



Charles School at Ohio Dominican University

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to 10 measures and six components. *The 2020-2021 report card will not have grades or ratings per Ohio law.*

Achievement

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

Performance Index
39.5%

Indicators Met
0.0%



Progress

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

Value-Added Overall Gifted
Lowest 20% in Achievement Students with Disabilities



Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency.

The English language proficiency data is not available this year.

Annual Measurable Objectives
0.0%



Graduation Rate

This component shows the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates
43.6% of students graduated in 4 years
91.5% of students graduated in 5 years



Improving At-Risk K-3 Readers

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

Improving At-Risk K-3 Readers
0.0%



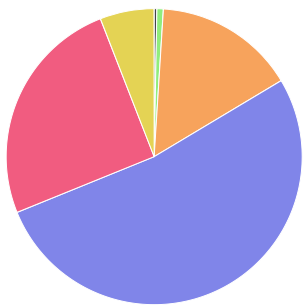
Prepared for Success

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.



Achievement Level	Pct of Students		Points for this Level	=	Points Received
Proficient	15.4	X	1.0	=	15.4
Basic	25.2	X	0.6	=	15.1
Limited	52.4	X	0.3	=	15.7
Untested	5.9	X	0.0	=	0.0

47.4



Advanced Plus, Limited, Advanced, Basic, Accelerated, Untested, Prof

Algebra I	11.9%
American US Government	56.1%
American US History	48.8%
Biology	35.3%
English Language Arts II	37.6%
EOC Improvement Indicator	20.0%
Geometry	5.1%
Mathematics I	NC
Non-Test Indicators	
Gifted Indicator	NC
Chronic Absenteeism	31.5%
High School	

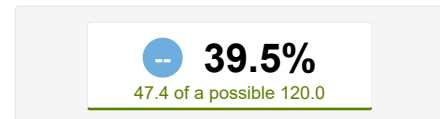


Achievement

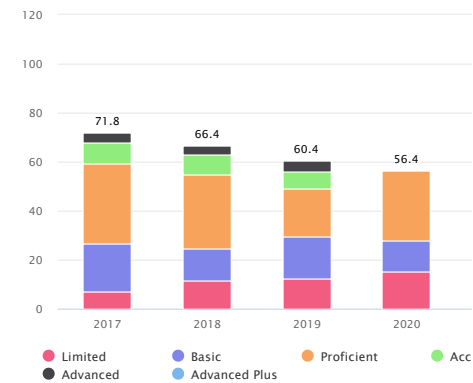
The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the schools's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.



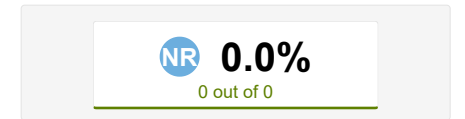
Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	0.3	X	1.2	=	0.4
Accelerated	0.7	X	1.1	=	0.8



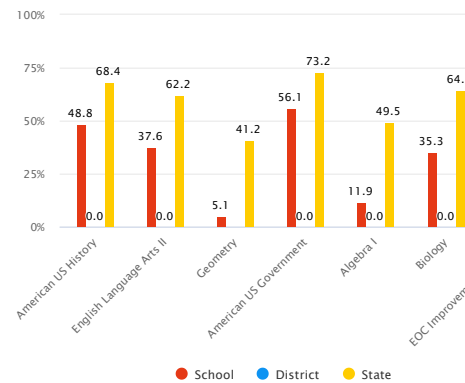
Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.

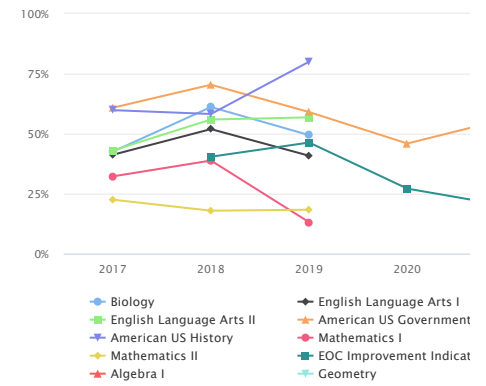
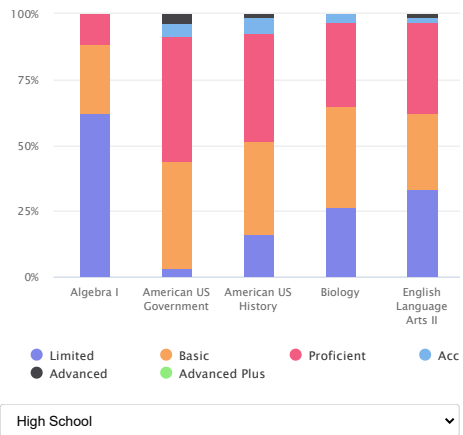


High School



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

NR Progress

Component Grade This component looks closely at the growth all students are making based on their past performances. The data for this component is not available this year.

For more detailed data on Progress and Value-Added, [click here.](https://ohiova.sas.com/fw.html?yU=007999&yV=007999)

NR Overall
This measures the progress for all students in math, ELA, and science using tests in grades 4-8 and some end-of-course exams.

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

NR Students in the Lowest 20% in Achievement
This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.

NR Students with Disabilities
This measures the progress for students with disabilities.

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				

Test Grade	Progress				
	English I	English II	Algebra	Geometry	Mathematics I
High School					

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

NR Gap Closing

Component Grade

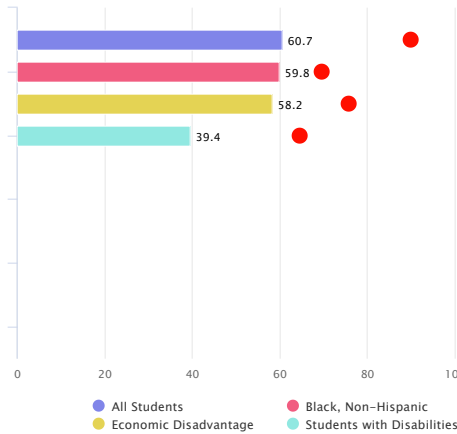
The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.

Annual Measurable Objectives

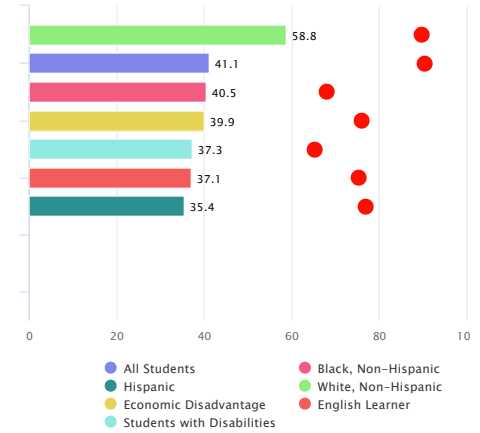
Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state expectation in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.



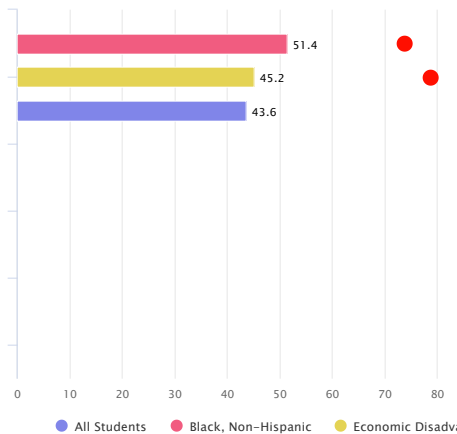
Performance Index by Subgroup



Performance Index by Subgroup



Graduation Rate by Subgroup



Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.

NR Graduation Rate

Component Grade

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

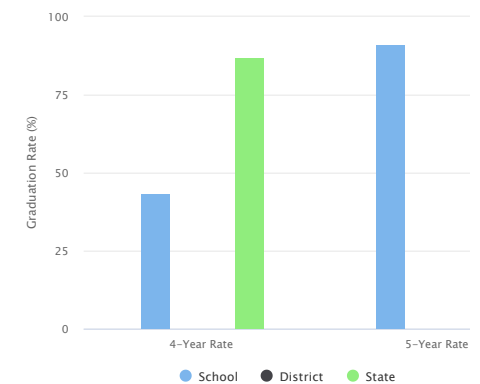
4-Year Graduation Rate

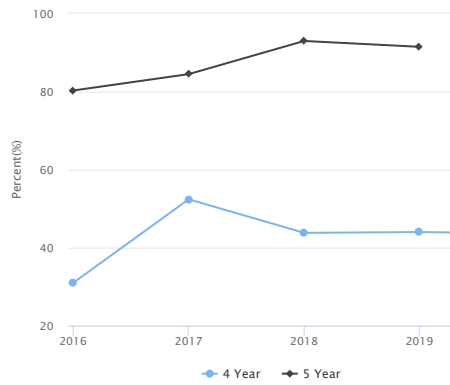
The four-year graduation rate applies to students in the class of 2020 who graduated within four years. These are the students who entered ninth grade in the fall of 2016 and graduated by the summer of 2020.



5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2019 who graduated within five years. These are the students who entered ninth grade in the fall of 2015 and graduated by the summer of 2020.





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.

Ohio School Report Cards

NR

Component Grade

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

	Number of Students	Point Value	Points Earned
Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential.	21	1	21.0

The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school	13	0.3	3.9
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Total Points

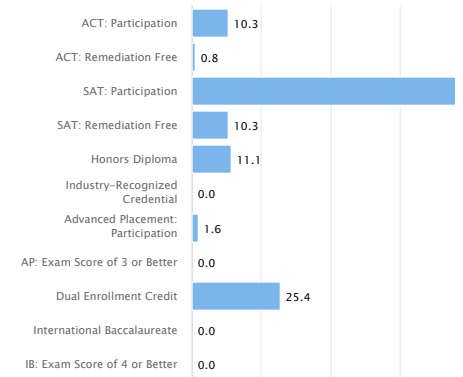
24.9

Graduation Cohort

126

NR 19.8%

How Prepared were Your 2019 and 2020 Graduating Classes?



Outcomes after High School Graduation

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

The University System of Ohio provides **district reports** (<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 2018 Graduating Class Entered College within Two Years? **53.8%**

What Percentage of the 2014 Graduating Class Graduated from College within Six Years of Leaving High School? **22.0%**

Ohio School Report Cards

NC

Gifted Students

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

Gifted Indicator

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

Additional Information on Identification and Services

All Grades

Gifted Value Added

Value Added Grade:	NR
Value Added Met?	NC

Gifted Performance Index

Performance Index:	NC
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Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0

Performance Index Met?	NR
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or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	0.0
Gifted Input Met?	NC

Points are earned based on identification and services provided to gifted students. Schools must earn at least 80 points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result



NC
Indicator

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot cause a district to fail to meet the Gifted Indicator. If both the Value Added and Performance Index components are NC, then the Gifted Indicator is either met or NC.

Click here
(<https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Achievement-Measure/Gifted->



● Receiving Gifted Services
● Identified as Gifted, not Receiving Services
● Not Identified as Gifted

[Students/Gifted_Indicator_tech.pdf.aspx](#)) for a complete description of how the Gifted Indicator is determined.

A performance index cannot be calculated for this school because there are not enough students.

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

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

Visual/Performing Arts and Creative Thinking



● Receiving Gifted Services
● Identified as Gifted, not Receiving Services
● Not Identified as Gifted

Disadvantage Students

Minority Students

Ohio School Report Cards

School Details

Principal

Edmund M. Ingman

Address

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

Phone

(614) 258-8588

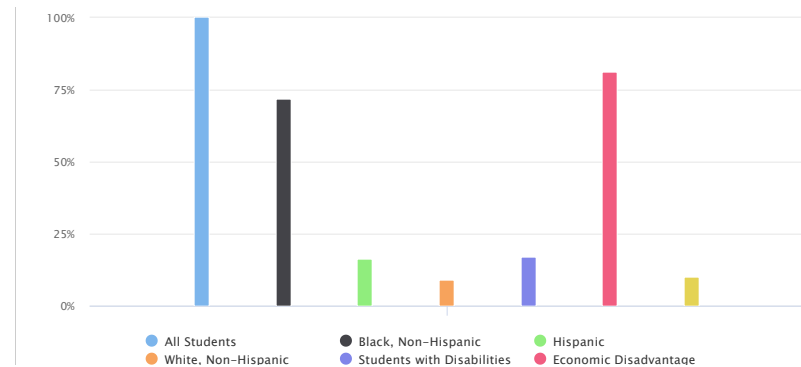
Career Technical Planning District

Columbus City CTPD (/ctpd/overview/200035)

Sponsor

ESC of Central Ohio

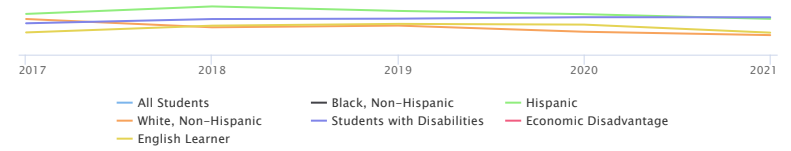
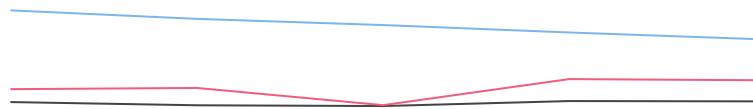
Directory information current as of the 2020-2021 Report Card publication date.



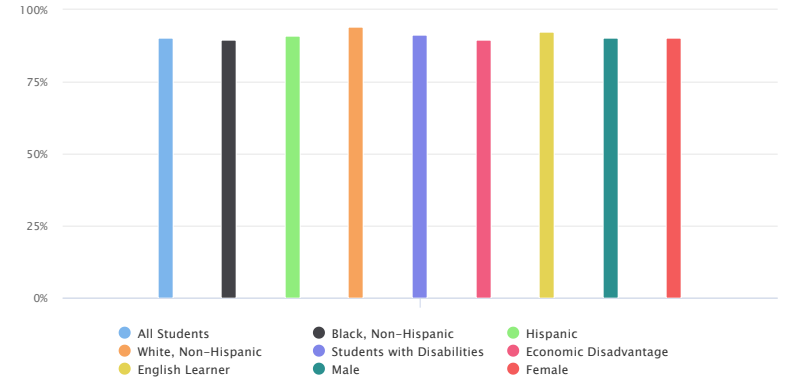
English Learner

	Enrollment #	Pct
All Students	320	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	229	71.8
Hispanic	52	16.2
Multiracial	NC	NC
White, Non-Hispanic	28	8.9
Students with Disabilities	54	16.9
Economic Disadvantage	260	81.4
English Learner	32	10
Migrant	NC	NC

Show all subgroups

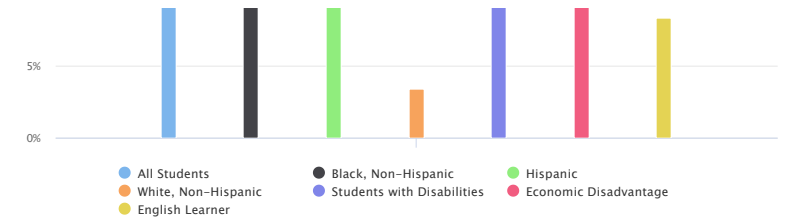
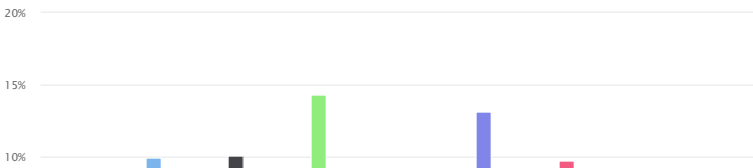


This graph shows enrollment trends across time.



Attendance Rate

	Attendance Rate
All Students	90.4%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	89.7%
Hispanic	90.9%
Multiracial	NC
White, Non-Hispanic	94.1%
Students with Disabilities	91.3%
Economic Disadvantage	89.6%
English Learner	92.3%
Migrant	NC
Male	90.3%
Female	90.4%

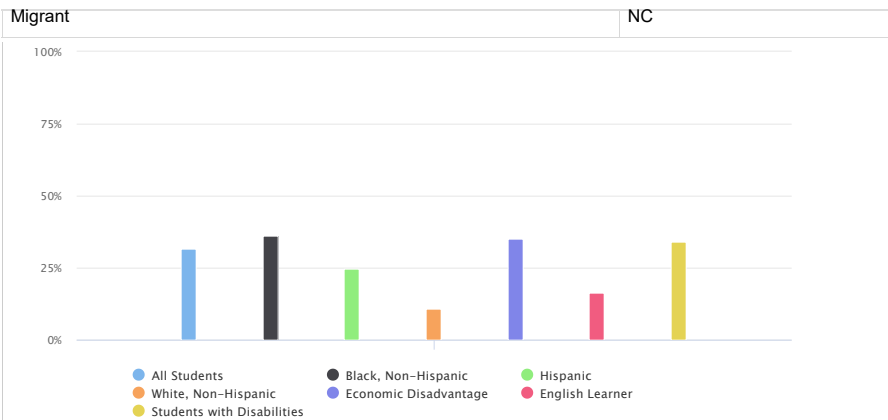


This chart shows the percentage of students, who, because they moved into or out of the district, did not spend a majority of the year within the district.

District Mobility

All Students	9.9%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	10.1%
Hispanic	14.3%
Multiracial	NC
White, Non-Hispanic	3.4%
Students with Disabilities	13.1%
Economic Disadvantage	9.7%

District Mobility



Chronic Absenteeism Rate	
All Students	31.5%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	36.1%
Hispanic	24.7%
White, Non-Hispanic	NC
Economic Disadvantage	NC
Students with Disabilities	NC

White, Non-Hispanic	10.6%
Economic Disadvantage	35.2%
English Learner	16.4%
Students with Disabilities	33.9%

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

Number of Limited English Proficiency Students Excluded from Accountability Calculations:--

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	45.8	
Percentage of inexperienced teachers	12.5	
Percentage of inexperienced principals	33.3	
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	20.0	47.3
Career-Technical Teachers	1.0	1.1
Special Education Teachers	3.0	13.7
Teacher Aides	0.0	14.3

	Number	State Avg per 1000 Students
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	1.0	3.6
Music Teachers	0.0	3.0
Physical Education Teachers	1.0	3.6
ELL Specialists	0.0	0.4

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?

86.8%

School



State



Classroom Instruction Non-Classroom Instruction

Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$7,352	\$10,334
Classroom Instruction	\$6,378	\$7,194
Non-Classroom Spending	\$974	\$3,141
Federal Funds	\$1,425	\$1,058
State and Local Funds	\$5,927	\$9,276

