

# 2016 - 2017 Report Card for Oakstone Community School

## SCHOOL GRADE

Coming in  
2018



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

#### COMPONENT GRADE

D

Performance Index 69.0%.....	D
Indicators Met 9.5%.....	F



### Progress

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

#### COMPONENT GRADE

D

Value Added Overall.....	F
Gifted.....	NR
Students with Disabilities.....	F
Lowest 20% in Achievement.....	C



### 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.

#### COMPONENT GRADE

F

Annual Measurable Objectives 0.0%.....	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.

#### COMPONENT GRADE

F

Graduation Rates 36.4% of students graduated in 4 years.....	F
68.2% of students graduated in 5 years.....	F



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

#### COMPONENT GRADE

C

K-3 Literacy Improvement 30.0%.....	C
--	---



### 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

F

# Achievement



The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

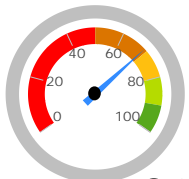
D

GRADE  
D

## Performance Index

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

### Performance Index

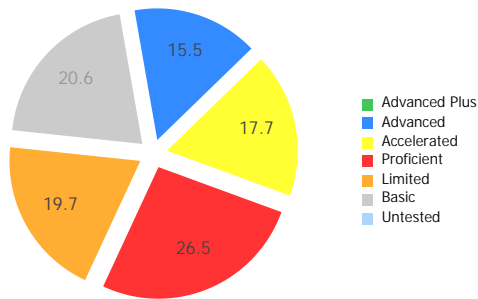


69.0%

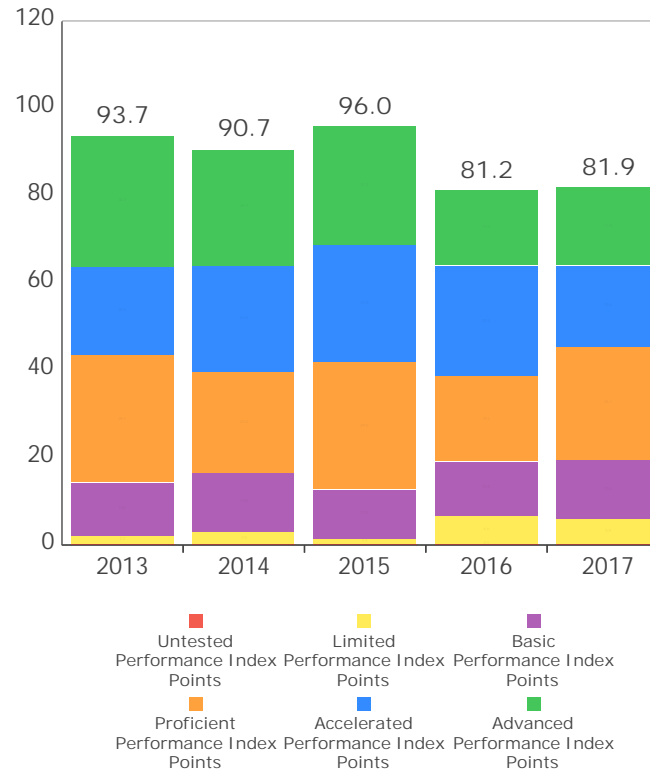
82.9 of a possible 120.0

- 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%

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	15.5	x	1.2	=	18.6
Accelerated	17.7	x	1.1	=	19.5
Proficient	26.5	x	1.0	=	26.5
Basic	20.6	x	0.6	=	12.4
Limited	19.7	x	0.3	=	5.9
Untested	0.0	x	0.0	=	0.0
					82.9



Performance Index Trend



GRADE  
**F**

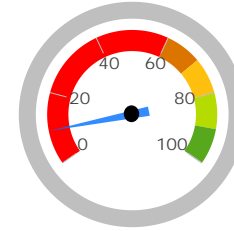
Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

Indicators Met %

**9.5%**  
2 out of 21

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%



Grades 3-5

<b>3rd Grade</b>	English Language Arts	62.5%	✗
	Mathematics	50.0%	✗
<b>4th Grade</b>	English Language Arts	76.2%	✗
	Mathematics	76.2%	✗
	Social Studies	81.0%	✓
<b>5th Grade</b>	English Language Arts	58.8%	✗
	Mathematics	41.2%	✗
	Science	58.8%	✗

Grades 6-8

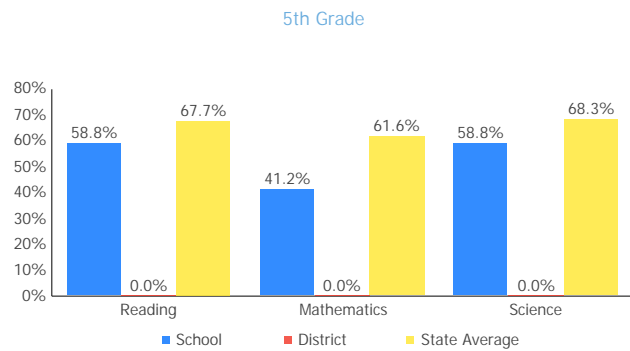
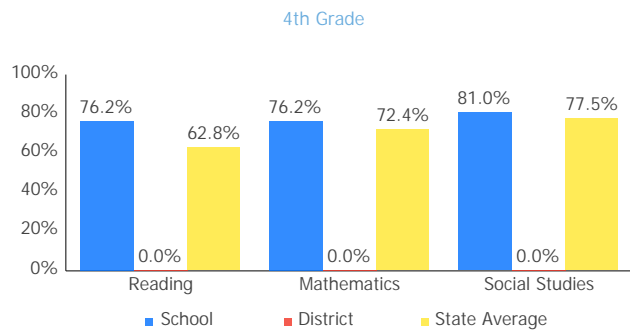
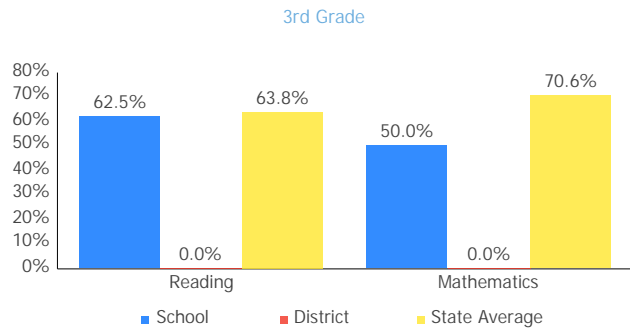
<b>6th Grade</b>	English Language Arts	53.8%	✗
	Mathematics	38.5%	✗
	Social Studies	57.7%	✗
<b>7th Grade</b>	English Language Arts	90.0%	✓
	Mathematics	NC	NC
<b>8th Grade</b>	English Language Arts	65.6%	✗
	Mathematics	60.9%	✗
	Science	68.8%	✗

High School

This school does not have enough Ohio Graduation Test results to display this table.

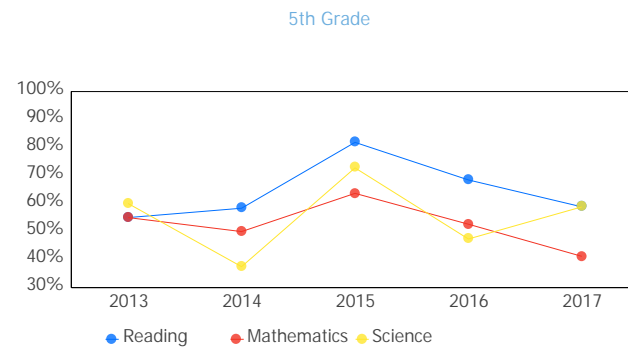
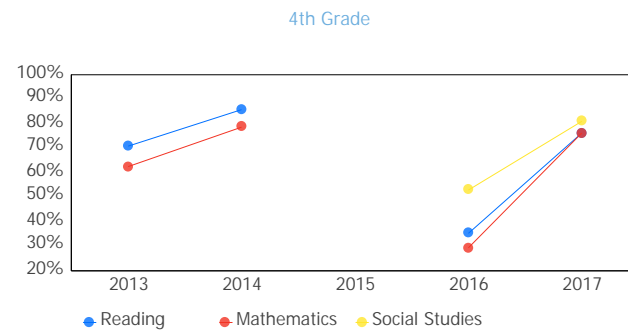
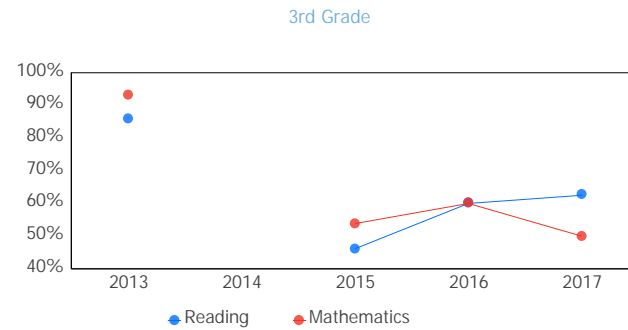
GIFTED INDICATOR NC

Achievement Levels by Grade



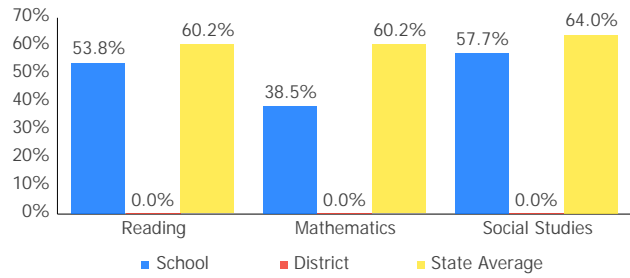
6th Grade

Proficient Percent Trend by Grade

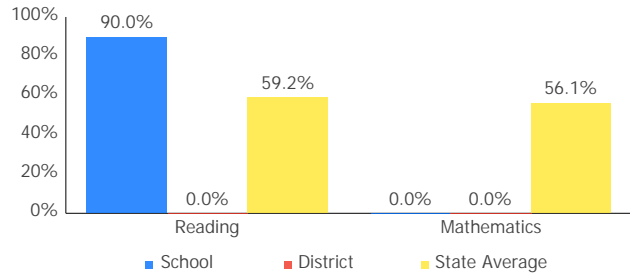


6th Grade

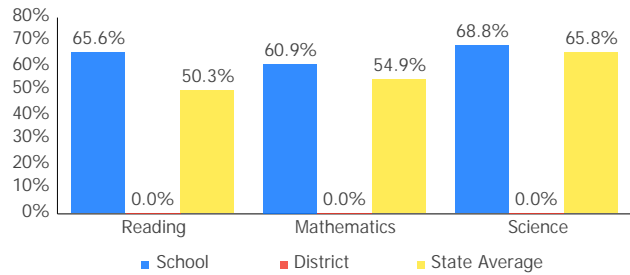
2016 - 2017 Report Card for Oakstone Community School



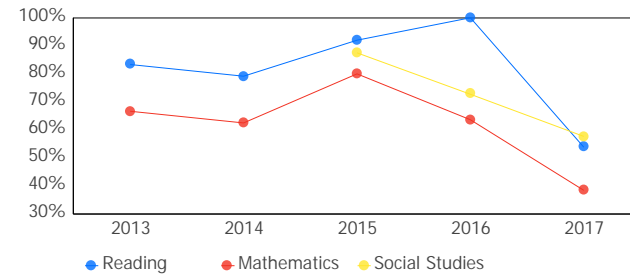
7th Grade



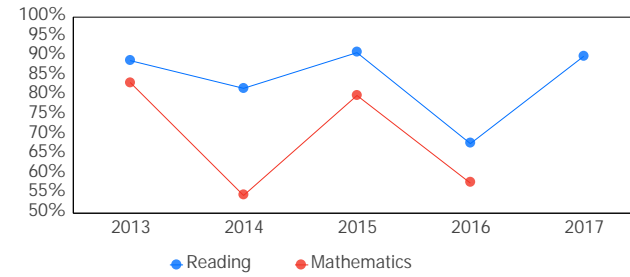
8th Grade



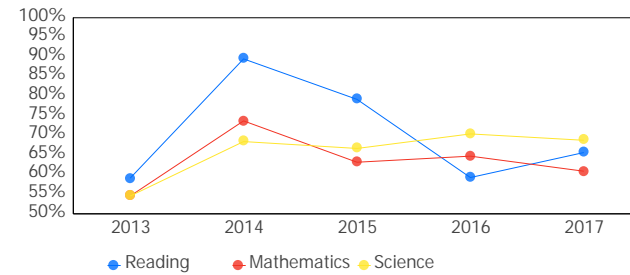
High School



7th Grade

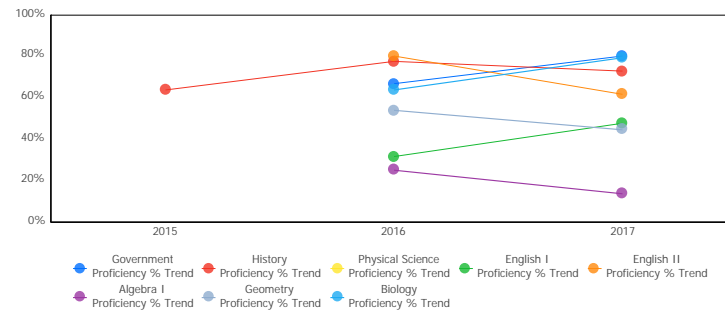
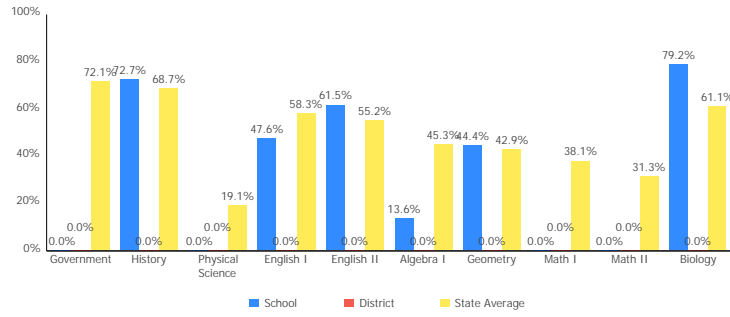


8th Grade



High School

# 2016 - 2017 Report Card for Oakstone Community School



## 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.

INDICATOR
NC

### Overview

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

#### Gifted Value Added

Value Added Grade:	NR	Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.
Value Added Met?:	NC	

#### Gifted Performance Index

Performance Index:	NC	Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.
Performance Index Met?:	NC	

#### Gifted Inputs

Total Points:	0.0	Points are earned based on identification and services provided to gifted students. Schools must earn 80 or more points out of a possible 100 to meet the Gifted Inputs component.
Gifted Inputs Met?:	Not Met	

#### Gifted Indicator Final Result

INDICATOR
NC

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

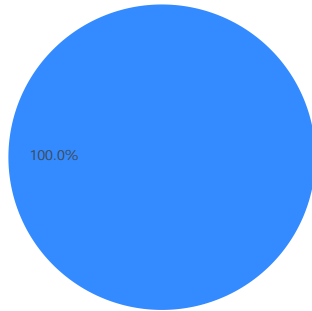
A performance index cannot be calculated for this school because there are not enough students.

### Gifted Indicator

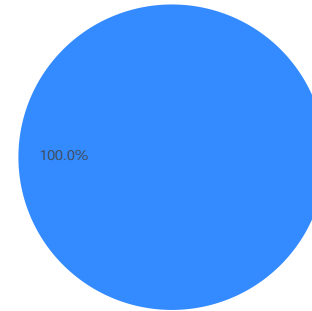
The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

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

Visual/Performing Arts and Creative Thinking




Disadvantaged Students





Minority Students

This chart is not displayed because there were not enough students to evaluate.



 Receiving Gifted Services

 Identified as Gifted, but not receiving services

 Not Identified as Gifted



## Progress



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

COMPONENT GRADE
D

GRADE
F

### Overall

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

GRADE
NR

### Gifted Students

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

GRADE
C

### Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE
F

### 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 Score				
	English Language Arts	Mathematics	Social Studies	Science	All Tests
All Grades					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					

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

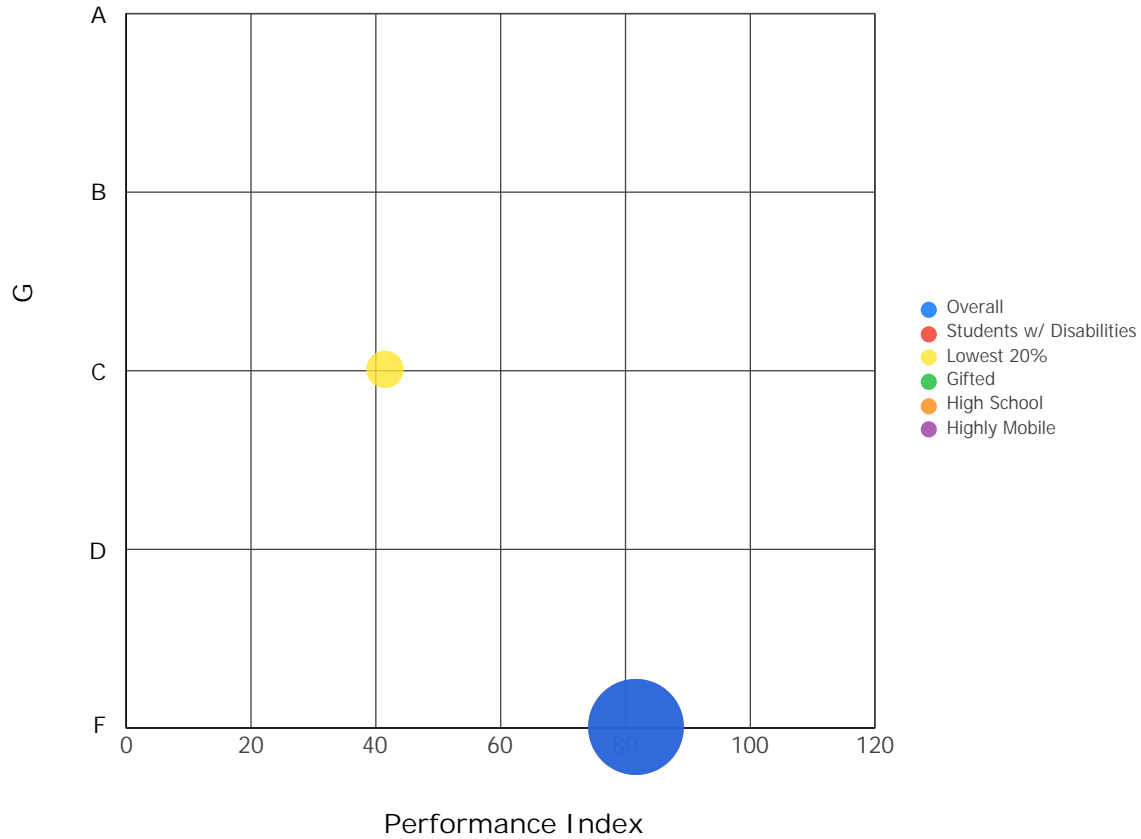
### What do the colors mean?

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

### Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



## 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.

COMPONENT GRADE

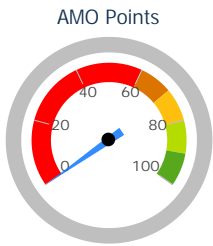
F

GRADE

F

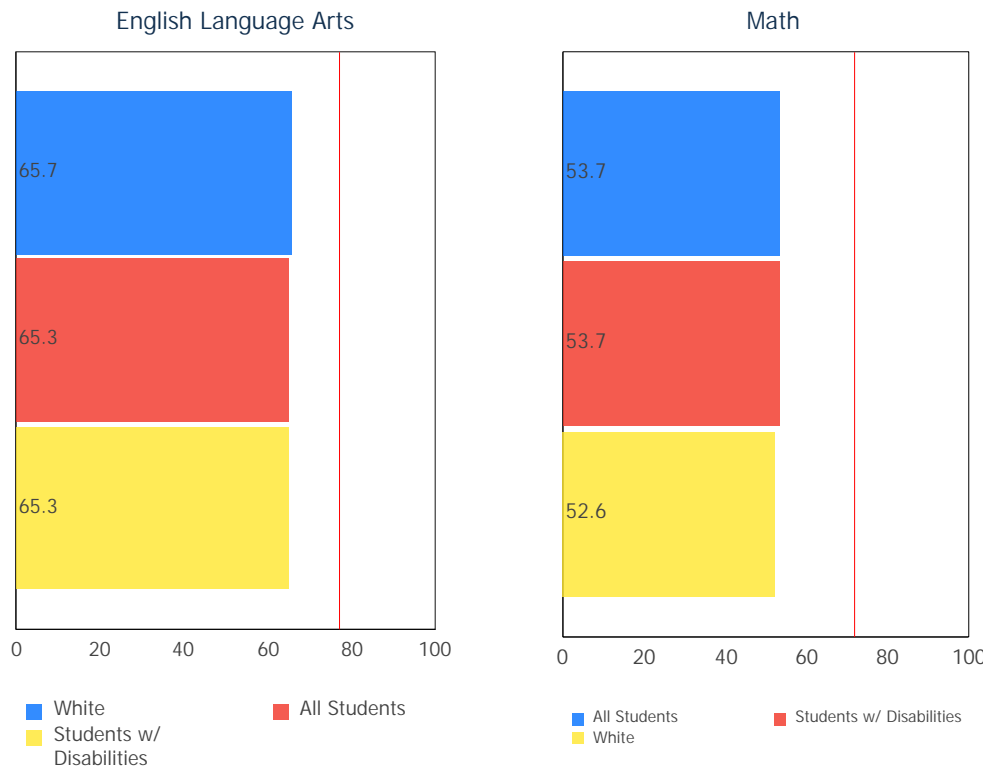
### Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.



0.0%

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 60.0 - 69.9%
- F = 0.0 - 59.9%



Graduation Rate

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

## Graduation Rate



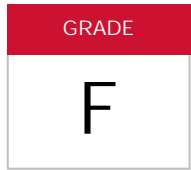
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

F

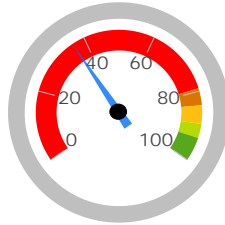
### 4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.

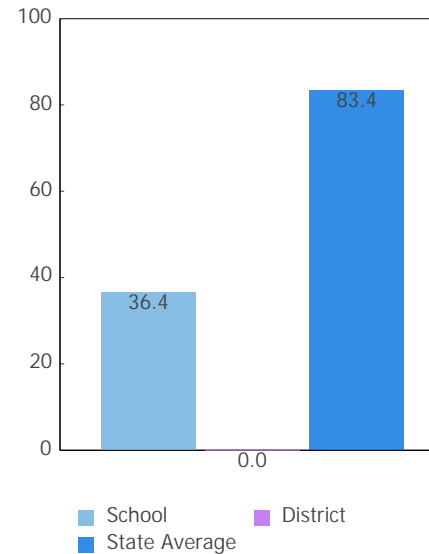


36.4%

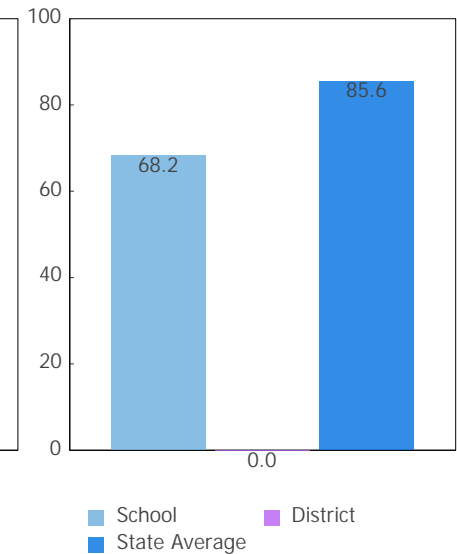
- A = 93.0 - 100.0%
- B = 89.0 - 92.9%
- C = 84.0 - 88.9%
- D = 79.0 - 83.9%
- F = 0.0 - 78.9%



4-Year Rate

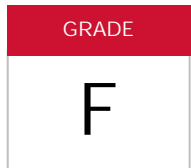


5-Year Rate



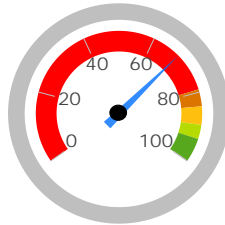
### 5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2015 who graduated within five years, i.e. students who entered the 9th grade in 2012 and graduated by 2016.

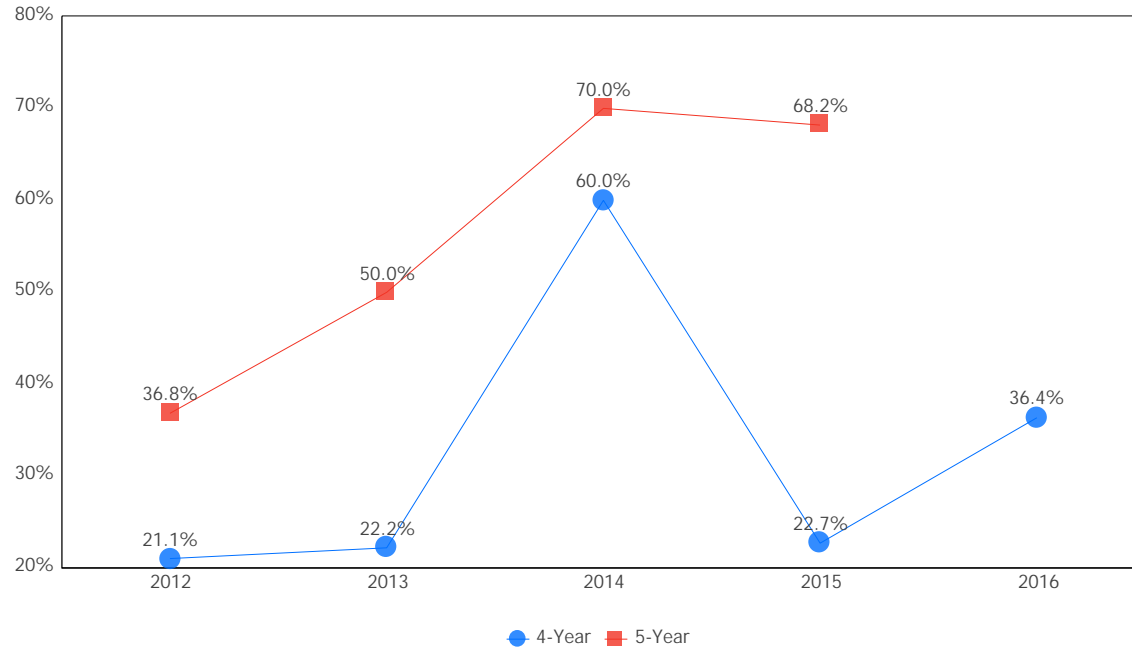


68.2%

- A = 95.0 - 100.0%
- B = 90.0 - 94.9%
- C = 85.0 - 89.9%
- D = 80.0 - 84.9%
- F = 0.0 - 79.9%



### Graduation Rate Trend



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.

## K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

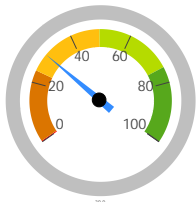
COMPONENT GRADE

C

GRADE

C

K-3 Literacy Improvement



30.0%

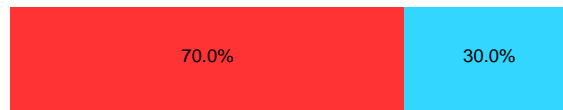
- A = 74.7 - 100.0%
- B = 49.3 - 74.6%
- C = 23.9 - 49.2%
- D = -1.5 - 23.8%
- F = <= -1.6%

### In Your School...

5 Students Moved to On Track - 2 RIMP Deductions  $\div$  10 Students Started Off Track

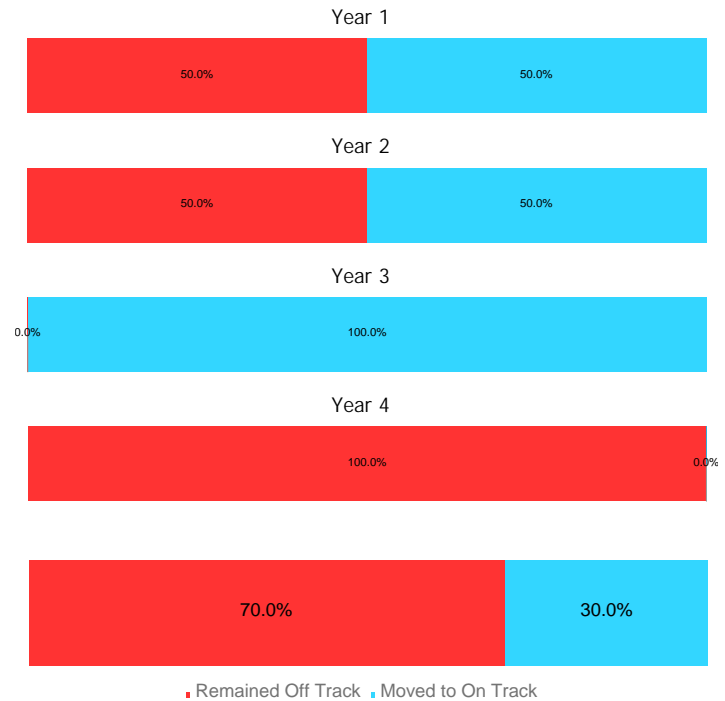
= 30.0%

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.



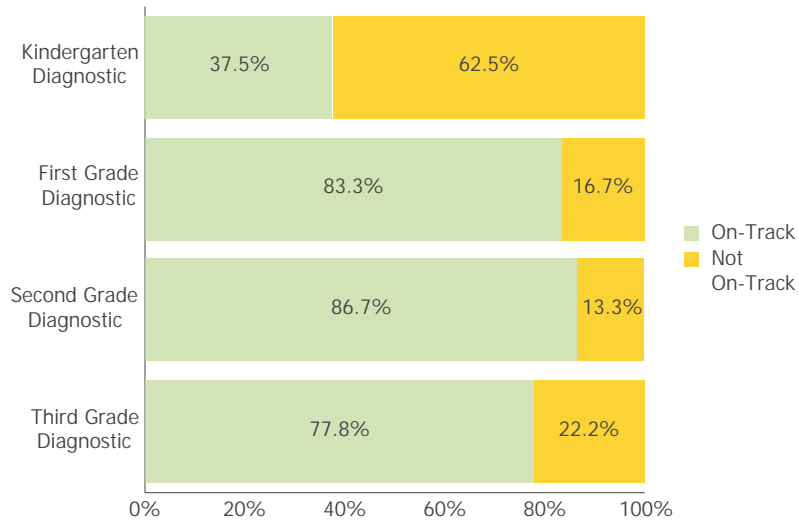
■ Remained Off Track ■ Moved to On Track

### Details of Measure



■ Remained Off Track ■ Moved to On Track

Percentage On-Track in Reading Diagnostic



This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2016-2017.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **100.0%**

How many third graders scored proficient on the state Reading test? **62.5%**

## Prepared for Success



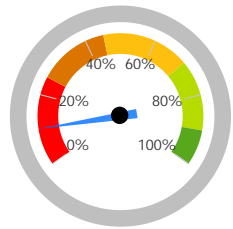
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

F

COMPONENT GRADE

F



10.5%

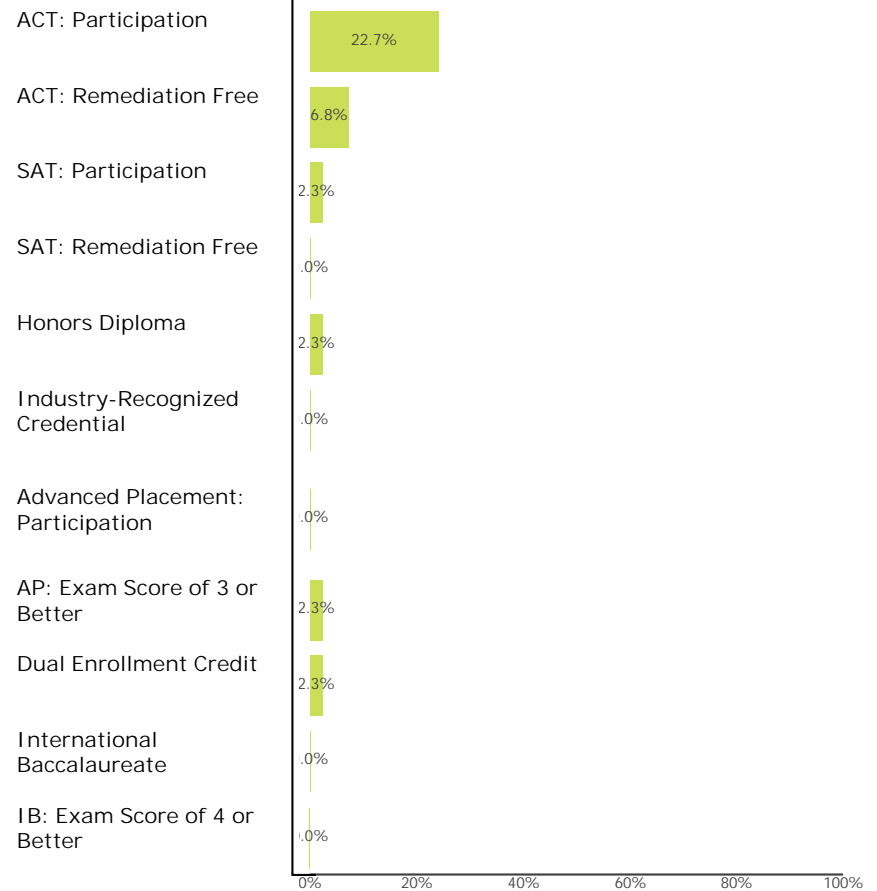
- A = 90.0% - 100.0%
- B = 70.0% - 89.9%
- C = 45.0% - 69.9%
- D = 25.0% - 44.9%
- F = 0.0% - 24.9%

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

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

	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	4	1	4.0
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	2	0.3	0.6
<b>Total Points:</b>			<b>4.6</b>
<b>Graduation Cohort:</b>			<b>44</b>
<b>Percentage:</b>			<b>10.5%</b>

### How Prepared were Your 2015 and 2016 Graduating Classes?



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.



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](#) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2014 Graduating Class Entered College within Two Years?	50.0%	This graph is not displayed because the result is Not Calculated.
What Percentage of the 2010 Graduating Class Graduated from College within Six Years of Leaving High School?	NC	This graph is not displayed because the result is Not Calculated.

---

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2012 and 2013.



Principal: Erik L. Wilson  
 Address: 5747 Cleveland Ave  
 Columbus OH 43231-2831

Phone: (614) 458-1085  
 Career Technical  
 Planning District: Columbus City CTPD

Directory information current as of the 2016-2017 Report Card publication date.

### Your School's Students

Average Daily Enrollment:

265

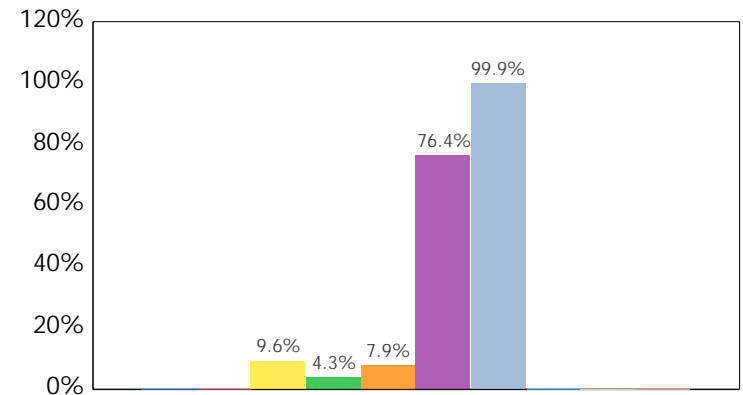
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

### Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	25	9.6%
Hispanic	11	4.3%
Multiracial	21	7.9%
White, Non-Hispanic	202	76.4%
Students with Disabilities	265	99.9%
Economically Disadvantaged	NC	
Limited English Proficiency	NC	
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group



- American Indian or Alaska...
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- Limited English Proficiency
- Migrant

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at <http://education.ohio.gov>.

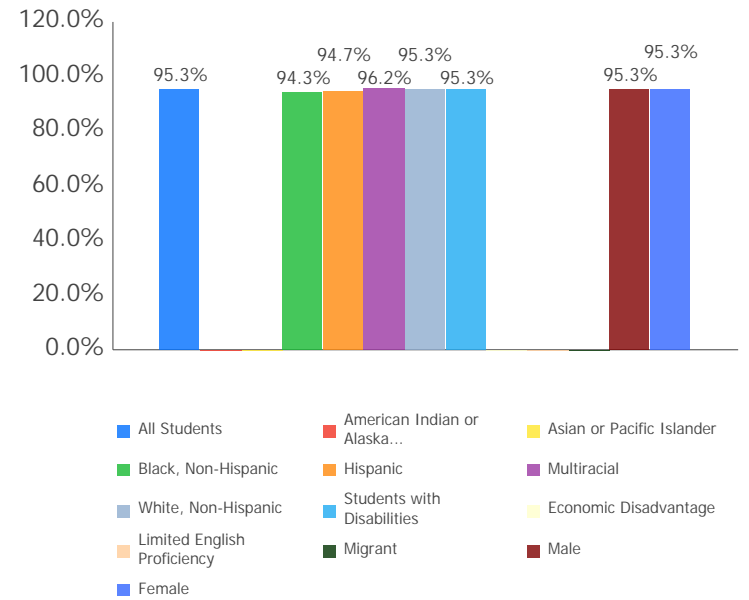
### Attendance Rate

Chronic Absenteeism Rate:

11.4%

All Students	95.3%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	94.3%
Hispanic	94.7%
Multiracial	96.2%
White, Non-Hispanic	95.3%
Students with Disabilities	95.3%
Economic Disadvantage	NC
Limited English Proficiency	NC
Migrant	NC
Male	95.3%
Female	95.3%

NC = Not Calculated because there are fewer than 10 in the group



Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	0.0%
Hispanic	0.0%
Multiracial	0.0%
White, Non-Hispanic	0.0%
Students with Disabilities	0.0%
Economically Disadvantaged	NC
Limited English Proficiency	NC
Migrant	NC

NC = Not Calculated because there are fewer than 10 in the group

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

### Your School's Teachers

Your School's Poverty Status: Low	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	56.8	--
Percentage of teachers with at least a Master's Degree	13.6	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	5.3	--
Percentage of core academic subject and elementary classes taught by properly certified teachers	94.7	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--
Lead or Senior Teachers:	0.0	0.0

### Number of Teachers by Program Area

	#	State Avg per 1000 Students
General Education Teachers	23.0	46.8
Career-Technical Teachers	0.0	2.3
Special Education Teachers	21.0	10.9
Teacher Aides	7.0	7.3
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	2.0	3.0
Music Teachers	0.0	2.5
Physical Education Teachers	1.0	2.8
ELL Specialists	0.0	0.3

A district's high-poverty schools are those ranked in the top quartile based on the percentage of 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.

NC = Not Calculated because there are fewer than 10 in the group

### Teacher Evaluations

- Accomplished
- Ineffective
- Skilled
- Not Complete
- Developing

### Wellness and Physical Education

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

## 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?

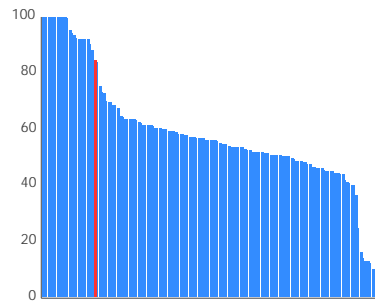
Comparison Group: Community Schools with Enrollment between 150 and 499

### Classroom Spending Data

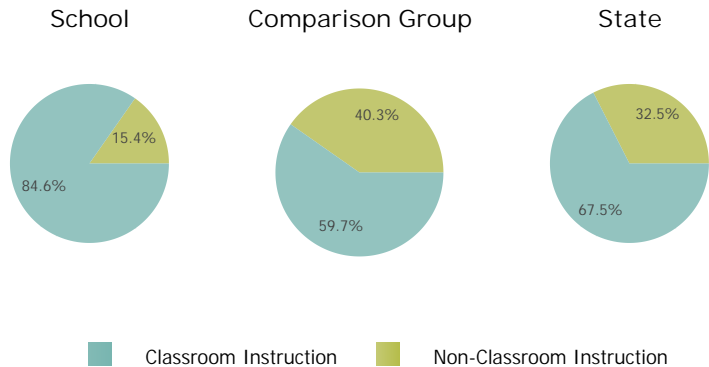
What percent of funds are spent on classroom instruction?  
**84.6%**

How does this school rank in comparison to other schools of similar size?  
**18 out of 165**

A rank of 1 indicates the highest percent spent on classroom instruction.

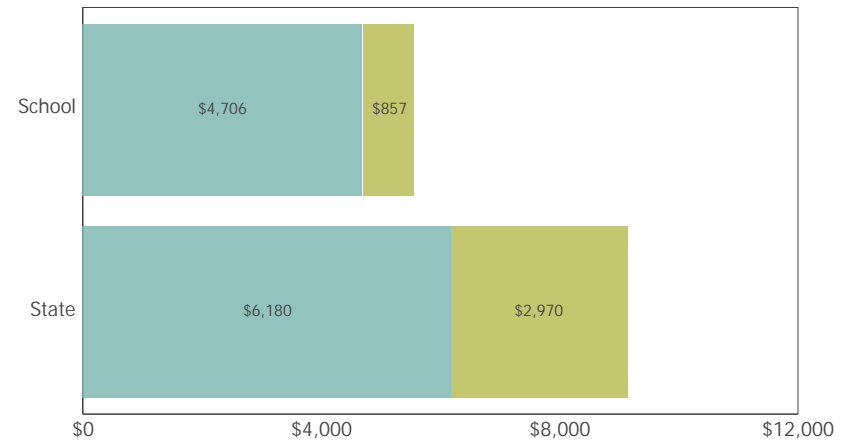


Rankings subject to change due to data appeals.



### Spending per Pupil Data

	School	State
Operating Spending per Pupil	\$5,563	\$9,150
Classroom Instruction	\$4,706	\$6,180
Non-Classroom Spending	\$857	\$2,970



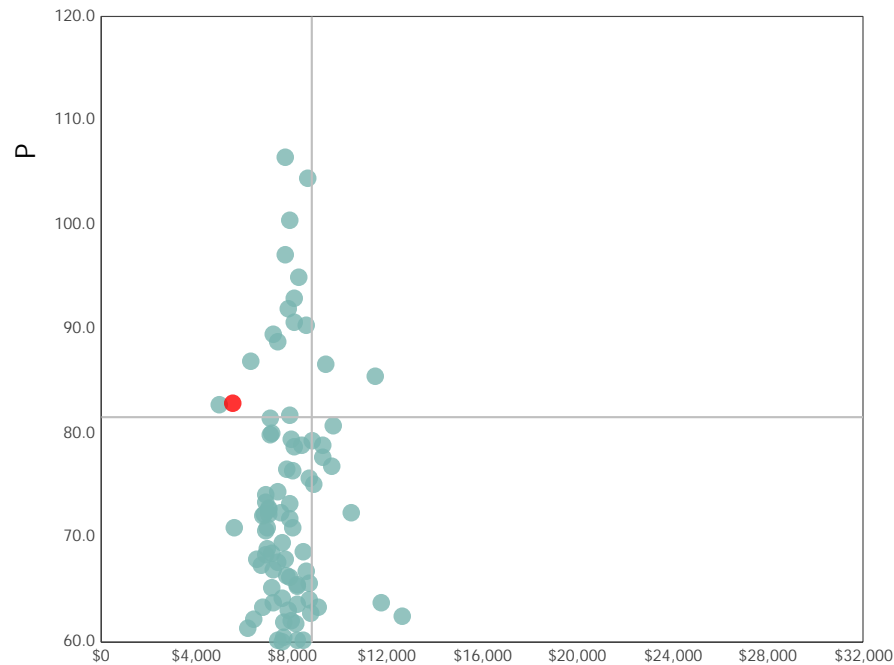
✓ Oakstone Community School IS among the 20% of traditional community schools with the lowest operating expenditures per pupil.

✓ Oakstone Community School IS among the 20% of traditional community schools organizations with the highest academic performance index scores.

## Spending and Performance

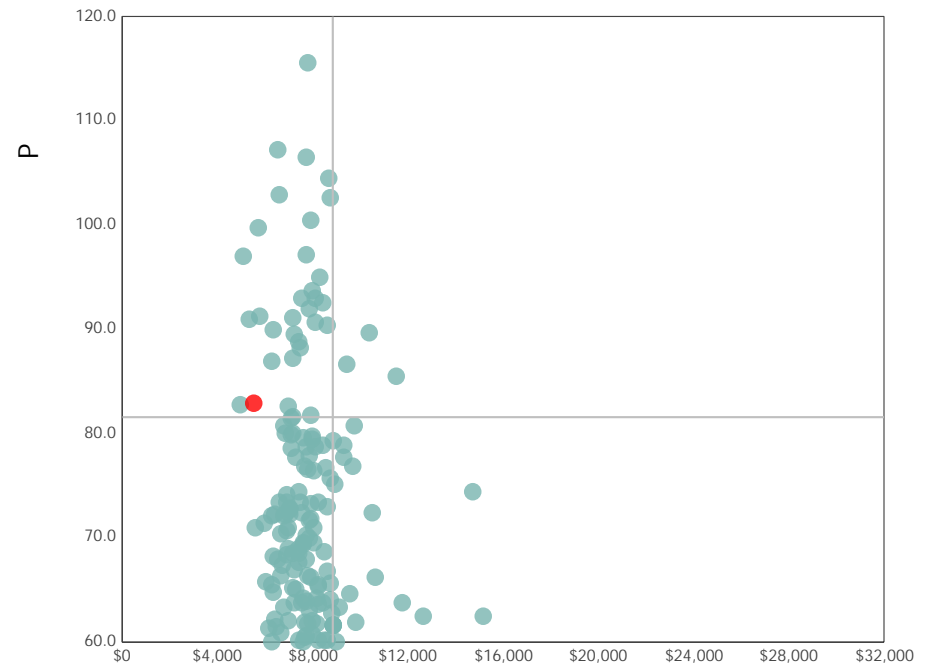
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

### Comparison Group



Spending per Pupil

### All Community & STEM Schools



Spending per Pupil

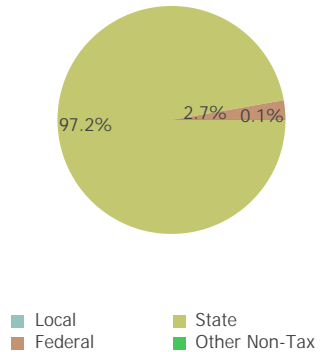
The quadrant lines on these graphs represent the statewide average performance index score and the statewide average spending per pupil for all Community and STEM schools.



## Source of Revenue

Source of Funds	School		State Total	
Local	\$0	0.0%	\$9,013,382,621	39.7%
State	\$7,675,111	97.2%	\$10,329,964,470	45.5%
Federal	\$211,298	2.7%	\$1,689,939,468	7.4%
Other Non-Tax	\$10,583	0.1%	\$1,662,319,384	7.3%
Total	\$7,896,991	100.0%	\$22,695,605,944	100.0%

School



State

