



School Grade

## 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 ten measures and six components.

### 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  
**50.3%**  
 Indicators Met  
**33.3%**



Component  
Grade

### Progress

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

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



Component  
Grade

### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.

Annual Measurable Objectives  
**30.0%**



Component  
Grade

B  
NR  
A  
C

F

### Graduation Rate

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

Graduation Rates  
**43.8%** of students graduated in 4 years  
**84.5%** of students graduated in 5 years



Component  
Grade

### Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

Improving At-Risk K-3 Readers  
**0.0%**



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.



Component  
Grade

NR

D  
F

F  
D



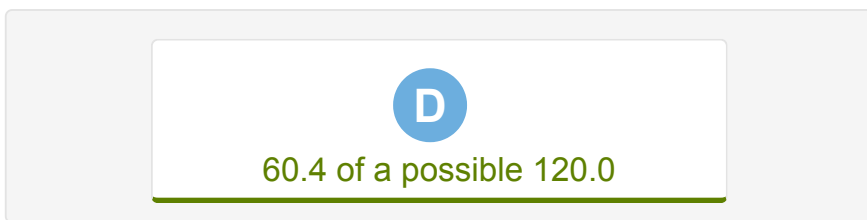
Component  
Grade

## 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.

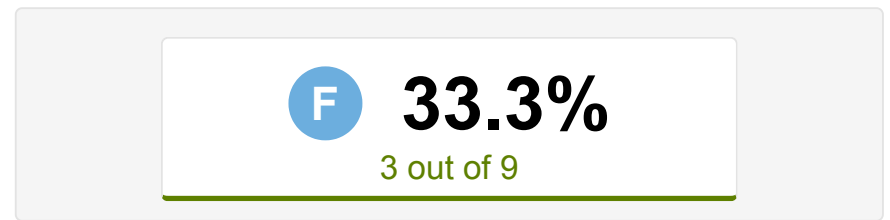
### Performance Index

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.



### 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%.

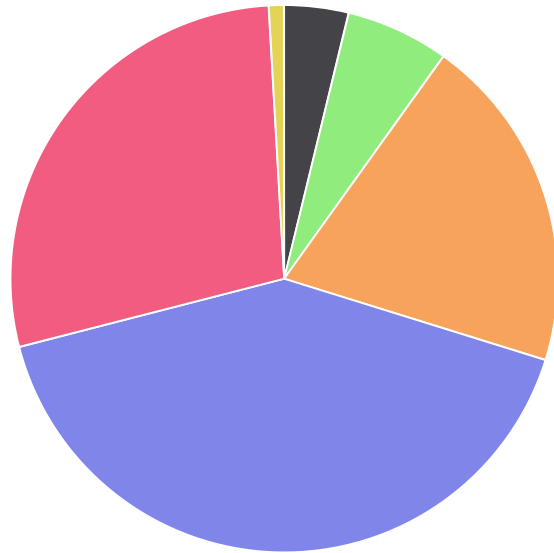


High School

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	3.8	X	1.2	=	4.6
Accelerated	6.1	X	1.1	=	6.8
Proficient	19.9	X	1.0	=	19.9
Basic	28.1	X	0.6	=	16.8

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Limited	41.2	X	0.3	=	12.4
Untested	0.9	X	0.0	=	0.0

60.4

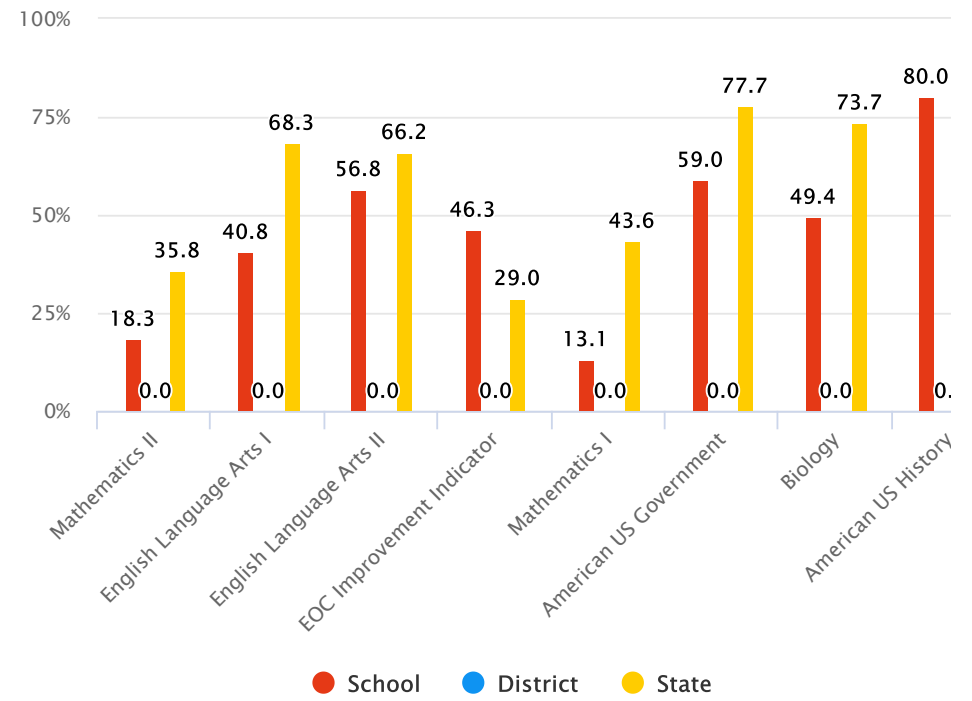
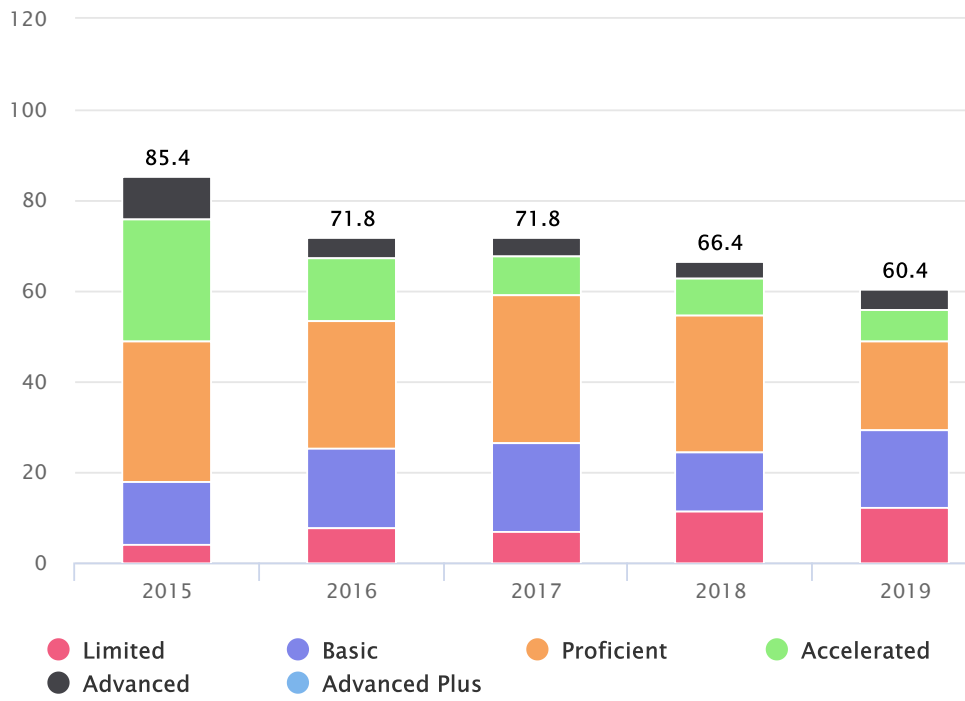


- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Performance Indicator Pie Chart

American US Government	59.0%	⊗
American US History	80.0%	⊙
Biology	49.4%	⊗
English Language Arts I	40.8%	⊗
English Language Arts II	56.8%	⊗
EOC Improvement Indicator	46.3%	⊙
Mathematics I	13.1%	⊗
Mathematics II	18.3%	⊗
<b>Non-Test Indicators</b>		
Gifted Indicator		NC
Chronic Absenteeism	30.0%	⊙
High School ▼		

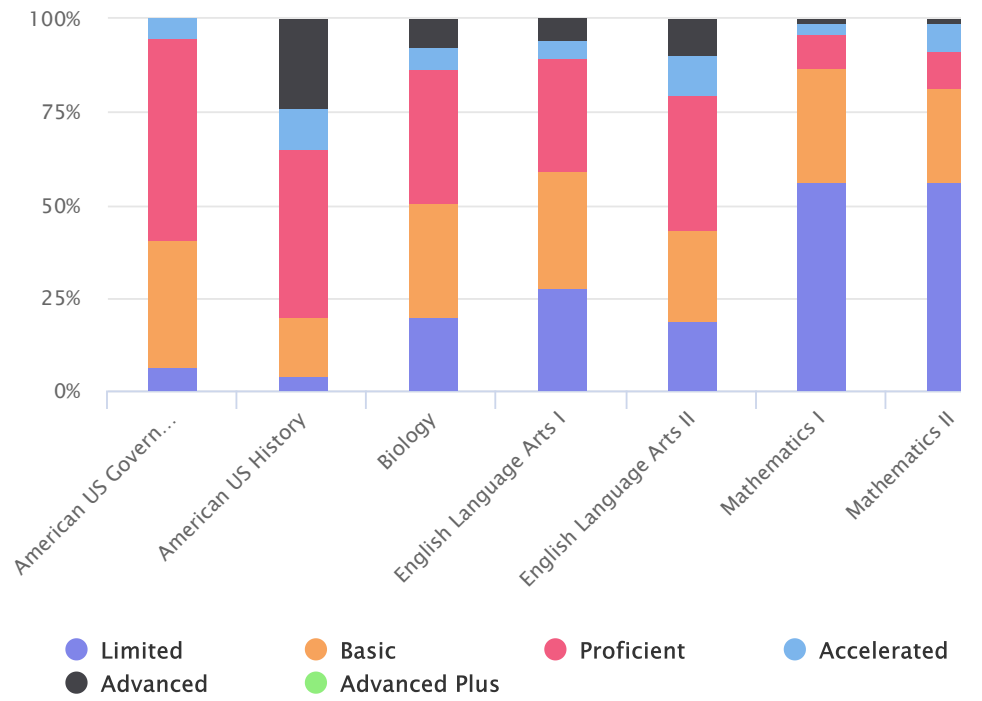
Indicators Met Chart (cont'd)



### Performance Indicator Trend

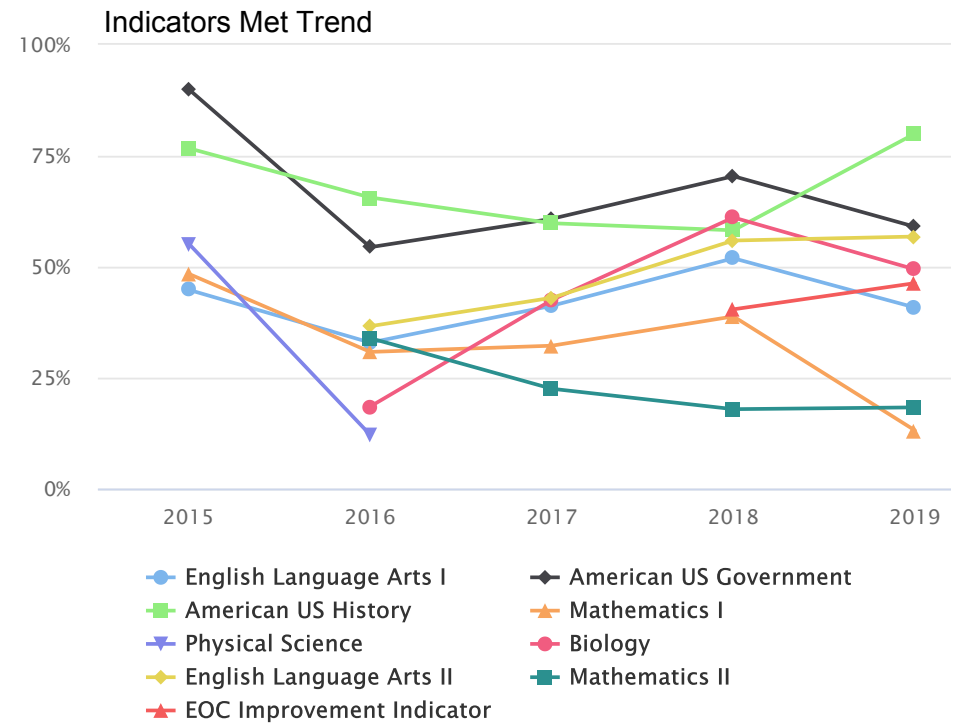
This chart compares the school to its district and to the state as a whole for each test.

### Indicators Met Comparison



High School ▼

Indicators Met Achievement Levels



### Grade Key

**A** = 90.0 - 100.0%

**B** = 80.0 - 89.9%

**C** = 70.0 - 79.9%

**D** = 50.0 - 69.9%

**F** = 0.0 - 49.9%

## B

## Progress

### Component Grade

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

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

## B

### 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.

## A

### 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.

## C

### 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	Mathematics II
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





Component  
Grade

## Gap Closing

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 average 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.

**F 30.0%**

#### Grade Key

**A** = 90.0 - 100.0%

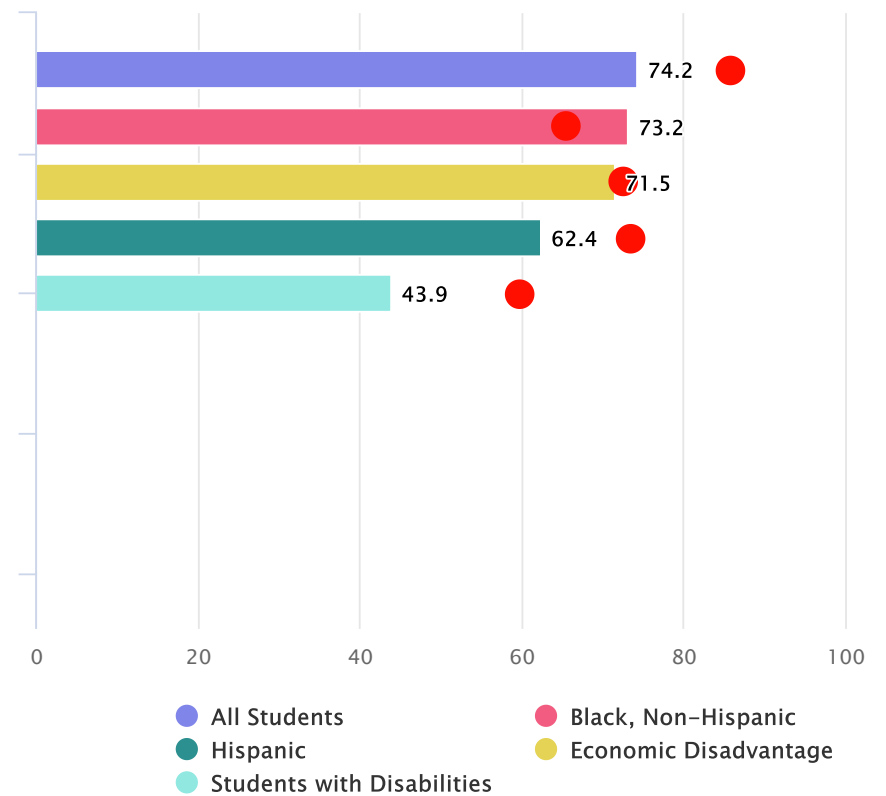
**D** = 60.0 - 69.9%

**B** = 80.0 - 89.9%

**F** = 0.0 - 59.9%

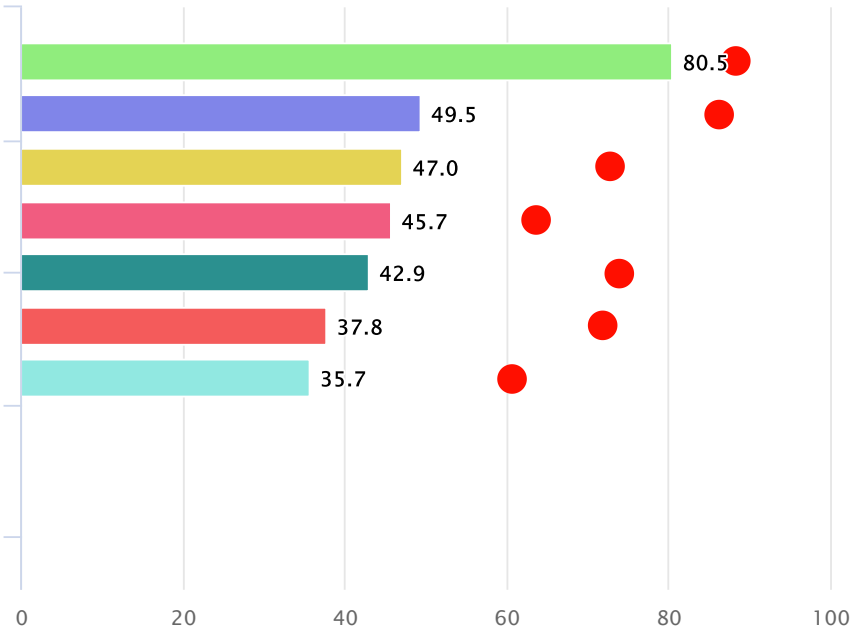
**C** = 70.0 - 79.9%

### Performance Index by Subgroup



English Language Arts

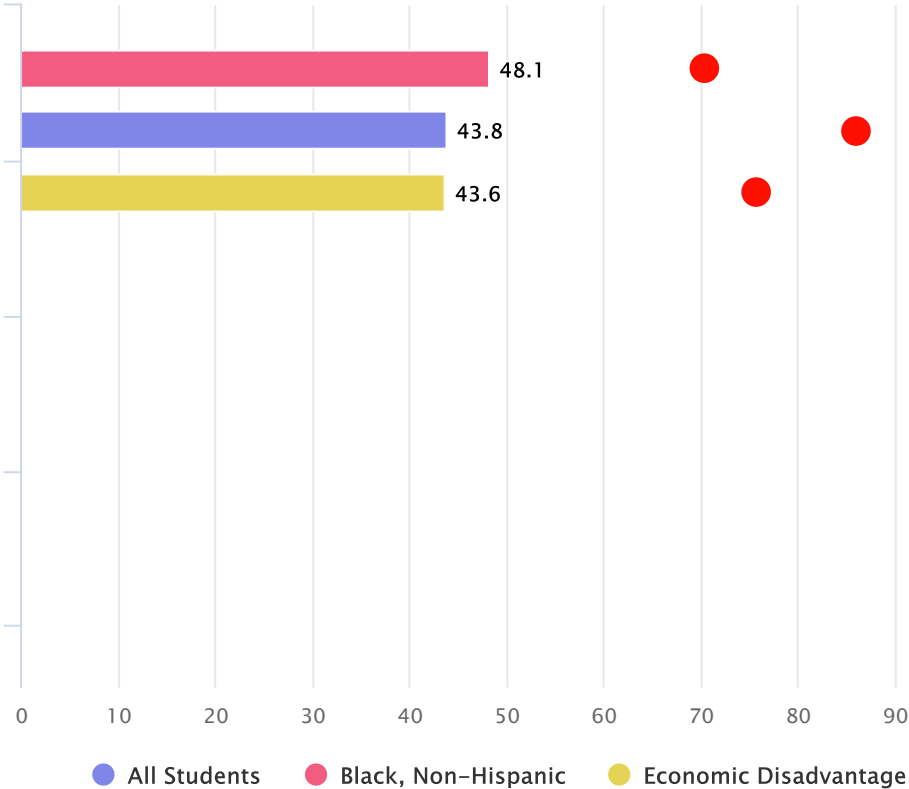
# Performance Index by Subgroup



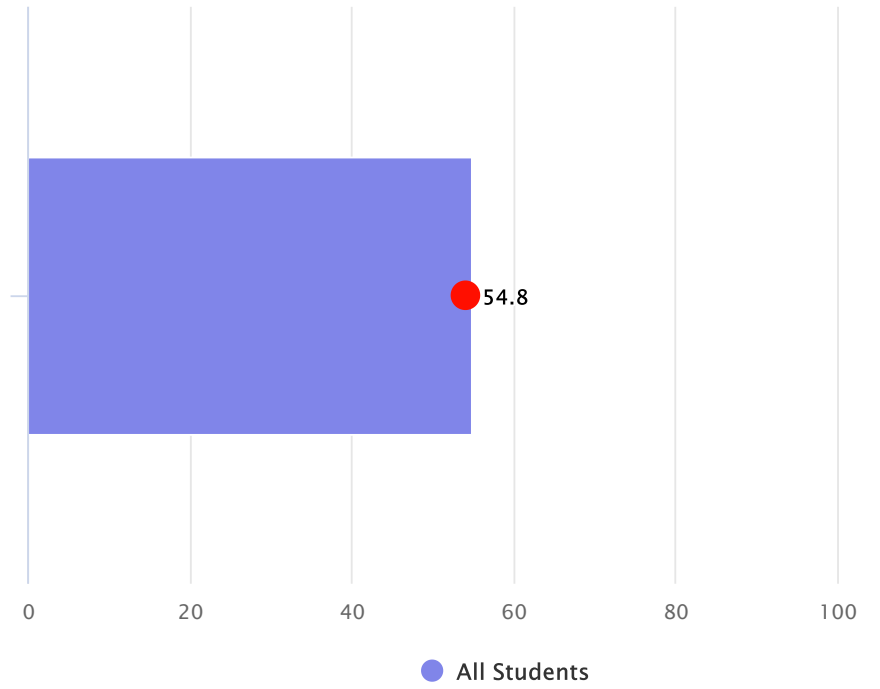
- All Students
- Hispanic
- Economic Disadvantage
- Students with Disabilities
- Black, Non-Hispanic
- White, Non-Hispanic
- English Learner

Math

# Graduation Rate by Subgroup



Graduation Rate



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 20 students are not rated and do not appear on the graphs.

### English Learners



Component  
Grade

## Graduation Rate

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 4-year graduation rate applies to the Class of 2018 who graduated within four years, i.e. students who entered the 9th grade in the fall of 2014 and graduated by summer of 2018.

**F 43.8%**

#### Grade Key

**A** = 93.0 - 100.0%

**D** = 79.0 - 83.9%

**B** = 89.0 - 92.9%

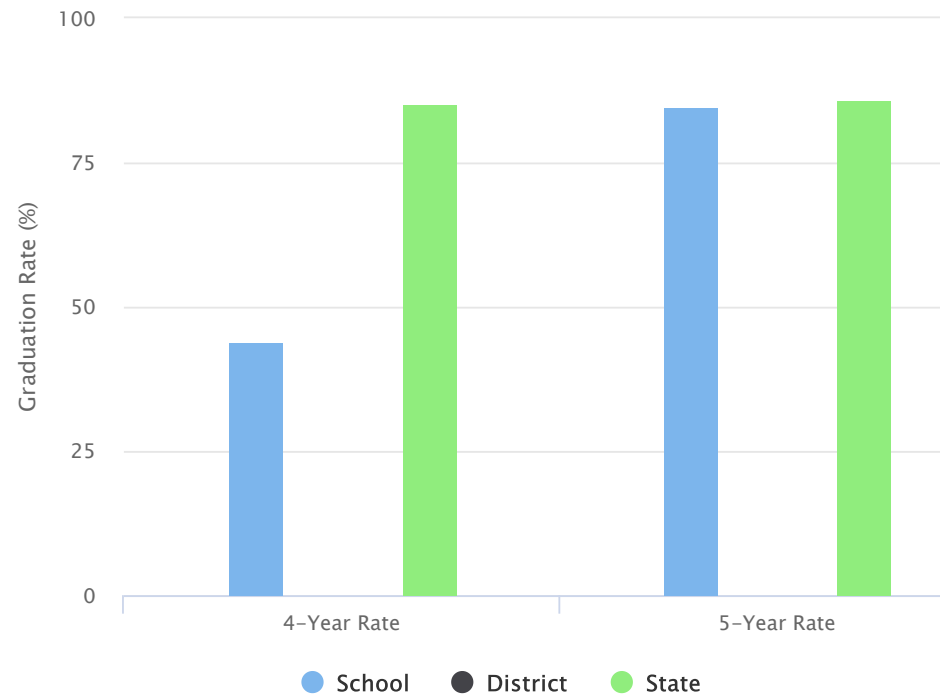
**F** = 0.0 - 78.9%

**C** = 84.0 - 88.9%

### 5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2017 who graduated within five years, i.e. students who entered the 9th grade in the fall of 2013 and graduated by the summer of 2018.

**D 84.5%**



Graduation Comparison

### Grade Key

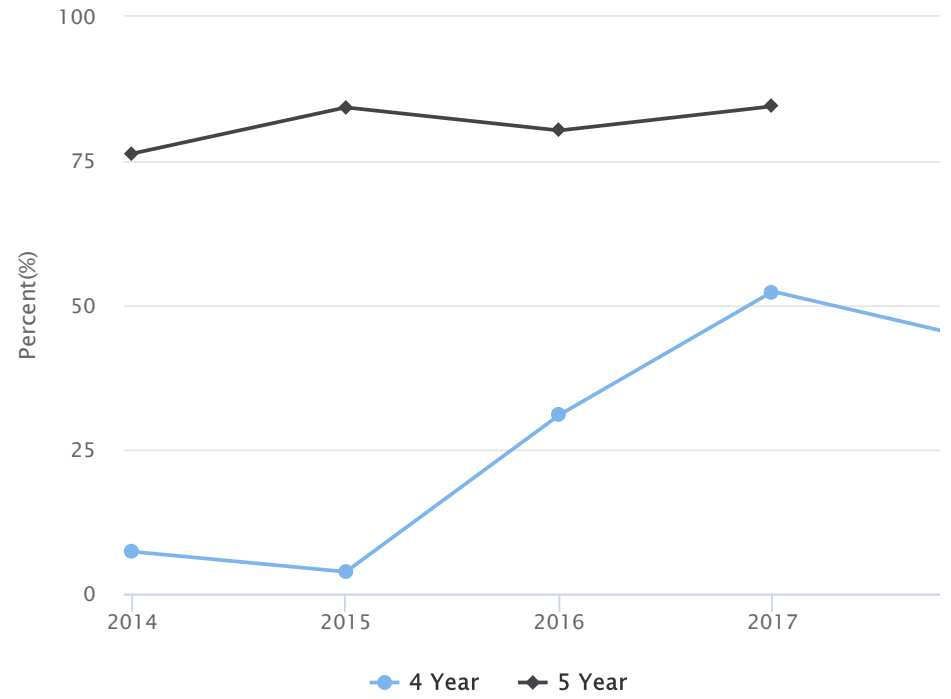
**A** = 95.0 - 100.0%

**D** = 80.0 - 84.9%

**B** = 90.0 - 94.9%

**F** = 0.0 - 79.9%

**C** = 85.0 - 89.9%



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.

### Graduation Trend



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.	22	1	22.0
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	14	0.3	4.2

Total Points

26.2

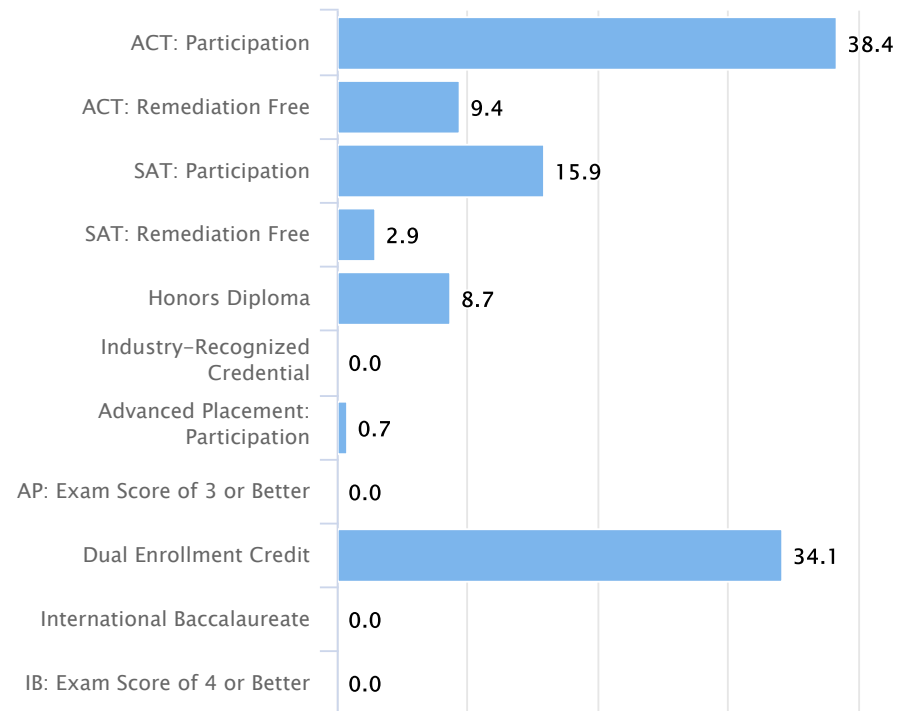
Graduation Cohort

138

**F 19.0%**

Grade Key

### How Prepared were Your 2017 and 2018 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

(cont'd on next page)

**A** = 93% - 100%

**D** = 40% - 59.9%

**B** = 75% - 92.9%

**F** = 0.0% - 39.9%

**C** = 60% - 74.9%

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 2016  
Graduating Class Entered College  
within Two Years?**

**60.6%**

**What Percentage of the 2012  
Graduating Class Graduated from  
College within Six Years of Leaving  
High School?**

**26.2%**



# School Details

**Principal**

**Edmund M. Ingman**

**Phone**

**(614) 258-8588**

**Address**

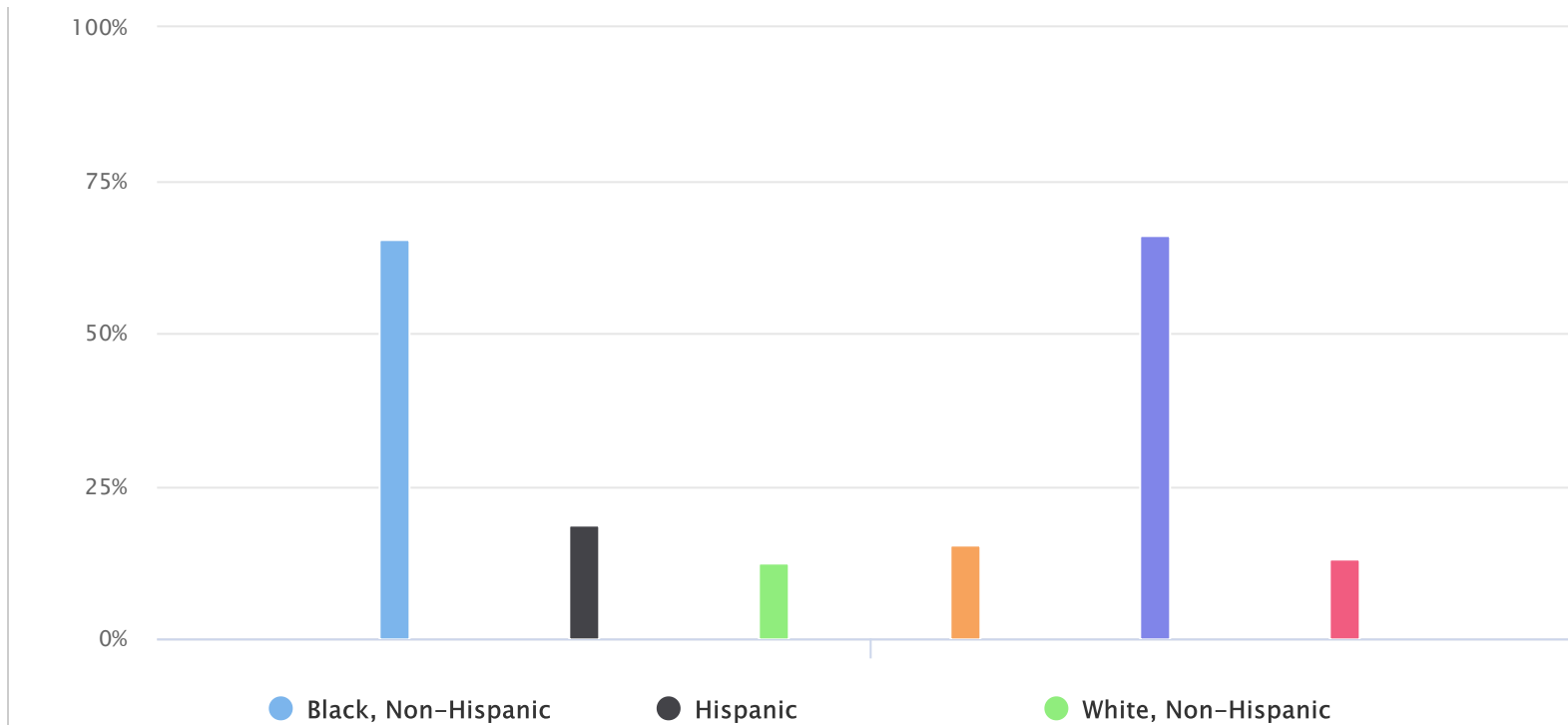
**3950 Indianola Ave  
Columbus, OH 43214-3158**

**Career Technical Planning District  
Columbus City CTPD  
(/ctpd/overview/200035)**

Directory information current as of the 2018-2019 Report Card publication date.

**Sponsor**

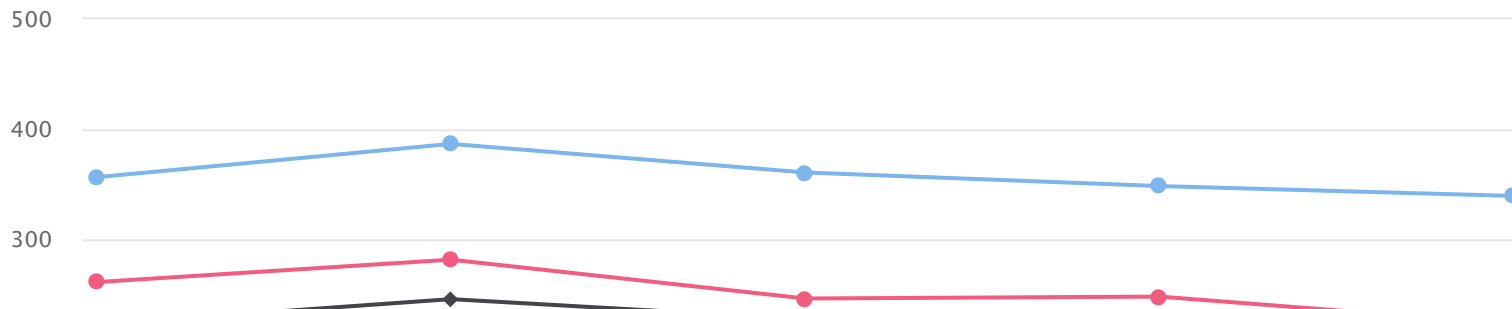
**ESC of Central Ohio**

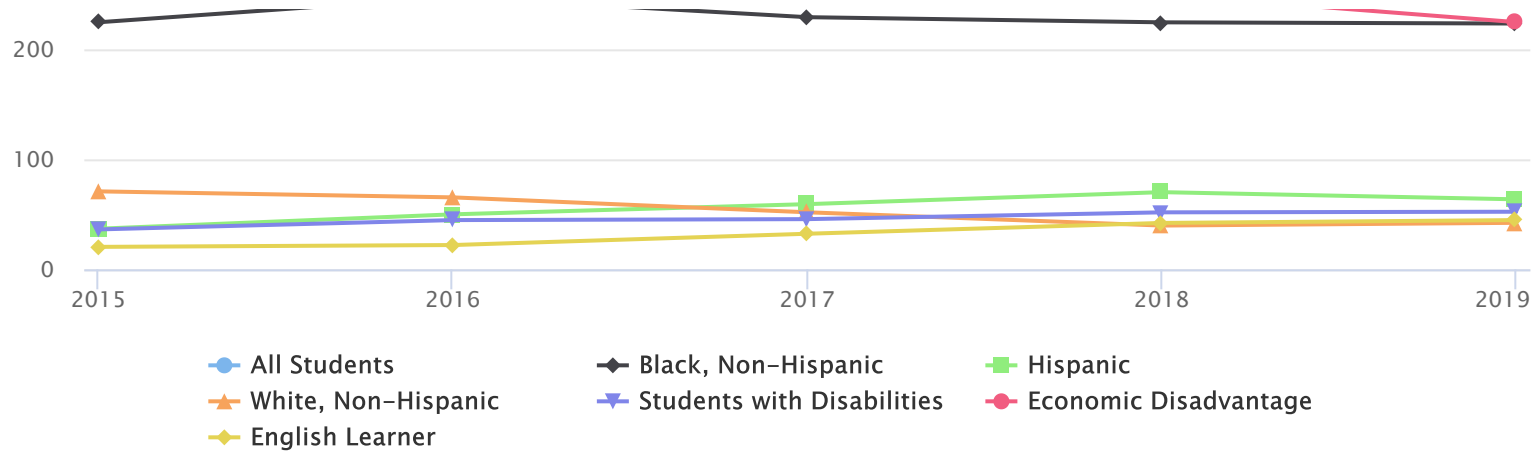


● Students with Disabilities
 ● Economic Disadvantage
 ● English Learner

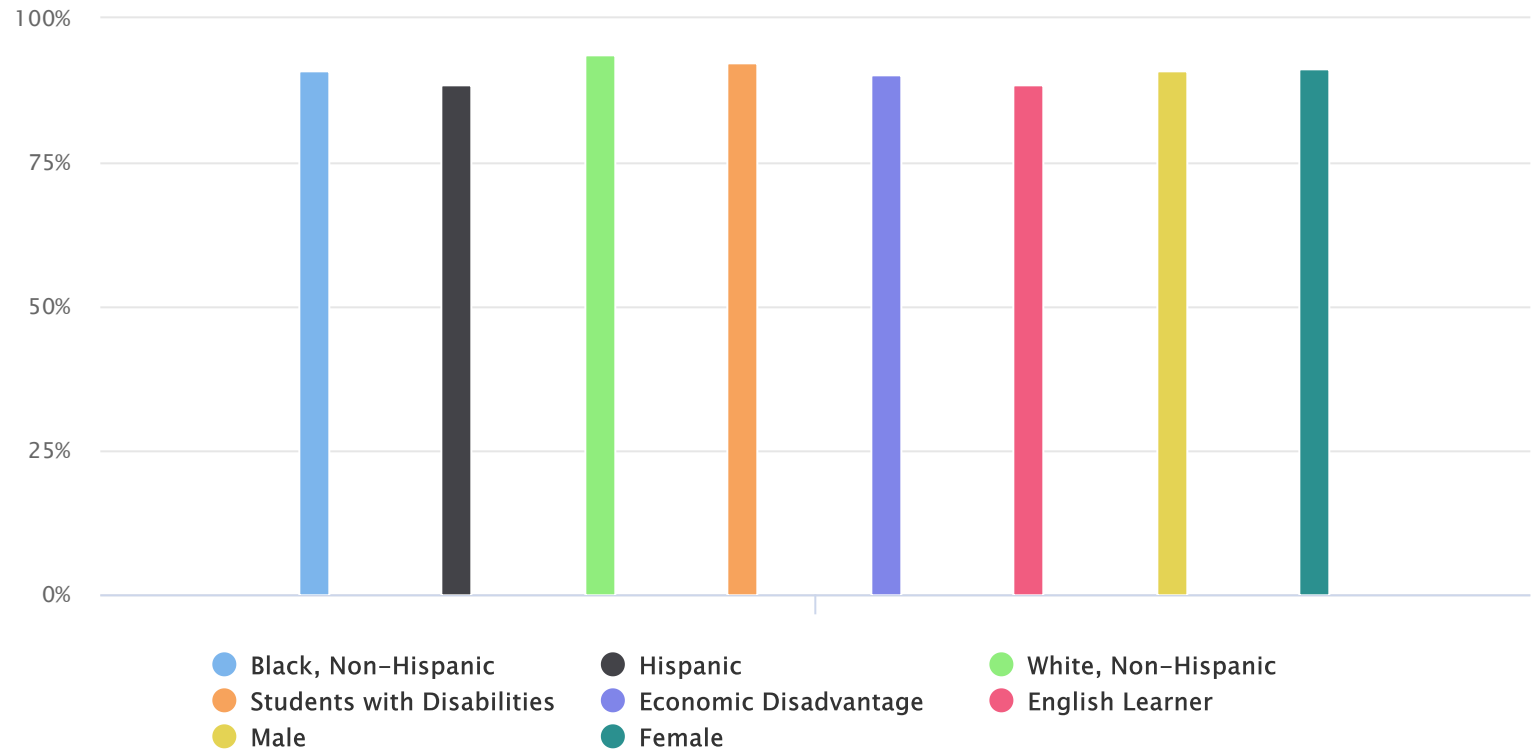
	Enrollment #	Pct
All Students	340	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	223	65.5
Hispanic	63	18.7
Multiracial	NC	NC
White, Non-Hispanic	42	12.4
Students with Disabilities	52	15.3
Economic Disadvantage	224	65.9
English Learner	45	13.1
Migrant	NC	NC

Show all subgroups ▼

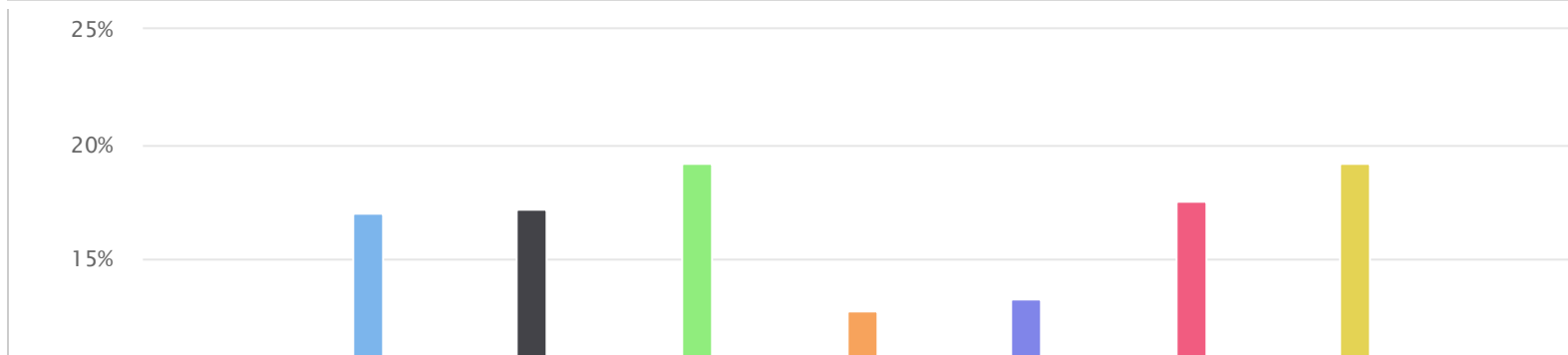


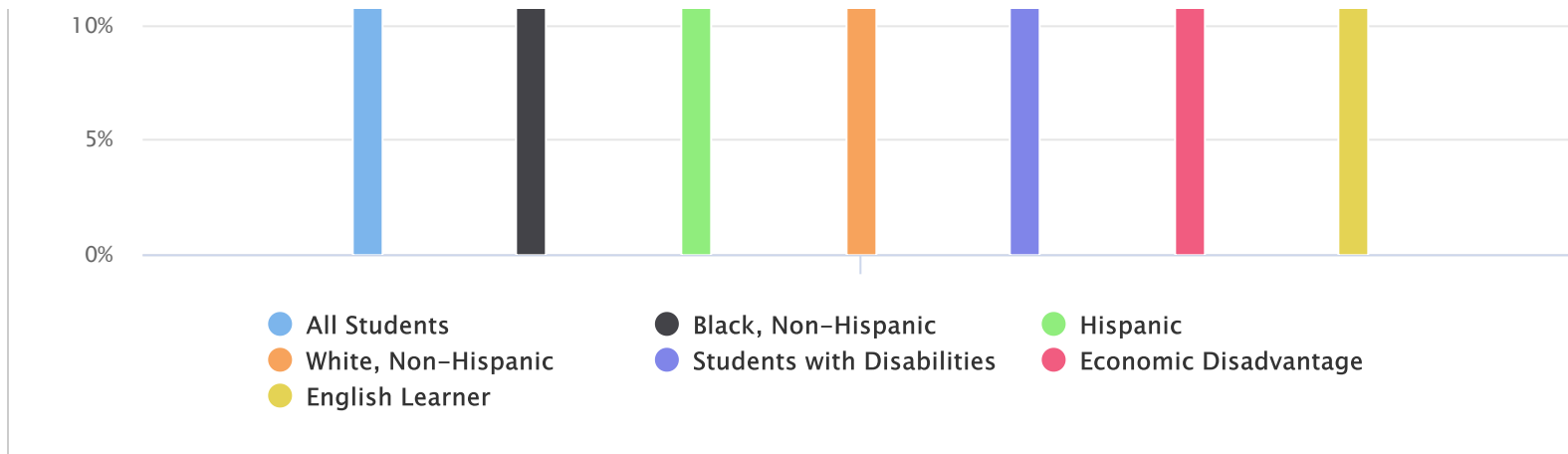


This graph shows enrollment trends across time.



All Students	91%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	91.1%
Hispanic	88.7%
Multiracial	NC
White, Non-Hispanic	93.7%
Students with Disabilities	92.4%
Economic Disadvantage	90.3%
English Learner	88.5%
Migrant	NC
Male	90.9%
Female	91.2%





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	17%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	17.2%
Hispanic	19.2%
Multiracial	NC
White, Non-Hispanic	12.8%
Students with Disabilities	13.3%
Economic Disadvantage	17.5%
English Learner	19.2%
	District Mobility

migrant

NC

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

---

## 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	40.0	
Percentage of inexperienced teachers	4.2	
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.

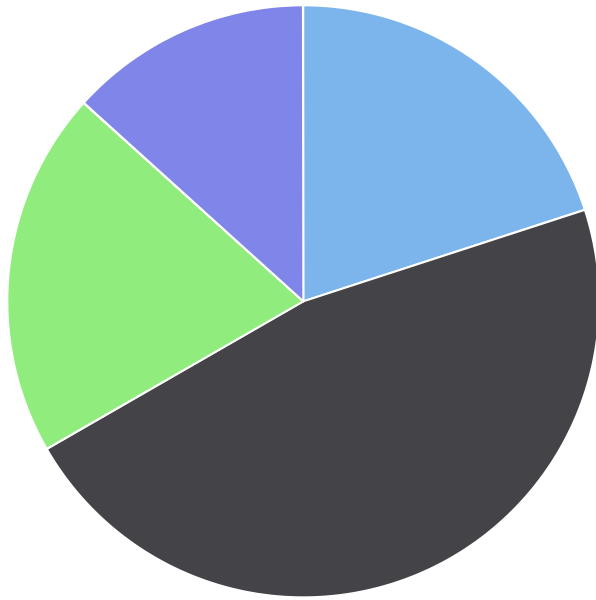
## Educators in your School

	Number	State Avg per 1000 Students
General Education Teachers	24	45.7
Career-Technical Teachers	0	1.1
Special Education Teachers	0	13.4
Teacher Aides	0	7.2
Gifted Intervention Specialists	0	0.6
Fine Arts Teachers	1	3.2
Music Teachers	0	2.6
Physical Education Teachers	1	3.1
ELL Specialists	1	0.4

## Teacher Evaluations

## Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	Moderate Success
--	------------------



● Accomplished   
 ● Skilled   
 ● Developing   
 ● Ineffective   
 ● Not Complete

Compliance with the federal requirement for implementing a local wellness policy	⊗
Elected to administer BMI screening	⊗
Participation in Physical Activity Pilot Program	⊗



## Financial Data

These measures answer several questions about spending and performance. How much is spent on classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

**Comparison Group: Community Schools with Enrollment between 150 and 499**

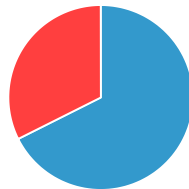
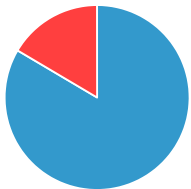
### Classroom Spending Data

What percent of funds are spent on classroom instruction?

**83.5%**

School

State



Classroom Instruction

Non-Classroom Instruction

### Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$7,272	\$9,353
Classroom Instruction	\$6,072	\$6,326
Non-Classroom Spending	\$1,199	\$3,027