

Ohio School Report Cards

2021 - 2022 Report Card for

Charles School at Ohio Dominican University

The Ohio School Report Cards include performance information provided by schools and districts including academic, financial, and opportunity to learn data. Some of this data is then combined into six components that receive star ratings to indicate the level of performance for the school and district.

Achievement



Needs support to meet state standards in academic achievement.

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

Performance Index

58.4%

Graduation



Needs significant support to meet state standards in graduation rates.

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

Graduation Rates

59.4% of students graduated in 4 years

90.7% of students graduated in 5 years

Progress



Evidence that the school met student growth expectations.

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

Overall

Early Literacy



This component looks at how successful schools are at improving reading for at-risk students in grades K-3.

Improving K-3 Literacy Third Grade Reading Proficiency Promotion to Fourth Grade

NC
NC
NC

Gap Closing



Needs support to meet state standards in closing educational gaps.

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

Annual Performance Goals

17.9%

College, Career, Workforce and 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.

Students who are Ready

21.7%

Ohio School Report Cards



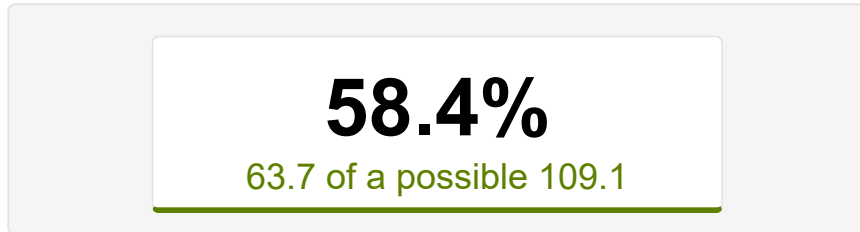
Needs support to meet state standards in academic achievement.

Achievement

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	=	0
Advanced	2.7	X	1.2	=	3.2
Accomplished	6	X	1.1	=	6.6

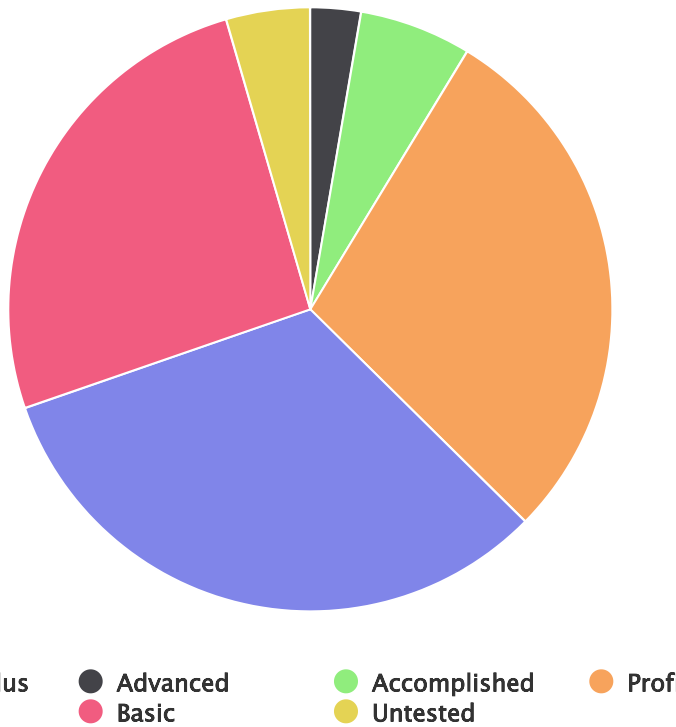
Performance Indicators

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.

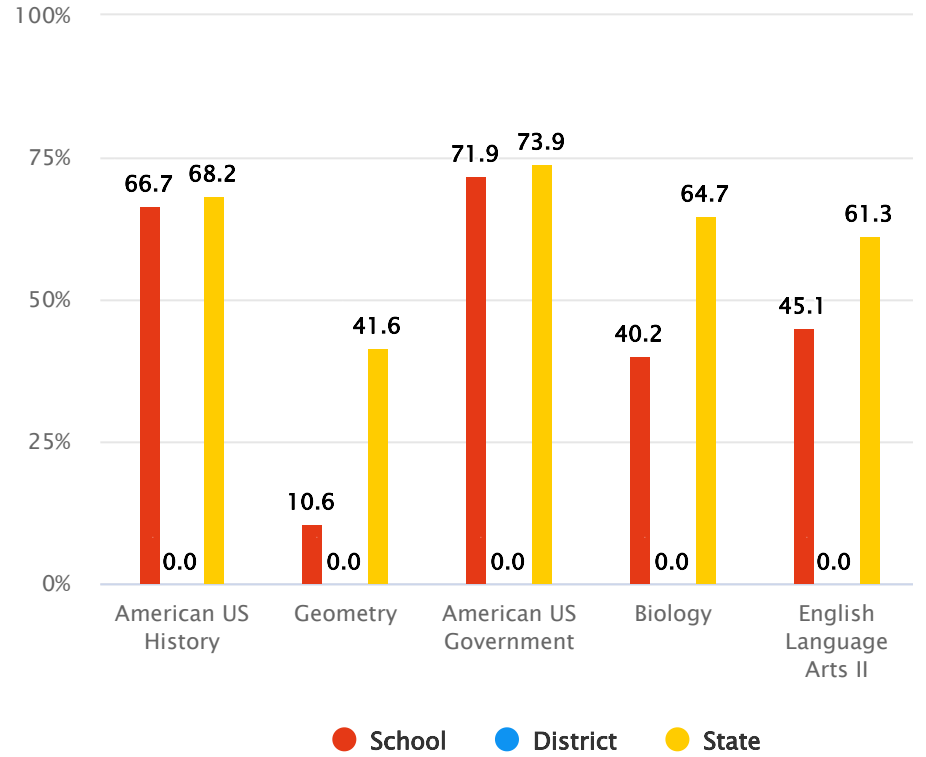
High School	
Algebra I	9.6%
American US Government	71.9%
American US History	66.7%
Biology	40.2%
English Language Arts II	45.1%
Geometry	10.6%

High School ▼

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Proficient	28.7	X	1.0	=	28.7
Basic	25.8	X	0.6	=	15.5
Limited	32.3	X	0.3	=	9.7
Untested	4.5	X	0.0	=	0.0
					63.7

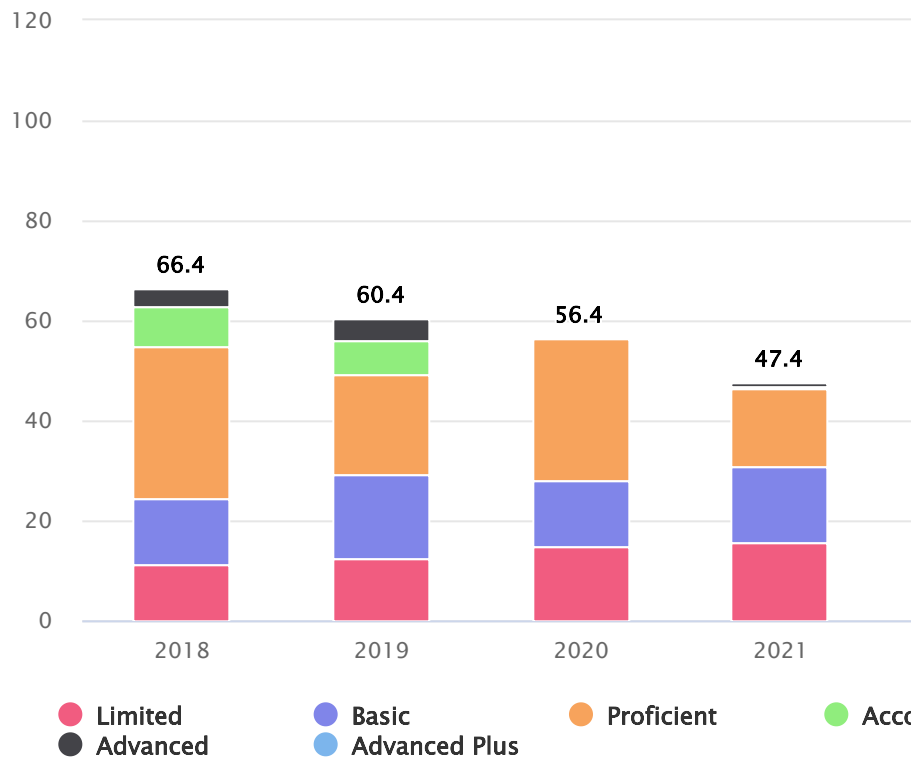


Ohio School Report Cards



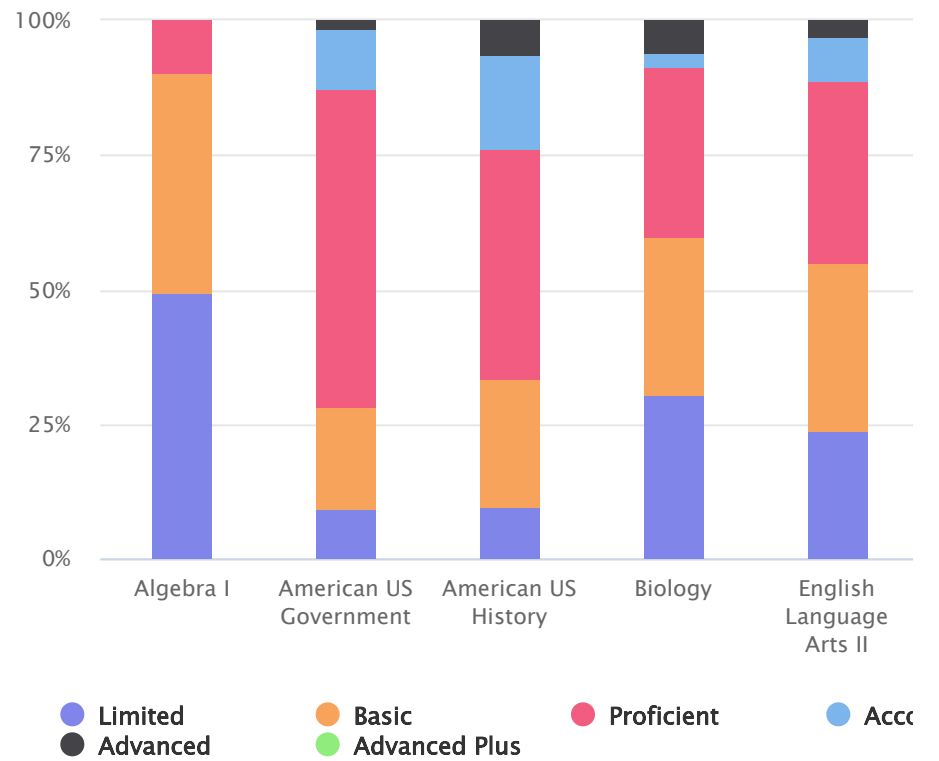
This chart compares the school to its district and to the state as a whole for each test.

High School ▼



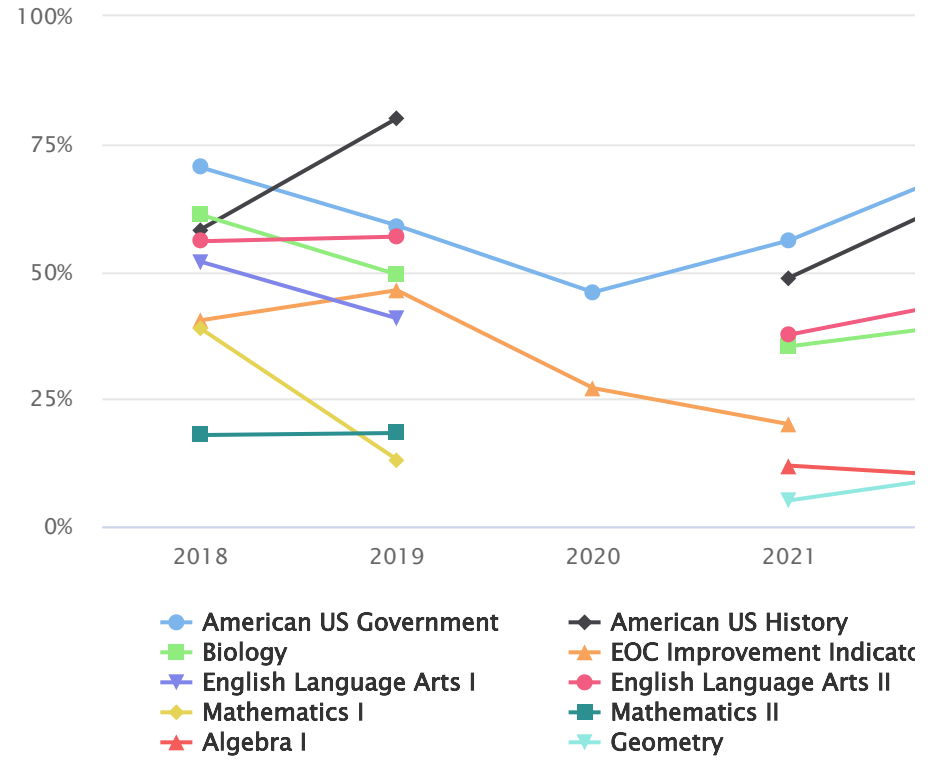
Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

Ohio School Report Cards



High School

Ohio School Report Cards



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



Evidence that the school met student growth expectations.

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](#).

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	Dark Blue	Yellow	Light Green	Light Green
4th Grade	Grey	Grey	Grey	Grey
5th Grade	Grey	Grey	Grey	Grey
6th Grade	Grey	Grey	Grey	Grey
7th Grade	Grey	Grey	Grey	Grey
8th Grade	Grey	Grey	Grey	Grey

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School	Dark Blue	Dark Red	Light Green	Grey	Grey	Light Green	Dark Blue	Dark Blue

What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state.

- Students made more progress than expected - significant evidence
- Students made more progress than expected - moderate evidence
- Students made progress similar to the statewide expectation - evidence
- Students made less progress than expected - moderate evidence
- Students made less progress than expected - significant evidence
- Value Added data is not available



Charles School at Ohio Dominican University (7999)

Charles School at Ohio Dominican University (007999)

What are the trends in growth and achievement?

This report enables you to select data of interest, assess trends over time, and compare results. Use the filters on the left to explore growth and achievement data. Depending on the assessment, achievement is reported in Normal Curve Equivalents (NCEs) or scale scores and does not reflect proficiency level.

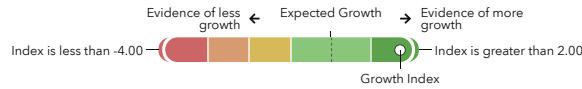
OST Tested reports include all students tested at the School. OST Accountable reports include only those students accountable to that School. Please note that the data on this report is for the 2020-21 school year.

Subject	Year	Grade	Effectiveness Level	Growth Index	Growth Measure	Standard Error	Achievement <i>Enter → Exit</i>	Entering Achievement Percentile	Student Count
OST EOC Algebra I - Accountable	2021	N/A	Yellow	-1.05	-1.9	1.8	680.6 → 678.6	27	73
OST EOC English Language Arts II - Accountable	2021	N/A	Yellow	-1.58	-2.6	1.7	691.5 → 688.2	29	76
OST EOC Geometry - Accountable	2021	N/A	Yellow	-1.23	-2.2	1.8	668.4 → 666.0	28	91

Legend and Glossary

Effectiveness Levels

- **Dark Green** Moderate evidence that the school's students made more growth than expected.
- **Light Green** Evidence that the school's students made growth as expected.
- **Yellow** Moderate evidence that the school's students made less growth than expected.
- **Orange** Significant evidence that the school's students made less growth than expected.
- **Red** Very significant evidence that the school's students made less growth than expected.



Effectiveness Level

A category that describes the certainty that a group of students met, exceeded, or fell short of expected growth.

Growth Index

An indicator of the certainty that the group of students met, exceeded, or fell short of expected growth.

Growth Measure

A conservative estimate of the growth that students made, on average, in a grade and subject or course.

Standard Error

A measurement that establishes a confidence band around the growth measure and describes the certainty that the group of students met, exceeded, or fell short of expected growth.

Achievement

Depending on the assessment, achievement is reported in Normal Curve Equivalents (NCEs) or scale scores.

- Entering achievement is either the average of the students' NCEs from the most recent prior year available or the average of the students' expected scale scores.
- Exiting achievement is either the average of the students' current year NCEs or the average of the students' actual scale scores.

Entering Achievement Percentile

The entering achievement for the group of students relative to the overall distribution for this assessment.

Student Count

The number of students included in the analysis.

Ohio law establishes the scale used to assign grades or ratings, and the colors reflect this scale. After the 2019 calculations were completed, the state legislature changed the law to reduce the amount of evidence needed to assign a dark green, light green, or yellow color and increased the amount of evidence needed to assign an orange or red color. The 2019 information on this page has been updated to reflect the new law. Therefore, the colors seen today might not match what was posted when the reports were first released.

Report: Decision Dashboard
School: Charles School at Ohio Dominican University (7999)

To see additional information on the progress of students in different achievement subgroups, please select "All" from the "Show Reports" drop-down below. This will add data from the diagnostic reports, where 1 represents the lowest-achieving fifth of students across the state, and 5 represents the highest fifth.

Ohio's State Tests End of Course Accountable				
English Language Arts				
Value-Added	2021	Multi-Yr Tr		
English Language Arts II				
Mathematics				
Value-Added	2021	Multi-Yr Tr	2021	Multi-Yr Tr
Algebra I		Geometry		

[Legend Quickview](#)

Group By: Subject Show Reports: School Value-Added Table Highlighting: On Off

Select items below to see them above.

Subject	Test/Grade	School Value-Added		School Diagnostic - Achievement Groups				
		2021	Multi-Year Trend	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
English Language Arts	Ohio's State Tests End of Course (English Language Arts II)	■		○	○	◆	◆	
Mathematics	Ohio's State Tests End of Course (Algebra I)	■		○	○	◆	○	
	Ohio's State Tests End of Course (Geometry)	■		○	◆	◆	◆	

School Value-Added

- ▲ Moderate evidence that the school's students made more growth than expected.
- ▲ Evidence that the school's students made growth as expected.
- Moderate evidence that the school's students made less growth than expected.
- ▼ Significant evidence that the school's students made less growth than expected.
- ▼ Very significant evidence that the school's students made less growth than expected.
- No data currently available

School Diagnostic

- Moderate evidence that the group made more growth than expected.
- Evidence that the group made growth as expected.
- ◆ Moderate evidence that the group made less growth than expected.
- Not enough students to generate a growth measure.

Ohio School Report Cards



Needs support to meet 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.

17.9%

English Language Arts Achievement

(/school/gap/007999#ela)

Math Achievement

(/school/gap/007999#ma)

English Language Arts Growth

(/school/gap/007999#elag)

Math Growth

(/school/gap/007999#mg)

Graduation (/school/gap/007999#g)

English Learners

(/school/gap/007999#el)

Chronic Absence

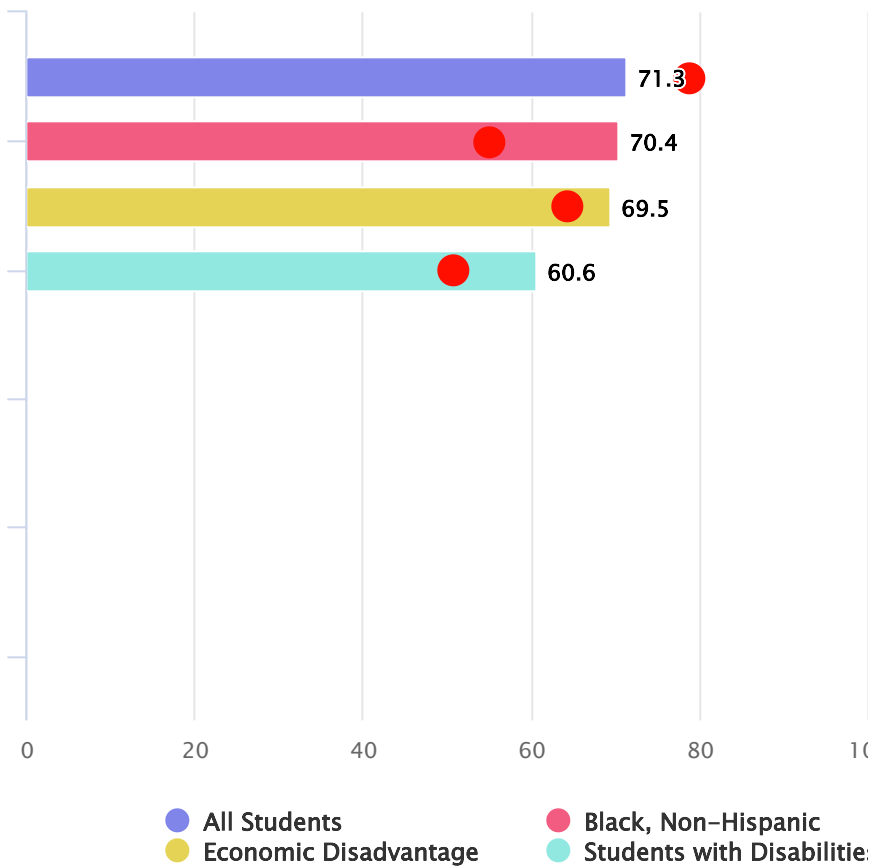
(/school/gap/007999#ca)

Gifted (/school/gap/007999#gft)

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.

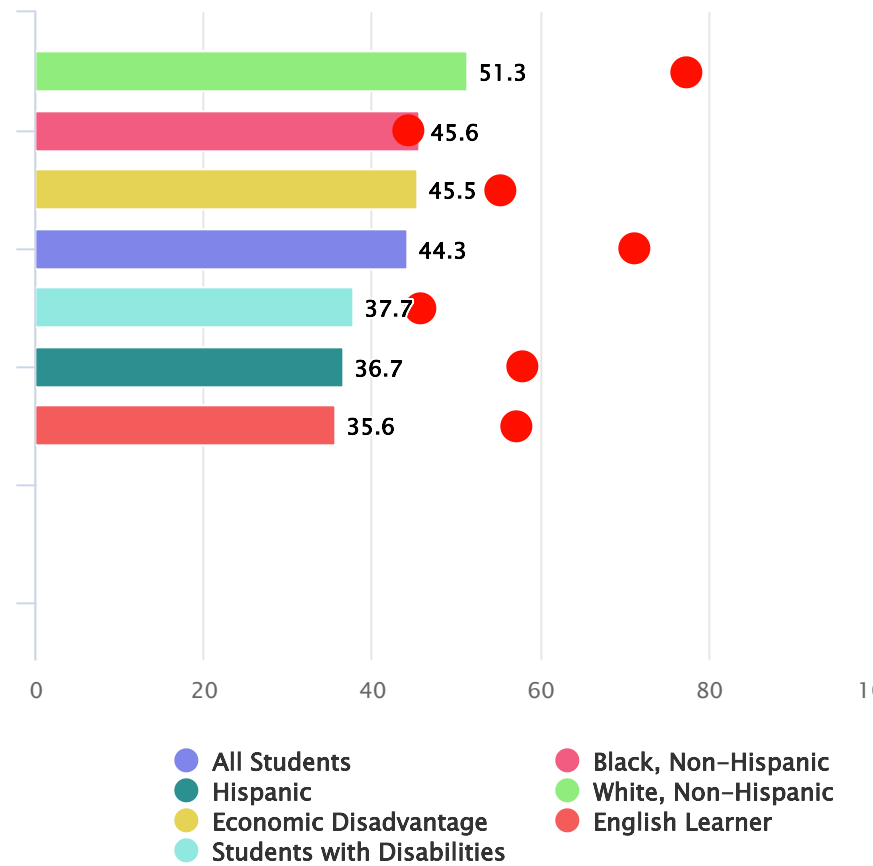
English Language Arts Achievement

Performance Index by Subgroup



Math Achievement

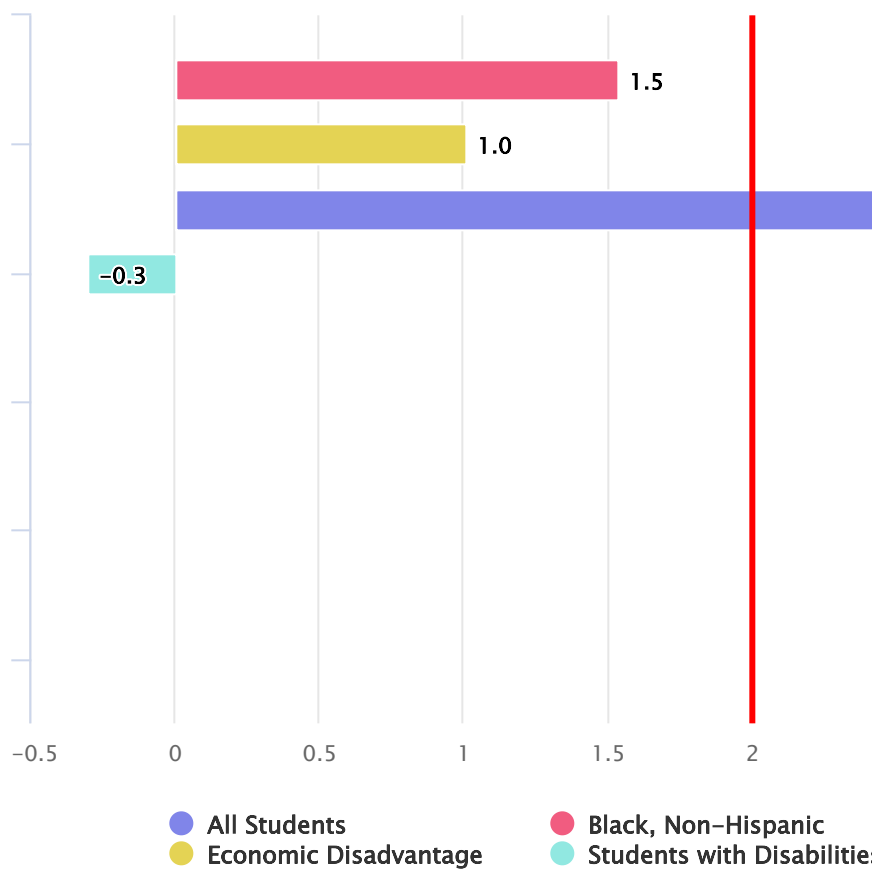
Performance Index by Subgroup



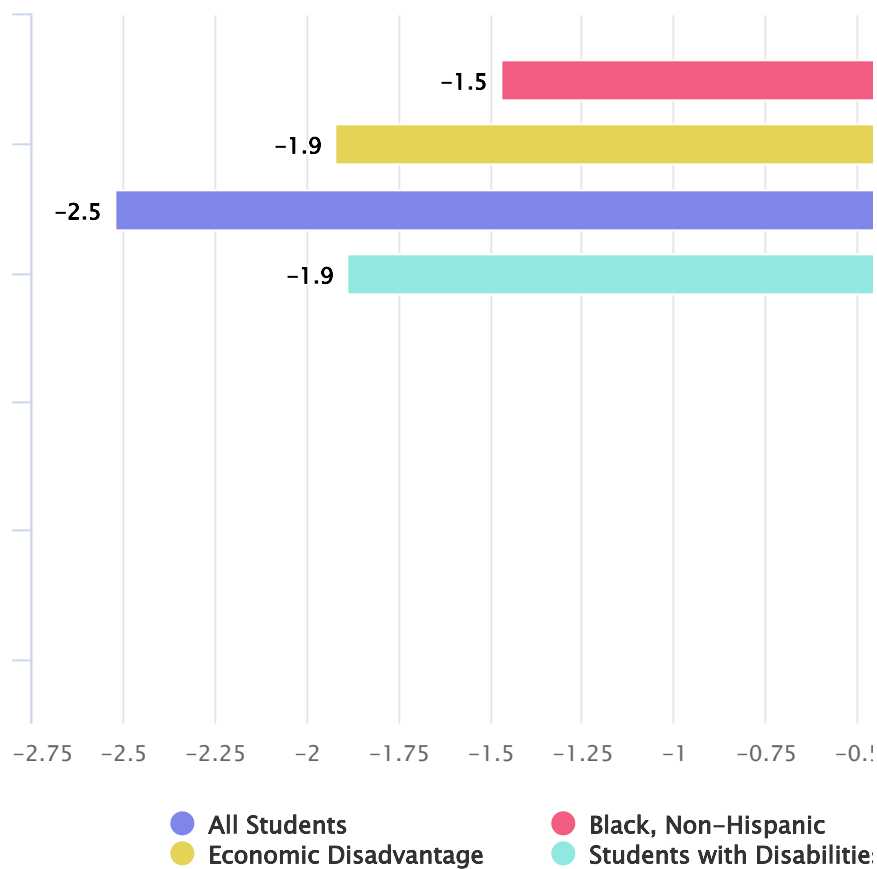
English Language Arts Growth

Math Growth

Growth Index by Subgroup



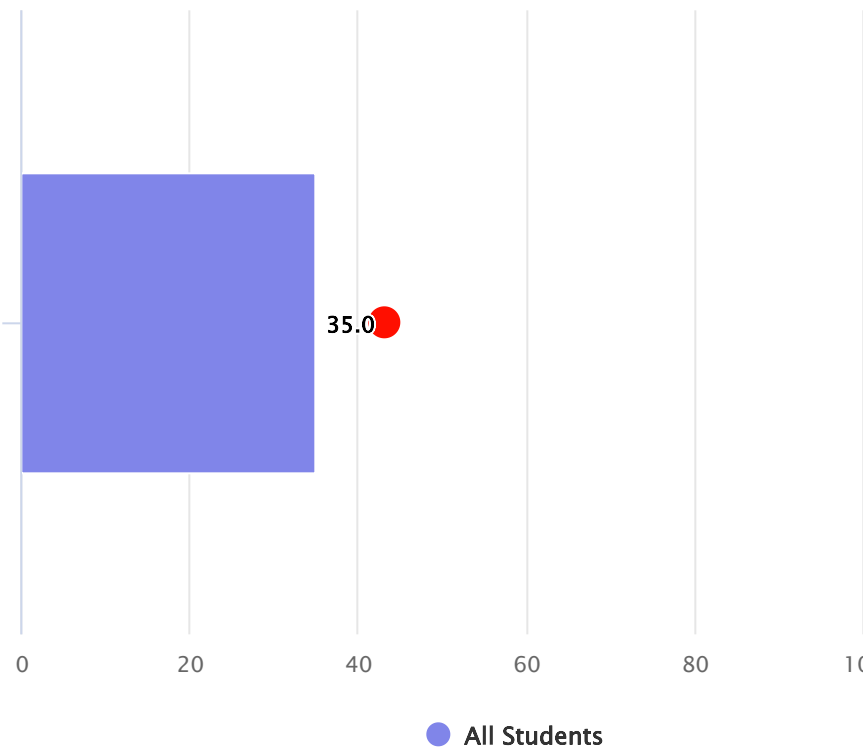
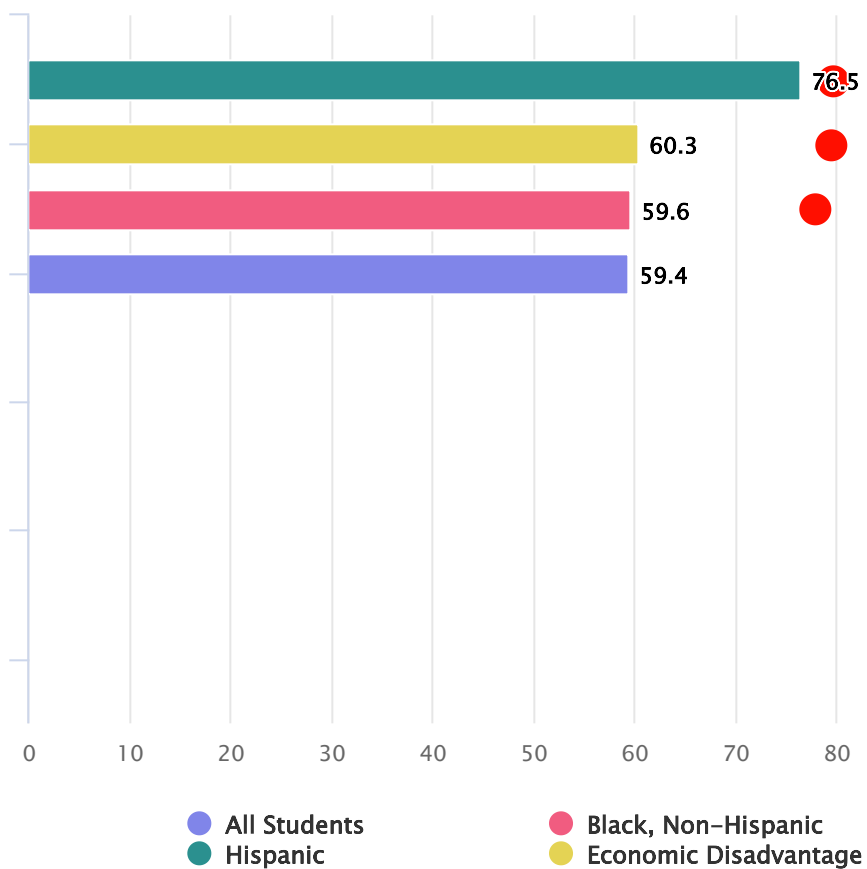
Growth Index by Subgroup



Graduation

English Learners

Graduation Rate by Subgroup



Chronic Absence

56.5%

Of students were chronically absent
in the 2021-2022 school year

Gifted

Value Added Rating	NR
Value Added Met?	NC
Performance Index	NC

The annual performance goal for the 2021-2022 school year is 22.1%. This data does not factor into the Gap Closing rating for the 2021-2022 school year. Schools and districts will be evaluated on chronic absenteeism starting the 2022-2023 school year.

Performance Index Met?	NR
Total Points	0.0
Gifted Identification and Services Met?	NC

Ohio School Report Cards



Needs significant support to meet state standards in graduation rates.

Graduation

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

4-Year Graduation Rate

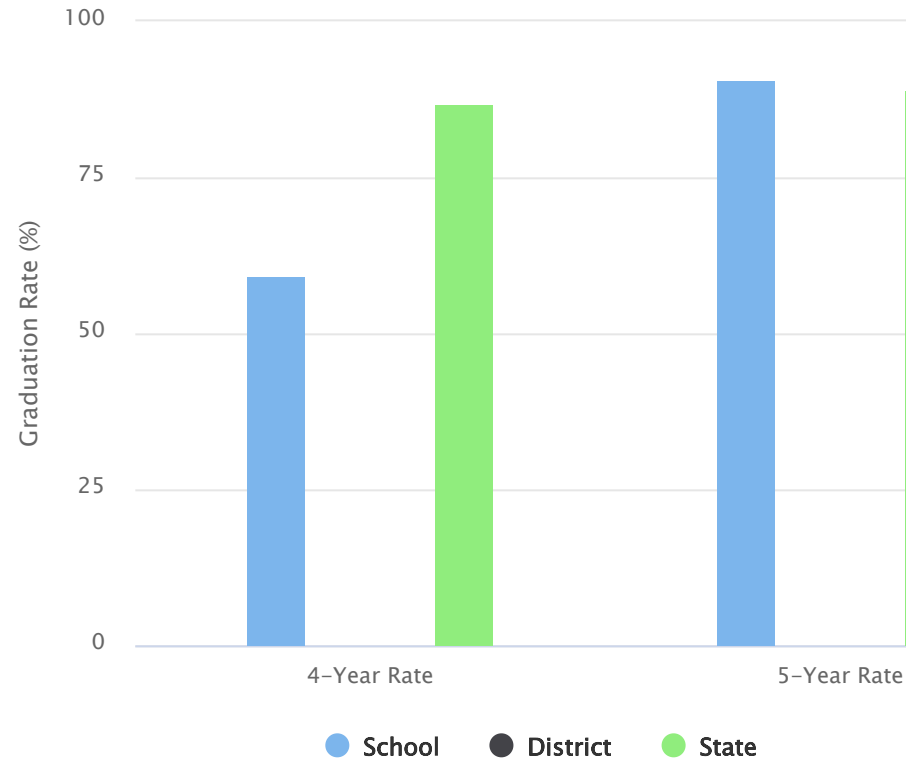
The four-year graduation rate applies to students in the class of 2021 who graduated within four years. These are the students who entered ninth grade in the fall of 2017 and graduated by the summer of 2021.

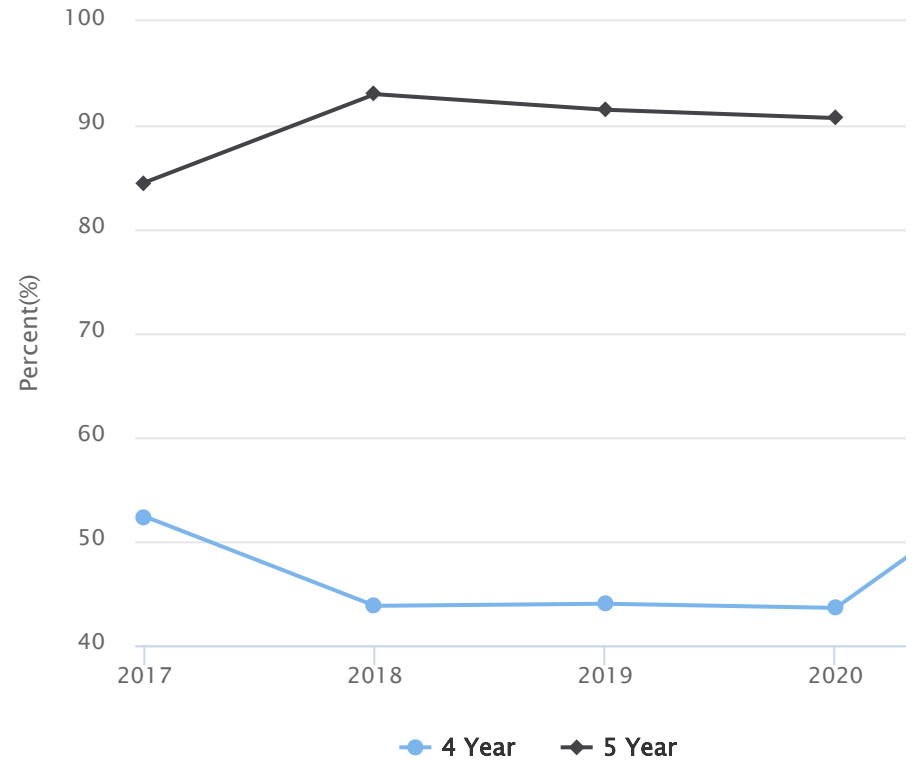
59.4%

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2020 who graduated within five years. These are the students who entered ninth grade in the fall of 2016 and graduated by the summer of 2021.

90.7%





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.

26.8%
Of students in the four- and five-year graduation cohorts did not graduate in their fourth or fifth year of high school

Non-Graduate Data	
Regular education students still enrolled in high school	60.6%

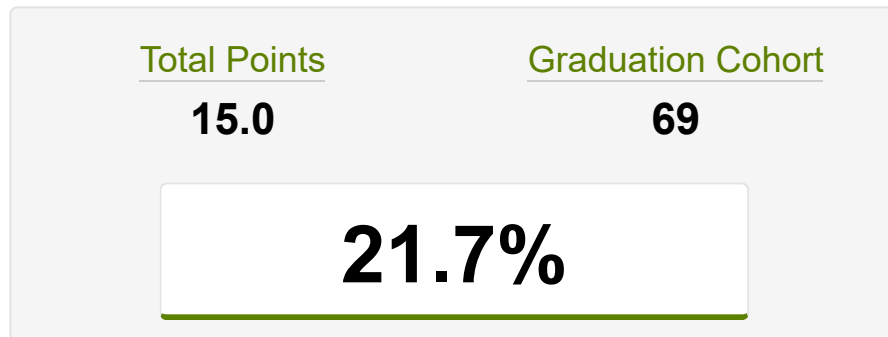
Non-Graduate Data	
Students with disabilities still enrolled in high school	12.1%
Students with disabilities who met graduation requirements, but deferred their diploma	0%
Students no longer enrolled in high school	27.3%

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.*

	Number of Students	Point Value	Points Earned
Number of students in the four-year graduation cohort who completed a pathway and are prepared for college or career success.	15	1	15.0



Outcomes after High School Graduation

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

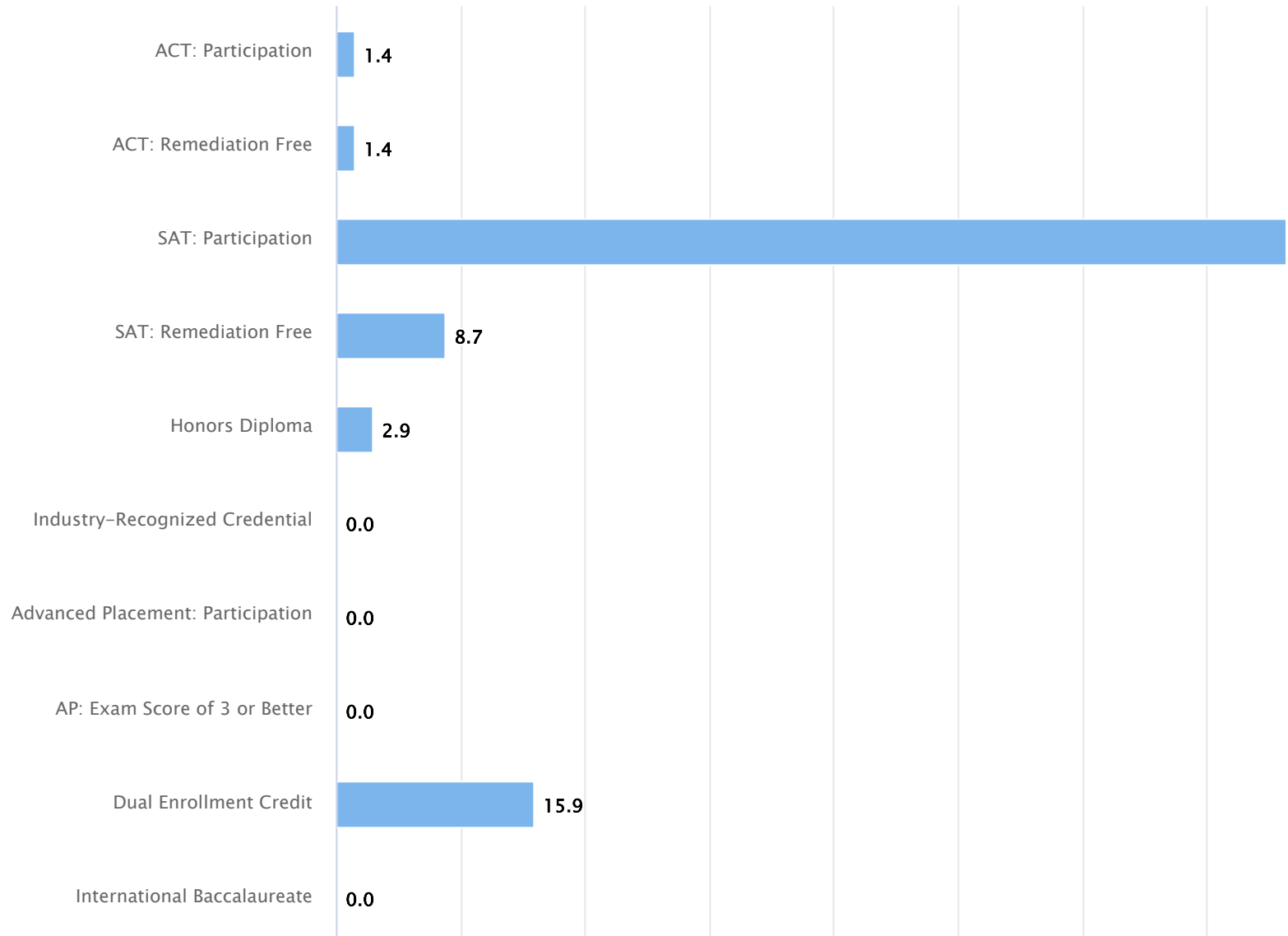
The University System of Ohio provides **district reports** (<https://www.ohiohighered.org/data-reports/college-readiness>) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

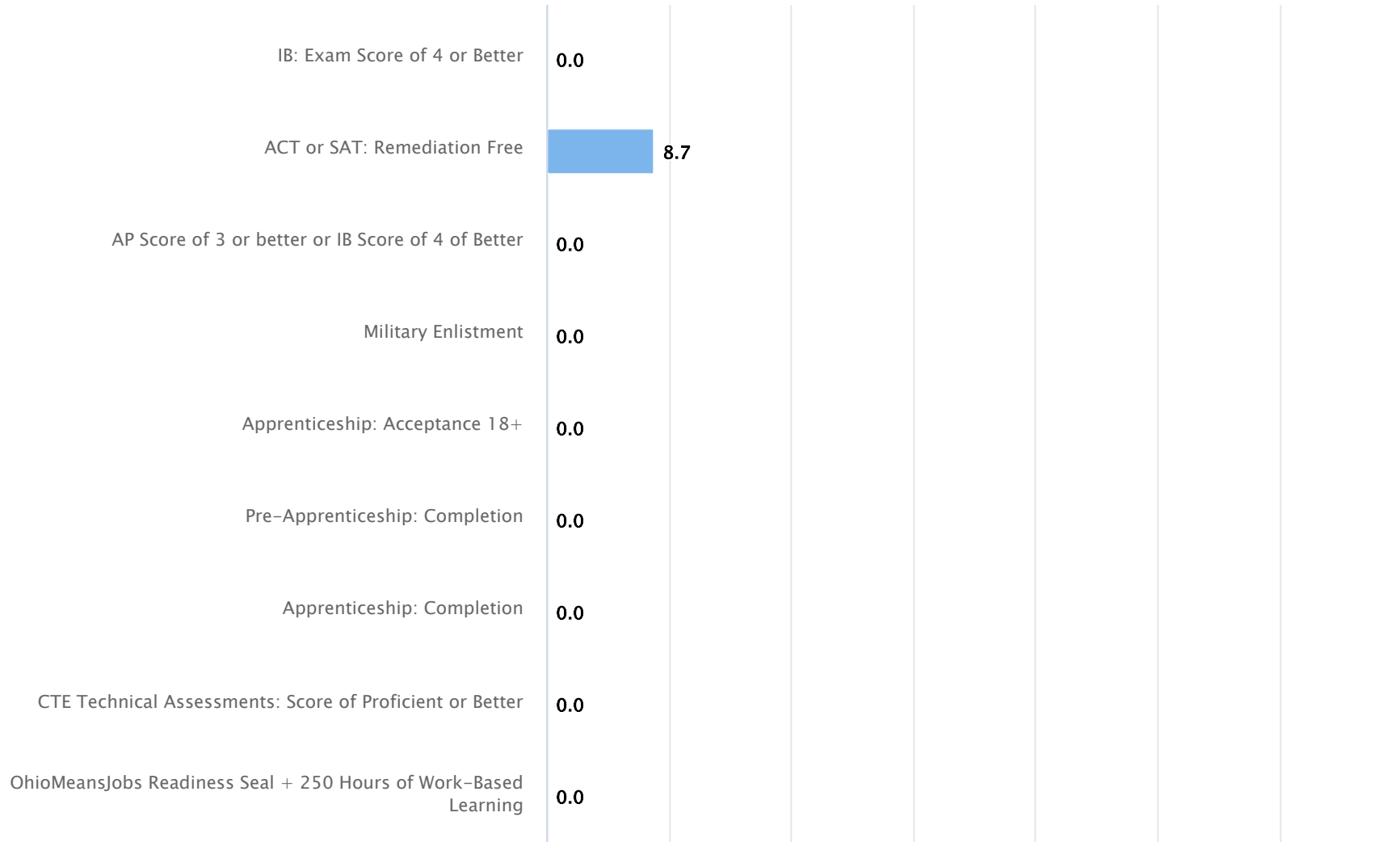
What Percentage of the 2019 Graduating Class Entered College within Two Years? **NC**

**What Percentage of the 2015
Graduating Class Graduated from
College within Six Years of
Leaving High School?**

NC

How Prepared was Your 2021 Graduating Class?





Ohio School Report Cards

School Details

Principal

Edmund M. Ingman

Phone

(614) 258-8588

Address

**1270 Brentnell Ave
Columbus, OH 43219-2017**

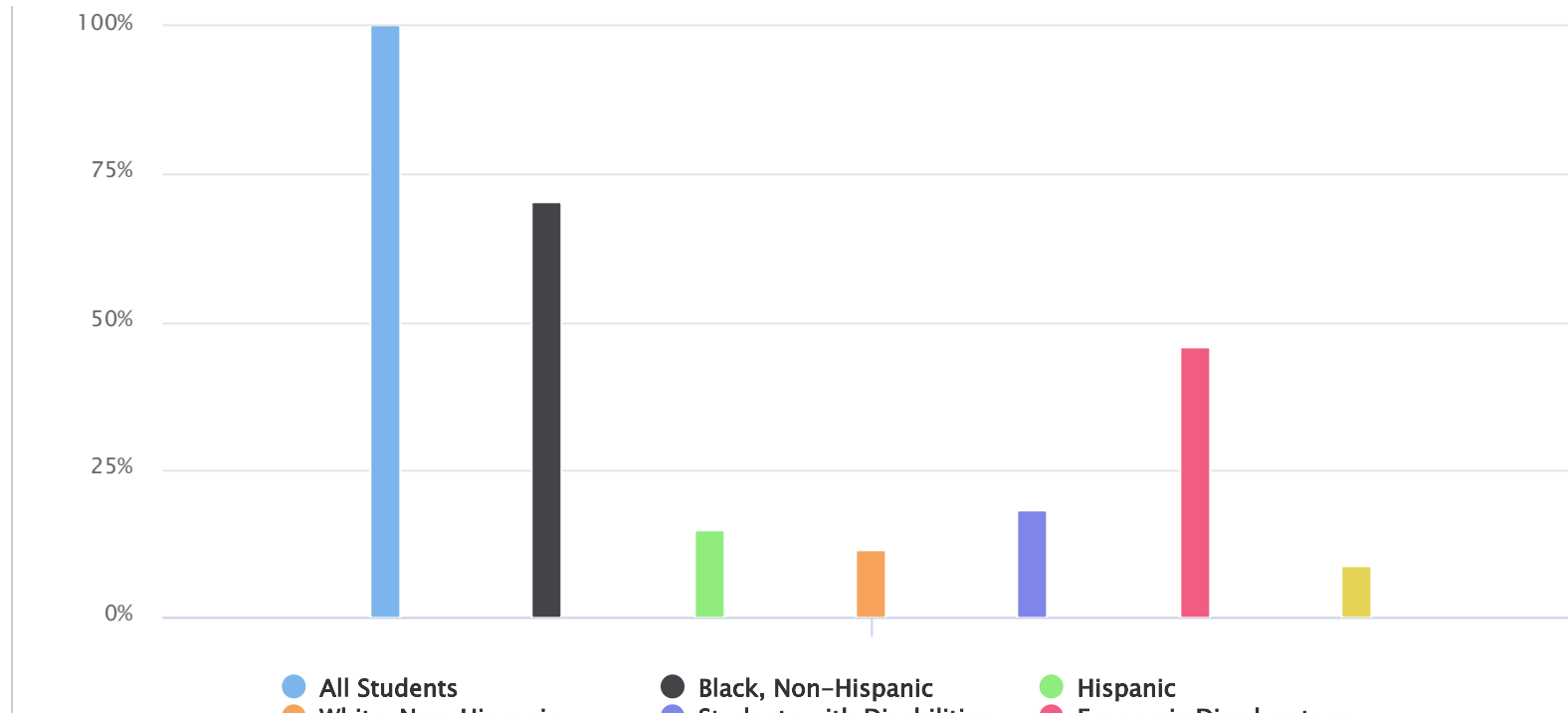
Career Technical Planning District

Columbus City CTPD (/ctpd/overview/200035)

Sponsor

ESC of Central Ohio

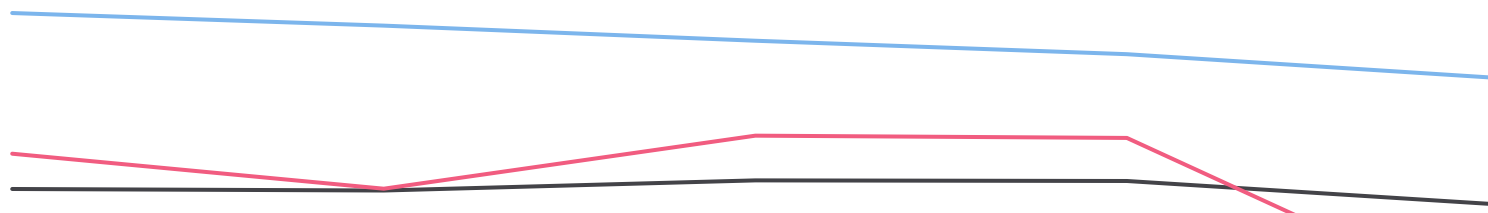
Directory information current as of the 2021-2022 Report Card publication date.

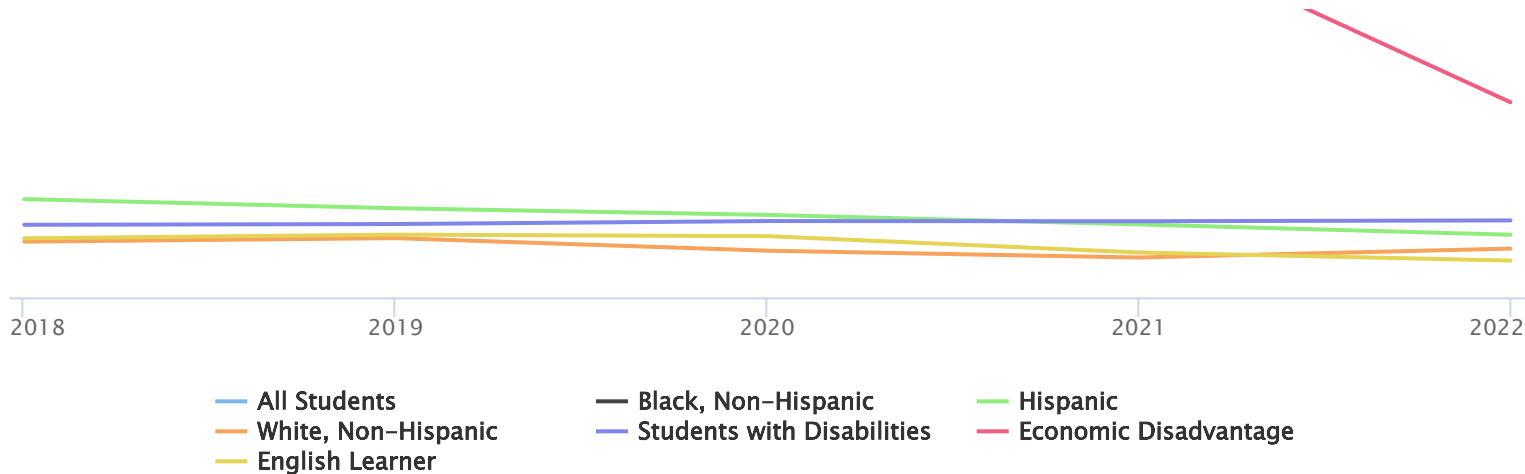


- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- English Learner

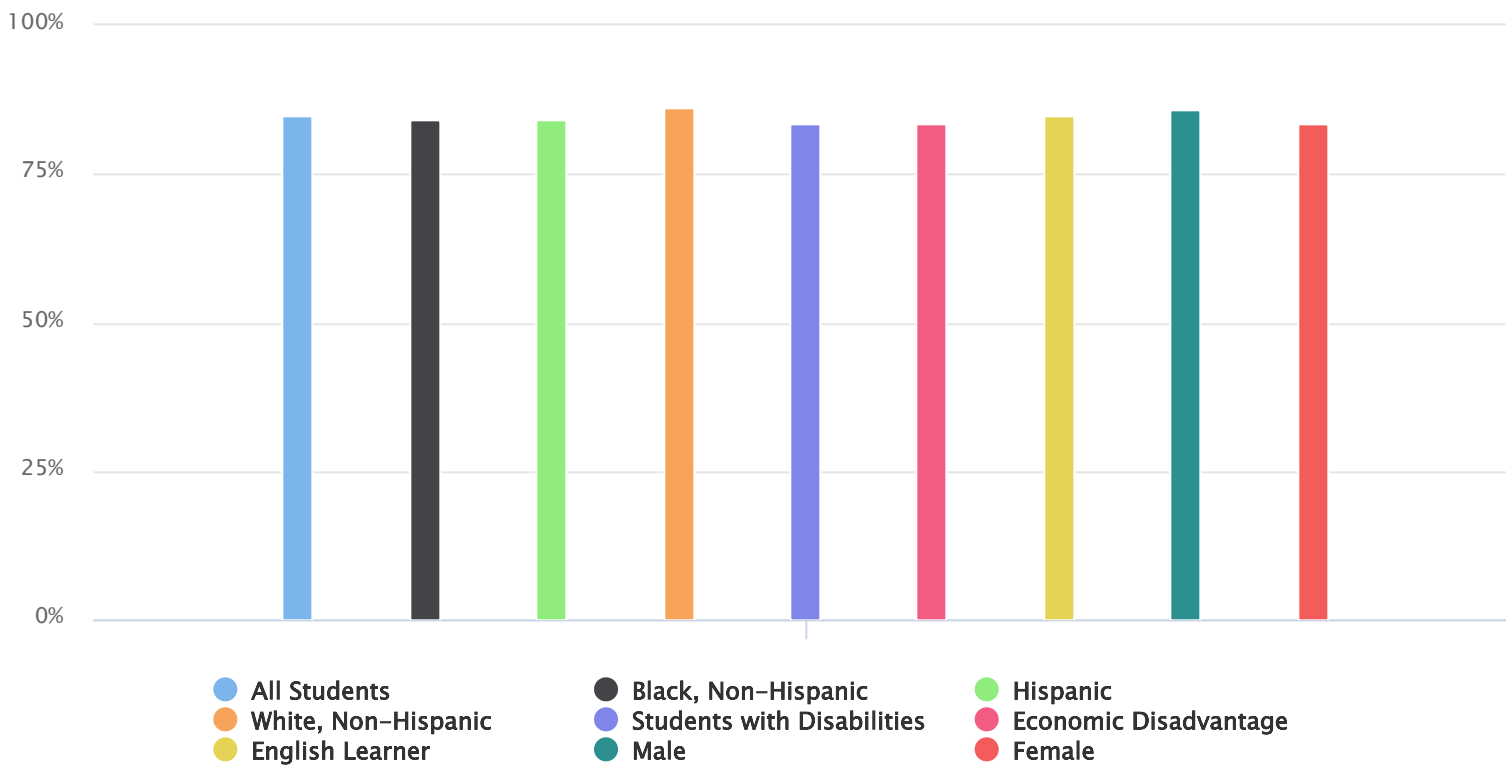
	Enrollment #	Pct
All Students	303	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	213	70.3
Hispanic	45	14.7
Multiracial	NC	NC
White, Non-Hispanic	35	11.5
Students with Disabilities	55	18.1
Economic Disadvantage	139	45.9
English Learner	26	8.6
Migrant	NC	NC

Show all subgroups ▼



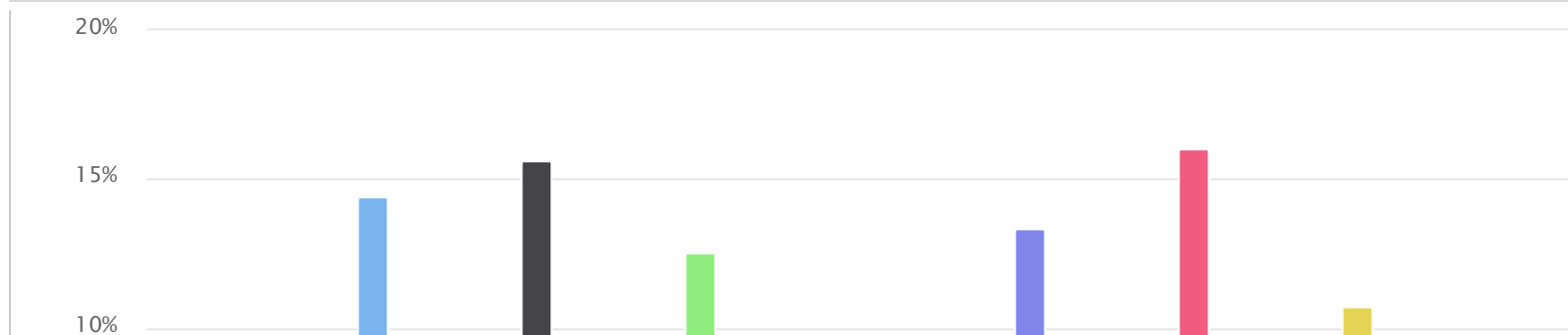


This graph shows enrollment trends across time.

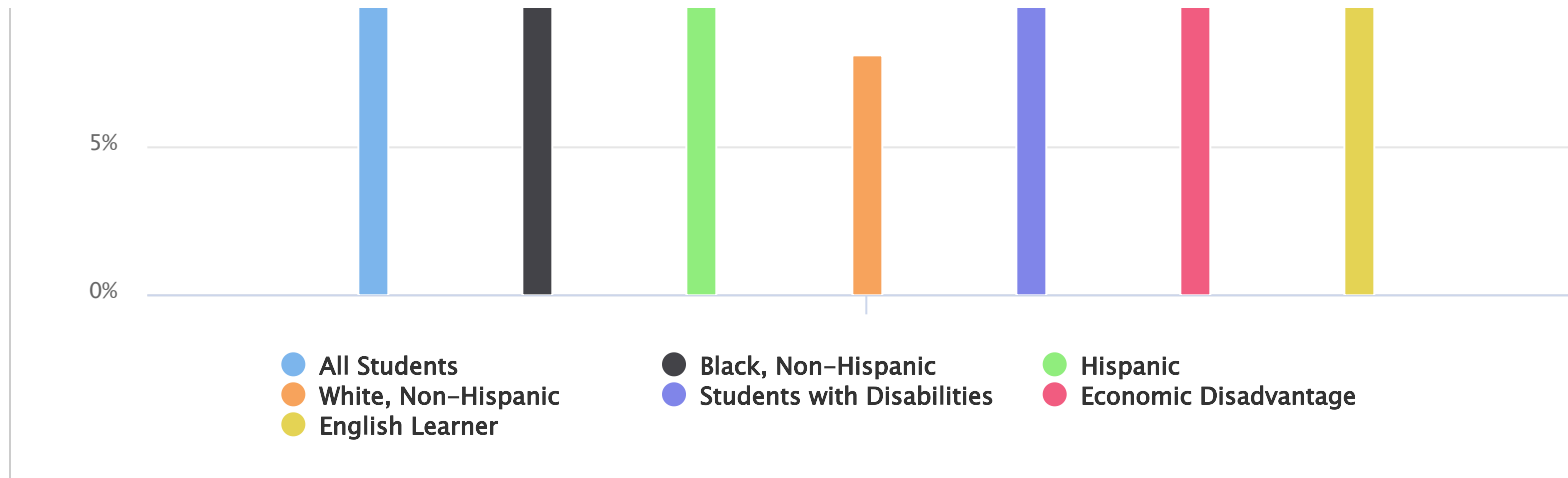


Attendance Rate

	Attendance Rate
All Students	84.7%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	84.3%
Hispanic	84.2%
Multiracial	NC
White, Non-Hispanic	86.1%
Students with Disabilities	83.4%
Economic Disadvantage	83.6%
English Learner	84.9%
Migrant	NC
Male	85.7%
Female	83.6%



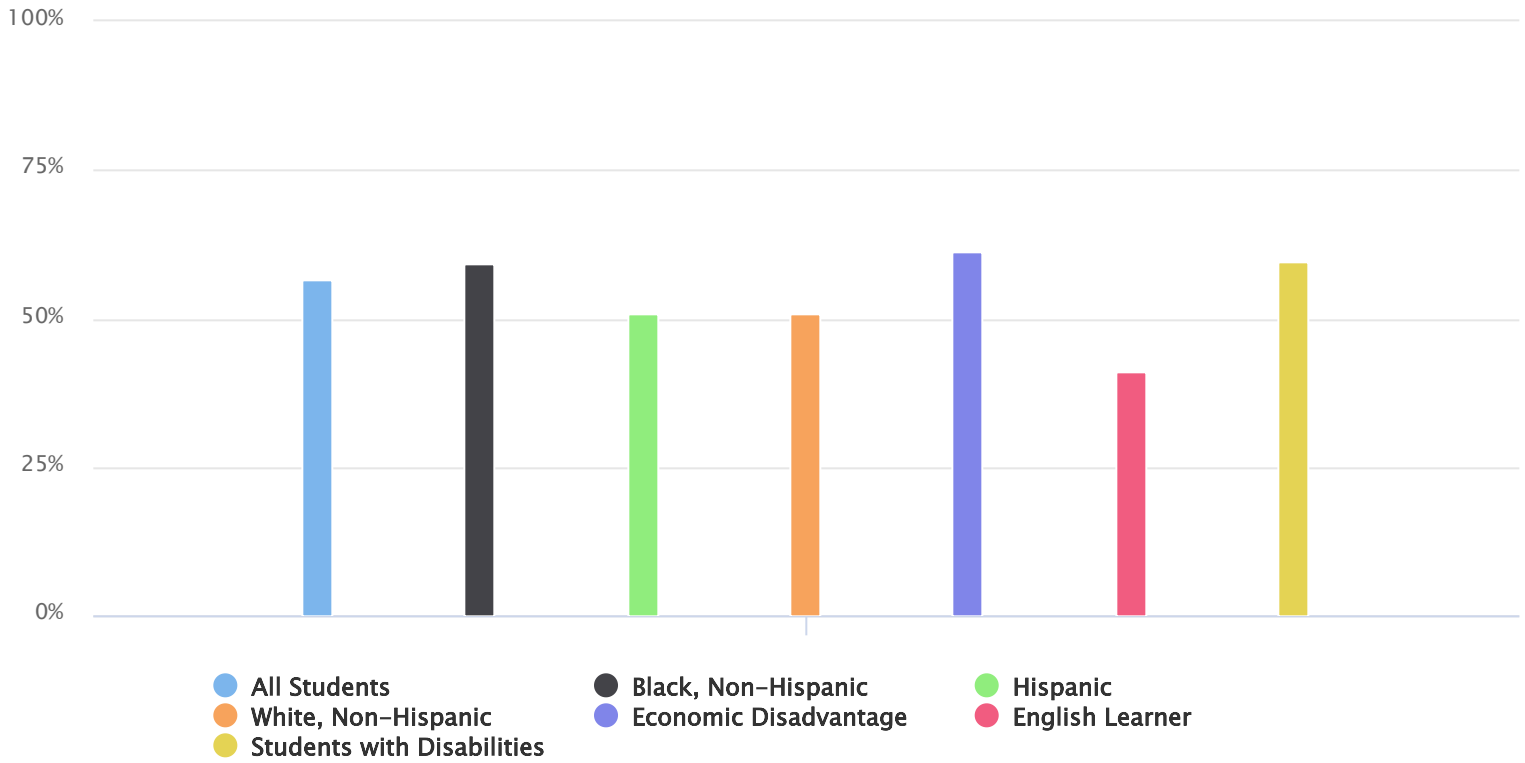
Ohio School Report Cards



This chart shows the percentage of students, who, because they moved into or out of the district, did not spend a majority of the year within the district.

	District Mobility
All Students	14.4%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	15.6%
Hispanic	12.5%
Multiracial	NC
White, Non-Hispanic	8.1%
Students with Disabilities	13.3%
Economic Disadvantage	16%
	District Mobility

Migrant NC



	Chronic Absenteeism Rate
All Students	56.5%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	59.3%
Hispanic	50.9%
	Chronic Absenteeism Rate

White, Non-Hispanic	50.9%
Economic Disadvantage	61.4%
English Learner	41.1%
Students with Disabilities	59.6%




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

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** (<http://codes.ohio.gov/orc/3319.46>)? Yes

Wellness and Physical Education

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

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	42.3	
Percentage of inexperienced teachers	7.7	
Percentage of inexperienced principals	0.0	
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	

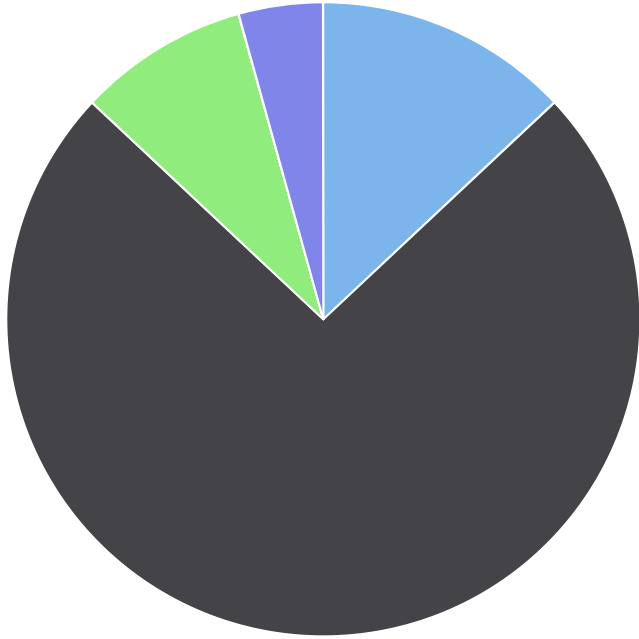
A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings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

Educators in your School

	Number	State Avg per 1000 Students
General Education Teachers	23.0	46.8
Career-Technical Teachers	1.0	1.1
Special Education Teachers	2.0	13.5

	Number	State Avg per 1000 Students
Teacher Aides	0.0	14.9
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	1.0	3.1
Music Teachers	0.0	2.7
Physical Education Teachers	1.0	3.1
ELL Specialists	0.0	0.4

Teacher Evaluations



● Accomplished ● Skilled ● Developing ● Ineffective ● Not Complete

Ohio School Report Cards

Financial Data

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

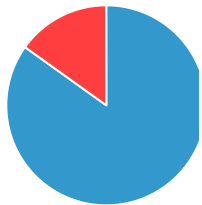
Comparison Group: Community Schools with Enrollment between 150 and 499

Classroom Spending Data

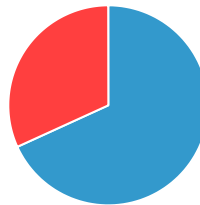
What percent of funds are spent on classroom instruction?

84.9%

School



State

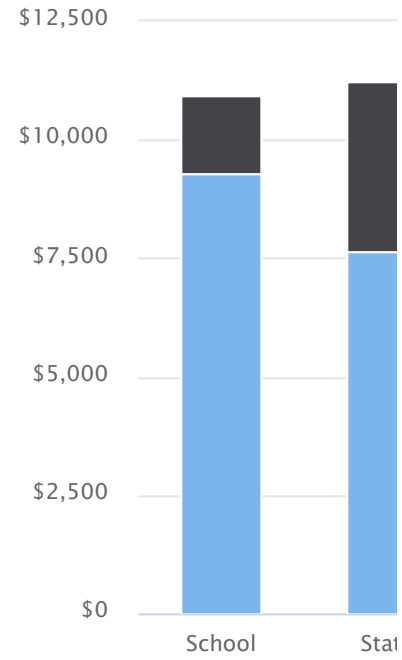


Classroom Instruction Non-Classroom Instruction

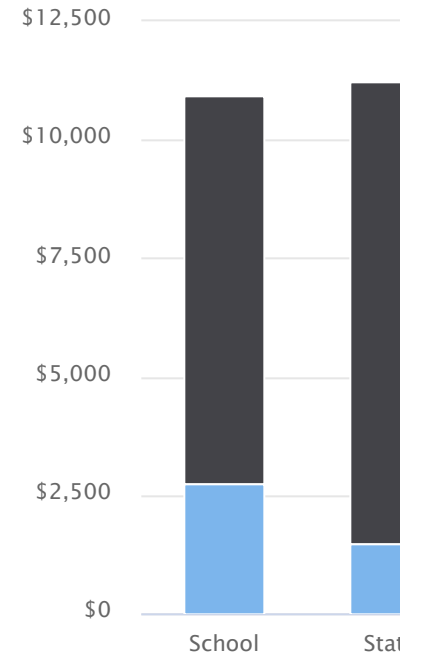
Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$10,947	\$11,246
Classroom Instruction	\$9,293	\$7,664
Non-Classroom Spending	\$1,655	\$3,582
Federal Funds	\$2,729	\$1,466
State and Local Funds	\$8,218	\$9,780

Ohio School Report Cards



- Classroom
- Non-Classroom



- School Level
- School Share of District Le