposes. This component will not be rated and will not factor into the overall rating until the 2024-2025 school year at the earliest.

Non-Graduate Data	
Regular education students still enrolled in high school	52.6%
Students with disabilities still enrolled in high school	10.5%
Students with disabilities who met graduation requirements, but deferred their diploma	0.0%
Students no longer enrolled in high school	36.8%

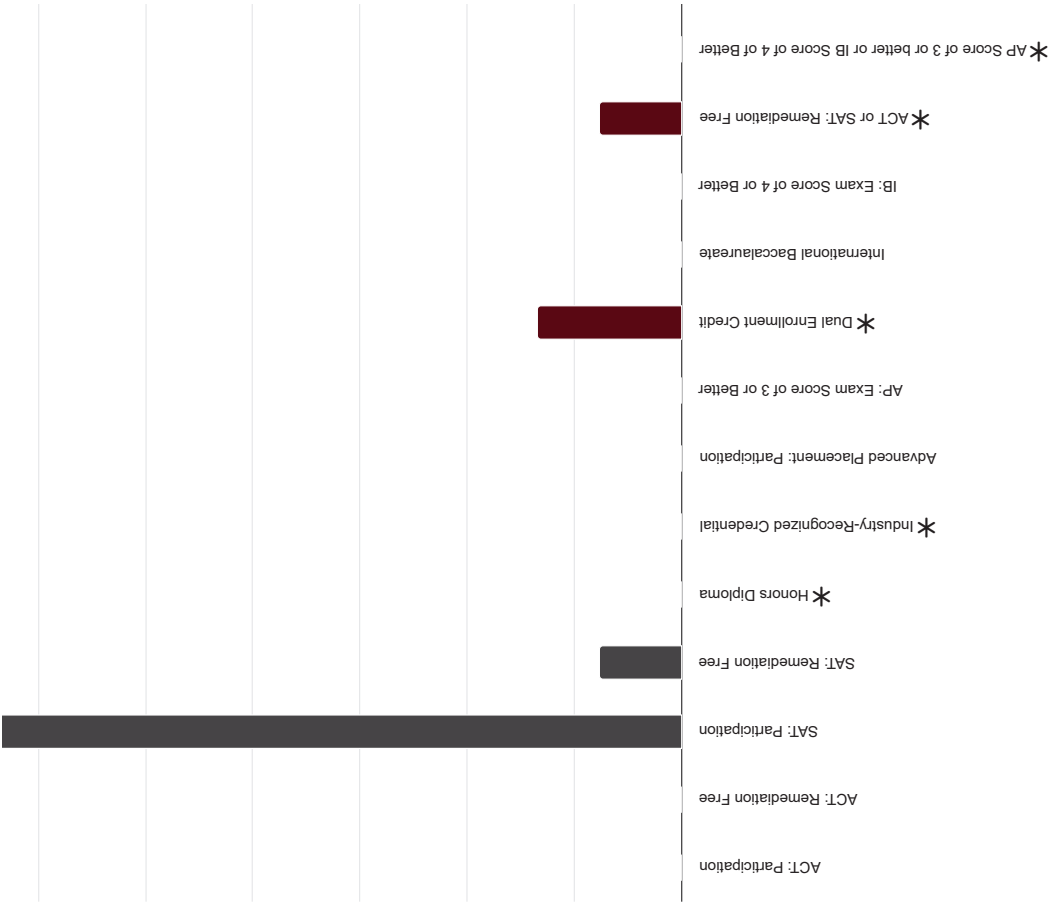
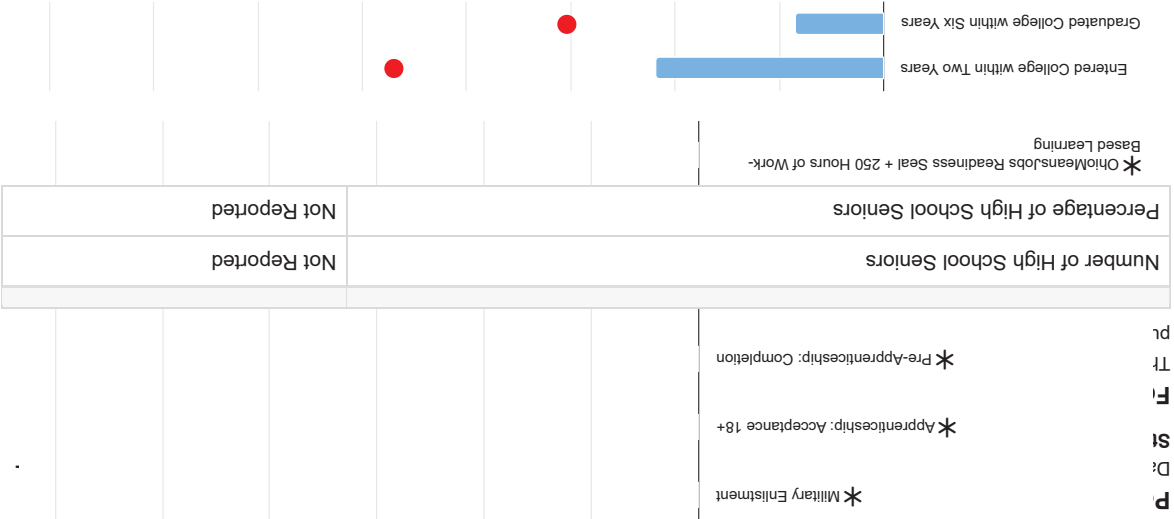
College, Career, Workforce and Military Readiness

Districts and schools have long-term impacts on student outcomes. The College, Career, Workforce and Military Readiness Component provides information on how schools and districts prepare students for different pathways of college and career success.



The measures that are included in the College, Career Workforce and Military Readiness Component Percentage are indicated with a ■ bar and an asterisk. All other measures are reported for informational purposes only.

from college rates are for the class of 2016.



School Details

Principal

Melissa D. Ruiong

Address

1270 Brentnell Ave
Columbus, OH 43219-2017

Sponsor

ESC of Central Ohio

Phone

(614) 258-8588

Career Technical Planning District

Columbus City CTPD

Directory information current as of the 2022-2023 Report Card publication date.

- ☐ Enrollment
- ☐ Attendance
- ☐ Mobility
- ☐ Chronic Absenteeism

Percentages

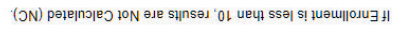
Trend

Data Table		
	Enrollment #	Pct
All Students	292	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	202	69.1
Hispanic	46	15.7
Multiracial	NC	NC
White, Non-Hispanic	37	12.7
Students with Disabilities	61	20.7
Economic Disadvantage	205	70.3
English Learner	32	11
Migrant	NC	NC

If Enrollment is less than 10, results are Not Calculated (NC).

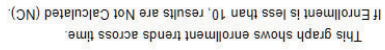
Your School's Teachers

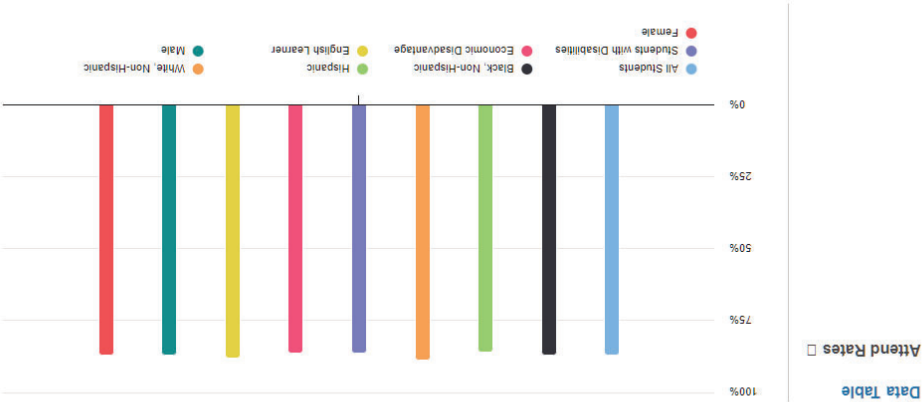
Attendance Mobility Chronic Absenteeism



Your School's Teachers

Attendance Mobility Chronic Absenteeism





Data Table

Attend Rates

Data Table

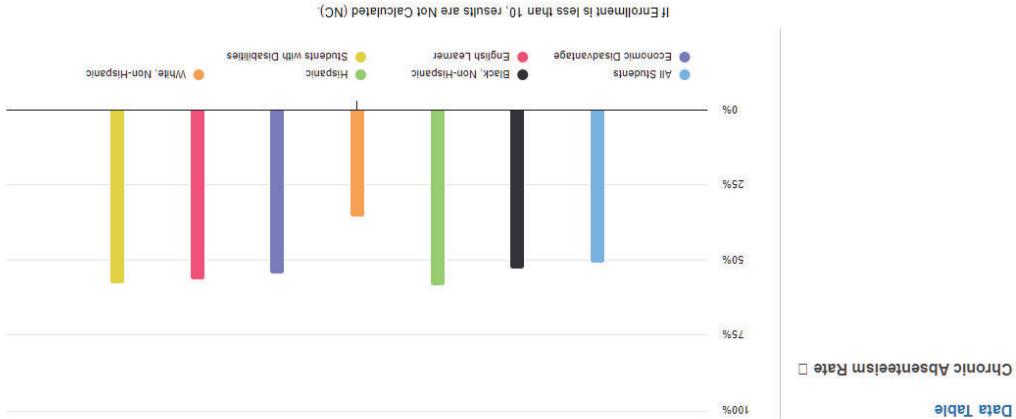
Attend Rates

Attendance Rate	87.2%
All Students	87.2%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	87%
Hispanic	86.2%
Multiracial	NC
White, Non-Hispanic	88.9%
Students with Disabilities	86.5%
Economic Disadvantage	86.4%
English Learner	88.1%
Migrant	NC
Male	87.3%
Female	87.1%

If Enrollment is less than 10, results are Not Calculated (NC).

Data Table

Attend Rates



Number of Recently Arrived English Learner Students (excluded from accountability for two years):--

Positive Behavior Intervention

Has the district implemented a positive behavior intervention and support framework in compliance with [Ohio Revised Code](#)? Yes

Your School's Teachers

	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	
Percentage of teachers with at least a Master's Degree	42.1	
Percentage of inexperienced teachers (2 Years or less of experience)	0.0	
Percentage of inexperienced principals (2 Years or less of experience)	25.0	
Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed	0.0	
Percentage of teachers teaching with temporary or conditional credentials	0.0	
Lead or Senior Teachers	0.0	

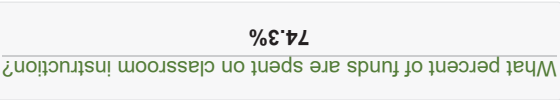
A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile, or in neither quartile.

Financial Data

The financial measures provide information about spending on classroom instruction, average spending per student and comparisons to other districts and schools.

Comparison Group: Community Schools with Enrollment between 150 and 499

Classroom Spending Data

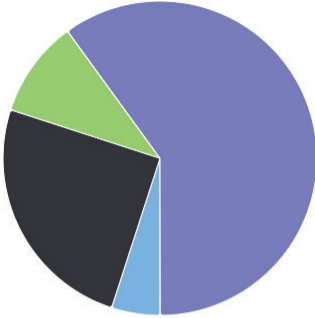


Classroom Instruction Non-Classroom Instruction

State	School	Operating Spending per Pupil
\$11,896	\$11,216	
\$8,030	\$8,332	Classroom Instruction
\$3,866	\$2,885	Non-Classroom Spending
\$1,500	\$2,933	Federal Funds
\$10,396	\$8,284	State and Local Funds

Spending Per Pupil Data

Accomplished Skilled Developing Ineffective Not Complete



Teacher Evaluations

General Education Teachers	16.0	21.0
Career-Technical Teachers	1.0	883.0
Special Education Teachers	2.0	74.0
Paraprofessionals	0.0	132.0
Gifted Intervention Specialists	0.0	1,769.0
Fine Arts Teachers	3.0	335.0
Music Teachers	0.0	378.0
Physical Education Teachers	1.0	336.0
ELL Specialists	0.0	2,264.0
Number of Educators		State Avg Students per Educator

Educators in your School

