



OLENTANGY SCHOOLSSM



2022 ANNUAL REPORT

OLENTANGY LOCAL SCHOOLS
ANNUAL REPORT
2021—2022

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DISTRICT

The Annual Report includes historic as well as current data for all district and state testing instruments currently administered. Olentangy Local School District is committed to analyzing data beyond the state report card to measure improvement in academic achievement. The goal of the Annual Report is to organize district data around Continuous Improvement Plan (CIP) benchmarks, which go beyond state report cards to provide a more in-depth review of Olentangy student achievement. Each section includes a graphic representation of the data, as well as brief analysis summary points. You can find additional data and reports by visiting our website—www.olentangy.k12.oh.us.

It remains a goal of Olentangy's Continuous Improvement Plan to develop other benchmarks, beyond test scores and surveys, to measure overall district quality and improvement. The difficulty in measuring arts, athletics, academics, and other areas includes determining if measuring awards earned or participation rates are the best measure of quality. Also, the data need to be easily quantified and collected. Efforts to draft benchmarks in these areas will be ongoing.

In addition to Olentangy data, data from state comparison districts is also included. The Office of Policy Research and Analysis of the Ohio Department of Education generates a state comparison group for every district each year. Utilizing numerous variables, a rank order list of up to the twenty districts most like Olentangy is created. As often as possible, all of the data from these similar districts are included for comparison.

In any data report of this magnitude, it is inevitable that some corrections may have been missed during the editing process. If any concerns about accuracy or format are noted during the review of this document, please contact the Data and Continuous Improvement Department at (740)657-4055.

DISTRICT**Summary of Results—Annual Benchmark Progress**

MET indicates that the benchmark was met at the overall district level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—8th grade ELA, math, and geometry were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 87.9 to 102.3 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 82.6% with a five-star rating.

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—18 of 20 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—15 of 20 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 5.9% in the State. Not ranked for 20-21.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
MET—Percentage of students scoring 3 or higher increased from 77.4% to 81.0%.

Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
MET—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
NOT MET—Percent meeting all four benchmarks decreased from 46% to 45%.
- ACT mean scores will increase or remain high at 25.
NOT MET—District ACT mean scores decreased from 23.6 to 23.4.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.
NOT MET—Percentage of juniors and seniors who met the requirement decreased from 83.2% to 82.0%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
NOT MET—Percentage of students taking developmental course work in college increased from 10.8% to 11.8%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.
NOT MET—Not ranked in the top 500 high schools in the nation by US News and World Report.

DISTRICT**Benchmark 6: Responsible financial management**

- Obtain annual GFOA (Government Finance Officer Association) award for excellence in financial reporting for the district's CAFR.
MET—The District received the GFOA Award for Excellence in Financial Reporting for the District's FY21 CAFR on August 16, 2022.
- Maintain or increase the district's bond rating with both Moody's and Standard & Poor's.
MET—Moody's reaffirmed the Aa1 rating and Standard and Poor's reaffirmed the AAA rating as part of a sale of \$27,000,000 School Facilities Construction and Improvement bonds general obligation bonds that settled on June 15, 2022.
- Receive a successful unqualified audit with fewer than five minor compliance citations.
MET—The District received an unqualified audit opinion with less than five minor compliance citations on December 16, 2021.

Benchmark 7: Resource allocation and utilization that balance fiscal responsibility as they support student achievement

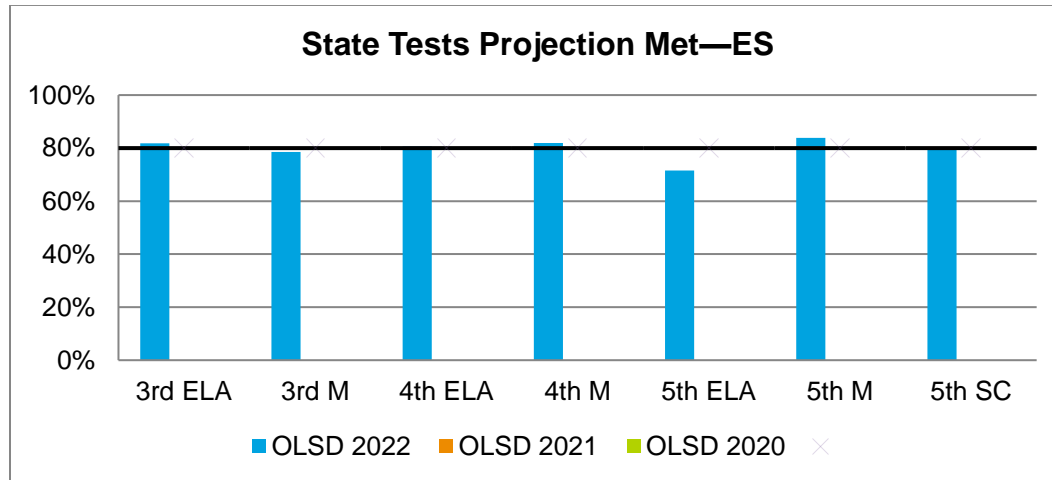
- Maintain or improve the District's expenditure cost per pupil from the previous fiscal year as measured against "similar districts" as established by the Ohio Department of Education.
NOT MET—The District's expenditure cost per pupil increased, but was in the top quartile as benchmarked against "comparable districts" as established by the Ohio Department of Education.
- The District's percent of their operating expenditures for classroom instruction vs. non-classroom purposes should be ranked in the top quartile as benchmarked against "comparable districts" as established by the Ohio Department of Education.
MET—The District did rank in the top quartile for percentage of classroom instruction expenditures as compared to "comparable districts".
- Achieve an "overall pupil/certified teacher ratio" at a level of 15.5:1 or higher as measured yearly on the OLSD 5-year forecast. This includes all certified staff such as guidance, special education, special area teachers, etc. recognizing that most individual classroom ratios will be higher.
NOT MET—"Overall pupil/certified teacher ratio" was 14.57:1 for the 2021-22 school year.

Benchmark 8: High community engagement and stakeholder satisfaction

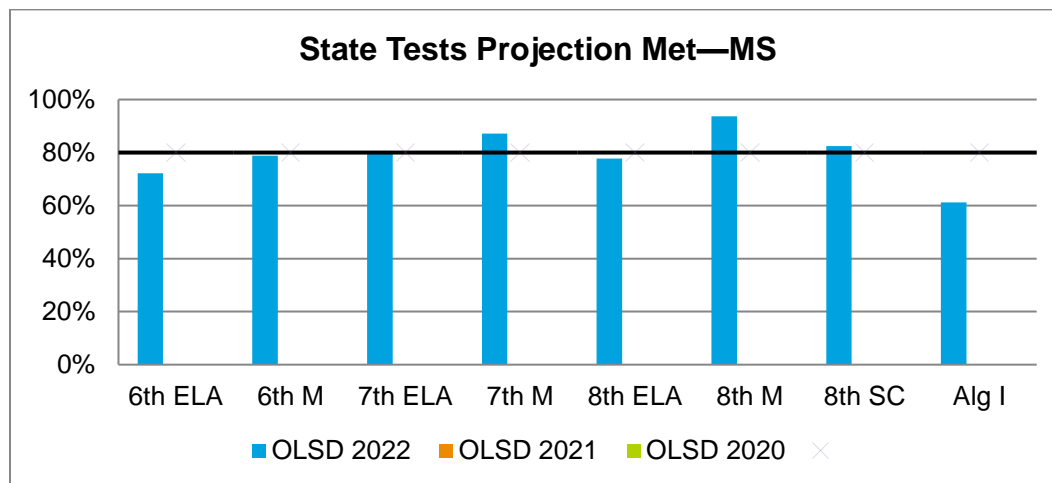
- Community survey results equal or surpass the previous year in areas related to educational quality, future direction, and fiscal management.
MET—A community survey was most recently administered during the 2019-2020 school year. Prior to that, the most recent survey was conducted in 2017. In each of the three identified areas, results improved slightly or remained the same.
- Measurable community outreach at all levels of administration include annual reports from principals to the superintendent on community engagement.
MET—During the 2021-22 school year, there were 50+ district-wide, content-specific community forums held in both in-person and virtual formats due to the impact of COVID-19. In addition to the forums and district-wide service events, each building reported a variety of events that engaged their community.

DISTRICT**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
- N/A—First year with projection met data since COVID-19. The benchmark was not rated.

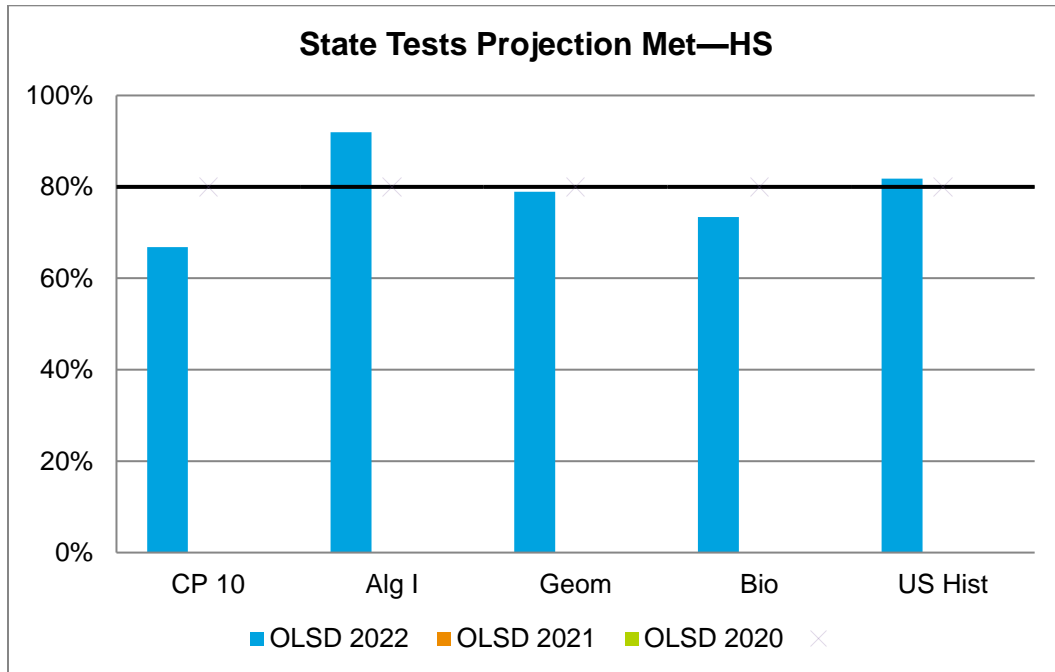


State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2022	81.8%	78.6%	80.6%	81.9%	71.6%	83.9%	79.7%
OLSD 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OLSD 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	1480	1488	1512	1517	1594	1602	1594



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OLSD 2022	72.2%	78.8%	79.6%	87.1%	77.7%	93.7%	82.5%	61.3%
OLSD 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OLSD 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	1503	1509	1526	1436	1545	649	1542	813

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State Tests Projection Met	CP 10	Alg I	Geom	Bio	US Hist
OLSD 2022	66.8%	91.9%	78.9%	73.4%	81.8%
OLSD 2021	N/A	N/A	N/A	N/A	N/A
OLSD 2020	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	1462	509	1248	1399	1150

DISTRICT**Benchmark 2: Facilitate a year or more in achievement for a year of instruction**

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th grade through 8th grade ELA and math, 5th and 8th grade science, CP English 10, Algebra I, Geometry, Biology, US History, and US Government. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

OLSD	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	1.60	0.02	21.53	0.21	10.96	0.18	17.40	0.11
Grade 4	4.42	0.12	1.59	0.04			3.88	0.08
Grade 5	0.91	0.02	10.41	0.25	-1.42	-0.04	5.44	0.09
Grade 6	0.10	0.00	8.99	0.21			5.67	0.11
Grade 7	0.42	0.01	2.50	0.06			1.88	0.03
Grade 8	-1.13	-0.02	-1.52	-0.04	9.14	0.25	4.76	0.08

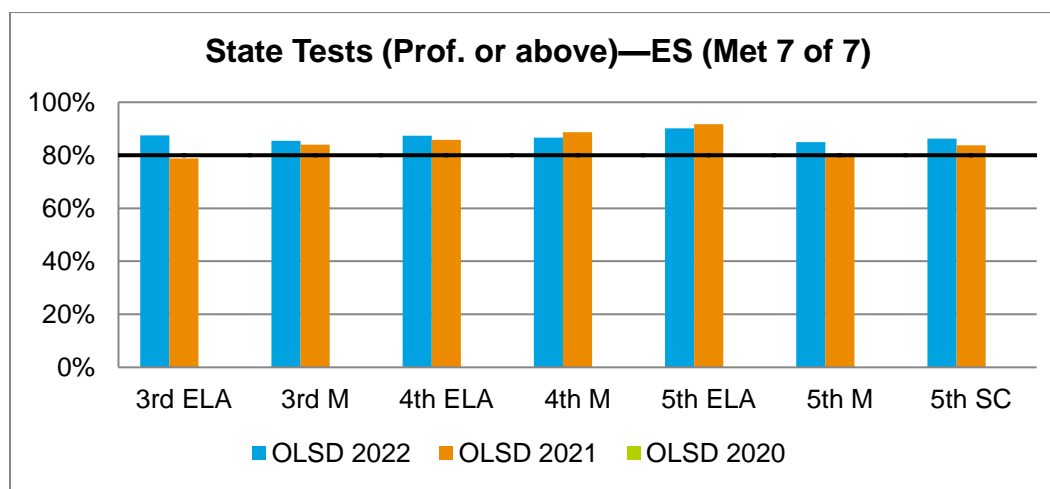
OLSD	CP 10		Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	-0.92	-0.02	10.24	0.28	19.52	0.53

OLSD	Bio		US Hist		US Gov	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	10.49	0.28	5.62	0.17	-9.47	-0.28

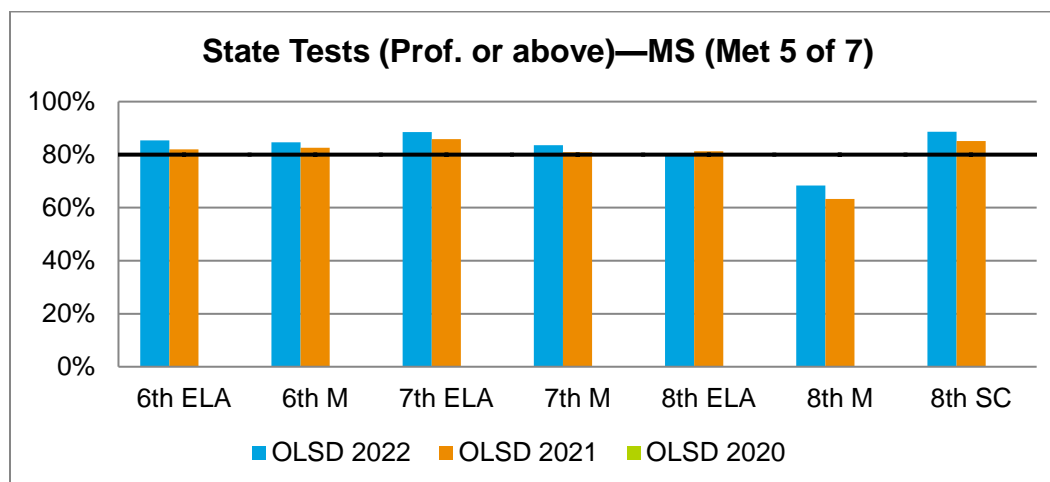
- Students made more progress than expected—significant evidence
- Students made more progress than expected—moderate evidence
- Students made progress similar to the statewide expectation—evidence
- Students made less progress than expected—moderate evidence
- Students made less progress than expected—significant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

DISTRICT**Benchmark 3: Meet state standards at the District and Building levels**

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—8th grade ELA, math, and geometry were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 87.9 to 102.3 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 82.6% with a five-star rating.

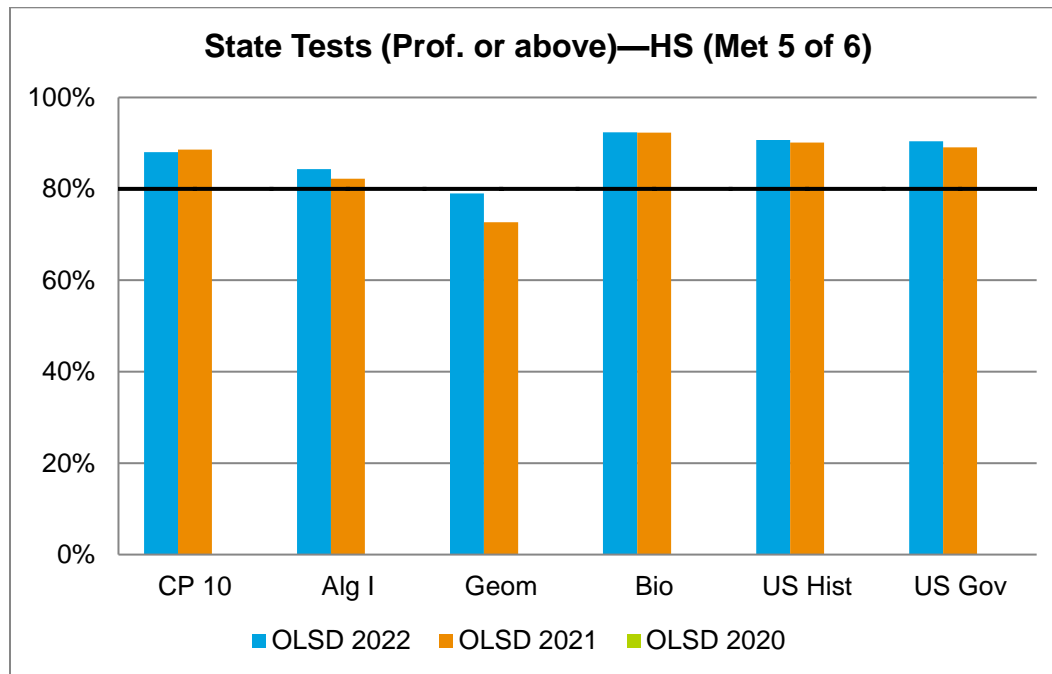


State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2022	87.5%	85.4%	87.4%	86.7%	90.1%	85.0%	86.3%
OLSD 2021	78.8%	84.0%	85.8%	88.7%	91.7%	80.6%	83.8%
OLSD 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A



State Tests (Prof. or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLSD 2022	85.4%	84.7%	88.5%	83.6%	79.8%	68.3%	88.6%
OLSD 2021	82.0%	82.6%	85.9%	80.9%	81.3%	63.3%	85.1%
OLSD 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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State Tests (Prof. or above)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLSD 2022	88.0%	84.3%	79.0%	92.4%	90.7%	90.4%
OLSD 2021	88.6%	82.2%	72.7%	92.3%	90.1%	89.1%
OLSD 2020	N/A	N/A	N/A	N/A	N/A	N/A

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

21-22 AMO Goals—OLSD		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.7	78.6	100.0	1	1.60
Economic Disadvantage	88.0	64.2	83.8	1	0.82
Asian or Pacific Islander	109.3	86.9	95.8	1	8.09
Black, Non-Hispanic	90.3	54.8	79.7	1	0.32
American Indian or Alaskan Native	110.0	69.7	88.1	1	0.04
Hispanic	93.1	66.3	84.4	1	2.02
Multiracial	102.5	71.6	88.0	1	0.25
White, Non-Hispanic	102.7	84.3	92.4	1	-2.46
Students with Disabilities	71.8	50.6	76.3	1	0.13
English Learner	85.4	62.6	80.9	1	5.39

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21-22 AMO Goals—OLSD		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	100.7	71.1	100.0	1	21.53
Economic Disadvantage	80.0	55.1	84.0	1	5.66
Asian or Pacific Islander	111.5	83.9	98.8	1	17.48
Black, Non-Hispanic	81.7	44.1	78.5	1	4.09
American Indian or Alaskan Native	113.8	60.8	87.1	1	2.09
Hispanic	88.2	57.7	84.6	1	5.11
Multiracial	97.3	61.7	87.6	1	3.91
White, Non-Hispanic	100.8	77.2	93.1	1	14.59
Students with Disabilities	66.8	45.5	76.8	1	2.63
English Learner	84.4	57.0	83.4	1	5.40

Performance Index Score

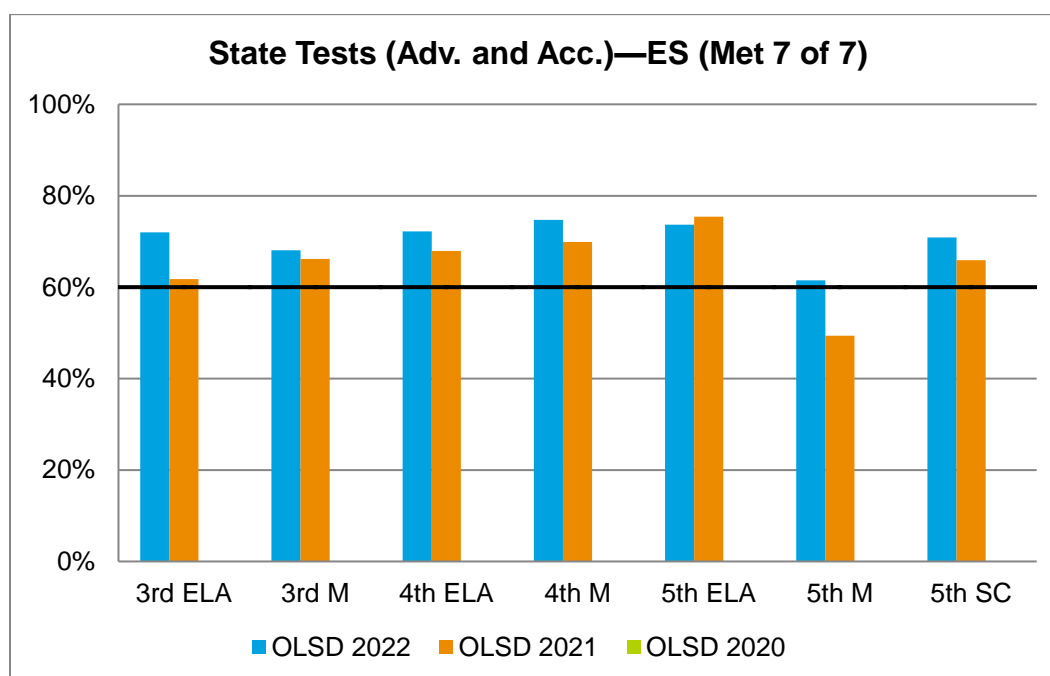
The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points.

Performance Index Scores over time show trends in school achievement.

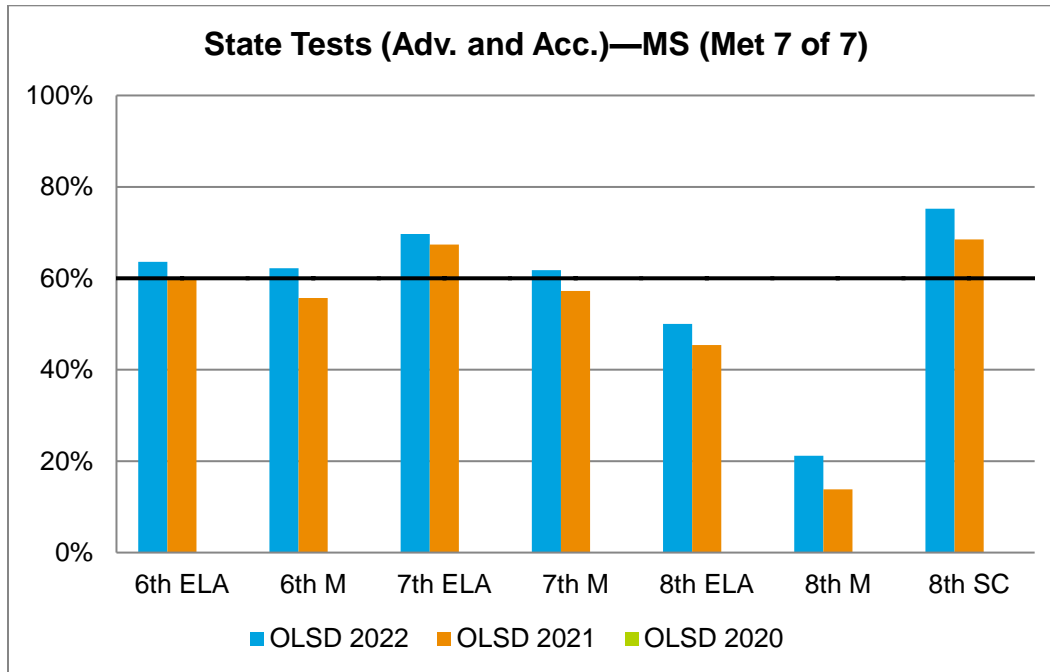
Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy Local Schools	102.3	87.9	N/A	105.5	105.2
Alum Creek Elementary	104.2	93.7	N/A	109.0	107.9
Arrowhead Elementary	99.8	80.8	N/A	100.6	100.8
Cheshire Elementary	105.9	87.9	N/A	109.7	111.7
Freedom Trail Elementary	104.0	89.2	N/A	109.2	111.1
Glen Oak Elementary	100.8	79.0	N/A	104.4	107.2
Heritage Elementary	105.9	79.4	N/A	107.4	104.6
Indian Springs Elementary	106.2	91.3	N/A	110.1	110.5
Johnnycake Corners Elementary	103.2	84.1	N/A	108.9	105.9
Liberty Tree Elementary	103.5	82.3	N/A	107.1	107.4
Oak Creek Elementary	102.7	75.2	N/A	107.9	103.3
Olentangy Meadows Elementary	100.6	70.7	N/A	105.6	106.4
Scioto Ridge Elementary	107.5	95.8	N/A	109.0	111.6
Shale Meadows Elementary	104.3	N/A	N/A	N/A	N/A
Tyler Run Elementary	109.5	98.8	N/A	112.6	111.2
Walnut Creek Elementary	103.4	94.2	N/A	110.7	108.9
Wyandot Run Elementary	104.3	87.1	N/A	107.4	107.3
Olentangy Berkshire Middle	101.8	86.7	N/A	105.1	105.5
Olentangy Hyatts Middle	102.4	91.0	N/A	104.6	103.5
Olentangy Liberty Middle	102.2	91.7	N/A	107.4	106.2
Olentangy Orange Middle	98.3	85.3	N/A	102.0	101.1
Olentangy Shanahan Middle	103.3	86.0	N/A	105.6	104.9
Olentangy Berlin High School	96.8	90.8	N/A	100.2	N/A
Olentangy High School	104.1	97.3	N/A	104.5	102.5
Olentangy Liberty High School	104.9	99.0	N/A	103.7	104.1
Olentangy Orange High School	98.0	86.4	N/A	98.6	100.7

Benchmark 4: Top of State and Nation

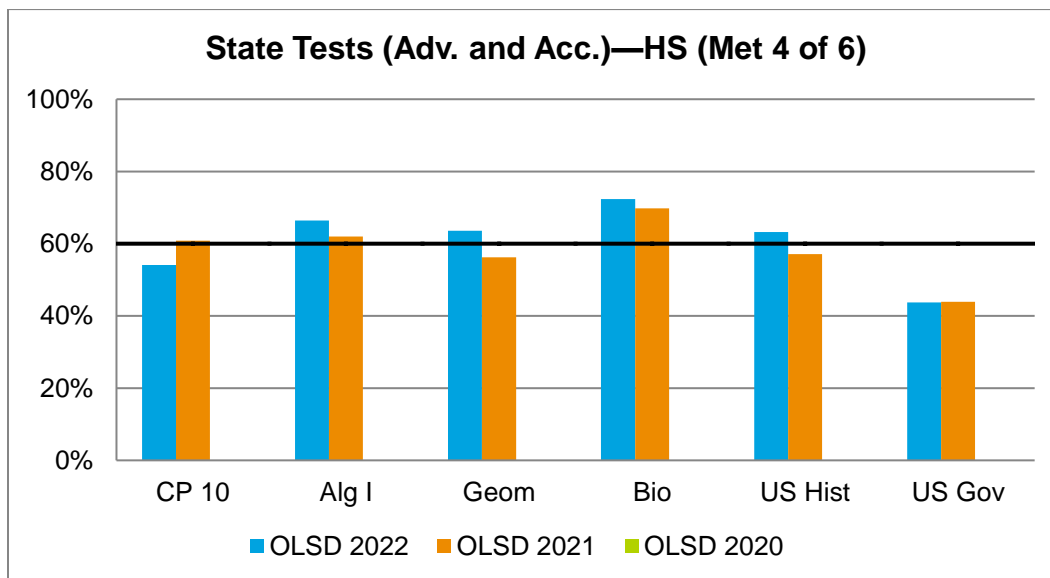
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—18 of 20 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—15 of 20 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 5.9% in the State. Not ranked for 20-21.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
MET—Percentage of students scoring 3 or higher increased from 77.4% to 81.0%.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2022	72.0%	68.1%	72.2%	74.7%	73.7%	61.5%	70.9%
OLSD 2021	61.8%	66.2%	67.9%	69.9%	75.4%	49.4%	65.9%
OLSD 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

DISTRICT

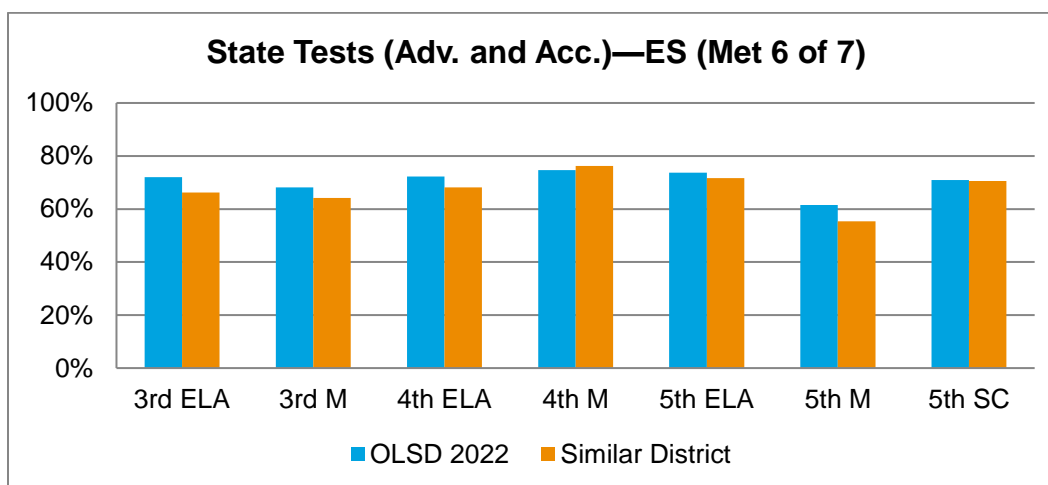
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLSD 2022	63.6%	62.2%	69.7%	61.8%	50.0%	21.2%	75.2%
OLSD 2021	59.9%	55.7%	67.4%	57.2%	45.4%	13.8%	68.5%
OLSD 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A



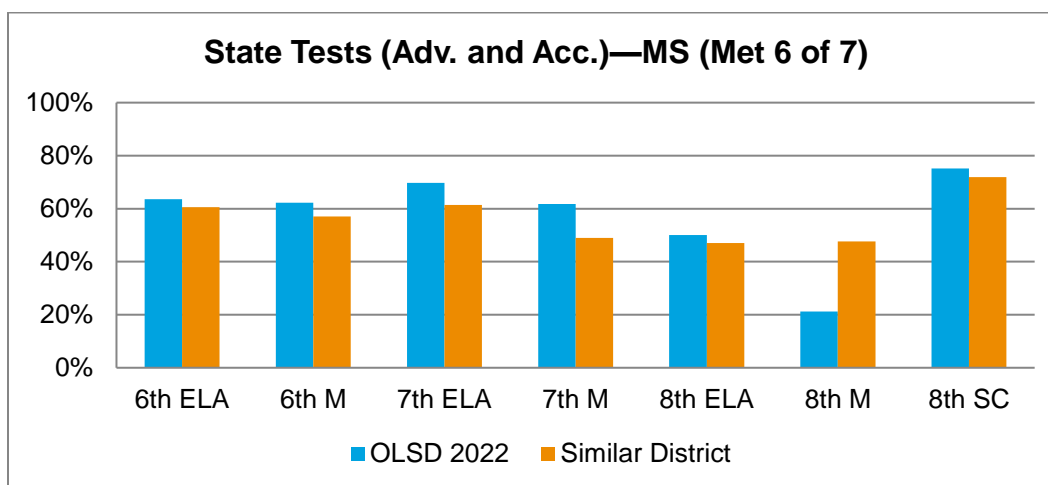
State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLSD 2022	54.1%	66.4%	63.6%	72.4%	63.2%	43.7%
OLSD 2021	60.8%	62.0%	56.2%	69.8%	57.1%	43.9%
OLSD 2020	N/A	N/A	N/A	N/A	N/A	N/A

DISTRICTSimilar District Comparison Group

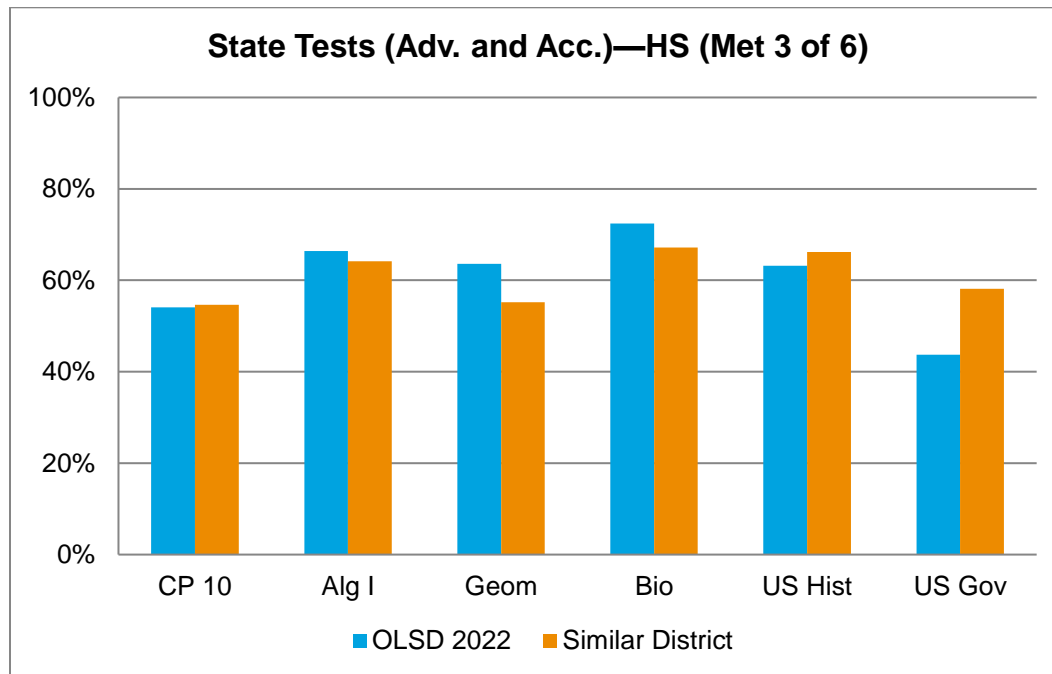
There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2022	72.0%	68.1%	72.2%	74.7%	73.7%	61.5%	70.9%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLSD 2022	63.6%	62.2%	69.7%	61.8%	50.0%	21.2%	75.2%
Similar District	60.5%	57.1%	61.4%	49.0%	47.1%	47.6%	71.9%

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State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLSD 2022	54.1%	66.4%	63.6%	72.4%	63.2%	43.7%
Similar District	54.6%	64.1%	55.2%	67.2%	66.2%	58.2%

Performance Index Ranking

The following rankings represent the school district's position among all school districts with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 607 school districts with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OLSD rank among all districts	36	N/A	N/A	22	25
OLSD within top % of the State	5.9%	N/A	N/A	3.6%	4.1%

Advanced Placement

Advanced Placement	21-22	20-21	19-20	18-19	17-18
OLSD % students taking AP exams	50.2%	53.2%	56.3%	57.3%	62.2%
OLSD % students scoring 3, 4, or 5 on AP exams	81.0%	77.4%	82.7%	86.0%	85.8%

DISTRICT**Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice**

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
MET—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
NOT MET—Percent meeting all four benchmarks decreased from 46% to 45%.
- ACT mean scores will increase or remain high at 25.
NOT MET—District ACT mean scores decreased from 23.6 to 23.4.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.
NOT MET—Percentage of juniors and seniors who met the requirement decreased from 83.2% to 82.0%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
NOT MET—Percentage of students taking developmental course work in college increased from 10.8% to 11.8%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.
NOT MET—Not ranked in the top 500 high schools in the nation by US News and World Report.

Senior Survey

The Senior Survey is given to the graduating class annually in May of students' senior year.

% Choosing Yes	2022	2021	2020
Did OLSD provide a safe, caring, respectful environment?	89.3%	85.4%	N/A
Did OLSD prepare you for what you want to do after graduation?	84.6%	80.9%	N/A
Were you encouraged to attempt advanced coursework?	82.2%	80.6%	N/A
Did your teachers have high expectations for quality work?	93.6%	92.8%	N/A
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	81.4%	77.2%	N/A
Did OLSD facilitate maximum learning for you?	81.6%	76.6%	N/A
% Choosing Highest 2 Ratings	2022	2021	2020
Overall, my math courses were challenging.	89.6%	90.3%	N/A
Overall, my science courses were challenging.	88.2%	86.2%	N/A
Overall, my social studies courses were challenging.	73.7%	73.1%	N/A
Overall, my English courses were challenging.	75.1%	79.7%	N/A
OLSD actively partners with parents and community.	59.5%	59.9%	N/A
OLSD offers a focused and challenging curriculum.	83.2%	83.1%	N/A
Staff at OLSD work together to improve student achievement.	76.3%	74.4%	N/A
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	69.4%	67.5%	N/A
Instruction in my classes was focused on students being actively involved in understanding the material.	73.7%	70.7%	N/A
Student input is sought by teachers and administrators when making decisions how the school operates.	57.4%	54.0%	N/A

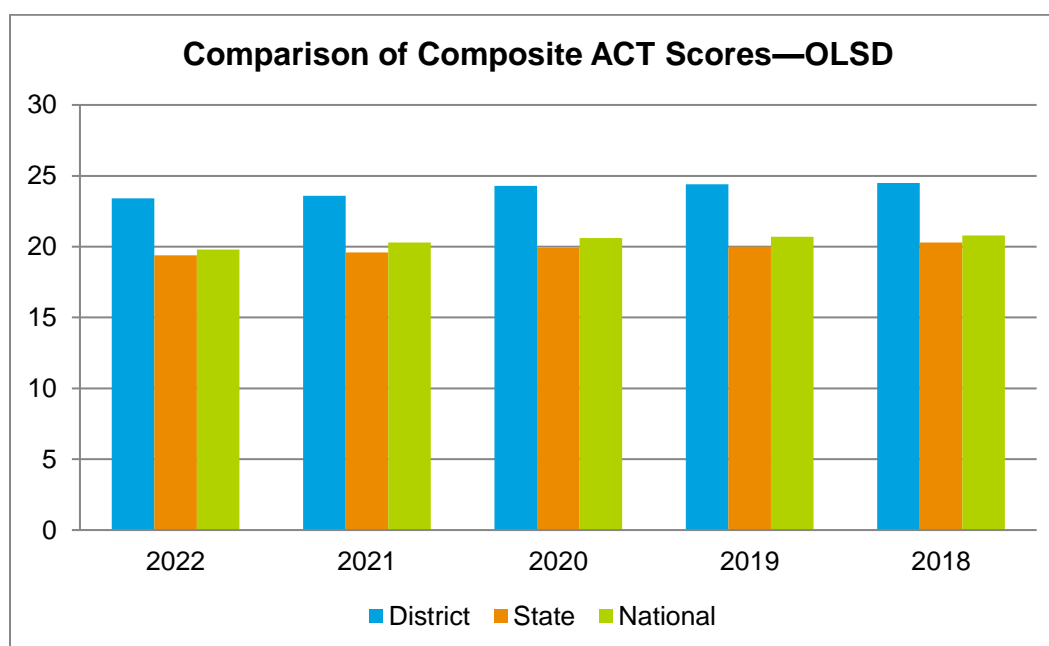
DISTRICT**ACT College Readiness Benchmark**

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. The college Readiness Benchmark Scores were derived based on the actual performance of students in college.

Percent of Students Meeting ACT College Readiness Benchmarks*

Year	Met All 4	English (18)	Algebra (22)	Social Science (22)	Biology (23)
2022	45%	76%	58%	65%	58%
2021	46%	78%	63%	64%	60%
2020	49%	82%	68%	68%	62%
2019	50%	81%	67%	67%	64%
2018	51%	82%	70%	67%	64%

*The benchmark is included next to the subject area in parentheses.

ACT Mean Score

ACT Mean Scores	2022	2021	2020	2019	2018
District	23.4	23.6	24.3	24.4	24.5
State	19.4	19.6	19.9	20.0	20.3
National	19.8	20.3	20.6	20.7	20.8

DISTRICT

Juniors and seniors participating in AP, CCP courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT

OLSD juniors and seniors	21-22	20-21	19-20	18-19	17-18
% students who met the requirement	82.0%	83.2%	83.9%	78.8%	78.2%

Regents Data

The Department of Higher Education publishes an annual remediation report including many points of data about high school graduates/freshman college students. These data reflect only the students who attend Ohio public higher education institutions and must therefore be considered in this context. The Class of 2020 report details performance of high school graduates in 2020 enrolling as first-time college students in Fall 2020.

% Taking Developmental Coursework in Ohio Public College	
OLSD Class 20	11.8%
OLSD Class 19	10.8%*
OLSD Class 18	13%
OLSD Class 17	15%
OLSD Class 16	18%

*First time reported to the tenths digit.

National High School Rankings

Ranking List	Publisher	2022 Ranking			
		OBHS	OHS	OLHS	OOHS
Best High Schools	US News and World Report	N/A	518	626	571
Top STEM High Schools	Newsweek	N/A	N/A	N/A	N/A
Challenge Index	Jay Mathews	N/A	N/A	N/A	N/A
High School Rankings	(formerly The Washington Post)	N/A	N/A	N/A	N/A

DISTRICT**Benchmark 6: Responsible financial management**

- Obtain annual GFOA (Government Finance Officer Association) award for excellence in financial reporting for the district's CAFR.
MET—The District received the GFOA Award for Excellence in Financial Reporting for the District's FY21 CAFR on August 16, 2022.
- Maintain or increase the district's bond rating with both Moody's and Standard & Poor's.
MET—Moody's reaffirmed the Aa1 rating and Standard and Poor's reaffirmed the AAA rating as part of a sale of \$27,000,000 School Facilities Construction and Improvement bonds general obligation bonds that settled on June 15, 2022.
- Receive a successful unqualified audit with fewer than five minor compliance citations.
MET—The District received an unqualified audit opinion with less than five minor compliance citations on December 16, 2021.

Benchmark 7: Resource allocation and utilization that balance fiscal responsibility as they support student achievement

- Maintain or improve the District's expenditure cost per pupil from the previous fiscal year as measured against "similar districts" as established by the Ohio Department of Education.
NOT MET—The District's expenditure cost per pupil increased, but was in the top quartile as benchmarked against "comparable districts" as established by the Ohio Department of Education.
- The District's percent of their operating expenditures for classroom instruction vs. non-classroom purposes should be ranked in the top quartile as benchmarked against "comparable districts" as established by the Ohio Department of Education.
MET—The District did rank in the top quartile for percentage of classroom instruction expenditures as compared to "comparable districts".
- Achieve an "overall pupil/certified teacher ratio" at a level of 15.5:1 or higher as measured yearly on the OLSD 5-year forecast. This includes all certified staff such as guidance, special education, special area teachers, etc. recognizing that most individual classroom ratios will be higher.
NOT MET—"Overall pupil/certified teacher ratio" was 14.57:1 for the 2021-22 school year.

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Expenditure per Pupil and % of Classroom Instruction

Expenditure per pupil and percent of classroom instructions is released by the Ohio Department of Education annually.

District	District Instructional Expenditure Per Pupil FY21	District Total Expenditure Per Pupil FY21	% Instructional Expenditure Per Pupil FY21
Springboro Community City SD	5,764.03	9,506.25	60.63%
Perrysburg Ex Vill SD	7,628.48	12,047.42	63.32%
Avon Local SD	6,417.17	10,162.00	63.15%
Lakota Local SD	6,940.07	11,855.30	58.54%
Forest Hills Local SD	7,898.07	12,470.21	63.34%
Olentangy Local SD	8,550.94	12,615.39	67.78%
Mason City SD	8,044.61	12,700.00	63.34%
Beavercreek City SD	8,178.81	12,694.24	64.43%
Hilliard City SD	8,362.54	13,156.63	63.56%
New Albany-Plain Local SD	8,082.47	13,620.42	59.34%
Dublin City SD	9,665.95	14,729.63	65.62%
Centerville City SD	8,879.80	14,578.01	60.91%
Worthington City SD	9,229.19	14,726.10	62.67%
Hudson City SD	9,049.97	15,073.75	60.04%
Sycamore Community City SD	9,938.12	15,658.01	63.47%
Solon City SD	10,154.28	16,639.39	61.03%
Upper Arlington City SD	11,318.14	17,308.95	65.39%
Springboro Community City SD	5,764.03	9,506.25	60.63%
Perrysburg Ex Vill SD	7,628.48	12,047.42	63.32%
Avon Local SD	6,417.17	10,162.00	63.15%
Lakota Local SD	6,940.07	11,855.30	58.54%

Overall Pupil/Certified Teacher Ratio

The District continuously reviews staffing levels to meet its mission to “facilitate maximum learning for every student,” while trying to maintain fiscal prudence.

School Year	21-22	20-21	19-20	18-19	17-18
Overall Pupil/Certified Teacher Ratio	14.57	15.08	15.19	15.37	15.67

Benchmark 8: High community engagement and stakeholder satisfaction

- Community survey results equal or surpass the previous year in areas related to educational quality, future direction, and fiscal management.
MET—A community survey was most recently administered during the 2019-2020 school year. Prior to that, the most recent survey was conducted in 2017. In each of the three identified areas, results improved slightly or remained the same.
- Measurable community outreach at all levels of administration include annual reports from principals to the superintendent on community engagement.
MET—During the 2021-22 school year, there were 50+ district-wide, content-specific community forums held in both in-person and virtual formats due to the impact of COVID-19. In addition to the forums and district-wide service events, each building reported a variety of events that engaged their community.

DISTRICTCommunity Survey

A community survey was conducted during September 2019 by Fallon Research & Communications, Inc. Three hundred and three registered voters were interviewed by phone at that time.

Area & Survey item	% Choosing positive rating	September 2019	January 2017
Educational Quality	Overall, how would you rate the quality of education being provided by the Olentangy Local School District? Would you say it is excellent, good, fair, poor, or very poor?	88%	84%
Future Direction	Thinking about the Olentangy Local School District that serves your community, would you say that it is generally going in the right direction, or has it gotten off onto the wrong track?	76%	76%
Fiscal Management	In your opinion, how would you rate the job the Olentangy Local School District has done spending its money in an effective and responsible manner? Would you say it is excellent, good, fair, poor, or very poor?	65%	65%

Community Engagement

Parent Academy events held during the 2021-2022 school year included:

1. OSUWMC Mental Health Specialists in Collaboration with Olentangy Schools
 - a. Parent/Caregiver Mental Health and Wellness “Lunch and Learn” Series: Parenting a Teen
 - i. Jun. 16, 2021 Managing Stress and Self Care
 - ii. Jun. 30, 2021 Setting Boundaries
 - iii. Jul. 14, 2021 Building Resilience
 - iv. Jul. 28, 2021 Back to School Success
 - b. Parent “Lunch and Learn” Return to In-person Learning – Supporting your CDL Student
 - i. Jun. 8, 2021
 - ii. Aug. 3, 2021
2. Syntero Summer Parenting Series for Young Children
 - a. Jun. 16, 2021 Developing Good Bedtime Routines
 - b. Jun. 23, 2021 Managing Fighting and Aggression
 - c. Jun. 30, 2021 Dealing with Disobedience
3. In partnership with Instructional Technology
 - a. Sept. 14, 2021 Digital Resources
 - b. October 2021 Schoology Series
4. Parent Forums sponsored by the Parent Programs Team
 - a. Sept. 22, 2021 Parenting to Promote Mental Well-Being with Dr. Huston from Nationwide Children’s
 - b. Nov. 10, 2021 Anxiety in Youth: What You Need to Know and How You Can Help
5. Special Education Resource Series (formerly known as Parent Information Series)
 - a. Sept. 22, 2021 Assistive Technology
 - b. Oct. 20, 2021 Self-Determination and Self-Advocacy: How to Get Your Child Involved in Their IEP or Section 504 Plan
 - c. Nov. 17, 2021 A Parent’s Guide to Holiday Behavior Support
 - d. Jan. 18, 2022 Supporting Students with Mental Health and Developmental Disabilities
 - e. Feb. 10, 2022 A Roadmap to Public Schools Serving Students with Dyslexia
 - f. Mar. 16, 2022 Sensory Processing – The Home and School Connection
 - g. April 27, 2022 Executive Function
 - h. May 11, 2022 New Graduation Requirements for the Class of 2023 and Beyond

DISTRICT

6. Signs of Suicide Parent Training
 - a. Dec. 7, 2021
 - b. Feb. 16, 2022
 - c. May 3, 2022
7. OhioHealth Sexual Assault Response Network of Central Ohio in Partnership with Olentangy Schools: Your Child and Healthy Relationships Webinar Series
 - a. Mar. 9, 2022 Boundaries 101
 - b. Mar. 23, 2022 Building Communities of Consent and Mutuality
 - c. Apr. 6, 2022 Exploring Social Media and Online Relationships
 - d. Apr. 20, 2022 The Foundation of Healthy Masculinity
 - e. May 4, 2022 Teen Dating 101

Community Events held during the 2021-2022 school year included:

1. Multilingual Family Night September 22, 2021
2. Superintendent's Committee: Diversity Committee
 - a. Sept. 29, 2021
 - b. Dec. 1, 2021
 - c. Jan. 26, 2022
 - d. Mar. 23, 2022
3. Town Halls with Superintendent and Treasurer
 - a. Oct. 6, 2021
 - b. Oct. 13, 2021
 - c. Oct. 19, 2021
 - d. Oct. 27, 2021
4. ONE Community Conference Event Series
 - a. Jan. 17, 2022 MLK Day of Service
 - b. Feb. 28, 2022 African American Read-In Author Panel
 - c. Mar. 19, 2022 District Service Plunge
 - d. Apr. 23, 2022 Mini Conference and Student Keynote
5. Superintendent Coffee Chat Feb. 16, 2022
6. Board of Education Committee: School Advocacy Committee
 - a. Apr. 17, 2022 General Assembly Candidate Forum
 - b. Jun. 7, 2022 Ohio Fair School Funding Summit

Additional Engagement Events held during the 2021-2022 school year included:

1. Superintendent's Committee: Business Advisory Council
2. Key Communicators Group
 - a. Oct. 5, 2021
 - b. Feb. 9, 2022
 - c. Apr. 26, 2022

Individual school buildings host a variety of events to engage the community beyond back-to-school open houses, curriculum nights, parent/teacher conferences, arts performances, and athletic events. Though many of these events were virtual to follow COVID-19 safety protocols, buildings reported hosting events such as food and clothing drives, multicultural nights, Veterans Day celebrations, book fairs and fitness events. In addition, administrators use social media as means of engaging their respective communities.

OLENTANGY LOCAL SCHOOLS

2022—2023 Performance Benchmarks

Benchmark 1: *Achievement at or above projected performance levels*

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

Benchmark 2: *Facilitate a year or more of growth for every year of instruction*

- Overall district/building growth will meet or exceed State's growth expectation.
- Gifted students will meet or exceed State's growth expectation.
- Students with disabilities will meet or exceed State's growth expectation.
- Students in the lowest twenty percent of achievement statewide will meet or exceed State's growth expectation.

Benchmark 3: *Meet or exceed State's achievement and gap closing standards at the district and building levels*

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.

Benchmark 4: *Top of State and Nation*

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
- State Performance Index ranking will increase or remain in the top ten percent of all school districts.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.

Benchmark 5: *Graduates prepared for educational/vocational pursuit of their choice*

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
- ACT mean scores will increase or remain high at 25.
- Increase or maintain 90 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, teacher academy, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score in the English Language Arts and Math areas of the ACT/SAT.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek and The Washington Post (if rankings are published and our schools are eligible).

DISTRICT

Benchmark 6: *Responsible financial management*

- Obtain annual GFOA (Government Finance Officer Association) award for excellence in financial reporting for the district's CAFR.
- Maintain or increase the district's bond rating with both Moody's and Standard & Poor's.
- Receive a successful unqualified audit with fewer than five minor compliance citations.

Benchmark 7: *Resource allocation and utilization that balance fiscal responsibility as they support student achievement*

- Maintain or improve the District's expenditure cost per pupil from the previous fiscal year as measured against "similar districts" as established by the Ohio Department of Education.
- The District's percent of their operating expenditures for classroom instruction vs. non-classroom purposes should be ranked in the top quartile as benchmarked against "comparable districts" as established by the Ohio Department of Education.
- Achieve an "overall pupil/certified teacher ratio" at a level of 15.5:1 or higher as measured yearly on the OLSD 5-year forecast. This includes all certified staff such as guidance, special education, special area teachers, etc. recognizing that most individual classroom ratios will be higher.

Benchmark 8: *High community engagement and stakeholder satisfaction*

- Community survey results equal or surpass the previous year in areas related to educational quality, future direction, and fiscal management.
- Measurable community outreach at all levels of administration include annual reports from principals to the superintendent on community engagement.

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
NOT MET—Moderate evidence that students made less progress than expected with a two-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 93.7 to 104.2 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 71.7% with a five-star rating.

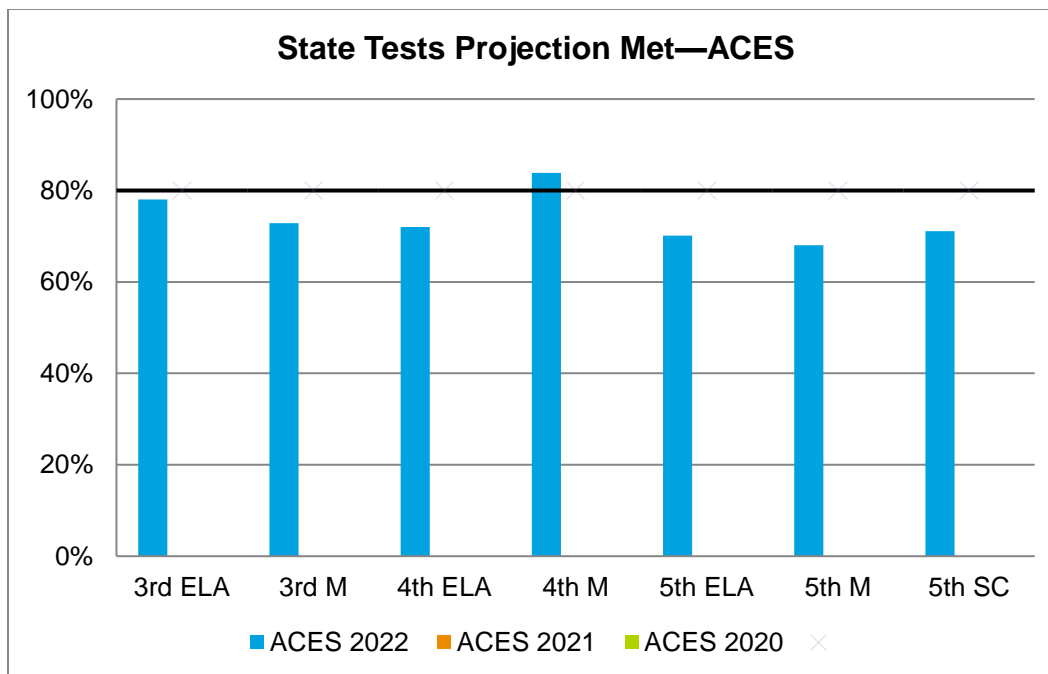
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—5 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 6.3% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2022	78.0%	72.8%	72.0%	83.9%	70.1%	68.0%	71.1%
ACES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	91	92	93	93	97	97	97







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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
NOT MET—Moderate evidence that students made less progress than expected with a two-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

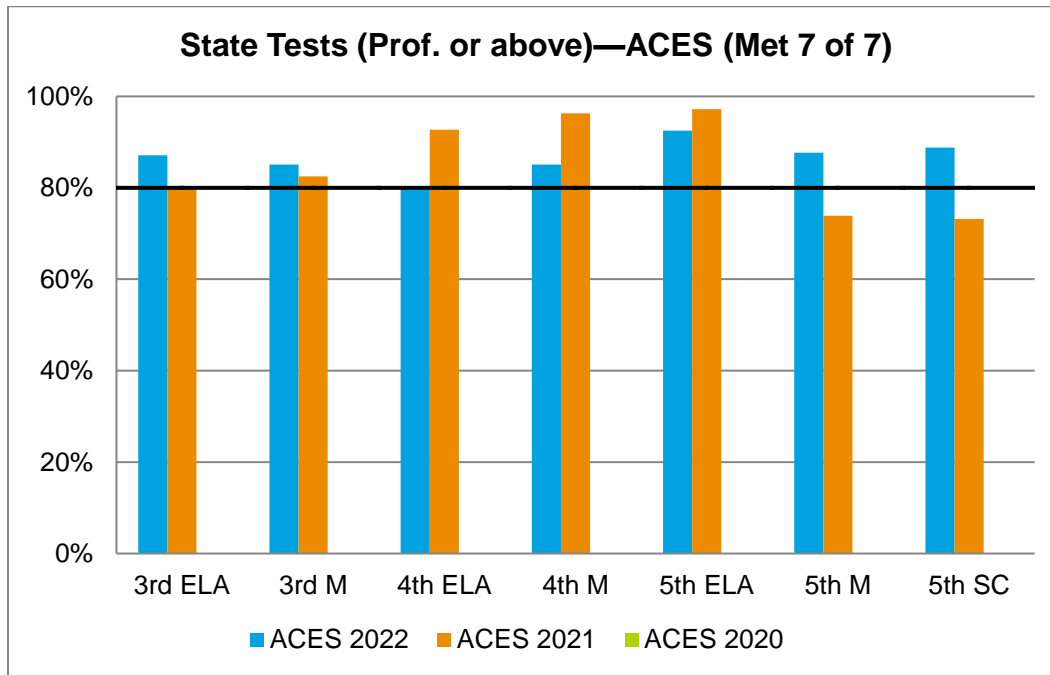
ACES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-2.41	-0.17	-0.48	-0.03	-2.39	-0.22	-2.68	-0.12
Grade 4	-1.35	-0.14	2.11	0.21			0.43	0.03
Grade 5	-2.08	-0.19	-3.02	-0.27	-2.39	-0.22	-4.09	-0.23

-  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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 93.7 to 104.2 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 71.7% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2022	87.1%	85.1%	80.2%	85.1%	92.5%	87.7%	88.8%
ACES 2021	80.0%	82.5%	92.7%	96.3%	97.2%	73.9%	73.2%
ACES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Alum Creek Elementary	104.2	93.7	N/A	109.0	107.9

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

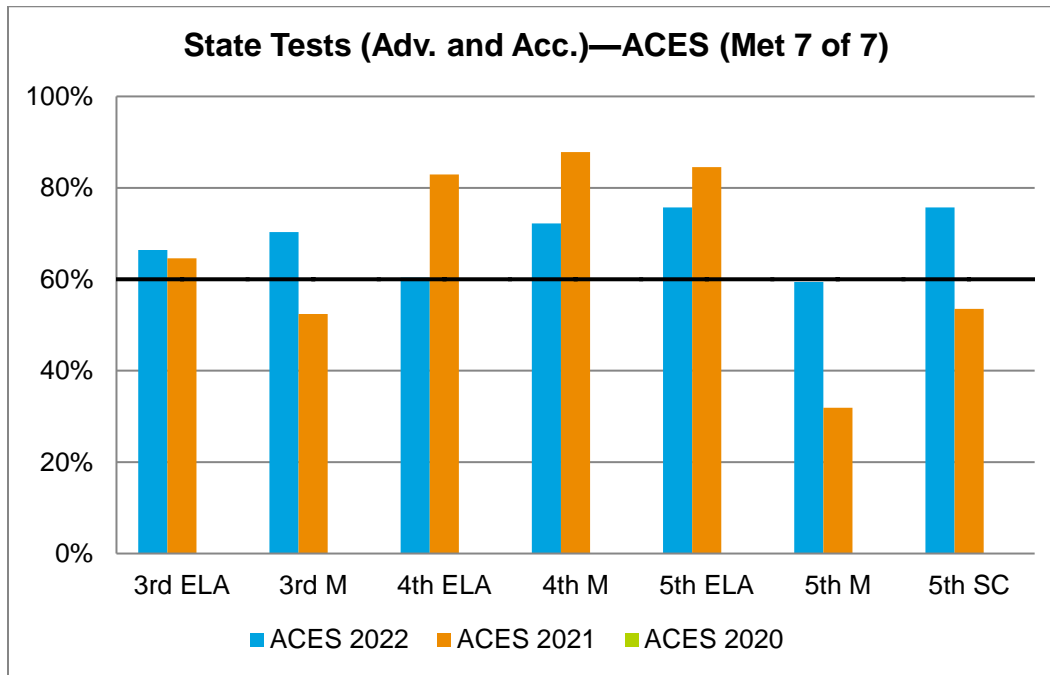
21-22 AMO Goals—ACES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.6	78.6	100.0	1	-2.41
Economic Disadvantage	88.8	64.2	83.8	1	NR
Asian or Pacific Islander	104.4	86.9	95.8	1	-0.31
Black, Non-Hispanic	91.2	54.8	79.7	1	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	87.6	66.3	84.4	1	NR
Multiracial	108.8	71.6	88.0	1	NR
White, Non-Hispanic	106.8	84.3	92.4	1	-2.19
Students with Disabilities	72.3	50.6	76.3	1	0.16
English Learner	85.2	62.6	80.9	1	NR

21-22 AMO Goals—ACES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.7	71.1	100.0	1	-0.48
Economic Disadvantage	83.1	55.1	84.0	1	NR
Asian or Pacific Islander	111.1	83.9	98.8	1	1.24
Black, Non-Hispanic	90.0	44.1	78.5	1	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	86.5	57.7	84.6	1	NR
Multiracial	103.5	61.7	87.6	1	NR
White, Non-Hispanic	102.7	77.2	93.1	1	-0.80
Students with Disabilities	71.5	45.5	76.8	1	-0.35
English Learner	85.2	57.0	83.4	1	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—5 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 6.3% in the State. Not ranked for 20-21.

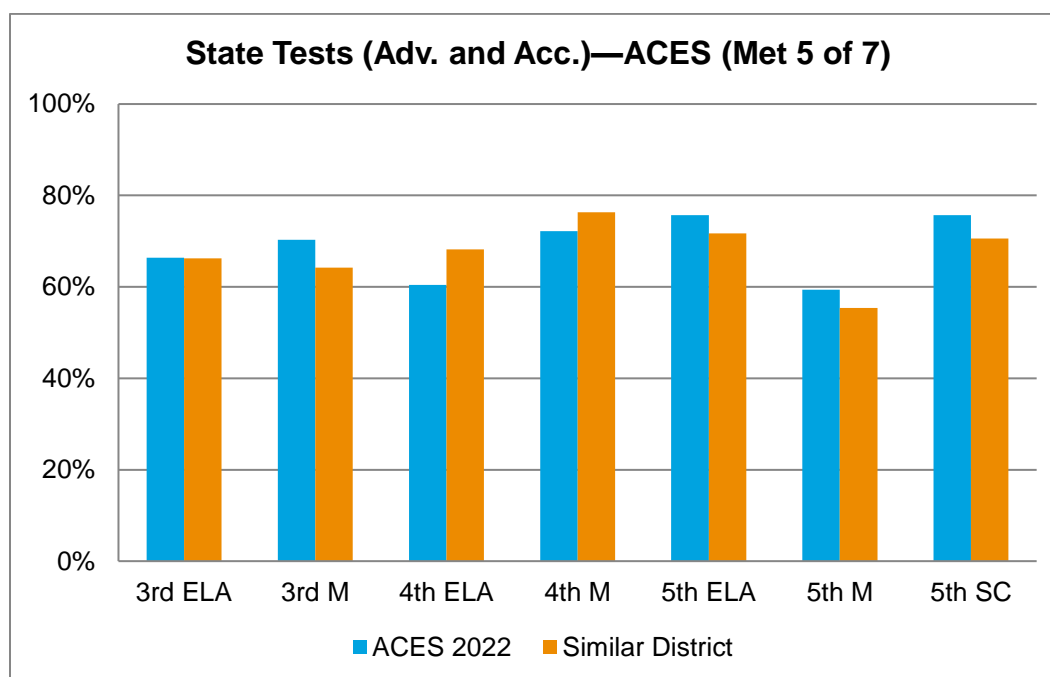


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2022	66.4%	70.3%	60.4%	72.2%	75.7%	59.4%	75.7%
ACES 2021	64.6%	52.4%	82.9%	87.8%	84.5%	31.9%	53.5%
ACES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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ALUM CREEK ELEMENTARY

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2022	66.4%	70.3%	60.4%	72.2%	75.7%	59.4%	75.7%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
ACES rank among all buildings	42	N/A	N/A	19	31
ACES within top % of the State	6.3%	N/A	N/A	2.8%	4.6%

ARROWHEAD ELEMENTARY
ANNUAL REPORT
2021—2022

Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—5th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 80.8 to 99.8 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 67.4% with a five-star rating.

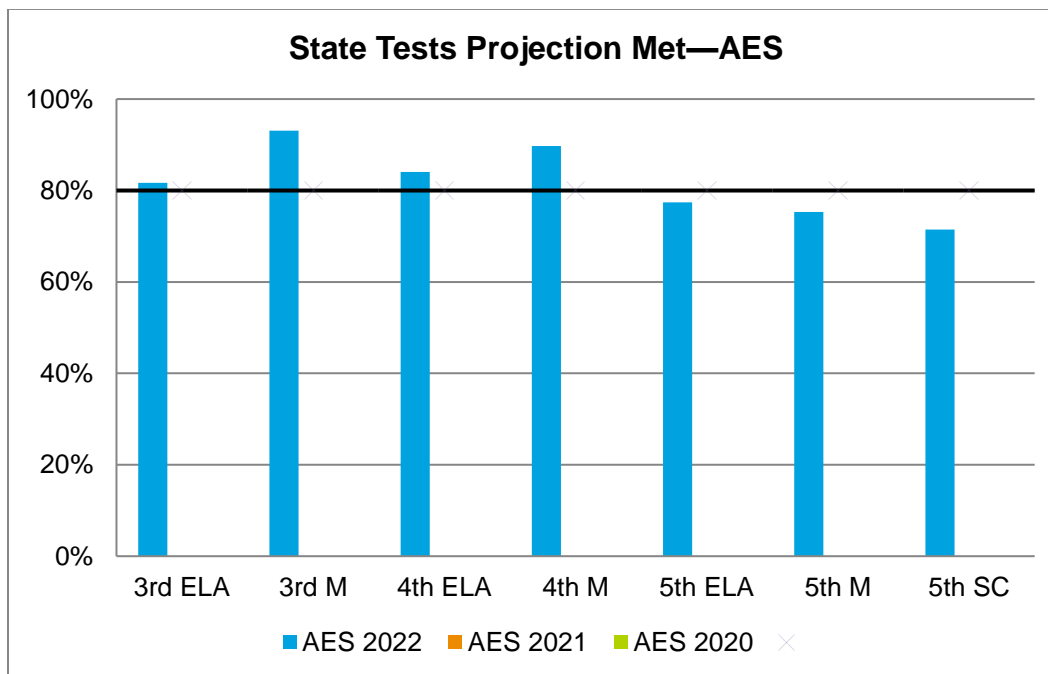
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—3 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
N/A—Performance Index ranking was the top 15.5% in the State. Not ranked for 20-21.

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ARROWHEAD ELEMENTARY

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2022	81.7%	93.1%	84.1%	89.7%	77.4%	75.3%	71.4%
AES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	71	72	69	68	84	85	84







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ARROWHEAD ELEMENTARY

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

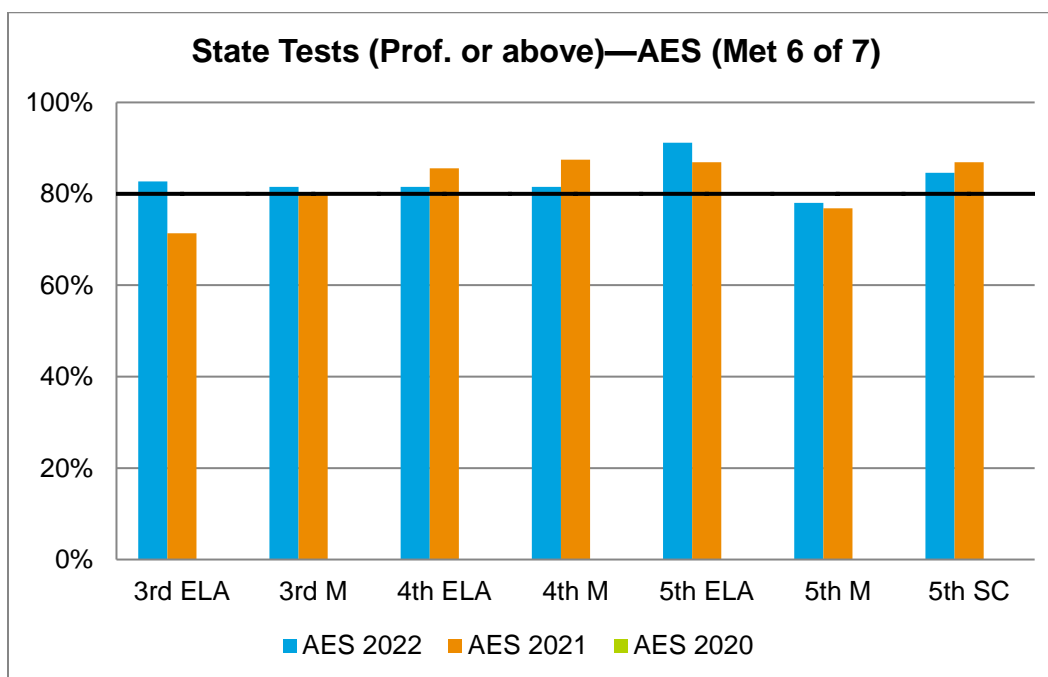
AES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.84	0.07	0.75	0.06	-0.30	-0.03	0.88	0.05
Grade 4	0.40	0.05	0.69	0.08			0.70	0.06
Grade 5	0.78	0.08	0.38	0.04	-0.30	-0.03	0.55	0.04

-  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

2022 ANNUAL REPORT
ARROWHEAD ELEMENTARY

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—5th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 80.8 to 99.8 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 67.4% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2022	82.7%	81.5%	81.5%	81.5%	91.2%	78.0%	84.6%
AES 2021	71.4%	79.8%	85.6%	87.5%	86.9%	76.8%	86.9%
AES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2022 ANNUAL REPORT
ARROWHEAD ELEMENTARY

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Arrowhead Elementary	99.8	80.8	N/A	100.6	100.8

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

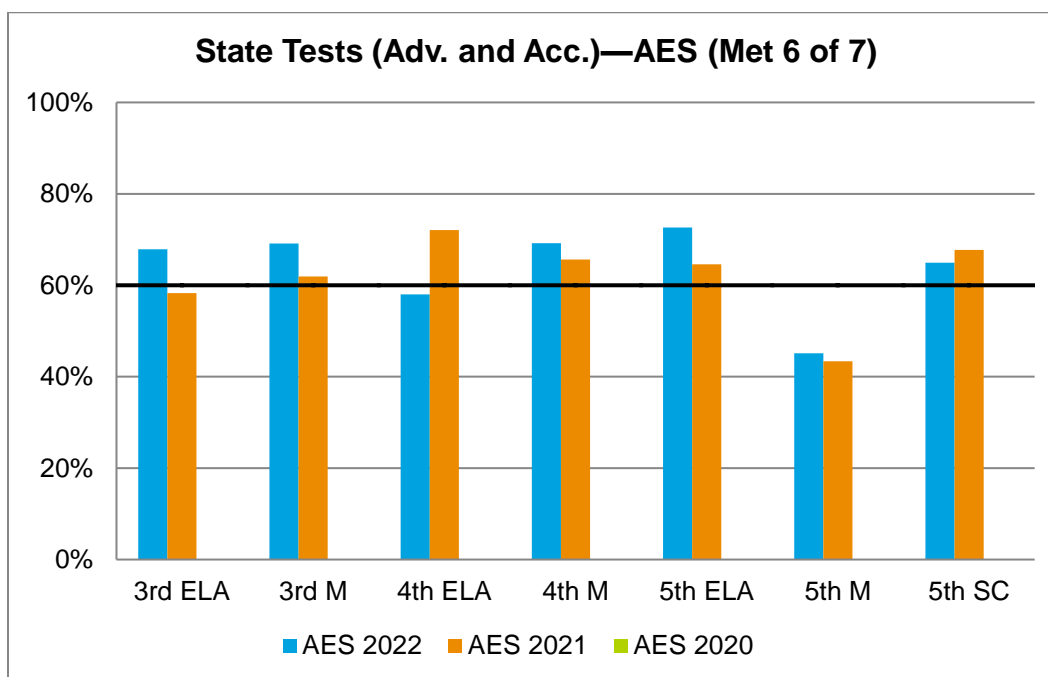
21-22 AMO Goals—AES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	101.6	78.6	100.0	1	0.84
Economic Disadvantage	82.6	64.2	83.8	1	-0.65
Asian or Pacific Islander	97.9	86.9	95.8	1	NR
Black, Non-Hispanic	NR	54.8	79.7	NR	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	90.0	66.3	84.4	1	-0.42
Multiracial	103.8	71.6	88.0	1	NR
White, Non-Hispanic	104.8	84.3	92.4	1	0.90
Students with Disabilities	69.6	50.6	76.3	1	-1.53
English Learner	83.5	62.6	80.9	1	NR

21-22 AMO Goals—AES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	97.7	71.1	100.0	1	0.75
Economic Disadvantage	75.8	55.1	84.0	1	-1.52
Asian or Pacific Islander	100.0	83.9	98.8	1	NR
Black, Non-Hispanic	NR	44.1	78.5	NR	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	90.4	57.7	84.6	1	-1.80
Multiracial	100.0	61.7	87.6	1	NR
White, Non-Hispanic	99.7	77.2	93.1	1	1.19
Students with Disabilities	61.5	45.5	76.8	1	-0.40
English Learner	84.3	57.0	83.4	1	NR

2022 ANNUAL REPORT
ARROWHEAD ELEMENTARY

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—3 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
N/A—Performance Index ranking was the top 15.5% in the State. Not ranked for 20-21.

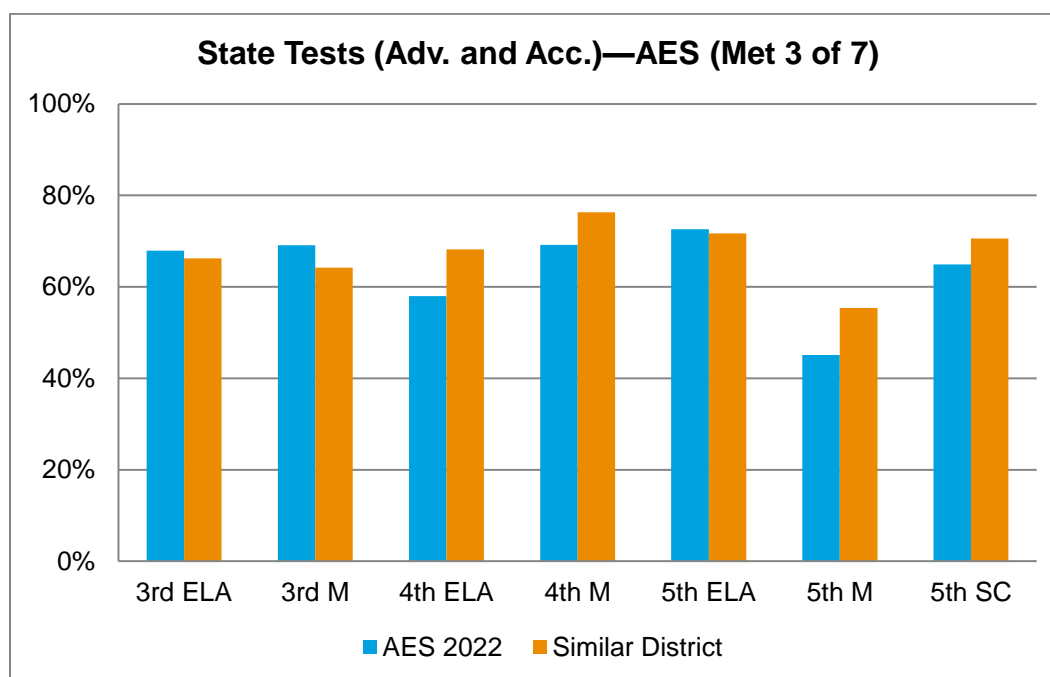


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2022	67.9%	69.1%	58.0%	69.2%	72.6%	45.1%	64.9%
AES 2021	58.3%	61.9%	72.1%	65.6%	64.6%	43.4%	67.7%
AES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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ARROWHEAD ELEMENTARY

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2022	67.9%	69.1%	58.0%	69.2%	72.6%	45.1%	64.9%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
AES rank among all buildings	103	N/A	N/A	138	125
AES within top % of the State	15.5%	N/A	N/A	20.4%	18.4%

CHESHIRE ELEMENTARY
ANNUAL REPORT
2021—2022

Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 87.9 to 105.9 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 81.6% with a five-star rating.

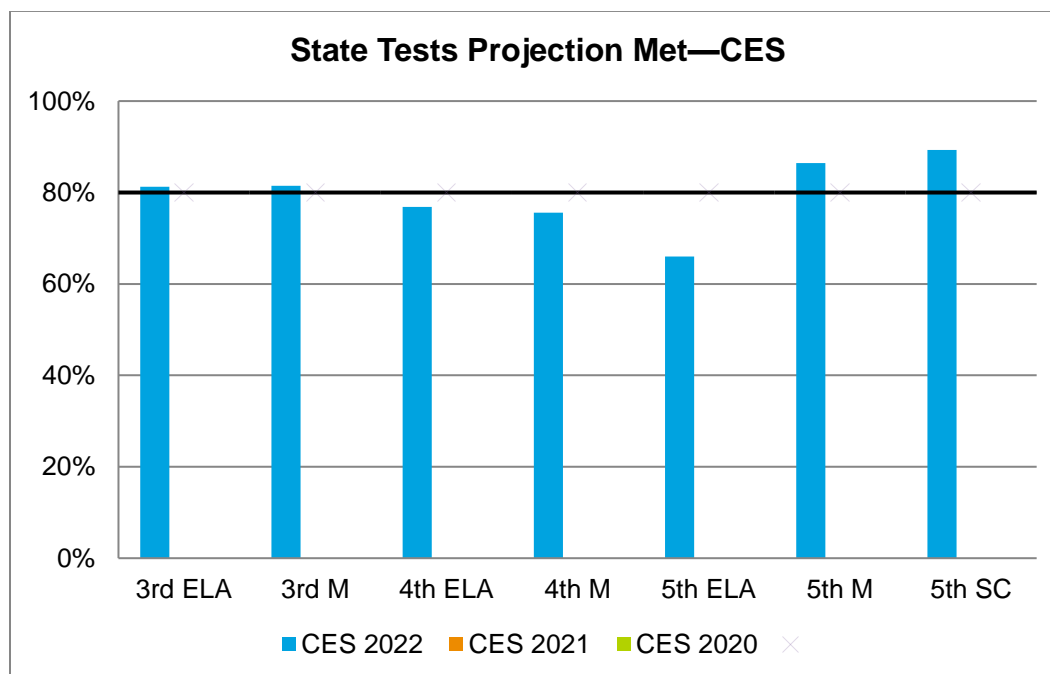
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.6% in the State. Not ranked for 20-21.

2022 ANNUAL REPORT
CHESHIRE ELEMENTARY

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2022	81.3%	81.5%	76.8%	75.6%	66.0%	86.4%	89.3%
CES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	80	81	82	82	103	103	103

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CHESHIRE ELEMENTARY

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

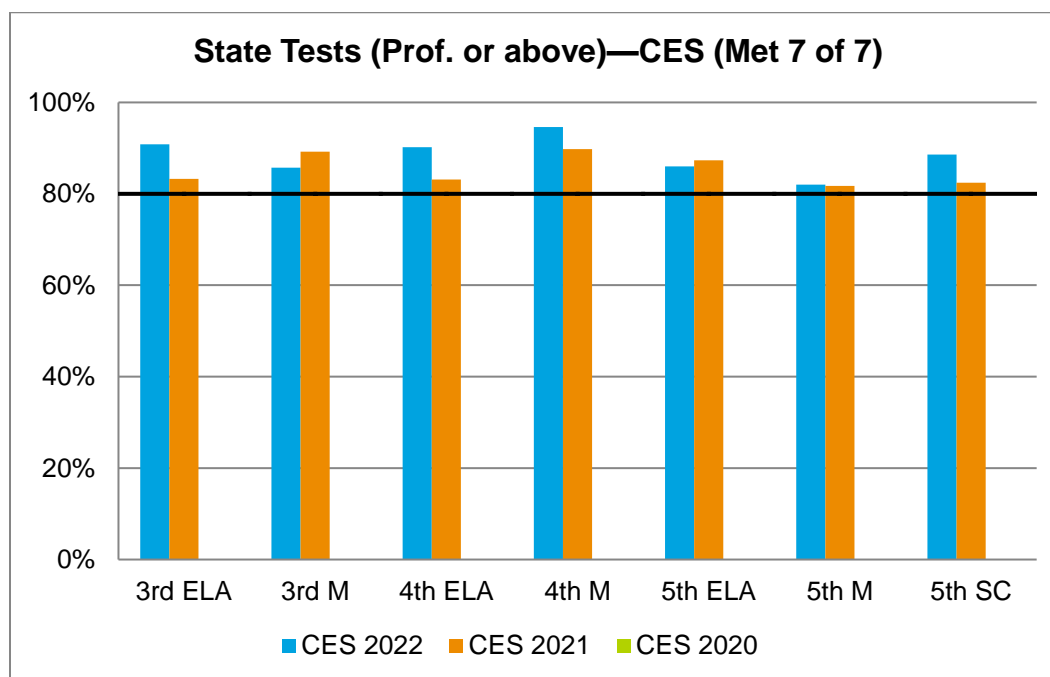
CES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-1.19	-0.08	0.47	0.03	2.22	0.20	0.39	0.02
Grade 4	0.42	0.05	-0.55	-0.05			-0.07	0.00
Grade 5	-2.08	-0.19	1.22	0.11	2.22	0.20	0.58	0.03

	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

2022 ANNUAL REPORT
CHESHIRE ELEMENTARY

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 87.9 to 105.9 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 81.6% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2022	90.8%	85.7%	90.2%	94.6%	86.0%	82.0%	88.6%
CES 2021	83.3%	89.2%	83.1%	89.8%	87.3%	81.7%	82.4%
CES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2022 ANNUAL REPORT
CHESHIRE ELEMENTARY

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Cheshire Elementary	105.9	87.9	N/A	109.7	111.7

Annual Measurable Objectives (AMOs)

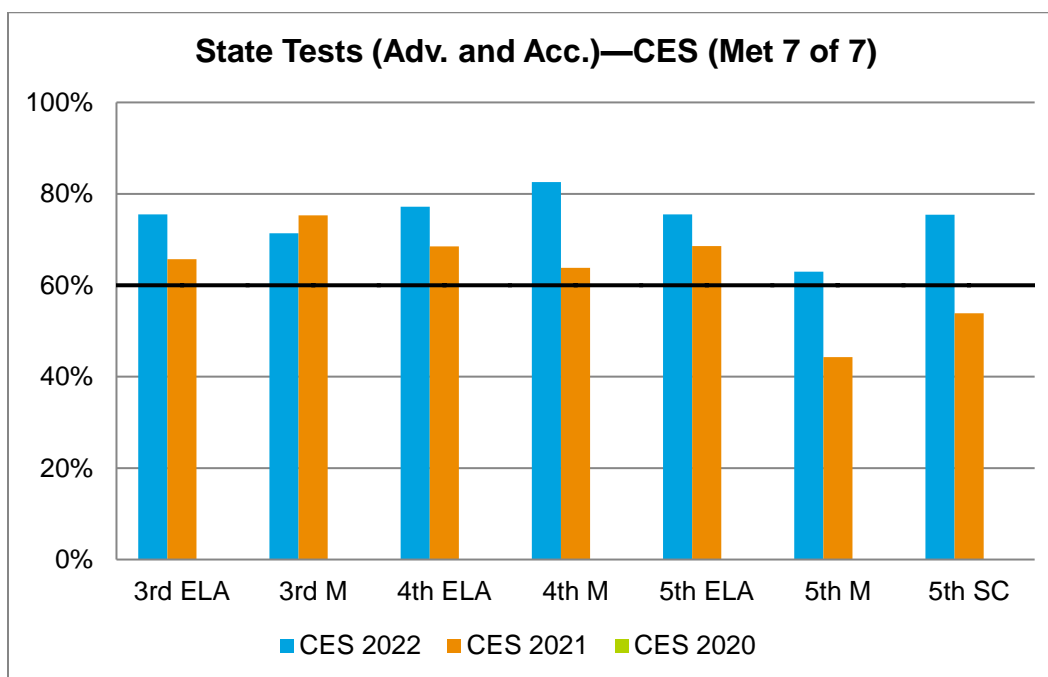
Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

21-22 AMO Goals—CES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.9	78.6	100.0	1	-1.19
Economic Disadvantage	NR	64.2	83.8	NR	NR
Asian or Pacific Islander	112.2	86.9	95.8	1	1.97
Black, Non-Hispanic	NR	54.8	79.7	NR	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	109.5	71.6	88.0	1	NR
White, Non-Hispanic	105.0	84.3	92.4	1	-2.49
Students with Disabilities	82.3	50.6	76.3	1	1.21
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—CES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.3	71.1	100.0	1	0.47
Economic Disadvantage	NR	55.1	84.0	NR	NR
Asian or Pacific Islander	113.1	83.9	98.8	1	4.05
Black, Non-Hispanic	NR	44.1	78.5	NR	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	100.9	61.7	87.6	1	NR
White, Non-Hispanic	102.8	77.2	93.1	1	-1.47
Students with Disabilities	76.2	45.5	76.8	1	1.08
English Learner	NR	57.0	83.4	NR	NR

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.6% in the State. Not ranked for 20-21.

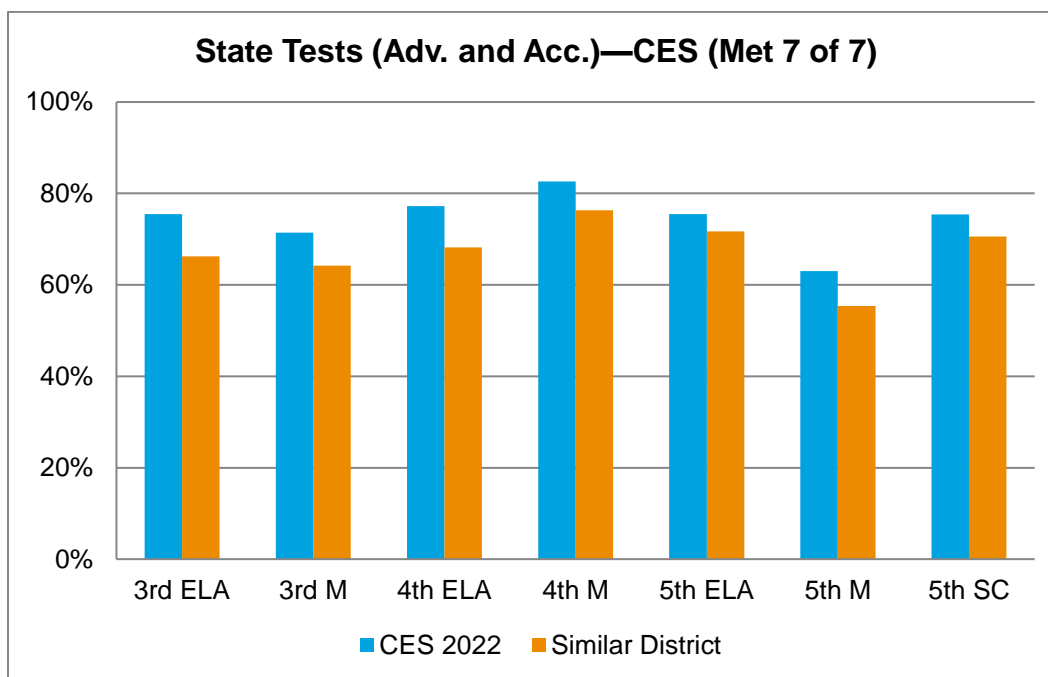


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2022	75.5%	71.4%	77.2%	82.6%	75.5%	63.0%	75.4%
CES 2021	65.7%	75.3%	68.5%	63.8%	68.6%	44.3%	53.9%
CES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2022 ANNUAL REPORT
CHESHIRE ELEMENTARY

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2022	75.5%	71.4%	77.2%	82.6%	75.5%	63.0%	75.4%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
CES rank among all buildings	24	N/A	N/A	13	4
CES within top % of the State	3.6%	N/A	N/A	1.9%	0.6%

FREEDOM TRAIL ELEMENTARY
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2021—2022

Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 89.2 to 104.0 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 73.9% with a five-star rating.

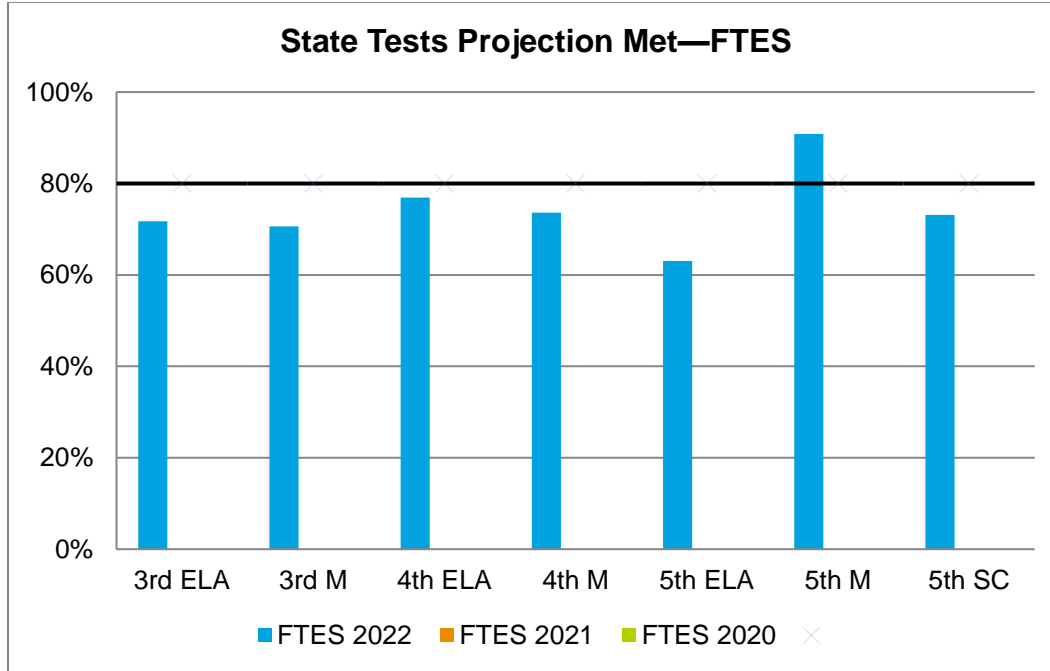
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—3 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 6.8% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2022	71.8%	70.6%	76.9%	73.6%	63.0%	90.8%	73.1%
FTES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FTES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	85	85	91	91	119	120	119

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

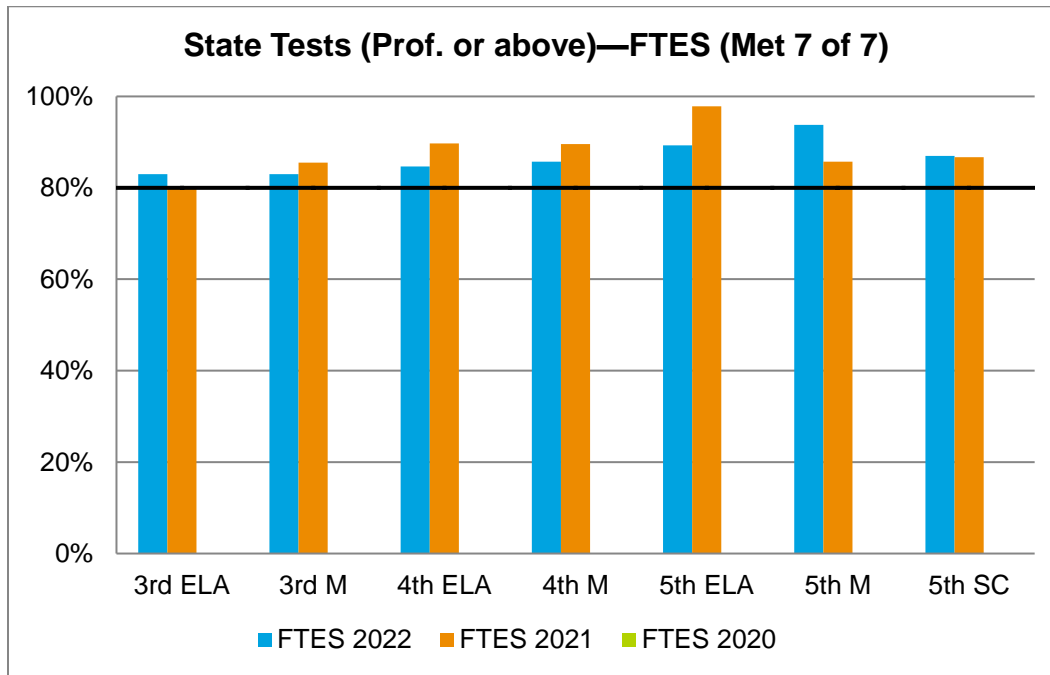
FTES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-1.67	-0.11	5.99	0.38	-1.74	-0.15	1.82	0.08
Grade 4	0.86	0.09	-0.35	-0.03			0.35	0.03
Grade 5	-3.04	-0.26	8.45	0.70	-1.74	-0.15	2.05	0.11

	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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 89.2 to 104.0 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 73.9% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2022	83.0%	83.0%	84.7%	85.7%	89.3%	93.8%	87.0%
FTES 2021	79.8%	85.5%	89.7%	89.6%	97.8%	85.7%	86.7%
FTES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Freedom Trail Elementary	104.0	89.2	N/A	109.2	111.1

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

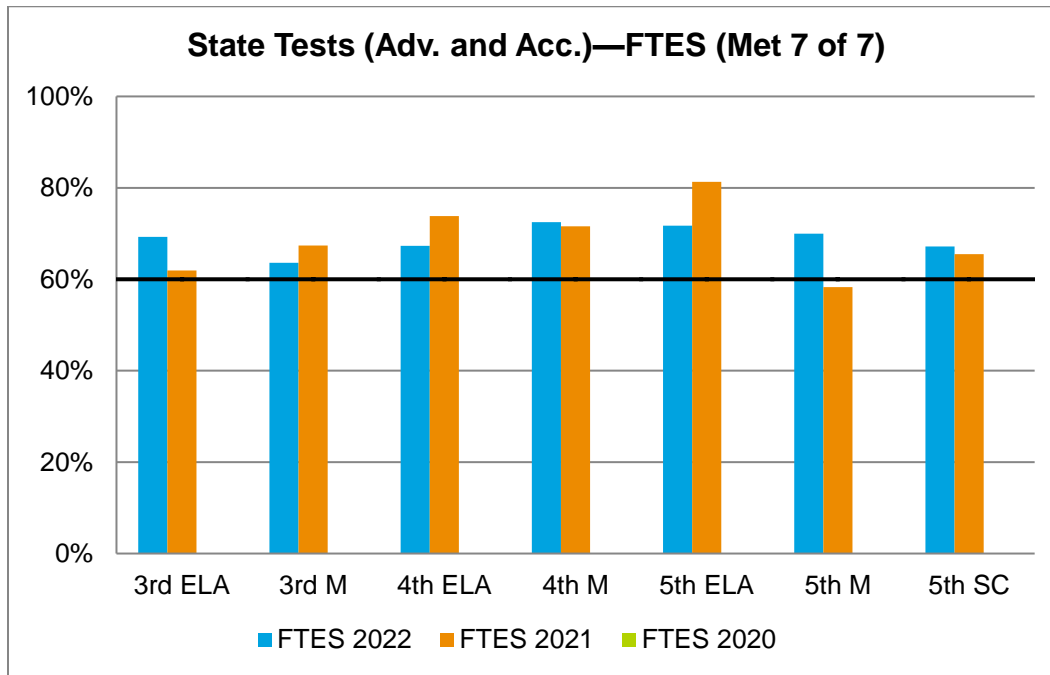
21-22 AMO Goals—FTES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.0	78.6	100.0	1	-1.67
Economic Disadvantage	89.3	64.2	83.8	1	0.03
Asian or Pacific Islander	108.3	86.9	95.8	1	0.05
Black, Non-Hispanic	80.0	54.8	79.7	1	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	102.9	71.6	88.0	1	NR
White, Non-Hispanic	104.9	84.3	92.4	1	-1.73
Students with Disabilities	74.8	50.6	76.3	1	-0.02
English Learner	103.2	62.6	80.9	1	NR

21-22 AMO Goals—FTES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.9	71.1	100.0	1	5.99
Economic Disadvantage	82.9	55.1	84.0	1	1.28
Asian or Pacific Islander	106.1	83.9	98.8	1	2.71
Black, Non-Hispanic	73.1	44.1	78.5	1	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	101.2	61.7	87.6	1	NR
White, Non-Hispanic	106.0	77.2	93.1	1	5.17
Students with Disabilities	74.8	45.5	76.8	1	0.55
English Learner	96.8	57.0	83.4	1	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—3 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 6.8% in the State. Not ranked for 20-21.

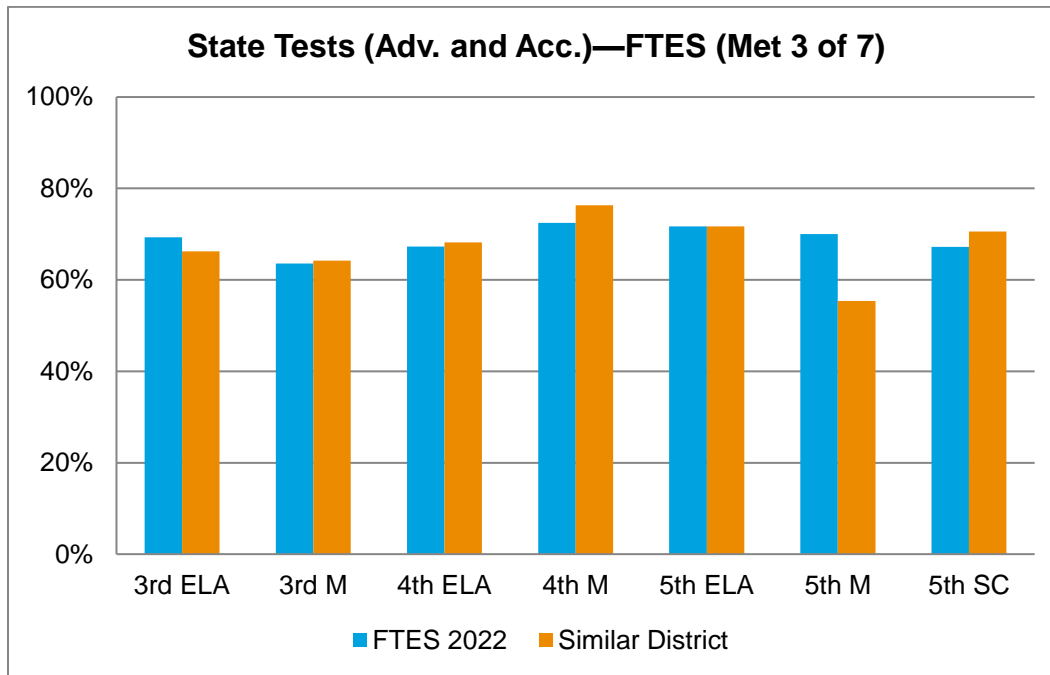


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2022	69.3%	63.6%	67.3%	72.5%	71.7%	70.0%	67.2%
FTES 2021	61.9%	67.4%	73.8%	71.6%	81.3%	58.3%	65.5%
FTES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2022	69.3%	63.6%	67.3%	72.5%	71.7%	70.0%	67.2%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
FTES rank among all buildings	45	N/A	N/A	16	9
FTES within top % of the State	6.8%	N/A	N/A	2.4%	1.3%

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—3rd and 5th grade math were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 79.0 to 100.8 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 76.9% with a five-star rating.

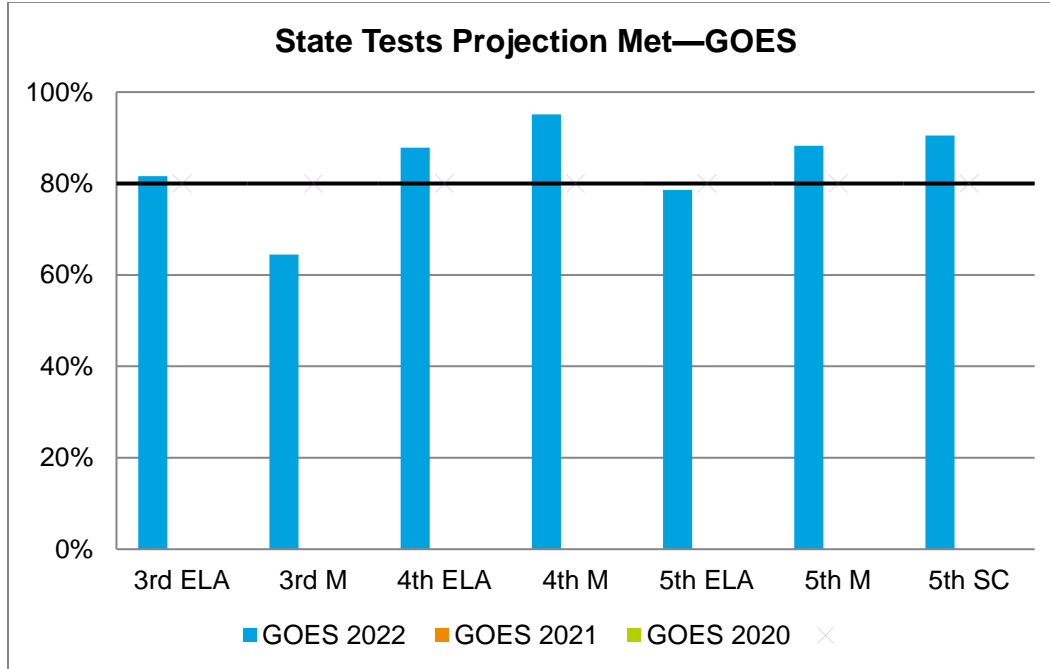
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—5 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—2 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
N/A—Performance Index ranking was the top 13.5% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2022	81.6%	64.5%	87.8%	95.1%	78.6%	88.2%	90.5%
GOES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GOES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	76	76	82	82	84	85	84

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

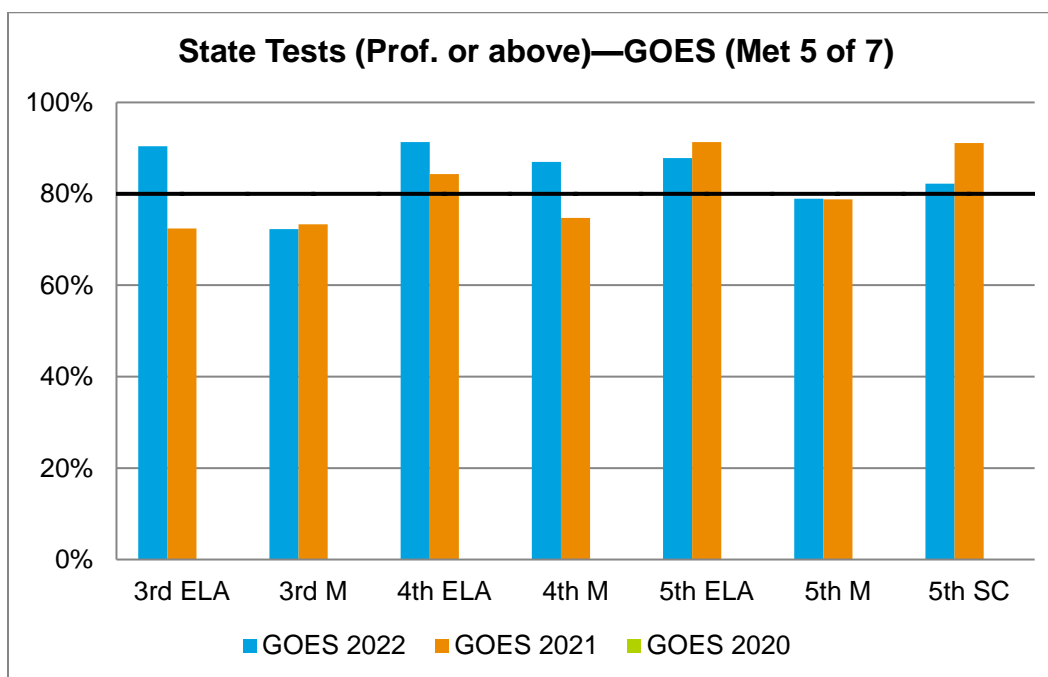
GOES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	4.68	0.36	7.60	0.55	4.35	0.46	8.99	0.45
Grade 4	5.41	0.59	3.27	0.34			5.67	0.46
Grade 5	1.14	0.12	7.56	0.76	4.35	0.46	7.00	0.45

	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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—3rd and 5th grade math were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 79.0 to 100.8 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 76.9% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2022	90.4%	72.3%	91.3%	87.0%	87.8%	78.9%	82.2%
GOES 2021	72.4%	73.3%	84.3%	74.7%	91.3%	78.8%	91.1%
GOES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Glen Oak Elementary	100.8	79.0	N/A	104.4	107.2

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

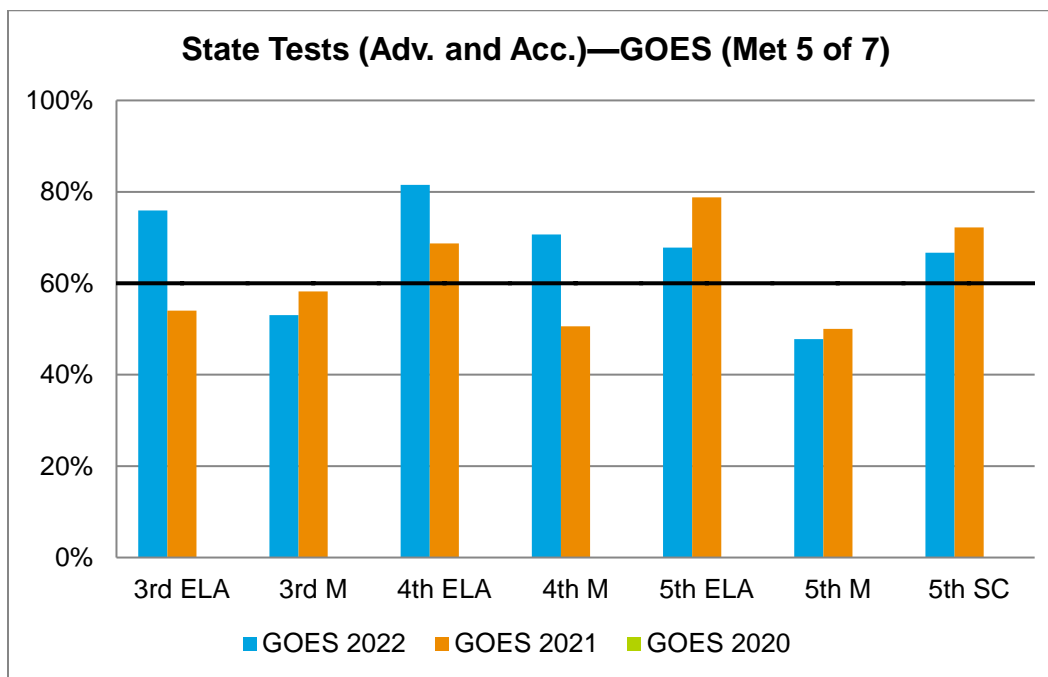
21-22 AMO Goals—GOES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	105.3	78.6	100.0	1	4.68
Economic Disadvantage	91.7	64.2	83.8	1	0.91
Asian or Pacific Islander	108.3	86.9	95.8	1	3.78
Black, Non-Hispanic	96.8	54.8	79.7	1	1.53
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	92.1	66.3	84.4	1	NR
Multiracial	107.2	71.6	88.0	1	NR
White, Non-Hispanic	106.9	84.3	92.4	1	1.98
Students with Disabilities	72.1	50.6	76.3	1	2.14
English Learner	91.6	62.6	80.9	1	1.77

21-22 AMO Goals—GOES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	96.2	71.1	100.0	1	7.60
Economic Disadvantage	75.2	55.1	84.0	1	3.49
Asian or Pacific Islander	105.7	83.9	98.8	1	4.28
Black, Non-Hispanic	77.9	44.1	78.5	1	1.16
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	73.7	57.7	84.6	1	NR
Multiracial	87.2	61.7	87.6	1	NR
White, Non-Hispanic	100.4	77.2	93.1	1	5.49
Students with Disabilities	56.9	45.5	76.8	1	1.45
English Learner	78.9	57.0	83.4	1	1.66

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—5 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—2 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
N/A—Performance Index ranking was the top 13.5% in the State. Not ranked for 20-21.

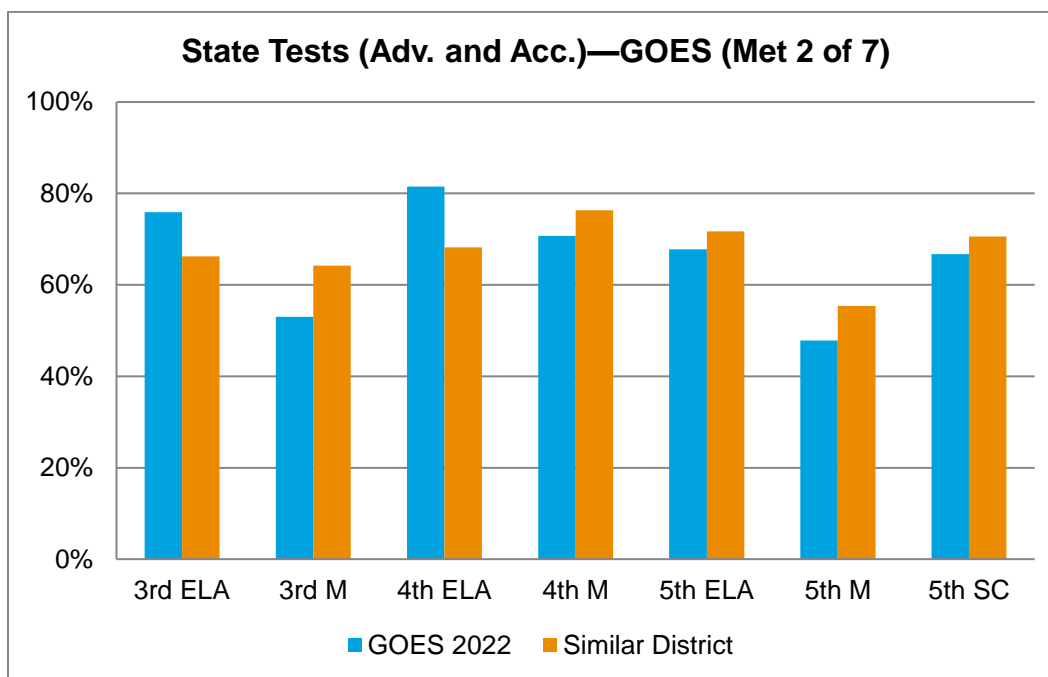


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2022	75.9%	53.0%	81.5%	70.7%	67.8%	47.8%	66.7%
GOES 2021	54.0%	58.2%	68.7%	50.6%	78.8%	50.0%	72.2%
GOES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2022	75.9%	53.0%	81.5%	70.7%	67.8%	47.8%	66.7%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
GOES rank among all buildings	90	N/A	N/A	68	34
GOES within top % of the State	13.5%	N/A	N/A	10.1%	5.0%

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 79.4 to 105.9 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 75.0% with a five-star rating.

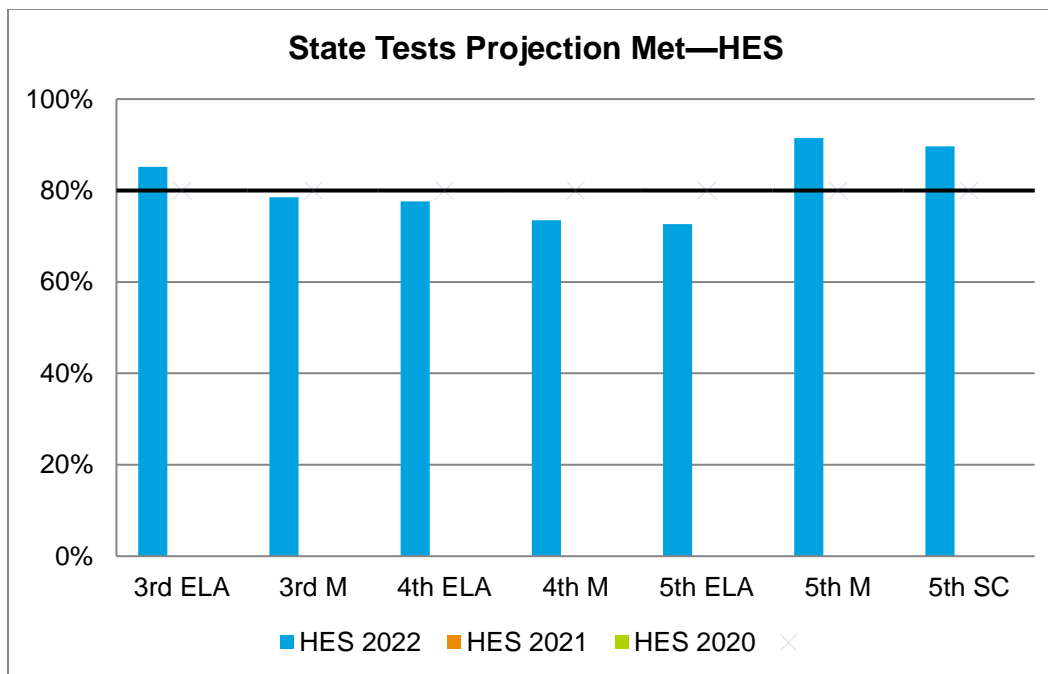
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.8% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2022	85.2%	78.5%	77.6%	73.5%	72.6%	91.5%	89.7%
HES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	135	135	116	117	117	117	116

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

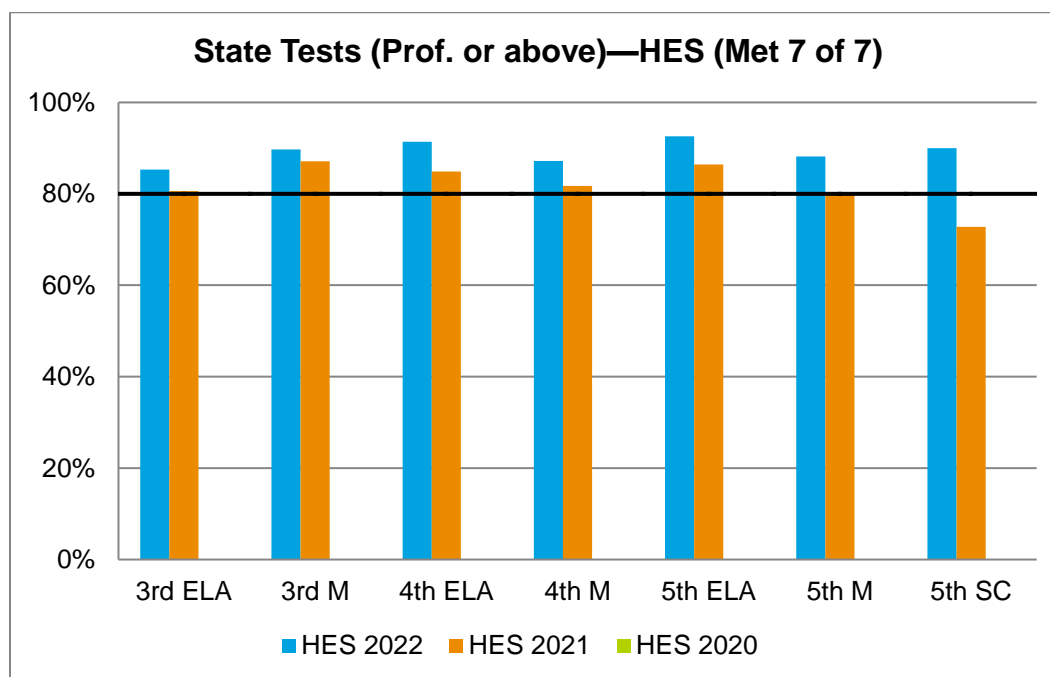
HES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.75	0.05	2.92	0.19	3.03	0.29	3.22	0.15
Grade 4	1.55	0.16	-1.02	-0.09			0.38	0.03
Grade 5	-0.52	-0.04	5.29	0.47	3.03	0.29	4.06	0.23

	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

2022 ANNUAL REPORT
HERITAGE ELEMENTARY

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 79.4 to 105.9 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 75.0% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2022	85.3%	89.7%	91.4%	87.2%	92.6%	88.2%	90.0%
HES 2021	80.6%	87.1%	84.9%	81.7%	86.4%	80.0%	72.8%
HES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Heritage Elementary	105.9	79.4	N/A	107.4	104.6

Annual Measurable Objectives (AMOs)

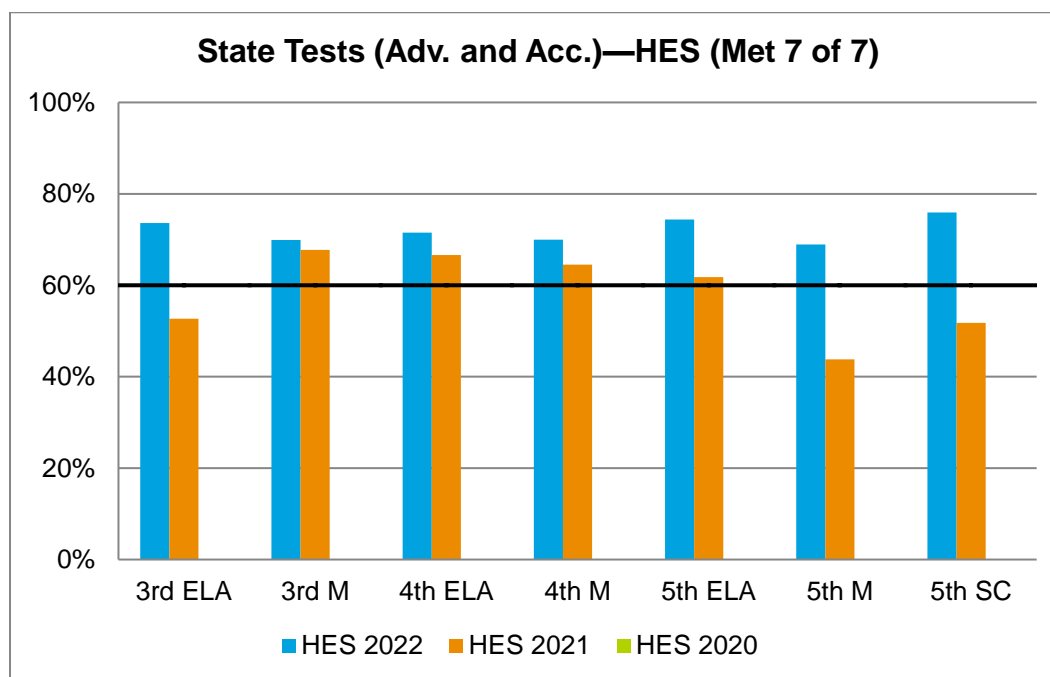
Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

21-22 AMO Goals—HES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.3	78.6	100.0	1	0.75
Economic Disadvantage	87.8	64.2	83.8	1	NR
Asian or Pacific Islander	109.4	86.9	95.8	1	0.72
Black, Non-Hispanic	82.1	54.8	79.7	1	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	110.0	71.6	88.0	1	NR
White, Non-Hispanic	107.5	84.3	92.4	1	0.54
Students with Disabilities	79.2	50.6	76.3	1	1.46
English Learner	83.5	62.6	80.9	1	NR

21-22 AMO Goals—HES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.8	71.1	100.0	1	2.92
Economic Disadvantage	79.6	55.1	84.0	1	NR
Asian or Pacific Islander	111.6	83.9	98.8	1	3.30
Black, Non-Hispanic	77.4	44.1	78.5	1	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	106.0	61.7	87.6	1	NR
White, Non-Hispanic	104.3	77.2	93.1	1	0.78
Students with Disabilities	79.6	45.5	76.8	1	-0.26
English Learner	88.0	57.0	83.4	1	NR

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—6 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.8% in the State. Not ranked for 20-21.

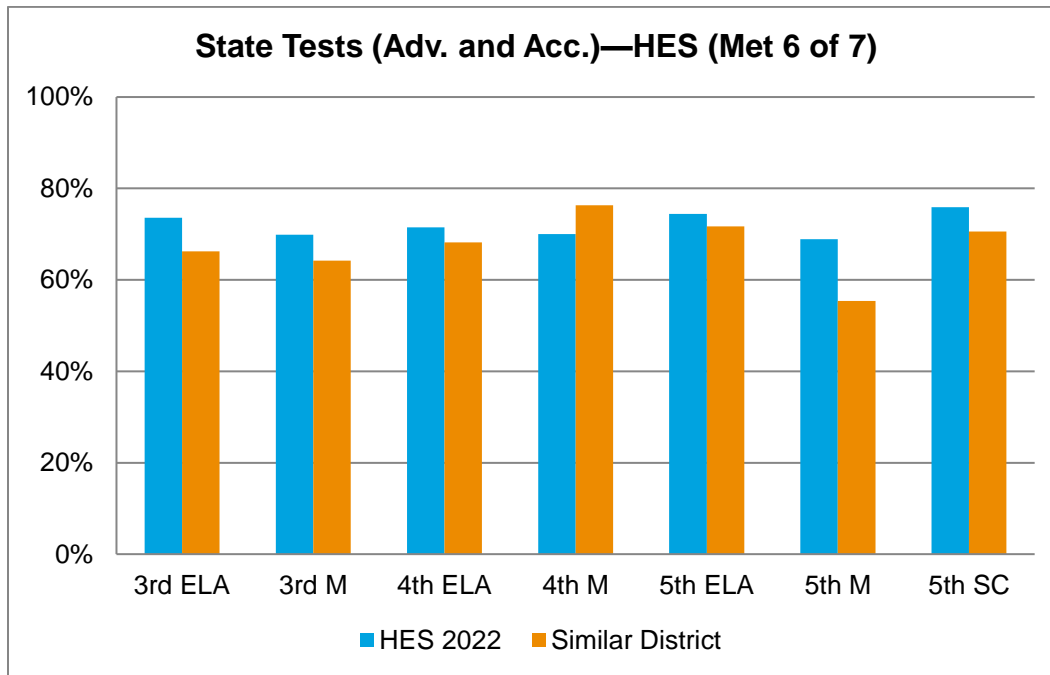


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2022	73.6%	69.9%	71.5%	70.0%	74.4%	68.9%	75.9%
HES 2021	52.7%	67.7%	66.6%	64.5%	61.8%	43.8%	51.8%
HES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2022	73.6%	69.9%	71.5%	70.0%	74.4%	68.9%	75.9%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
HES rank among all buildings	25	N/A	N/A	34	65
HES within top % of the State	3.8%	N/A	N/A	5.0%	9.6%

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 91.3 to 106.2 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 78.9% with a five-star rating.

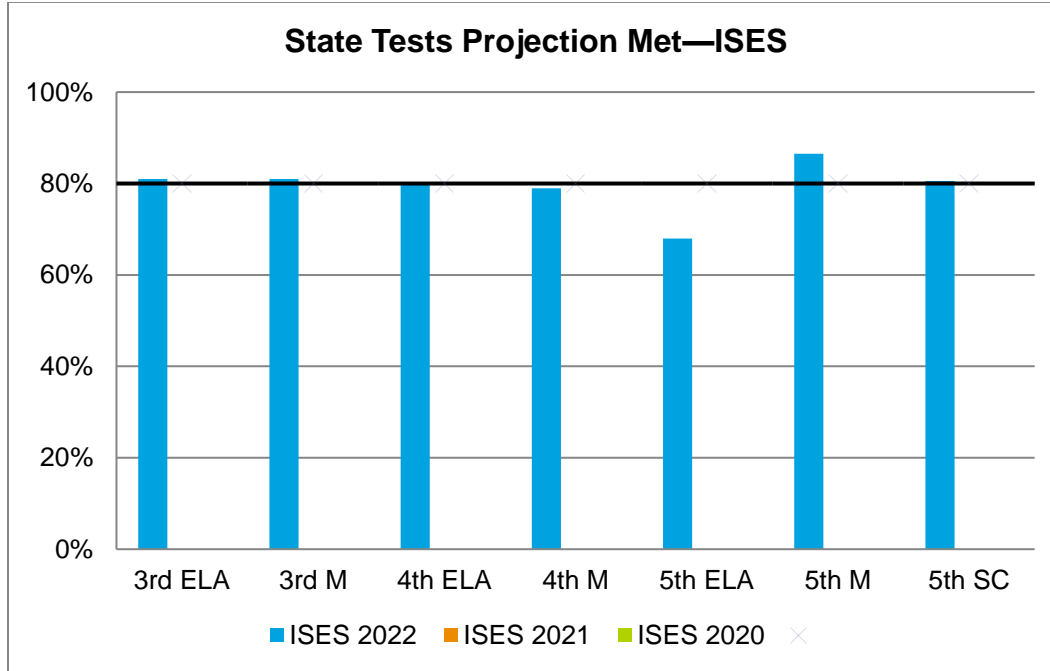
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.0% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2022	81.0%	81.0%	79.8%	78.9%	68.0%	86.5%	80.6%
ISES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	84	84	94	95	103	104	103







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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

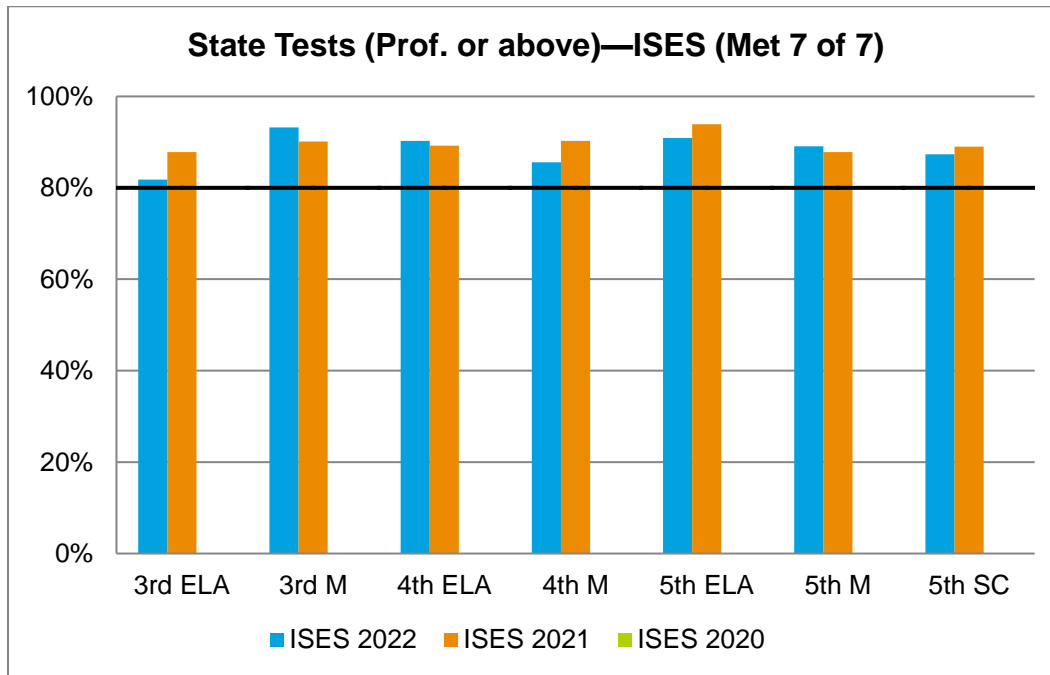
ISES Test Grade	ELA		Math		Science		All Tests	
	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.23	0.02	-0.52	-0.03	2.25	0.21	0.67	0.03
Grade 4	-0.10	-0.01	-3.49	-0.33			-2.28	-0.17
Grade 5	0.44	0.04	2.86	0.25	2.25	0.21	2.97	0.17

-  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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 91.3 to 106.2 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 78.9% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2022	81.8%	93.2%	90.3%	85.6%	90.9%	89.1%	87.3%
ISES 2021	87.8%	90.1%	89.2%	90.3%	93.9%	87.8%	89.0%
ISES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Indian Springs Elementary	106.2	91.3	N/A	110.1	110.5

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

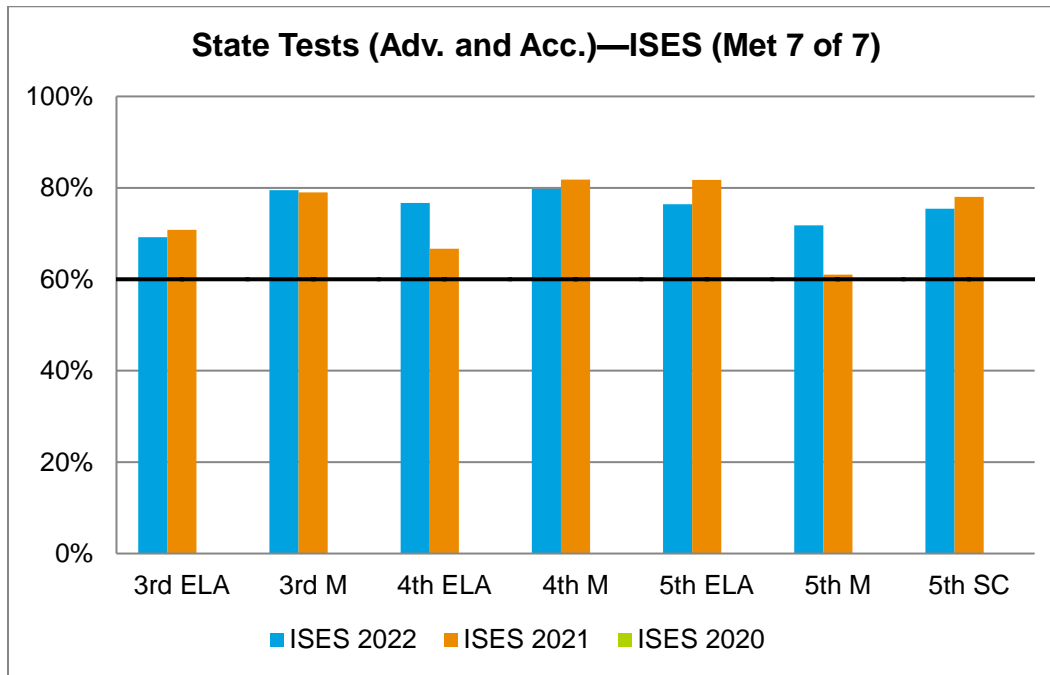
21-22 AMO Goals—ISES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.0	78.6	100.0	1	0.23
Economic Disadvantage	99.4	64.2	83.8	1	NR
Asian or Pacific Islander	112.9	86.9	95.8	1	1.80
Black, Non-Hispanic	NR	54.8	79.7	NR	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	NR	71.6	88.0	NR	NR
White, Non-Hispanic	103.5	84.3	92.4	1	-0.39
Students with Disabilities	74.1	50.6	76.3	1	0.84
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—ISES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.0	71.1	100.0	1	-0.52
Economic Disadvantage	94.1	55.1	84.0	1	NR
Asian or Pacific Islander	115.4	83.9	98.8	1	1.91
Black, Non-Hispanic	NR	44.1	78.5	NR	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	NR	61.7	87.6	NR	NR
White, Non-Hispanic	103.0	77.2	93.1	1	-1.64
Students with Disabilities	72.2	45.5	76.8	1	-1.47
English Learner	NR	57.0	83.4	NR	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.0% in the State. Not ranked for 20-21.

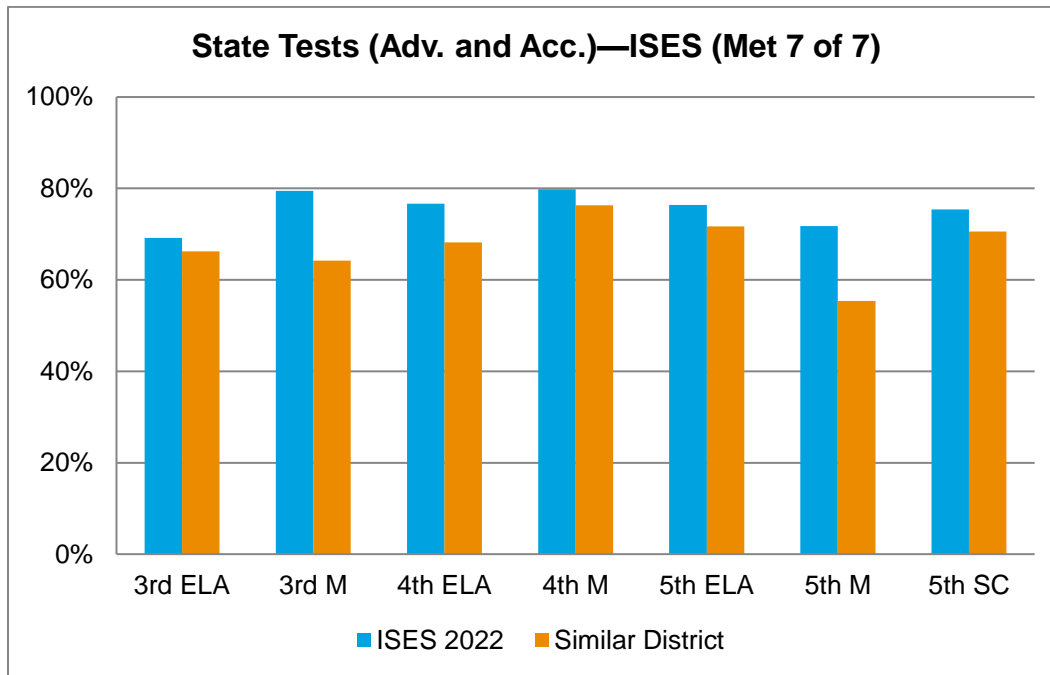


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2022	69.2%	79.5%	76.7%	79.8%	76.4%	71.8%	75.4%
ISES 2021	70.8%	79.0%	66.7%	81.8%	81.7%	61.0%	78.0%
ISES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2022	69.2%	79.5%	76.7%	79.8%	76.4%	71.8%	75.4%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
ISES rank among all buildings	20	N/A	N/A	11	12
ISES within top % of the State	3.0%	N/A	N/A	1.6%	1.8%

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

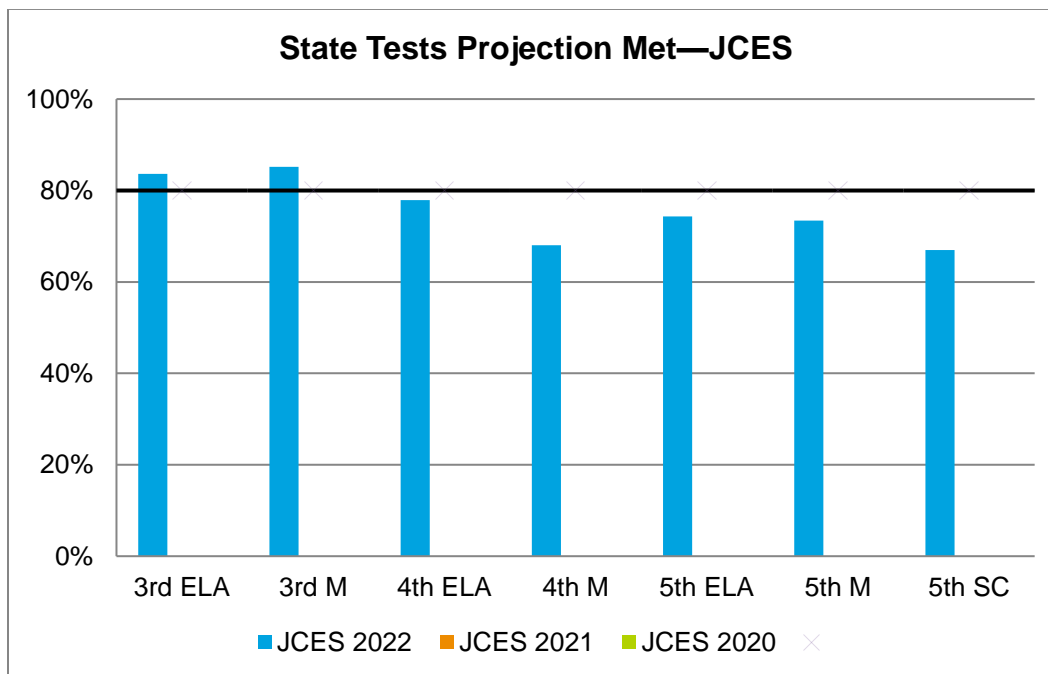
- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—4th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 84.1 to 103.2 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 72.7% with a five-star rating.

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 8.3% in the State. Not ranked for 20-21.

JOHNNYCAKE CORNERS ELEMENTARY**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
- N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2022	83.7%	85.2%	77.9%	68.0%	74.3%	73.4%	67.0%
JCES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
JCES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	104	108	122	122	109	109	109

JOHNNYCAKE CORNERS ELEMENTARY

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

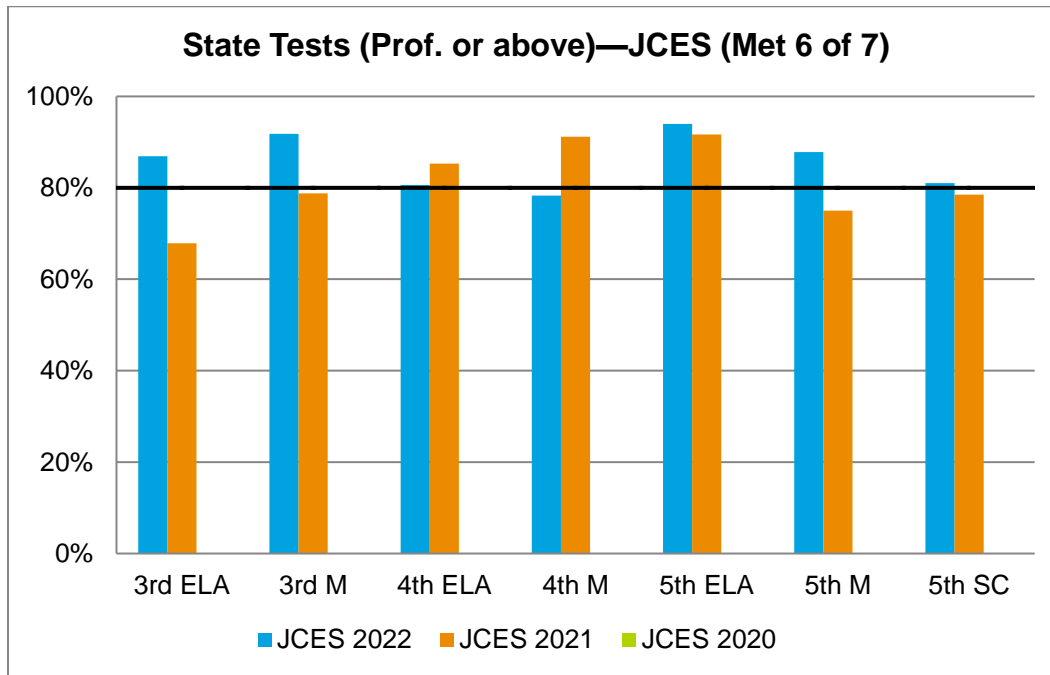
JCES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	2.10	0.14	-2.32	-0.14	-2.29	-0.21	-0.85	-0.03
Grade 4	0.99	0.09	-1.09	-0.09			-0.03	0.00
Grade 5	2.06	0.19	-2.27	-0.20	-2.29	-0.21	-1.17	-0.06

- 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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—4th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 84.1 to 103.2 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 72.7% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2022	86.9%	91.8%	80.6%	78.3%	94.0%	87.8%	81.0%
JCES 2021	67.9%	78.8%	85.3%	91.2%	91.7%	75.0%	78.5%
JCES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

JOHNNYCAKE CORNERS ELEMENTARY

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Johnnycake Corners Elementary	103.2	84.1	N/A	108.9	105.9

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

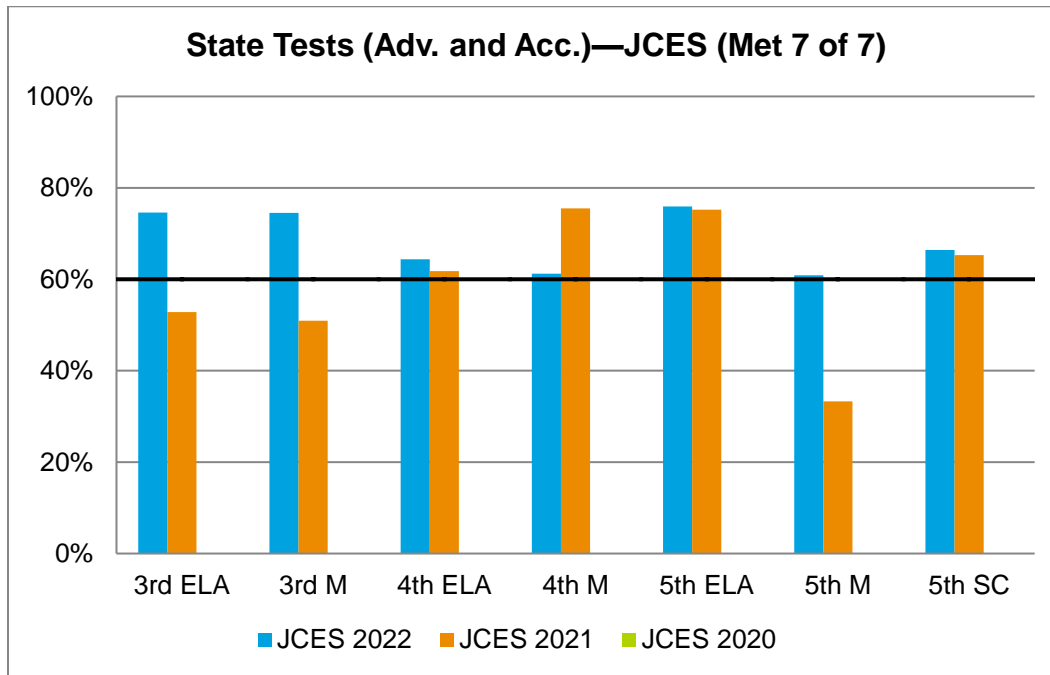
21-22 AMO Goals—JCES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.8	78.6	100.0	1	2.10
Economic Disadvantage	NR	64.2	83.8	NR	NR
Asian or Pacific Islander	114.7	86.9	95.8	1	NR
Black, Non-Hispanic	103.3	54.8	79.7	1	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	100.7	71.6	88.0	1	NR
White, Non-Hispanic	104.5	84.3	92.4	1	2.12
Students with Disabilities	73.7	50.6	76.3	1	-0.28
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—JCES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	101.9	71.1	100.0	1	-2.32
Economic Disadvantage	NR	55.1	84.0	NR	NR
Asian or Pacific Islander	115.8	83.9	98.8	1	NR
Black, Non-Hispanic	97.3	44.1	78.5	1	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	90.4	61.7	87.6	1	NR
White, Non-Hispanic	102.6	77.2	93.1	1	-2.39
Students with Disabilities	71.3	45.5	76.8	1	-2.48
English Learner	NR	57.0	83.4	NR	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 8.3% in the State. Not ranked for 20-21.

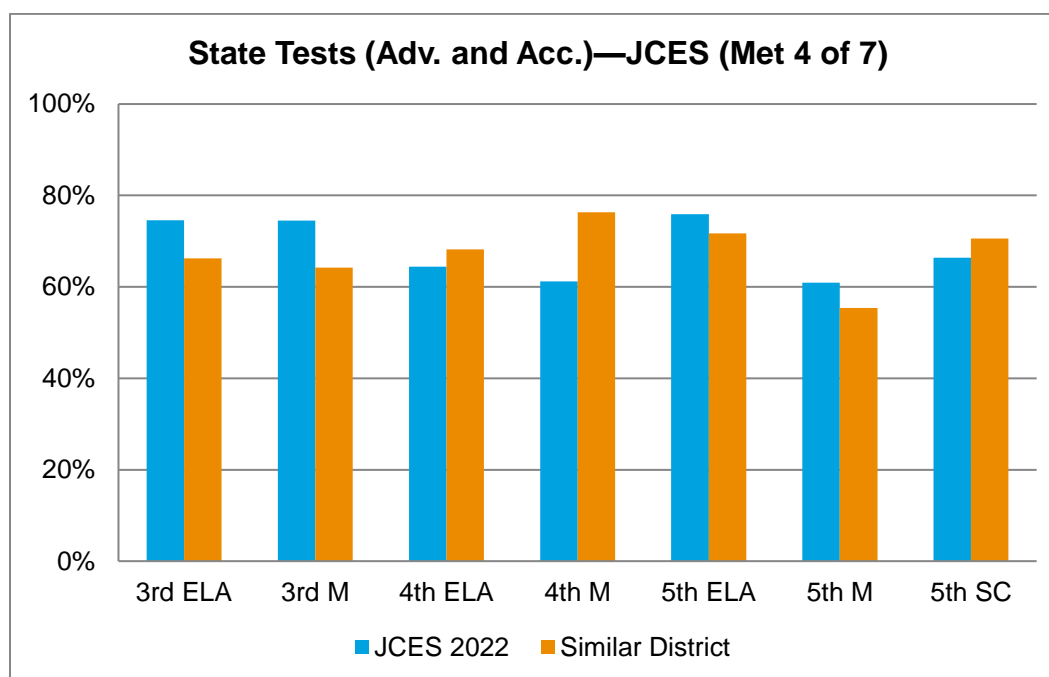


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2022	74.6%	74.5%	64.4%	61.2%	75.9%	60.9%	66.4%
JCES 2021	52.8%	50.9%	61.8%	75.5%	75.2%	33.3%	65.3%
JCES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2022	74.6%	74.5%	64.4%	61.2%	75.9%	60.9%	66.4%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
JCES rank among all buildings	55	N/A	N/A	22	54
JCES within top % of the State	8.3%	N/A	N/A	3.3%	8.0%

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—5th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 82.3 to 103.5 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 77.3% with a five-star rating.

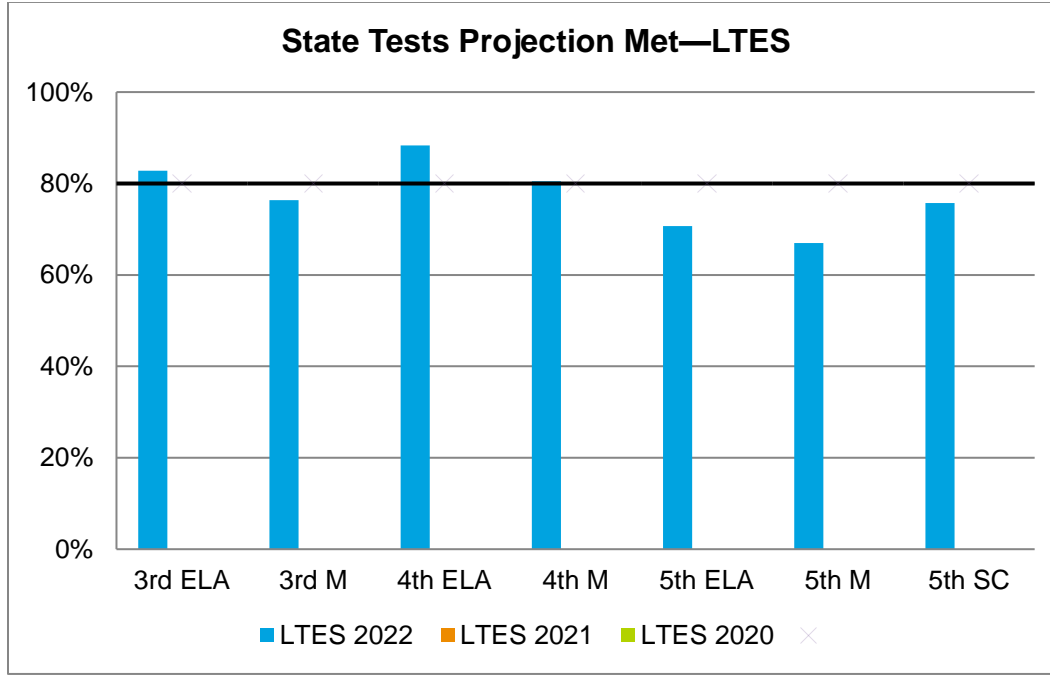
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 7.5% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2022	82.8%	76.3%	88.3%	80.5%	70.7%	67.0%	75.8%
LTES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LTES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	93	93	77	77	99	100	99

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

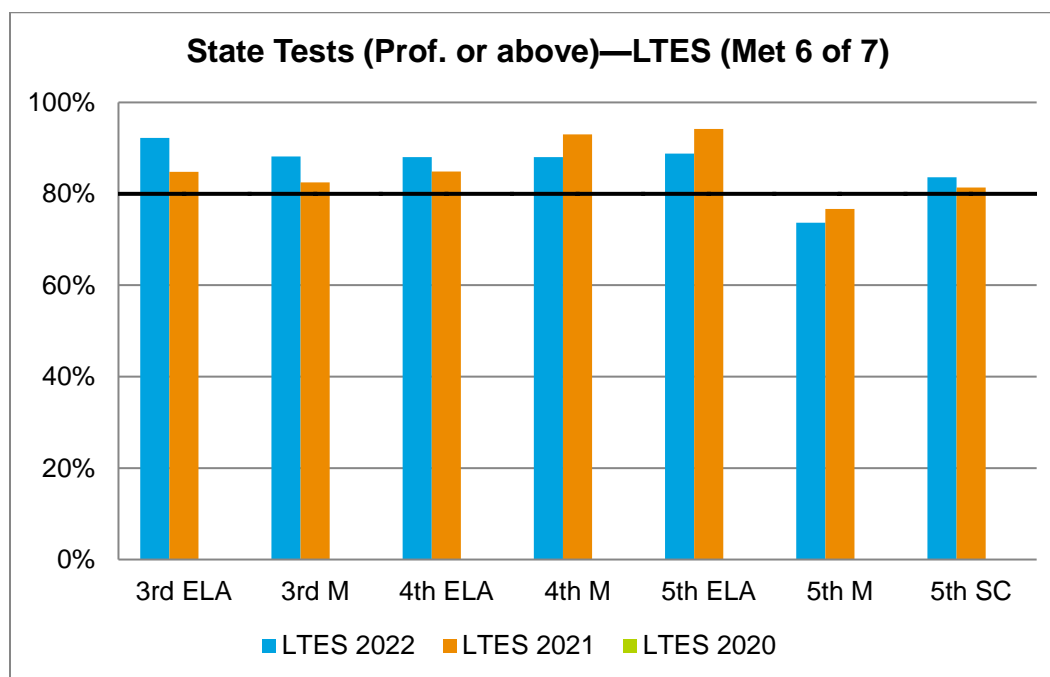
LTES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.17	0.01	-1.02	-0.07	-0.09	0.00	-0.53	-0.02
Grade 4	-0.18	-0.01	-0.11	-0.01			-0.19	-0.01
Grade 5	0.42	0.04	-1.32	-0.12	-0.09	0.00	-0.54	-0.03

	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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—5th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 82.3 to 103.5 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 77.3% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2022	92.2%	88.2%	88.0%	88.0%	88.8%	73.7%	83.6%
LTES 2021	84.8%	82.5%	84.9%	93.0%	94.2%	76.7%	81.4%
LTES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Liberty Tree Elementary	103.5	82.3	N/A	107.1	107.4

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

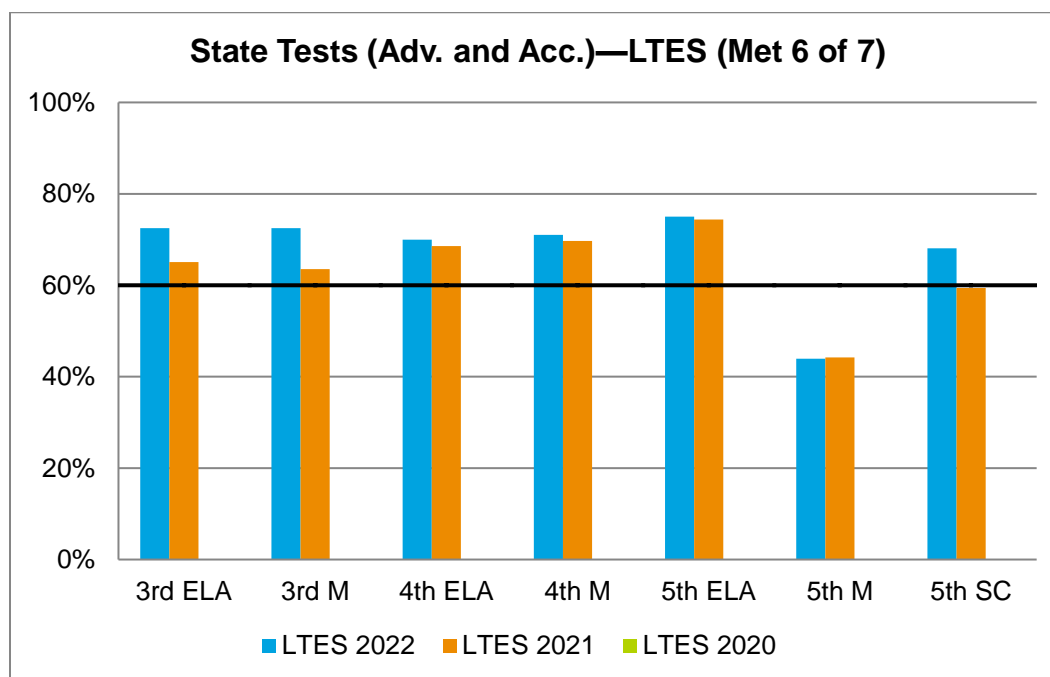
21-22 AMO Goals—LTES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.4	78.6	100.0	1	0.17
Economic Disadvantage	91.5	64.2	83.8	1	-0.21
Asian or Pacific Islander	109.0	86.9	95.8	1	1.01
Black, Non-Hispanic	NR	54.8	79.7	NR	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	108.1	71.6	88.0	1	NR
White, Non-Hispanic	106.6	84.3	92.4	1	-0.07
Students with Disabilities	84.5	50.6	76.3	1	-0.63
English Learner	87.4	62.6	80.9	1	NR

21-22 AMO Goals—LTES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	101.0	71.1	100.0	1	-1.02
Economic Disadvantage	85.0	55.1	84.0	1	-1.30
Asian or Pacific Islander	111.2	83.9	98.8	1	0.48
Black, Non-Hispanic	NR	44.1	78.5	NR	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	100.0	61.7	87.6	1	NR
White, Non-Hispanic	99.5	77.2	93.1	1	-1.22
Students with Disabilities	76.5	45.5	76.8	1	-1.35
English Learner	94.4	57.0	83.4	1	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 7.5% in the State. Not ranked for 20-21.

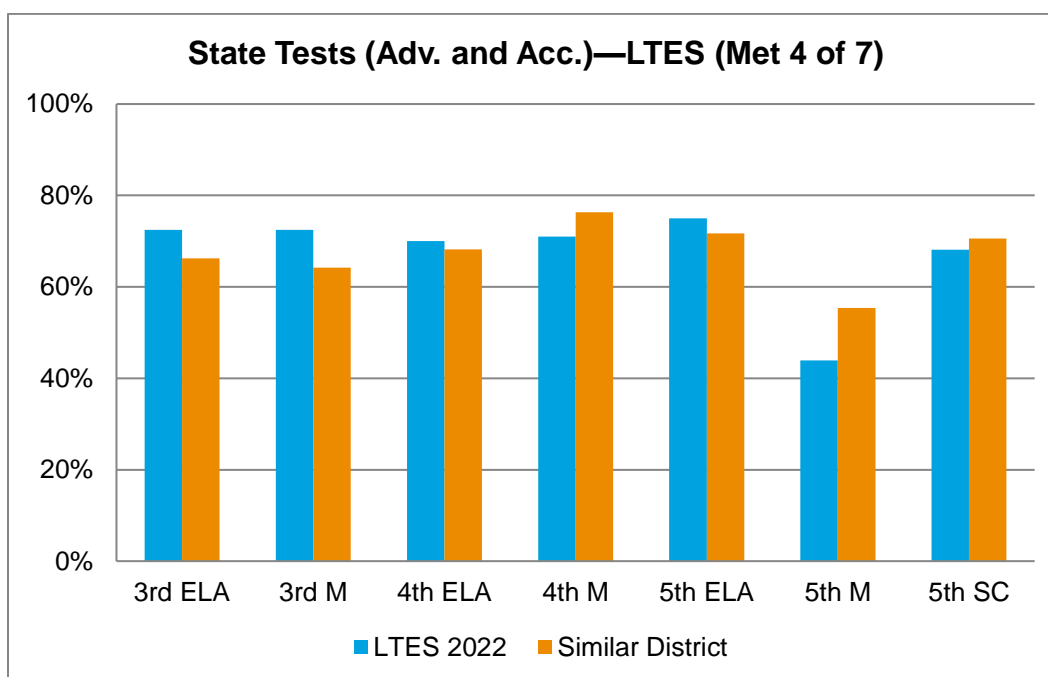


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2022	72.5%	72.5%	70.0%	71.0%	75.0%	43.9%	68.1%
LTES 2021	65.1%	63.5%	68.6%	69.7%	74.4%	44.2%	59.4%
LTES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2022	72.5%	72.5%	70.0%	71.0%	75.0%	43.9%	68.1%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
LTES rank among all buildings	50	N/A	N/A	37	32
LTES within top % of the State	7.5%	N/A	N/A	5.5%	4.7%

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—4th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 75.2 to 102.7 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 72.2% with a five-star rating.

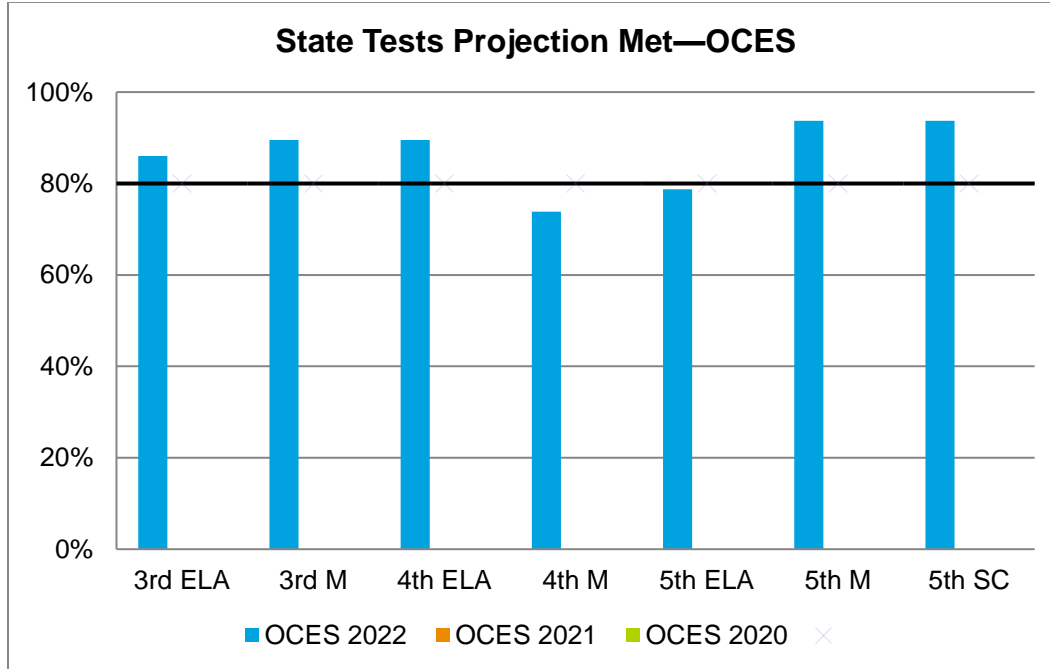
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—5 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 9.5% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2022	86.0%	89.5%	89.5%	73.8%	78.7%	93.7%	93.7%
OCES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OCES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	86	86	105	107	94	95	95

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

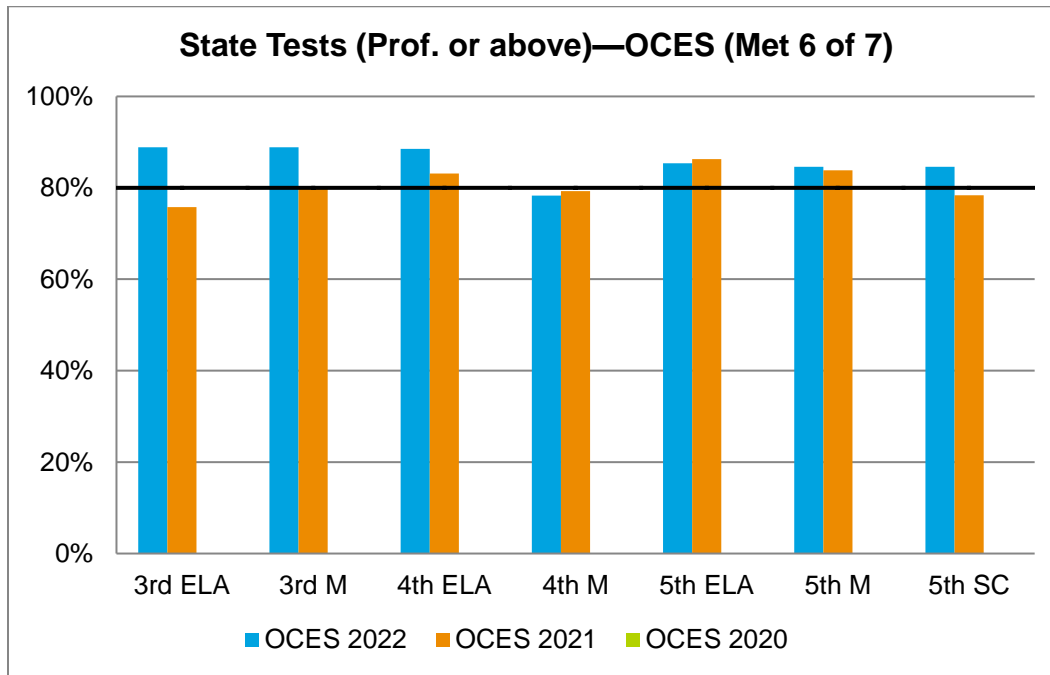
OCES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	3.05	0.22	3.64	0.25	4.88	0.51	5.67	0.27
Grade 4	4.05	0.40	-2.50	-0.24			1.04	0.08
Grade 5	0.07	0.01	8.35	0.80	4.88	0.51	7.04	0.44

	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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—4th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 75.2 to 102.7 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 72.2% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2022	88.9%	88.9%	88.5%	78.3%	85.4%	84.6%	84.6%
OCES 2021	75.8%	80.2%	83.1%	79.3%	86.3%	83.8%	78.4%
OCES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Oak Creek Elementary	102.7	75.2	N/A	107.9	103.3

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

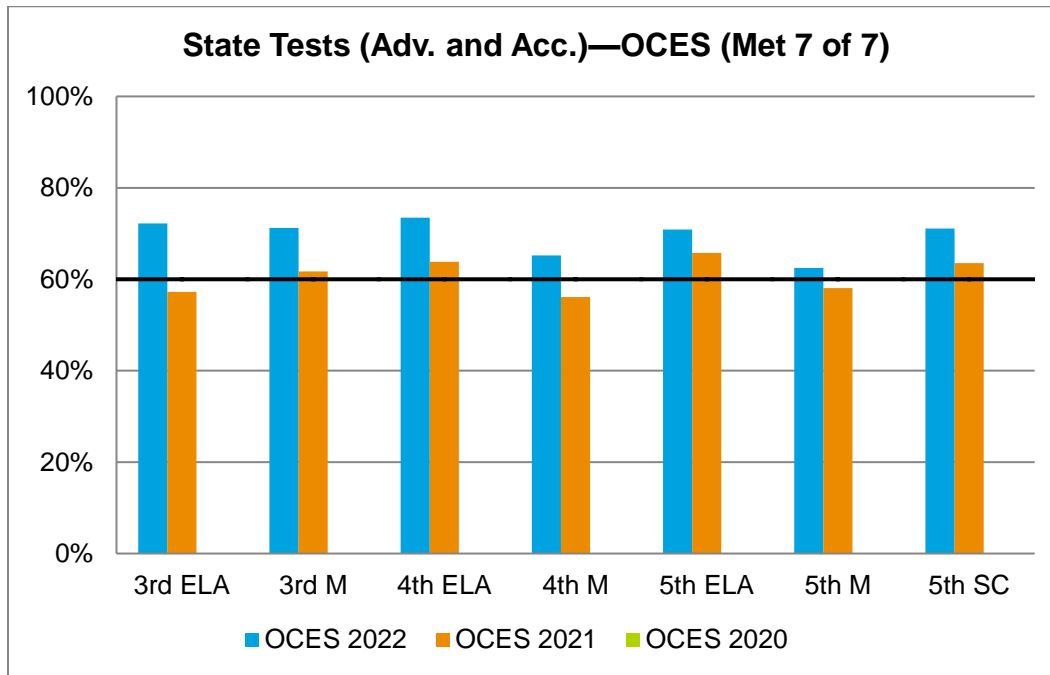
21-22 AMO Goals—OCES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.6	78.6	100.0	1	3.05
Economic Disadvantage	96.6	64.2	83.8	1	1.63
Asian or Pacific Islander	111.2	86.9	95.8	1	1.26
Black, Non-Hispanic	94.0	54.8	79.7	1	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	100.3	66.3	84.4	1	2.97
Multiracial	106.1	71.6	88.0	1	0.28
White, Non-Hispanic	104.7	84.3	92.4	1	1.08
Students with Disabilities	75.5	50.6	76.3	1	0.38
English Learner	99.8	62.6	80.9	1	3.85

21-22 AMO Goals—OCES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	100.2	71.1	100.0	1	3.64
Economic Disadvantage	84.5	55.1	84.0	1	1.58
Asian or Pacific Islander	109.6	83.9	98.8	1	1.82
Black, Non-Hispanic	83.6	44.1	78.5	1	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	87.7	57.7	84.6	1	1.25
Multiracial	96.8	61.7	87.6	1	-0.08
White, Non-Hispanic	102.6	77.2	93.1	1	3.07
Students with Disabilities	55.7	45.5	76.8	1	-0.57
English Learner	86.5	57.0	83.4	1	2.06

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OAK CREEK ELEMENTARY

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—5 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 9.5% in the State. Not ranked for 20-21.

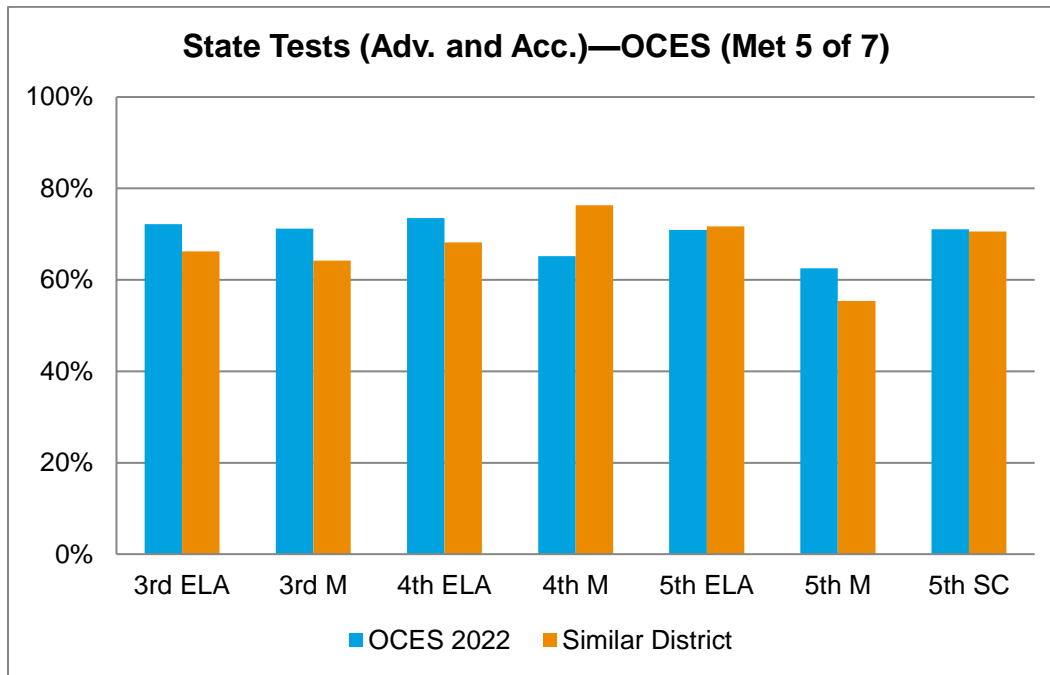


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2022	72.2%	71.2%	73.5%	65.2%	70.9%	62.5%	71.1%
OCES 2021	57.2%	61.7%	63.8%	56.1%	65.8%	58.1%	63.5%
OCES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2022	72.2%	71.2%	73.5%	65.2%	70.9%	62.5%	71.1%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OCES rank among all buildings	63	N/A	N/A	30	90
OCES within top % of the State	9.5%	N/A	N/A	4.4%	13.3%

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—3rd grade math, 5th grade math and science were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 70.7 to 100.6 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 74.0% with a five-star rating.

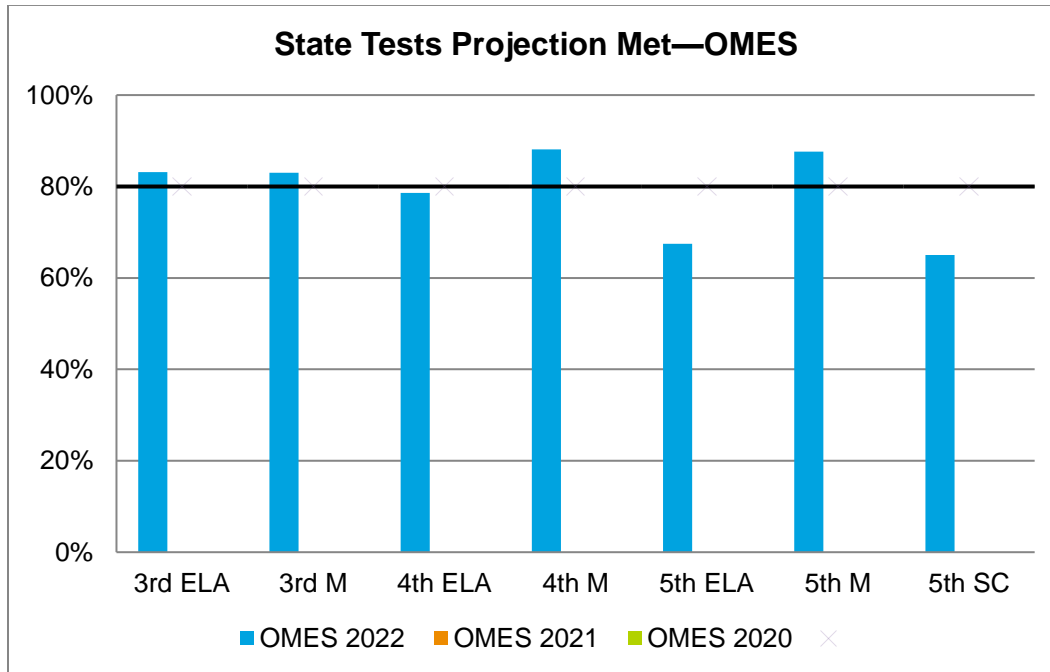
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—2 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
N/A—Performance Index ranking was the top 14.3% in the State. Not ranked for 20-21.

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OLENTANGY MEADOWS ELEMENTARY

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2022	83.2%	83.0%	78.6%	88.1%	67.5%	87.7%	65.0%
OMES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OMES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	95	94	84	84	80	81	80







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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

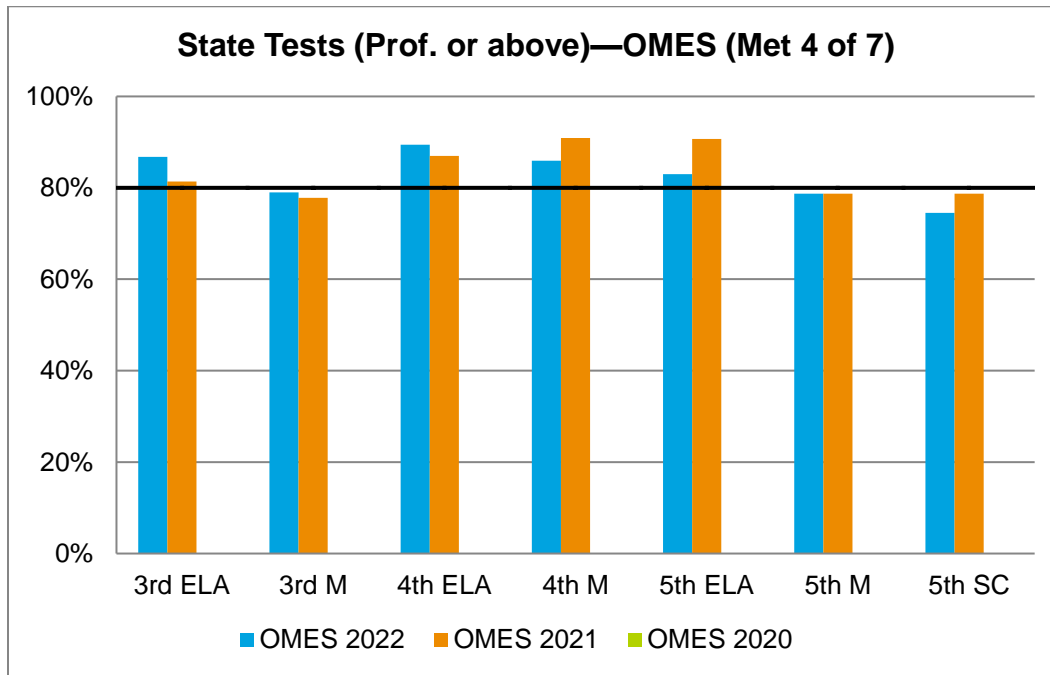
OMES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.63	0.05	2.25	0.18	-2.16	-0.24	1.11	0.06
Grade 4	2.29	0.27	1.50	0.17			2.46	0.22
Grade 5	-1.35	-0.14	1.69	0.18	-2.16	-0.24	-0.74	-0.05

-  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

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OLENTANGY MEADOWS ELEMENTARY

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—3rd grade math, 5th grade math and science were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 70.7 to 100.6 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 74.0% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2022	86.8%	79.0%	89.4%	85.9%	83.0%	78.7%	74.5%
OMES 2021	81.4%	77.8%	87.0%	90.9%	90.7%	78.7%	78.7%
OMES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy Meadows Elementary	100.6	70.7	N/A	105.6	106.4

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

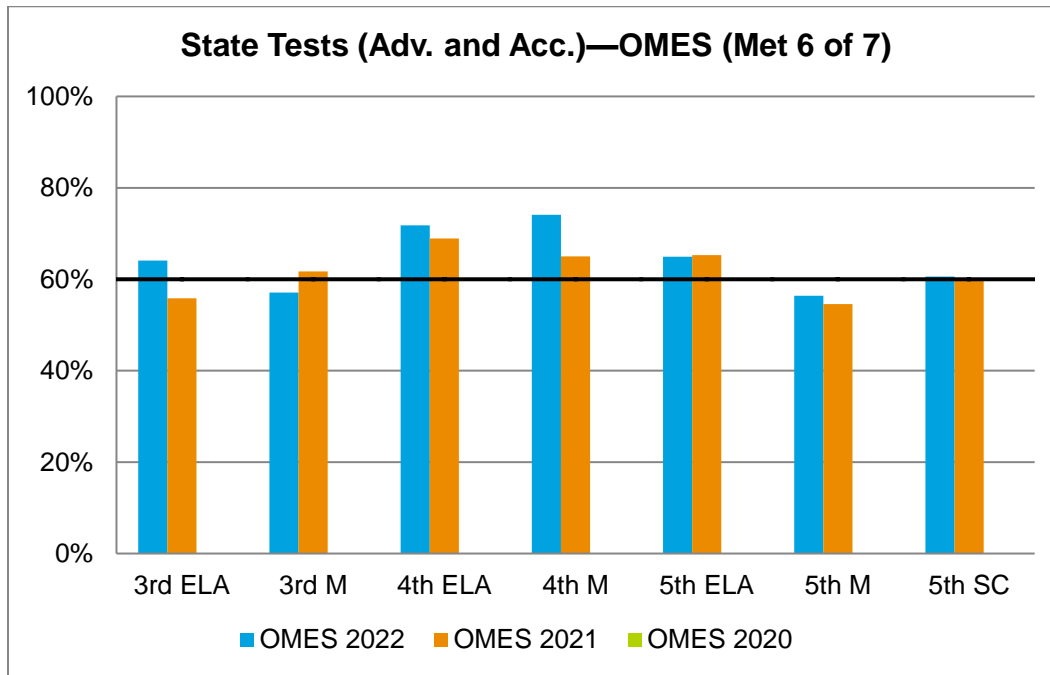
21-22 AMO Goals—OMES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.3	78.6	100.0	1	0.63
Economic Disadvantage	93.0	64.2	83.8	1	1.28
Asian or Pacific Islander	110.8	86.9	95.8	1	2.78
Black, Non-Hispanic	85.8	54.8	79.7	1	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	90.5	66.3	84.4	1	NR
Multiracial	89.6	71.6	88.0	1	NR
White, Non-Hispanic	107.0	84.3	92.4	1	-2.68
Students with Disabilities	70.3	50.6	76.3	1	0.77
English Learner	96.0	62.6	80.9	1	1.91

21-22 AMO Goals—OMES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	99.0	71.1	100.0	1	2.25
Economic Disadvantage	86.2	55.1	84.0	1	1.34
Asian or Pacific Islander	112.9	83.9	98.8	1	2.48
Black, Non-Hispanic	75.8	44.1	78.5	1	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	92.0	57.7	84.6	1	NR
Multiracial	80.0	61.7	87.6	1	NR
White, Non-Hispanic	97.6	77.2	93.1	1	0.26
Students with Disabilities	55.2	45.5	76.8	1	-0.11
English Learner	101.9	57.0	83.4	1	2.45

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—2 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
N/A—Performance Index ranking was the top 14.3% in the State. Not ranked for 20-21.

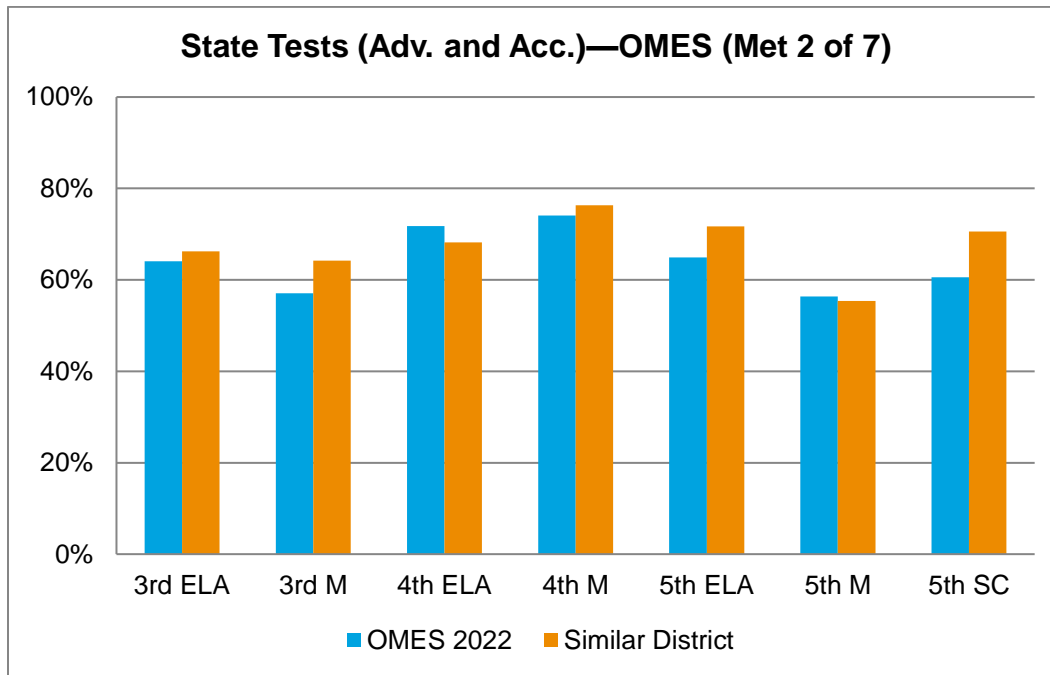


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2022	64.1%	57.1%	71.8%	74.1%	64.9%	56.4%	60.6%
OMES 2021	55.8%	61.7%	68.9%	65.0%	65.3%	54.6%	60.0%
OMES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2022	64.1%	57.1%	71.8%	74.1%	64.9%	56.4%	60.6%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OMES rank among all buildings	95	N/A	N/A	53	45
OMES within top % of the State	14.3%	N/A	N/A	7.8%	6.6%

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 95.8 to 107.5 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 89.5% with a five-star rating.

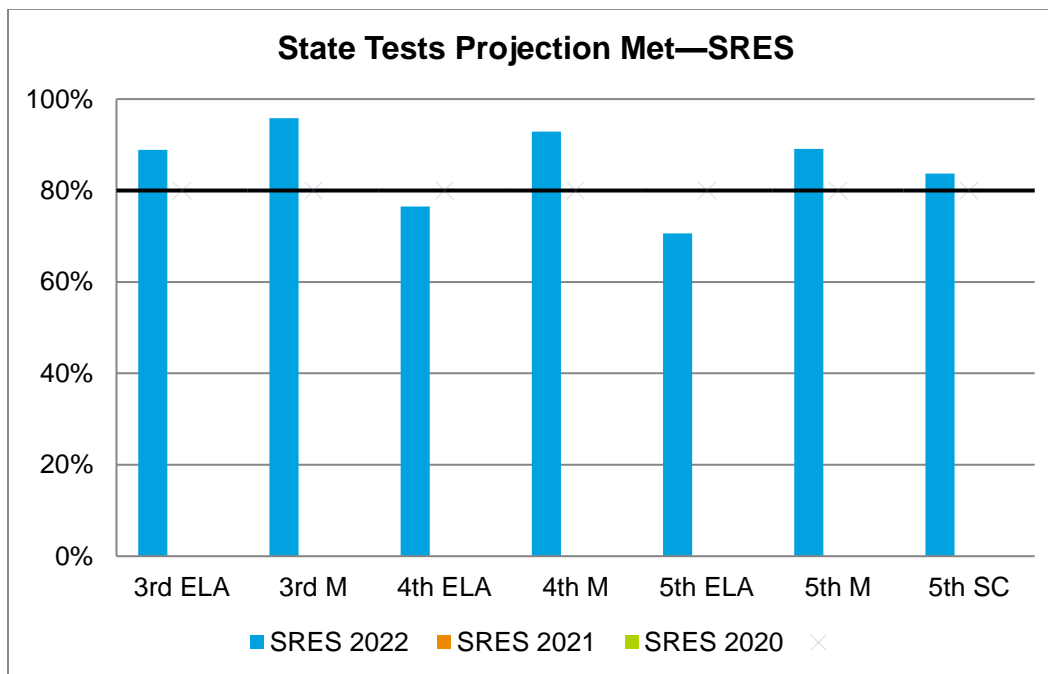
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 2.3% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SRES 2022	88.9%	95.8%	76.5%	92.9%	70.7%	89.1%	83.7%
SRES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SRES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	72	72	98	98	92	92	92

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

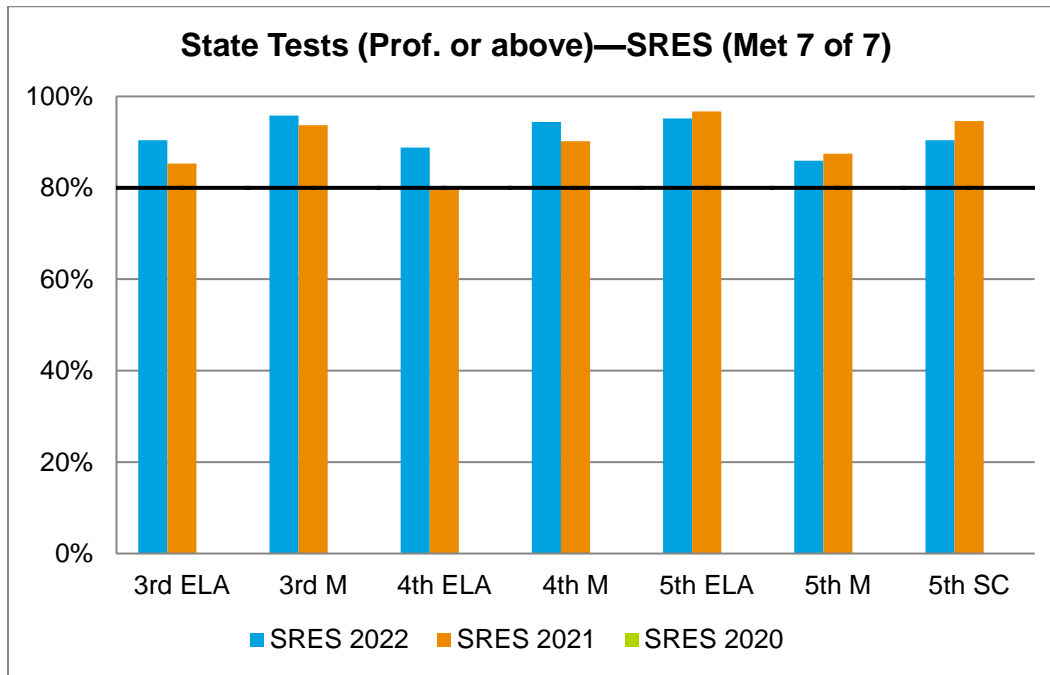
SRES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	2.49	0.17	4.81	0.31	1.93	0.18	5.11	0.23
Grade 4	-0.14	-0.01	1.74	0.16			1.01	0.07
Grade 5	3.75	0.36	5.21	0.48	1.93	0.18	6.03	0.35

	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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 95.8 to 107.5 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 89.5% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SRES 2022	90.4%	95.8%	88.8%	94.4%	95.2%	85.9%	90.4%
SRES 2021	85.3%	93.7%	80.4%	90.2%	96.7%	87.5%	94.6%
SRES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Scioto Ridge Elementary	107.5	95.8	N/A	109.0	111.6

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

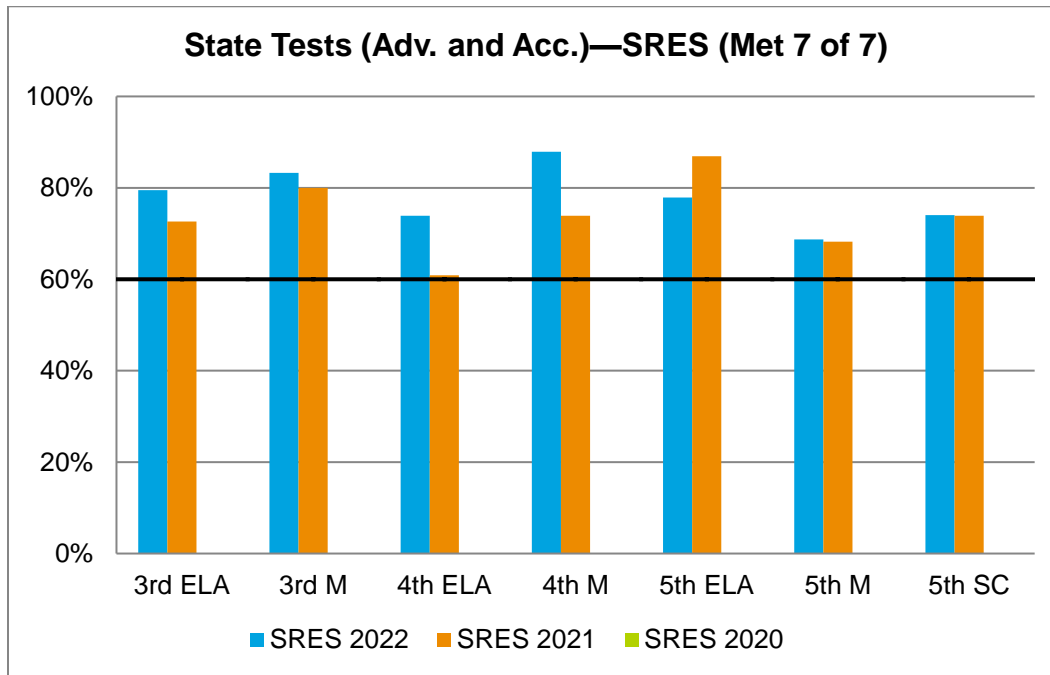
21-22 AMO Goals—SRES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	107.0	78.6	100.0	1	2.49
Economic Disadvantage	NR	64.2	83.8	NR	NR
Asian or Pacific Islander	115.2	86.9	95.8	1	1.68
Black, Non-Hispanic	NR	54.8	79.7	NR	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	112.0	71.6	88.0	1	NR
White, Non-Hispanic	105.3	84.3	92.4	1	1.17
Students with Disabilities	74.9	50.6	76.3	1	-0.61
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—SRES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	108.0	71.1	100.0	1	4.81
Economic Disadvantage	NR	55.1	84.0	NR	NR
Asian or Pacific Islander	117.1	83.9	98.8	1	4.68
Black, Non-Hispanic	NR	44.1	78.5	NR	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	110.0	61.7	87.6	1	NR
White, Non-Hispanic	106.7	77.2	93.1	1	2.28
Students with Disabilities	80.8	45.5	76.8	1	1.16
English Learner	NR	57.0	83.4	NR	NR

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SCIOTO RIDGE ELEMENTARY

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 2.3% in the State. Not ranked for 20-21.

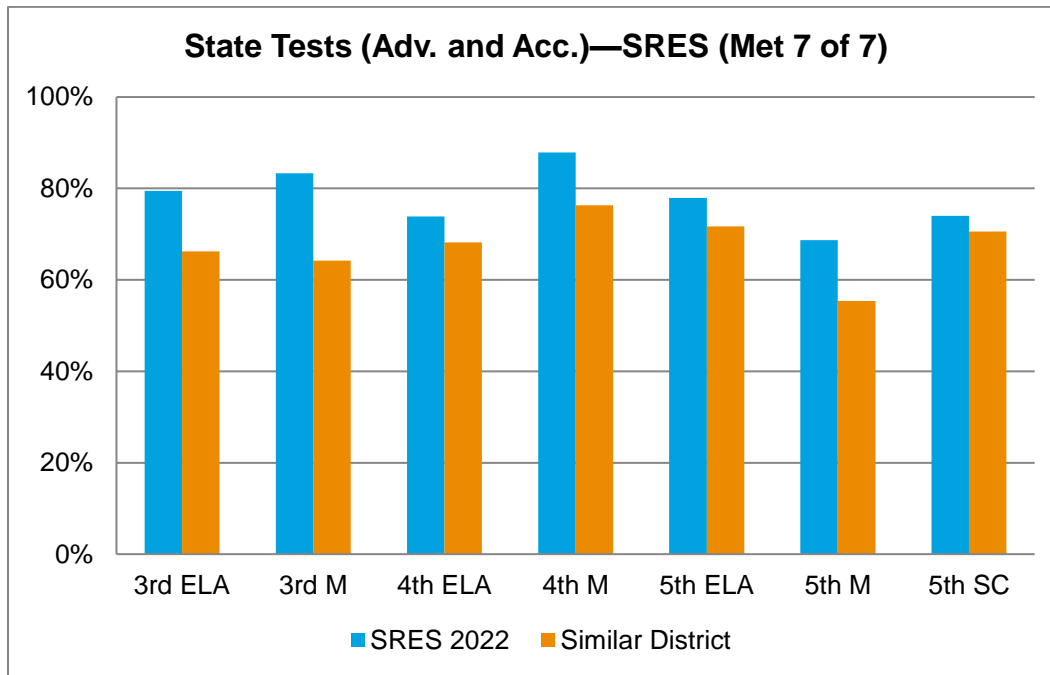


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SRES 2022	79.5%	83.3%	73.9%	87.9%	77.9%	68.7%	74.0%
SRES 2021	72.6%	80.0%	60.9%	73.9%	86.9%	68.2%	73.9%
SRES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SCIOTO RIDGE ELEMENTARY

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SRES 2022	79.5%	83.3%	73.9%	87.9%	77.9%	68.7%	74.0%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
SRES rank among all buildings	15	N/A	N/A	20	5
SRES within top % of the State	2.3%	N/A	N/A	3.0%	0.7%

SHALE MEADOWS ELEMENTARY
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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—3rd grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—First year SMES Performance Index was 104.3 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 90.0% with a five-star rating.

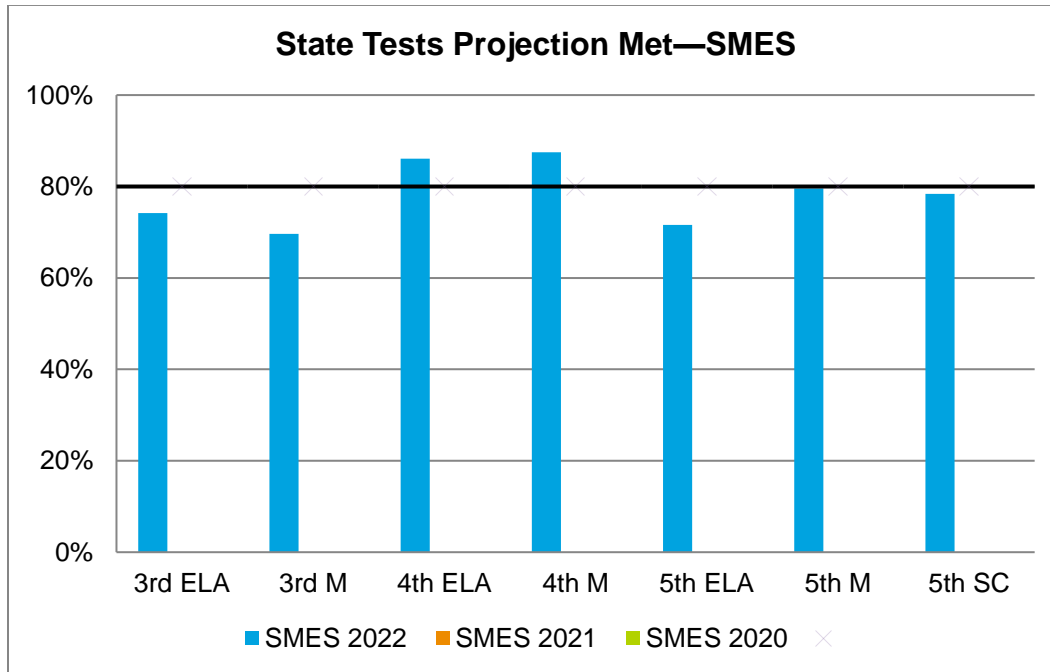
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—First year SMES 5 of 7 subjects above 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 5.6% in the State. Not ranked for 20-21.

2022 ANNUAL REPORT
SHALE MEADOWS ELEMENTARY

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
 N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SMES 2022	74.2%	69.7%	86.1%	87.5%	71.6%	79.5%	78.4%
SMES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SMES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	89	89	72	72	88	88	88

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SHALE MEADOWS ELEMENTARY

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.

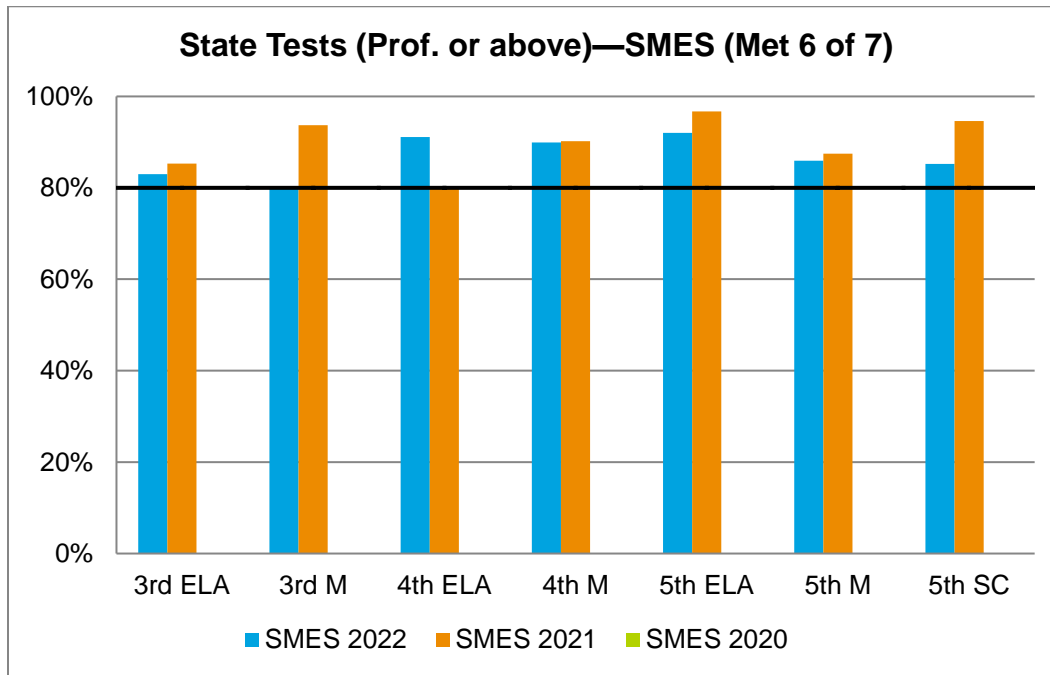
SMES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	2.47	0.20	3.23	0.25	0.49	0.05	3.64	0.19
Grade 4	2.64	0.32	2.14	0.25			3.10	0.28
Grade 5	0.84	0.09	2.44	0.25	0.49	0.05	2.10	0.14

	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

2022 ANNUAL REPORT
SHALE MEADOWS ELEMENTARY

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—3rd grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—First year SMES Performance Index was 104.3 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 90.0% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SMES 2022	83.0%	79.8%	91.1%	89.9%	92.0%	85.9%	85.2%
SMES 2021	85.3%	93.7%	80.4%	90.2%	96.7%	87.5%	94.6%
SMES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SHALE MEADOWS ELEMENTARY

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Shale Meadows Elementary	104.3	N/A	N/A	N/A	N/A

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

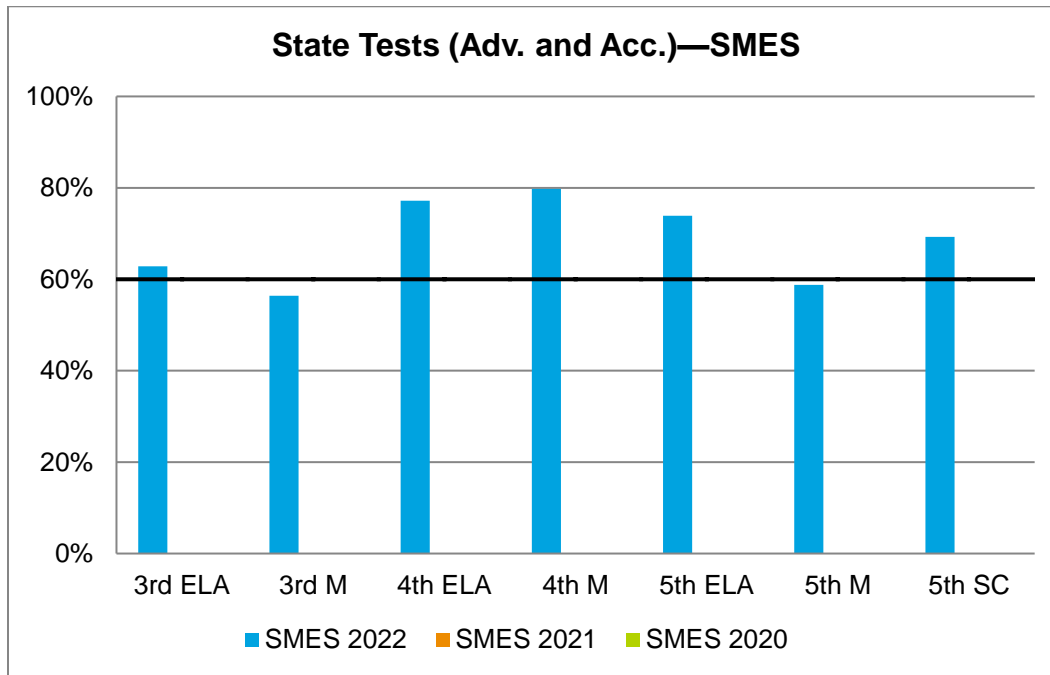
21-22 AMO Goals—SMES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.1	78.6	100.0	1	2.47
Economic Disadvantage	NR	64.2	83.8	NR	NR
Asian or Pacific Islander	111.3	86.9	95.8	1	3.76
Black, Non-Hispanic	NR	54.8	79.7	NR	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	106.0	71.6	88.0	1	NR
White, Non-Hispanic	105.3	84.3	92.4	1	0.70
Students with Disabilities	82.1	50.6	76.3	1	0.14
English Learner	90.9	62.6	80.9	1	NR

21-22 AMO Goals—SMES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.4	71.1	100.0	1	3.23
Economic Disadvantage	NR	55.1	84.0	NR	NR
Asian or Pacific Islander	112.0	83.9	98.8	1	1.53
Black, Non-Hispanic	NR	44.1	78.5	NR	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	108.0	61.7	87.6	1	NR
White, Non-Hispanic	99.1	77.2	93.1	1	2.06
Students with Disabilities	78.9	45.5	76.8	1	0.99
English Learner	93.6	57.0	83.4	1	NR

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SHALE MEADOWS ELEMENTARY

Benchmark 4: Top of State and Nation

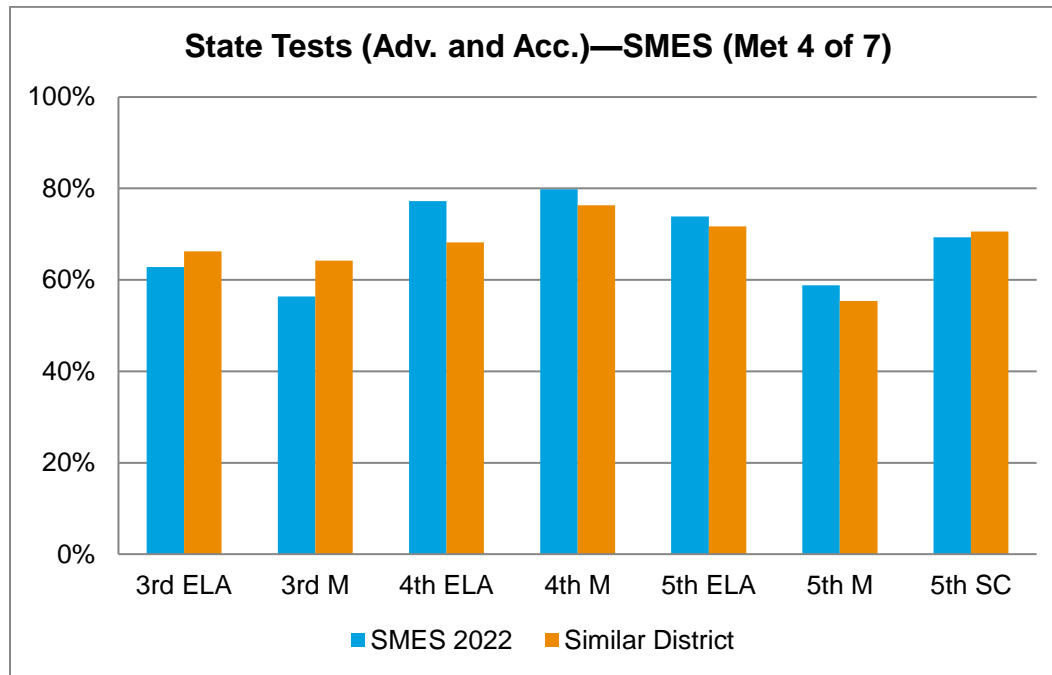
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—First year SMES 5 of 7 subjects above 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 5.6% in the State. Not ranked for 20-21.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SMES 2022	62.8%	56.4%	77.2%	79.8%	73.9%	58.8%	69.3%
SMES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SMES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SHALE MEADOWS ELEMENTARYSimilar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SMES 2022	62.8%	56.4%	77.2%	79.8%	73.9%	58.8%	69.3%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
SMES rank among all buildings	37	N/A	N/A	N/A	N/A
SMES within top % of the State	5.6%	N/A	N/A	N/A	N/A

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 98.8 to 109.5 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 75.8% with a five-star rating.

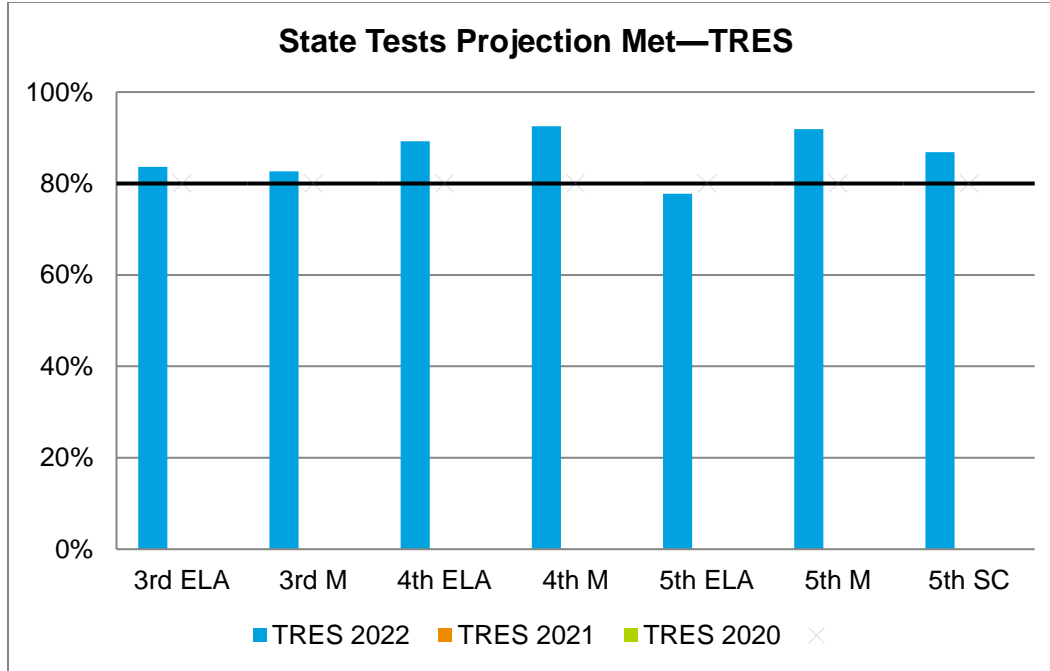
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 0.9% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
 N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2022	83.7%	82.7%	89.3%	92.5%	77.8%	91.9%	86.9%
TRES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TRES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	104	104	121	120	99	99	99

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.

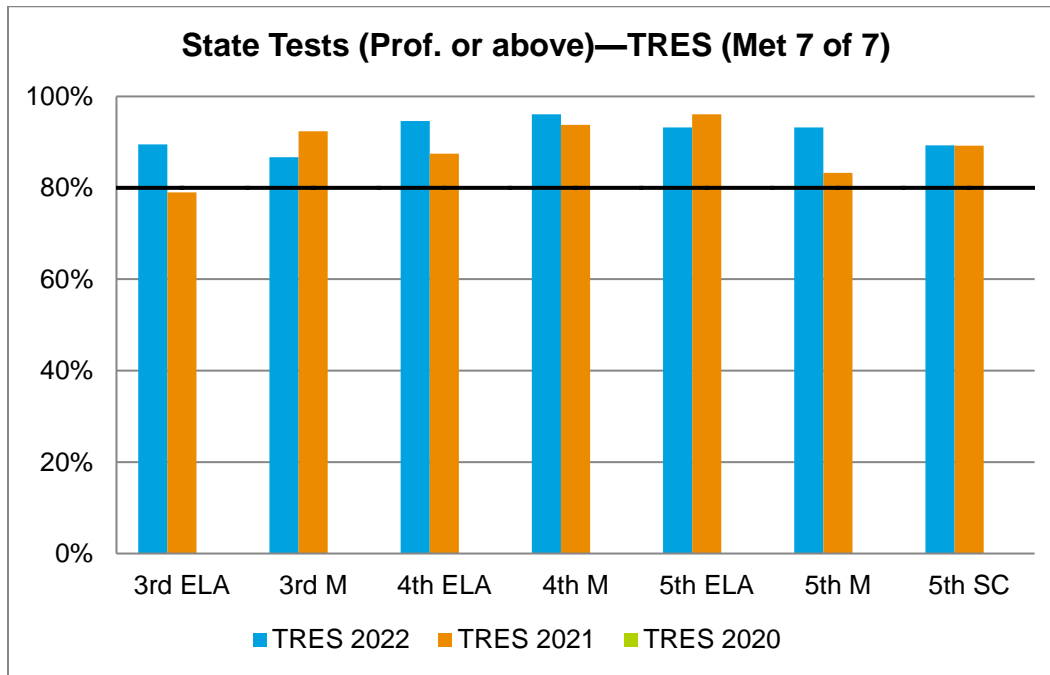
TRES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	2.35	0.15	5.60	0.34	2.16	0.21	5.57	0.24
Grade 4	2.62	0.23	3.21	0.27			3.79	0.25
Grade 5	0.56	0.05	4.85	0.44	2.16	0.21	4.09	0.24

	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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 98.8 to 109.5 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 75.8% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2022	89.5%	86.7%	94.6%	96.1%	93.2%	93.2%	89.3%
TRES 2021	79.0%	92.4%	87.5%	93.8%	96.1%	83.3%	89.2%
TRES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Tyler Run Elementary	109.5	98.8	N/A	112.6	111.2

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

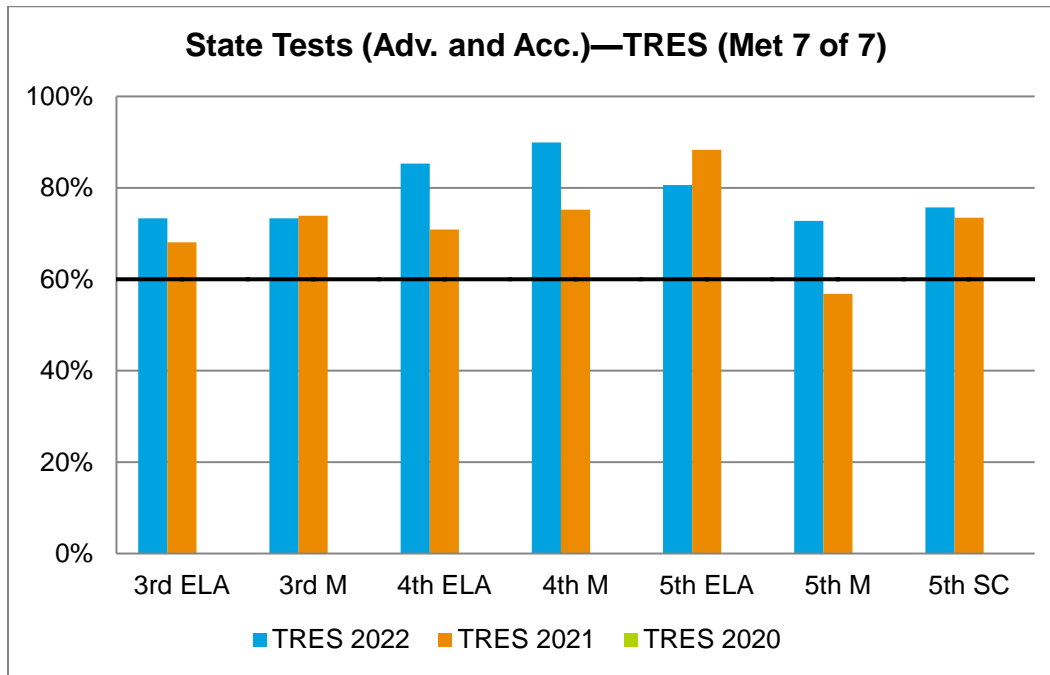
21-22 AMO Goals—TRES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	110.1	78.6	100.0	1	2.35
Economic Disadvantage	NR	64.2	83.8	NR	NR
Asian or Pacific Islander	114.1	86.9	95.8	1	2.56
Black, Non-Hispanic	NR	54.8	79.7	NR	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	105.3	71.6	88.0	1	NR
White, Non-Hispanic	110.3	84.3	92.4	1	1.40
Students with Disabilities	93.6	50.6	76.3	1	0.33
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—TRES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	109.1	71.1	100.0	1	5.60
Economic Disadvantage	NR	55.1	84.0	NR	NR
Asian or Pacific Islander	113.2	83.9	98.8	1	3.85
Black, Non-Hispanic	NR	44.1	78.5	NR	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	106.5	61.7	87.6	1	NR
White, Non-Hispanic	108.8	77.2	93.1	1	4.35
Students with Disabilities	89.7	45.5	76.8	1	0.67
English Learner	NR	57.0	83.4	NR	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—All subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 0.9% in the State. Not ranked for 20-21.

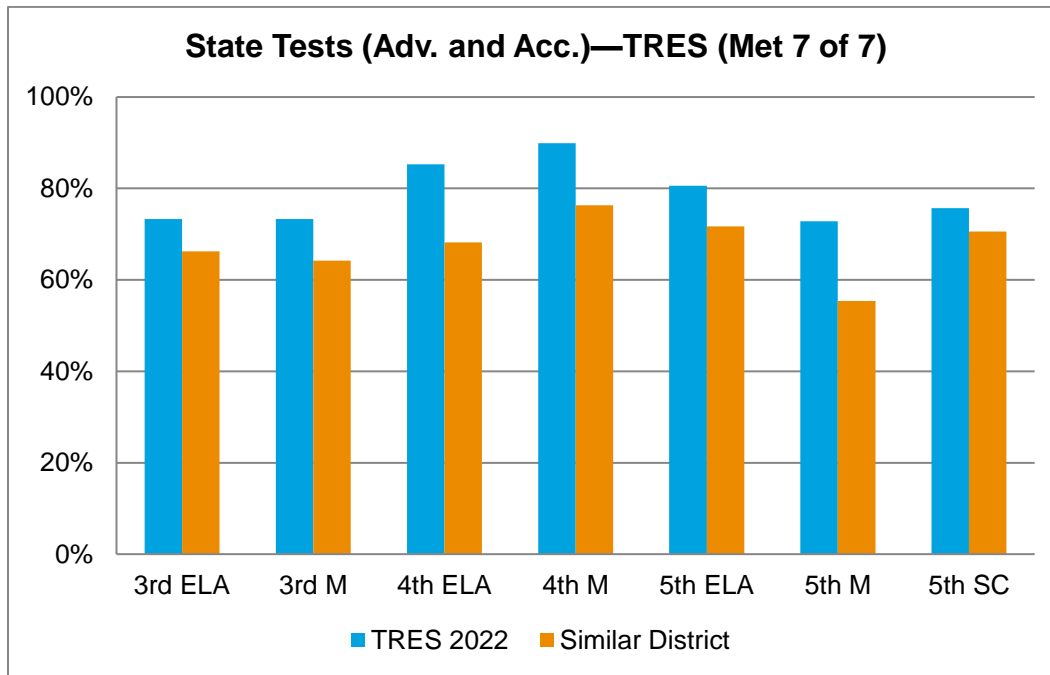


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2022	73.3%	73.3%	85.3%	89.9%	80.6%	72.8%	75.7%
TRES 2021	68.1%	73.9%	70.9%	75.2%	88.3%	56.8%	73.5%
TRES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2022	73.3%	73.3%	85.3%	89.9%	80.6%	72.8%	75.7%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
TRES rank among all buildings	6	N/A	N/A	4	7
TRES within top % of the State	0.9%	N/A	N/A	0.6%	1.0%

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—4th grade ELA was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 94.2 to 103.4 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 75.8% with a five-star rating.

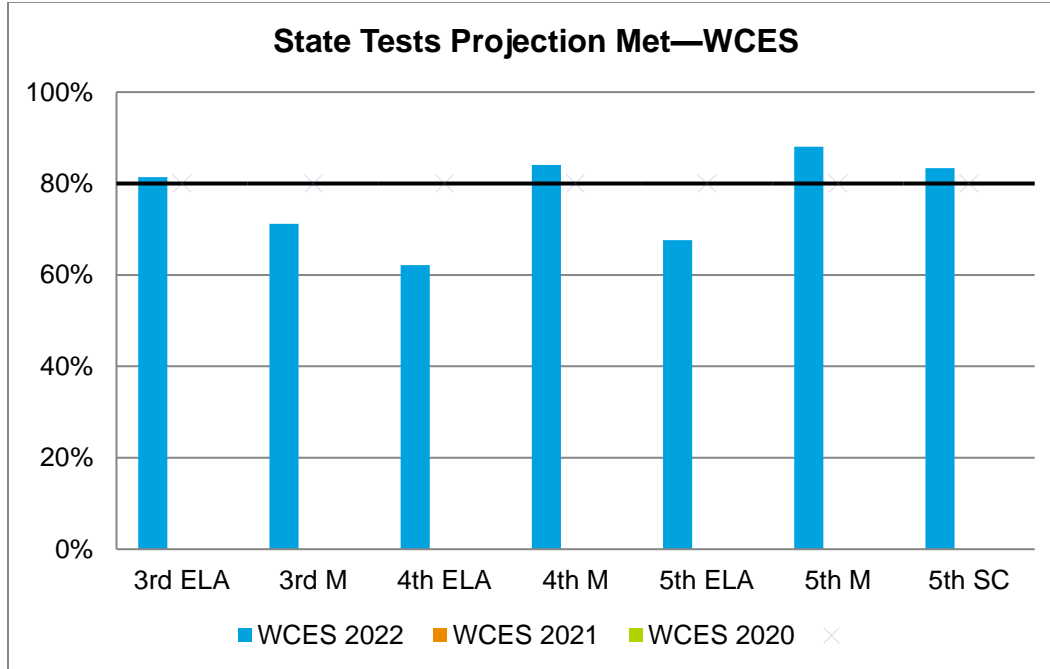
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—5 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 8.0% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2022	81.4%	71.2%	62.2%	84.1%	67.6%	88.1%	83.3%
WCES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WCES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	102	104	111	113	108	109	108







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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

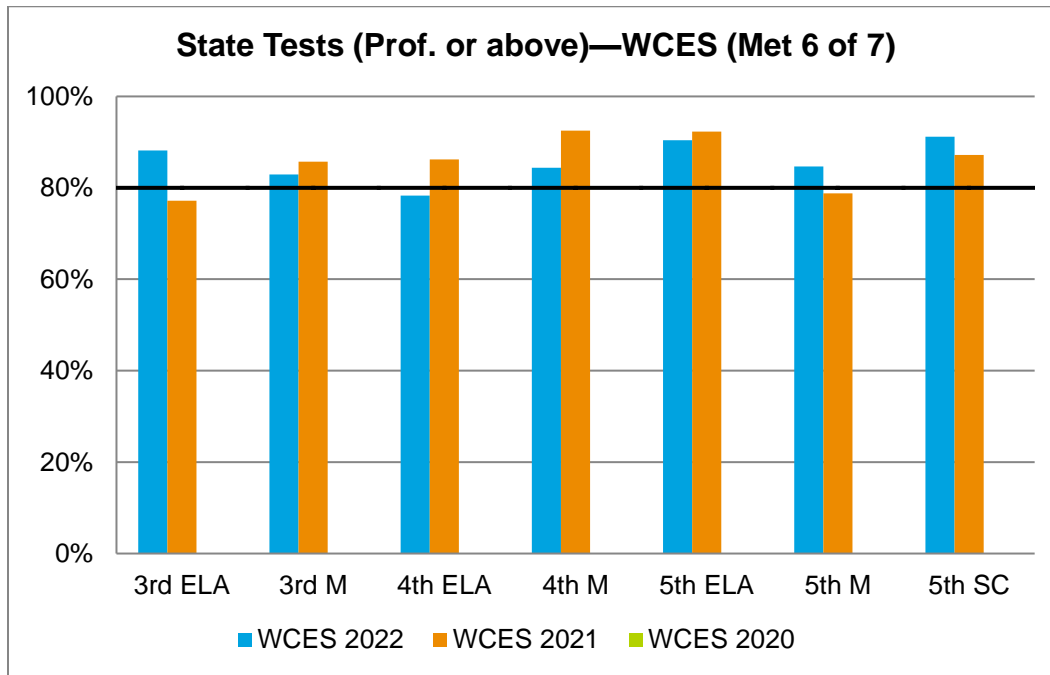
WCES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-2.00	-0.13	0.31	0.02	-0.71	-0.06	-1.33	-0.05
Grade 4	-3.80	-0.35	-0.88	-0.07			-3.09	-0.21
Grade 5	1.06	0.10	1.39	0.12	-0.71	-0.06	1.06	0.06

-  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

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WALNUT CREEK ELEMENTARY

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—4th grade ELA was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 94.2 to 103.4 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 75.8% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2022	88.2%	82.9%	78.3%	84.4%	90.4%	84.7%	91.2%
WCES 2021	77.2%	85.7%	86.2%	92.5%	92.3%	78.8%	87.2%
WCES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Walnut Creek Elementary	103.4	94.2	N/A	110.7	108.9

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

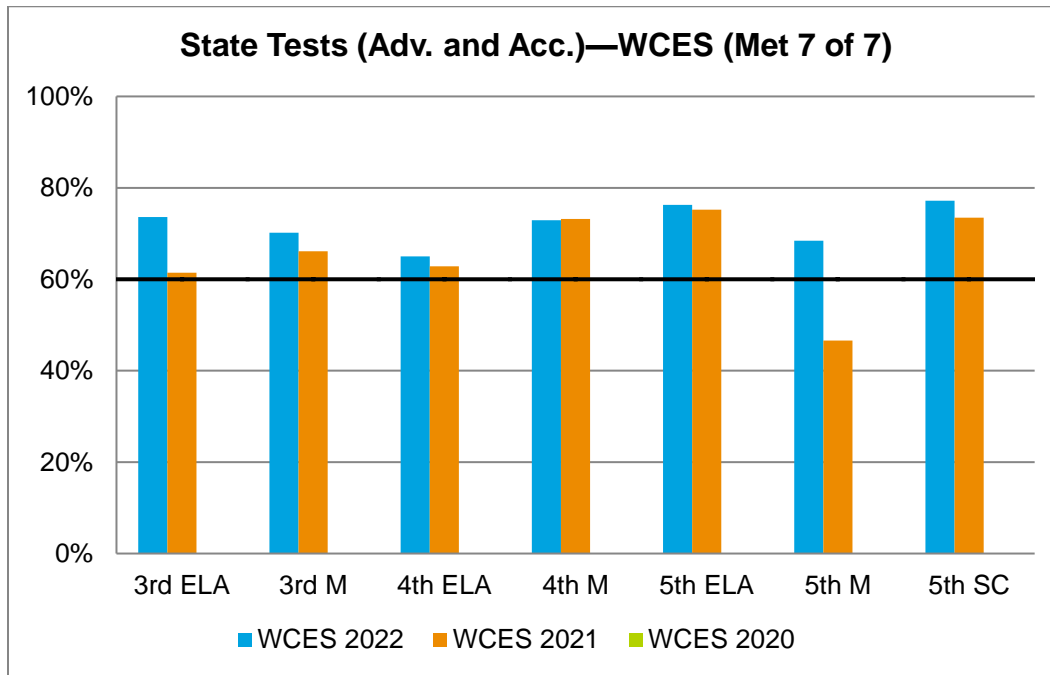
21-22 AMO Goals—WCES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.9	78.6	100.0	1	-2.00
Economic Disadvantage	NR	64.2	83.8	NR	NR
Asian or Pacific Islander	107.4	86.9	95.8	1	0.40
Black, Non-Hispanic	NR	54.8	79.7	NR	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	102.1	71.6	88.0	1	NR
White, Non-Hispanic	102.6	84.3	92.4	1	-2.32
Students with Disabilities	62.1	50.6	76.3	1	-1.91
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—WCES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.2	71.1	100.0	1	0.31
Economic Disadvantage	NR	55.1	84.0	NR	NR
Asian or Pacific Islander	112.9	83.9	98.8	1	0.35
Black, Non-Hispanic	NR	44.1	78.5	NR	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	99.3	61.7	87.6	1	NR
White, Non-Hispanic	101.8	77.2	93.1	1	0.33
Students with Disabilities	56.8	45.5	76.8	1	-3.17
English Learner	NR	57.0	83.4	NR	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—5 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 8.0% in the State. Not ranked for 20-21.

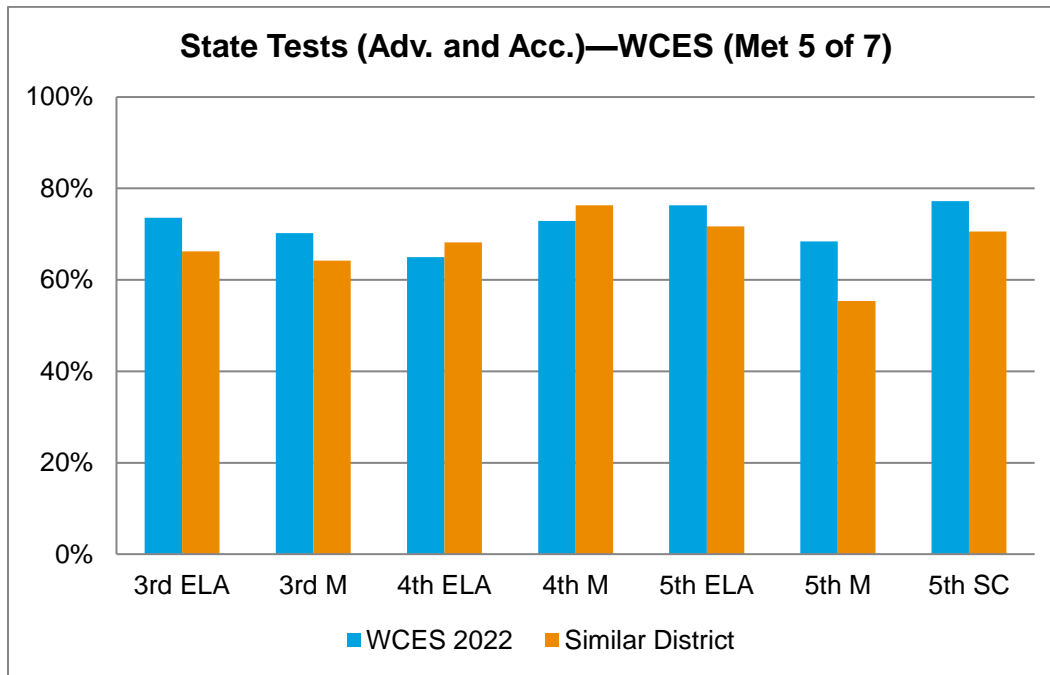


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2022	73.6%	70.2%	65.0%	72.9%	76.3%	68.4%	77.2%
WCES 2021	61.4%	66.1%	62.8%	73.2%	75.2%	46.6%	73.5%
WCES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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WALNUT CREEK ELEMENTARY

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2022	73.6%	70.2%	65.0%	72.9%	76.3%	68.4%	77.2%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
WCES rank among all buildings	53	N/A	N/A	8	23
WCES within top % of the State	8.0%	N/A	N/A	1.2%	3.4%

WYANDOT RUN ELEMENTARY
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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 87.1 to 104.3 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 85.3% with a five-star rating.

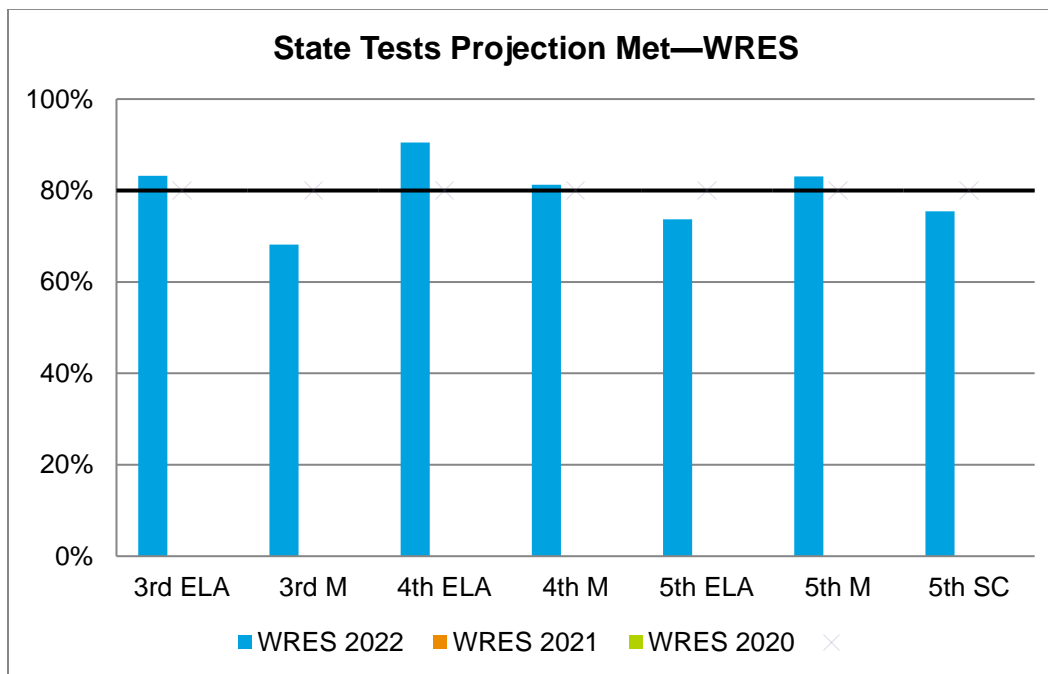
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 6.2% in the State. Not ranked for 20-21.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
 N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	3 rd ELA	3 rd M	4 th ELA	4 th M	5 th ELA	5 th M	5 th SC
WRES 2022	83.2%	68.1%	90.5%	81.3%	73.7%	83.1%	75.4%
WRES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WRES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	113	113	95	96	118	118	118

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.

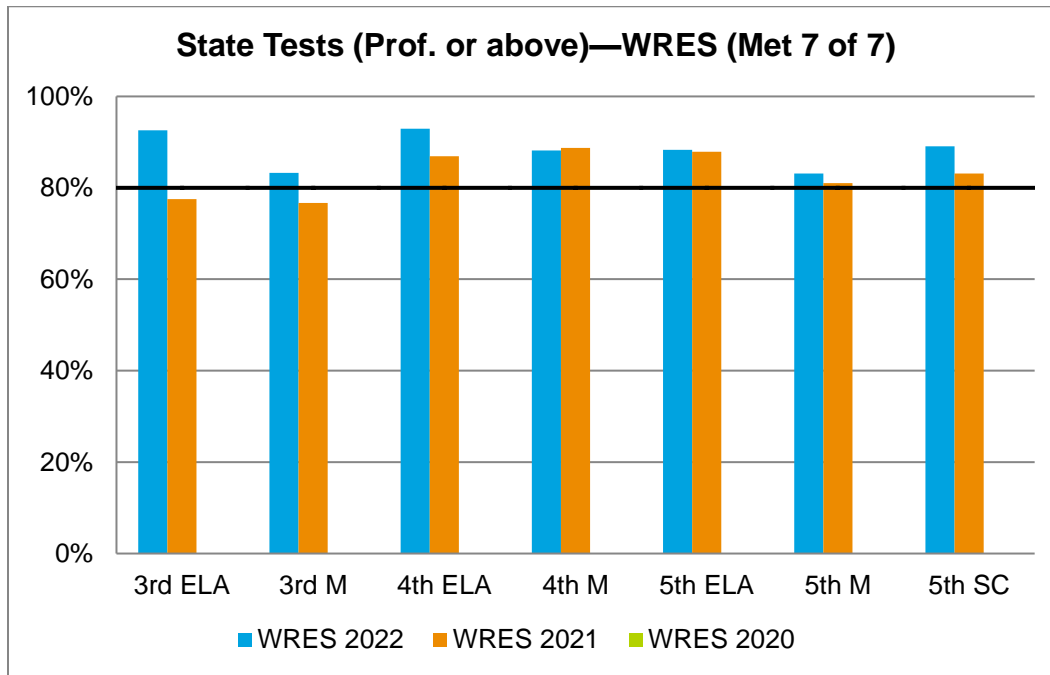
WRES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	3.63	0.25	2.80	0.19	-1.40	-0.12	3.40	0.15
Grade 4	3.44	0.37	3.10	0.32			4.24	0.34
Grade 5	1.76	0.16	0.89	0.08	-1.40	-0.12	0.87	0.05

	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

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WYANDOT RUN ELEMENTARY

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 87.1 to 104.3 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 85.3% with a five-star rating.



State Tests (Prof. or above)	3 rd ELA	3 rd M	4 th ELA	4 th M	5 th ELA	5 th M	5 th SC
WRES 2022	92.6%	83.3%	92.9%	88.2%	88.3%	83.1%	89.1%
WRES 2021	77.5%	76.7%	86.9%	88.7%	87.9%	81.0%	83.1%
WRES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Wyandot Run Elementary	104.3	87.1	N/A	107.4	107.3

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

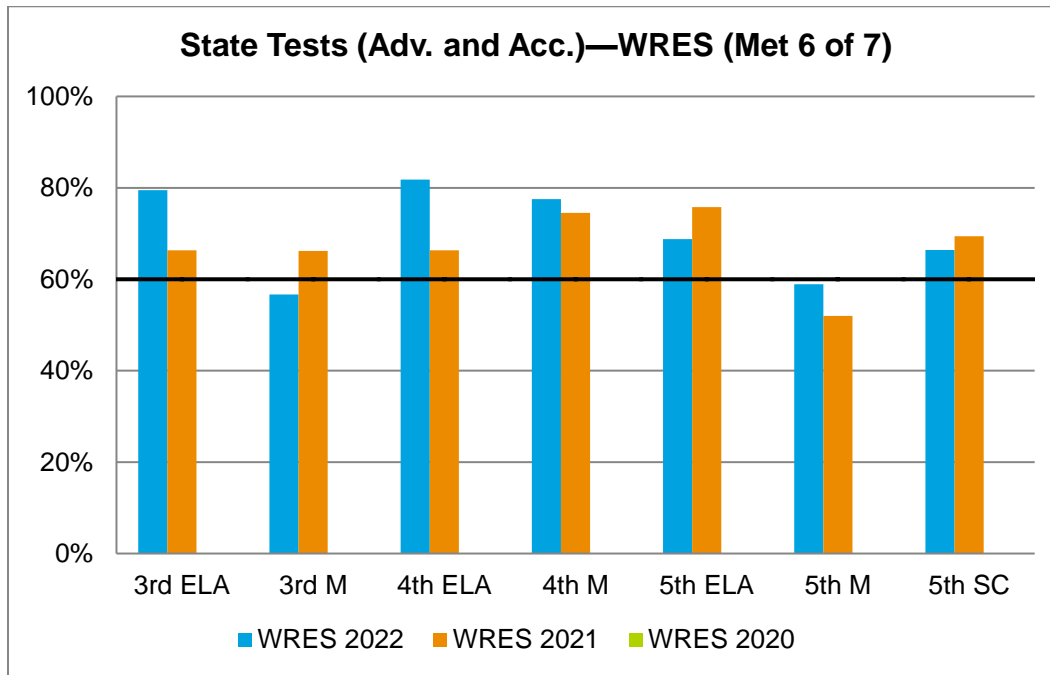
21-22 AMO Goals—WRES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	107.5	78.6	100.0	1	3.63
Economic Disadvantage	NR	64.2	83.8	NR	NR
Asian or Pacific Islander	111.0	86.9	95.8	1	1.34
Black, Non-Hispanic	NR	54.8	79.7	NR	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	114.6	71.6	88.0	1	0.65
White, Non-Hispanic	106.9	84.3	92.4	1	3.27
Students with Disabilities	73.2	50.6	76.3	1	2.12
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—WRES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	101.2	71.1	100.0	1	2.80
Economic Disadvantage	NR	55.1	84.0	NR	NR
Asian or Pacific Islander	112.3	83.9	98.8	1	NR
Black, Non-Hispanic	NR	44.1	78.5	NR	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	NR	57.7	84.6	NR	NR
Multiracial	109.2	61.7	87.6	1	1.23
White, Non-Hispanic	100.6	77.2	93.1	1	1.92
Students with Disabilities	71.8	45.5	76.8	1	-0.51
English Learner	NR	57.0	83.4	NR	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 6.2% in the State. Not ranked for 20-21.

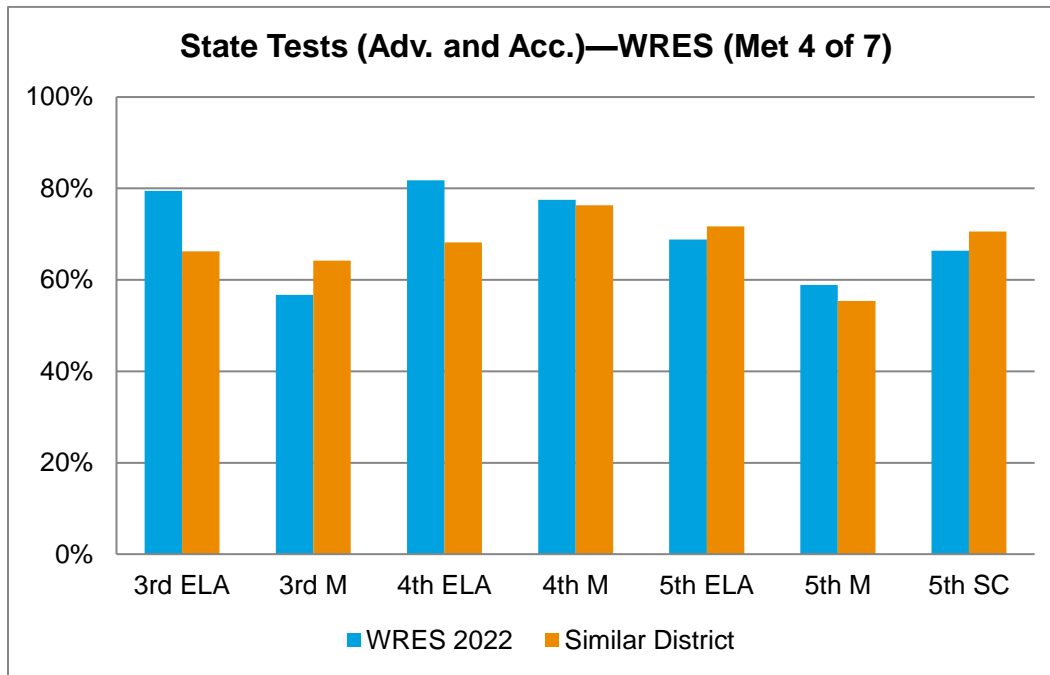


State Tests (Adv. And Acc.)	3 rd ELA	3 rd M	4 th ELA	4 th M	5 th ELA	5 th M	5 th SC
WRES 2022	79.5%	56.7%	81.8%	77.5%	68.8%	58.9%	66.4%
WRES 2021	66.3%	66.2%	66.3%	74.5%	75.8%	52.0%	69.4%
WRES 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WRES 2022	79.5%	56.7%	81.8%	77.5%	68.8%	58.9%	66.4%
Similar District	66.2%	64.2%	68.2%	76.3%	71.7%	55.4%	70.6%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 665 elementary schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
WRES rank among all buildings	41	N/A	N/A	33	33
WRES within top % of the State	6.2%	N/A	N/A	4.9%	4.9%

OLENTANGY BERKSHIRE MIDDLE SCHOOL
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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—8th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 86.7 to 101.8 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 71.4% with a five-star rating.

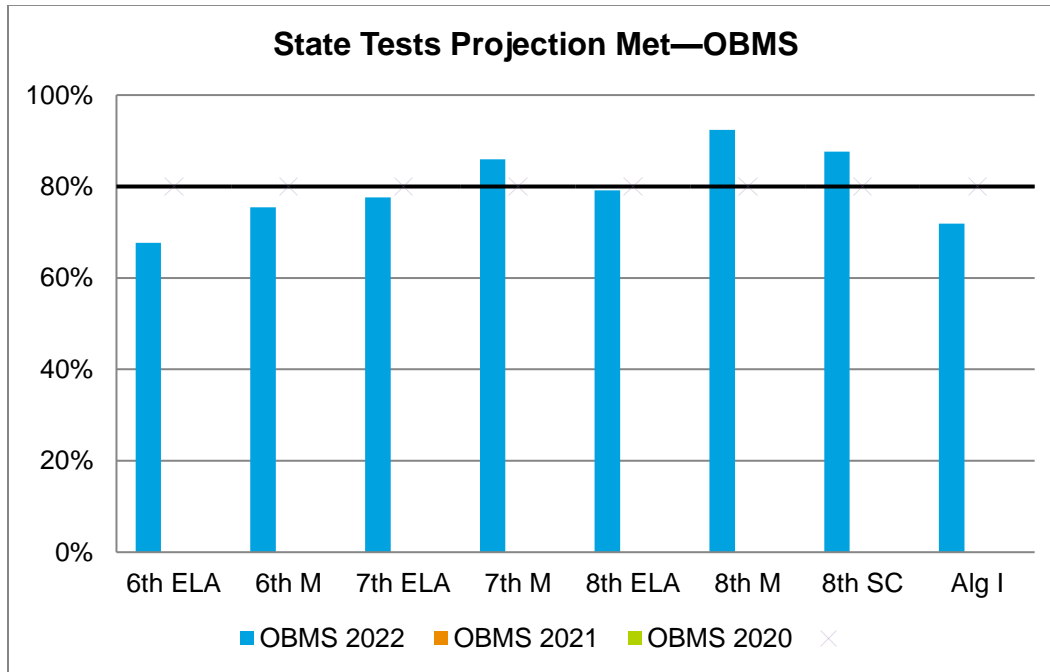
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—7 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.8% in the State. Not ranked for 20-21.

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OLENTANGY BERKSHIRE MIDDLE SCHOOL

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
 N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	6 th ELA	6 th M	7 th ELA	7 th M	8 th ELA	8 th M	8 th SC	Alg I
OBMS 2022	67.7%	75.4%	77.6%	85.9%	79.2%	92.4%	87.6%	71.9%
OBMS 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OBMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	356	358	362	341	331	131	331	192

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OLENTANGY BERKSHIRE MIDDLE SCHOOL







Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 6th, 7th, and 8th grade ELA and math, 8th grade science, and HS end-of-course exams. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.

OBMS Test Grade	ELA		Math		Science		All Tests	
	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	5.54	0.16	7.10	0.18	9.78	0.50	11.23	0.22
Grade 6	-1.54	-0.07	2.88	0.13			0.69	0.02
Grade 7	4.17	0.21	0.41	0.02			3.13	0.12
Grade 8	7.28	0.38	1.19	0.08	9.78	0.50	11.28	0.38

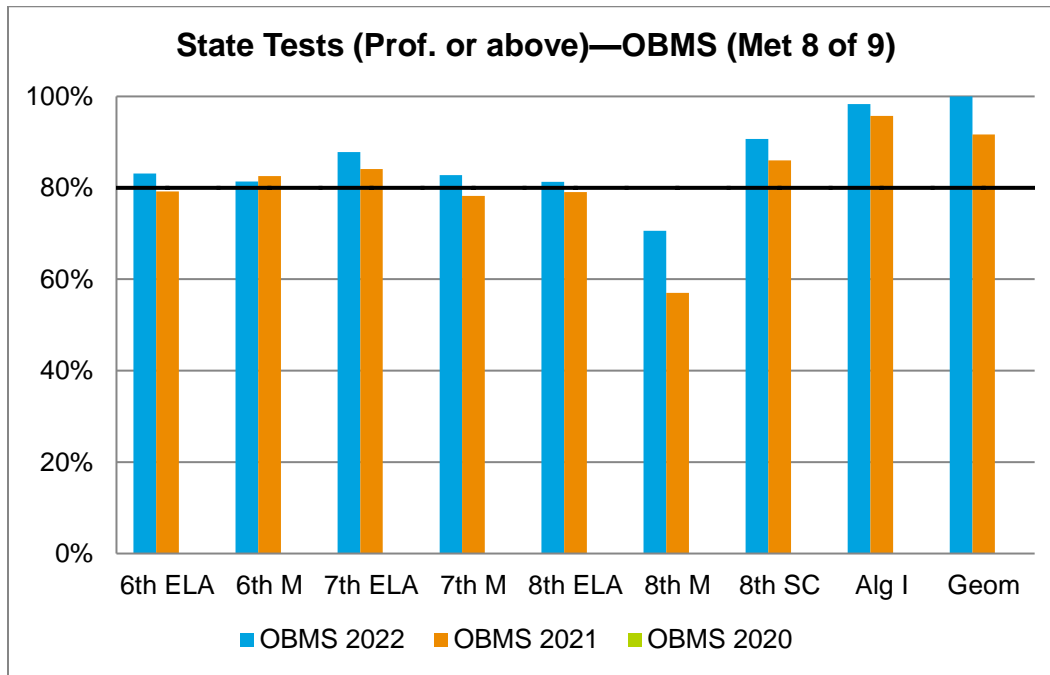
OBMS Test Grade	Alg I		Geom	
	Index	Effect Size	Index	Effect Size
High School	8.41	0.52	5.63	0.79

-  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

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OLENTANGY BERKSHIRE MIDDLE SCHOOL

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—8th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 86.7 to 101.8 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 71.4% with a five-star rating.



State Tests (Prof. or above)	6 th ELA	6 th M	7 th ELA	7 th M	8 th ELA	8 th M	8 th SC
OBMS 2022	83.1%	81.4%	87.8%	82.8%	81.3%	70.6%	90.7%
OBMS 2021	79.2%	82.6%	84.1%	78.2%	79.1%	57.0%	86.0%
OBMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State Tests (Prof. or above)	Alg I	Geom
OBMS 2022	98.3%	100.0%
OBMS 2021	95.7%	91.7%
OBMS 2020	N/A	N/A

OLENTANGY BERKSHIRE MIDDLE SCHOOL

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy Berkshire Middle	101.8	86.7	N/A	105.1	105.5

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

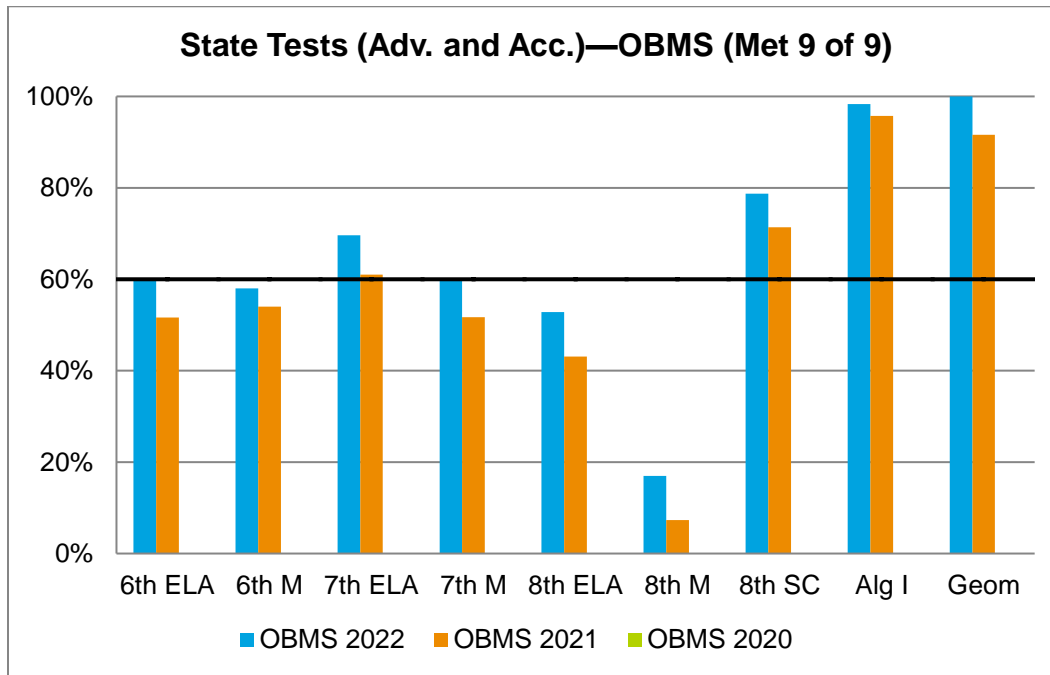
21-22 AMO Goals—OBMS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	100.3	78.6	100.0	1	5.54
Economic Disadvantage	88.0	64.2	83.8	1	2.19
Asian or Pacific Islander	108.6	86.9	95.8	1	1.77
Black, Non-Hispanic	100.6	54.8	79.7	1	1.31
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	105.3	66.3	84.4	1	2.32
Multiracial	98.3	71.6	88.0	1	0.47
White, Non-Hispanic	99.1	84.3	92.4	1	4.77
Students with Disabilities	66.4	50.6	76.3	1	1.97
English Learner	70.6	62.6	80.9	1	NR

21-22 AMO Goals—OBMS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	101.8	71.1	100.0	1	7.10
Economic Disadvantage	84.6	55.1	84.0	1	-0.20
Asian or Pacific Islander	112.3	83.9	98.8	1	3.99
Black, Non-Hispanic	92.0	44.1	78.5	1	-0.17
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	101.4	57.7	84.6	1	1.55
Multiracial	102.7	61.7	87.6	1	-0.34
White, Non-Hispanic	100.9	77.2	93.1	1	5.67
Students with Disabilities	62.2	45.5	76.8	1	0.76
English Learner	65.9	57.0	83.4	1	NR

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OLENTANGY BERKSHIRE MIDDLE SCHOOL

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—7 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.8% in the State. Not ranked for 20-21.



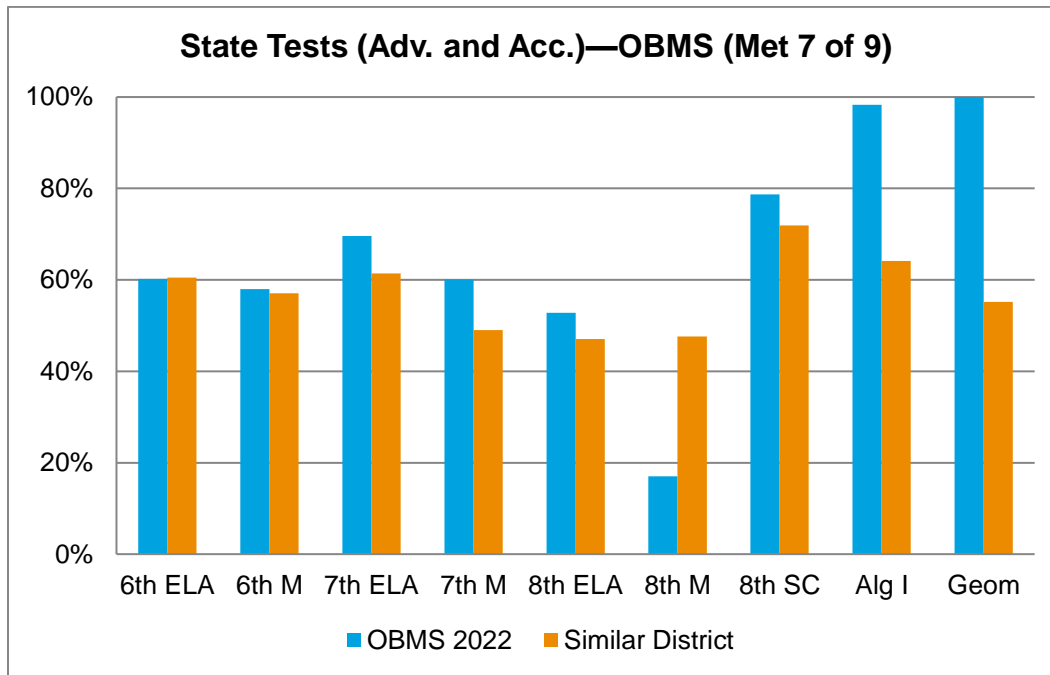
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OBMS 2022	60.2%	58.0%	69.6%	60.1%	52.8%	17.0%	78.7%
OBMS 2021	51.6%	54.0%	61.0%	51.7%	43.1%	7.3%	71.4%
OBMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State Tests (Adv. and Acc.)	Alg I	Geom
OBMS 2022	98.3%	100.0%
OBMS 2021	95.7%	91.6%
OBMS 2020	N/A	N/A

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OLENTANGY BERKSHIRE MIDDLE SCHOOL

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OBMS 2022	60.2%	58.0%	69.6%	60.1%	52.8%	17.0%	78.7%
Similar District	60.5%	57.1%	61.4%	49.0%	47.1%	47.6%	71.9%

State Tests (Adv. and Acc.)	Alg I	Geom
OBMS 2022	98.3%	100.0%
Similar District	64.1%	55.2%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 312 middle schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OBMS rank among all buildings	12	N/A	N/A	13	10
OBMS within top % of the State	3.8%	N/A	N/A	4.0%	3.1%

OLENTANGY HYATTS MIDDLE SCHOOL
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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 91.0 to 102.4 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 61.7% with a five-star rating.

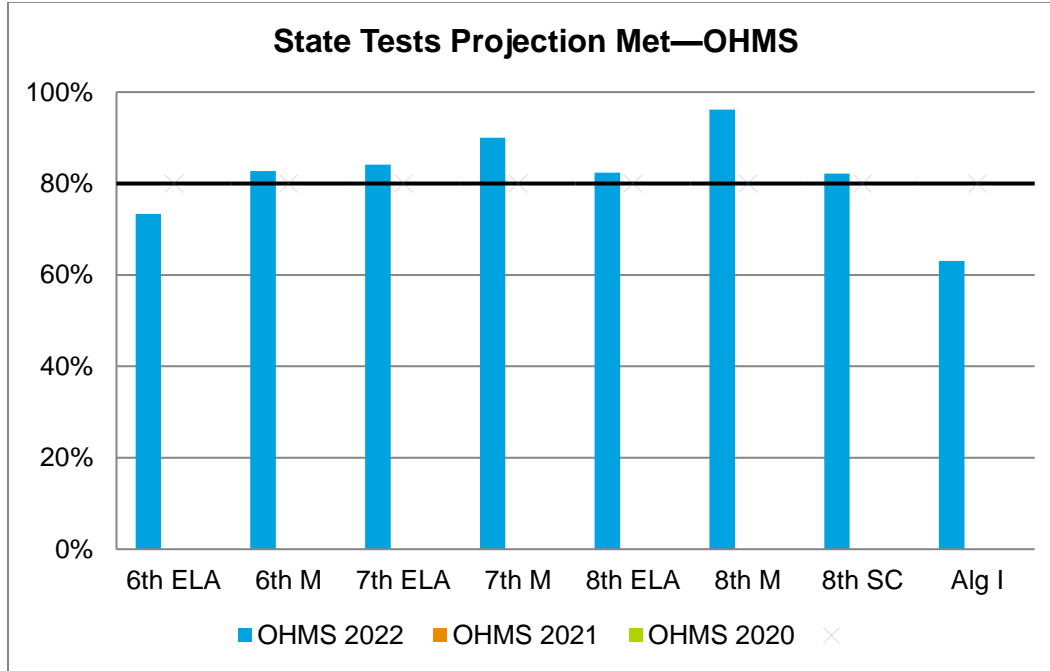
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—7 of 9 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—8 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 2.9% in the State. Not ranked for 20-21.

2022 ANNUAL REPORT
OLENTANGY HYATTS MIDDLE SCHOOL

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
 N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	6 th ELA	6 th M	7 th ELA	7 th M	8 th ELA	8 th M	8 th SC	Alg I
OHMS 2022	73.4%	82.8%	84.1%	90.0%	82.4%	96.2%	82.2%	63.0%
OHMS 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OHMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	259	261	246	230	295	157	297	119

2022 ANNUAL REPORT
OLENTANGY HYATTS MIDDLE SCHOOL







Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 6th, 7th, and 8th grade ELA and math, 8th grade science, and HS end-of-course exams. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

OHMS Test Grade	ELA		Math		Science		All Tests	
	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-1.68	-0.05	4.87	0.15	2.16	0.12	2.53	0.06
Grade 6	-0.82	-0.05	3.91	0.21			1.79	0.08
Grade 7	-0.58	-0.03	1.33	0.08			0.45	0.02
Grade 8	-1.48	-0.08	-1.21	-0.07	2.16	0.12	-0.16	0.00

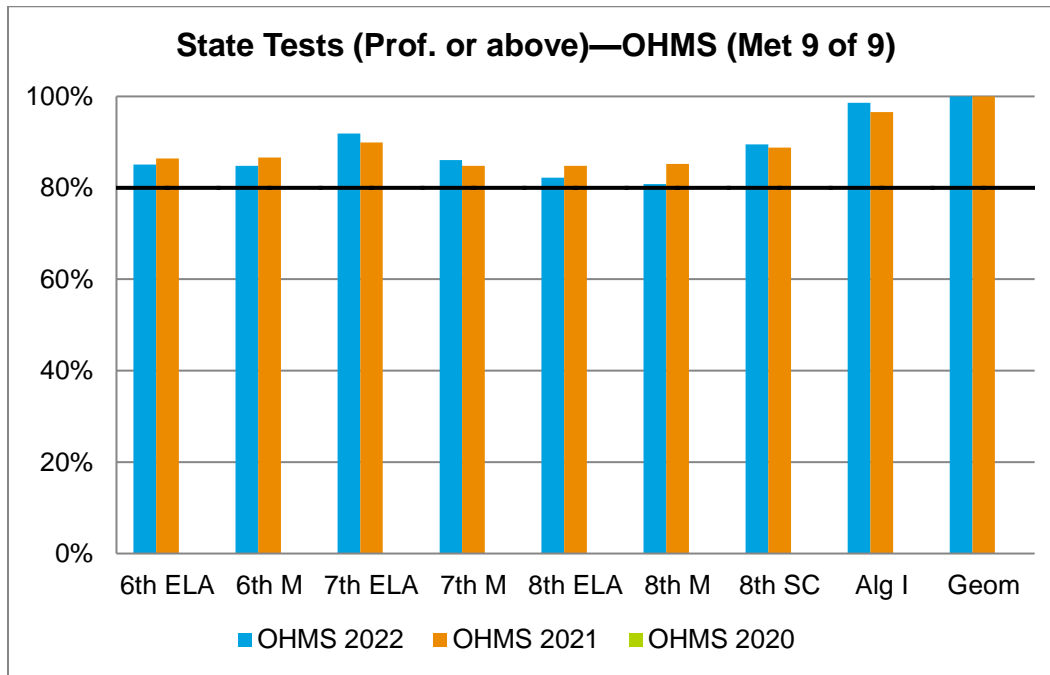
OHMS Test Grade	Alg I		Geom	
	Index	Effect Size	Index	Effect Size
High School	3.51	0.28	5.54	0.86

-  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

2022 ANNUAL REPORT
OLENTANGY HYATTS MIDDLE SCHOOL

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 91.0 to 102.4 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 61.7% with a five-star rating.



State Tests (Prof. or above)	6 th ELA	6 th M	7 th ELA	7 th M	8 th ELA	8 th M	8 th SC
OHMS 2022	85.1%	84.8%	91.9%	86.1%	82.2%	80.8%	89.5%
OHMS 2021	86.4%	86.6%	89.9%	84.8%	84.8%	85.2%	88.8%
OHMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State Tests (Prof. or above)	Alg I	Geom
OHMS 2022	98.6%	100.0%
OHMS 2021	96.6%	100.0%
OHMS 2020	N/A	N/A

2022 ANNUAL REPORT
OLENTANGY HYATTS MIDDLE SCHOOL

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy Hyatts Middle	102.4	91.0	N/A	104.6	103.5

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

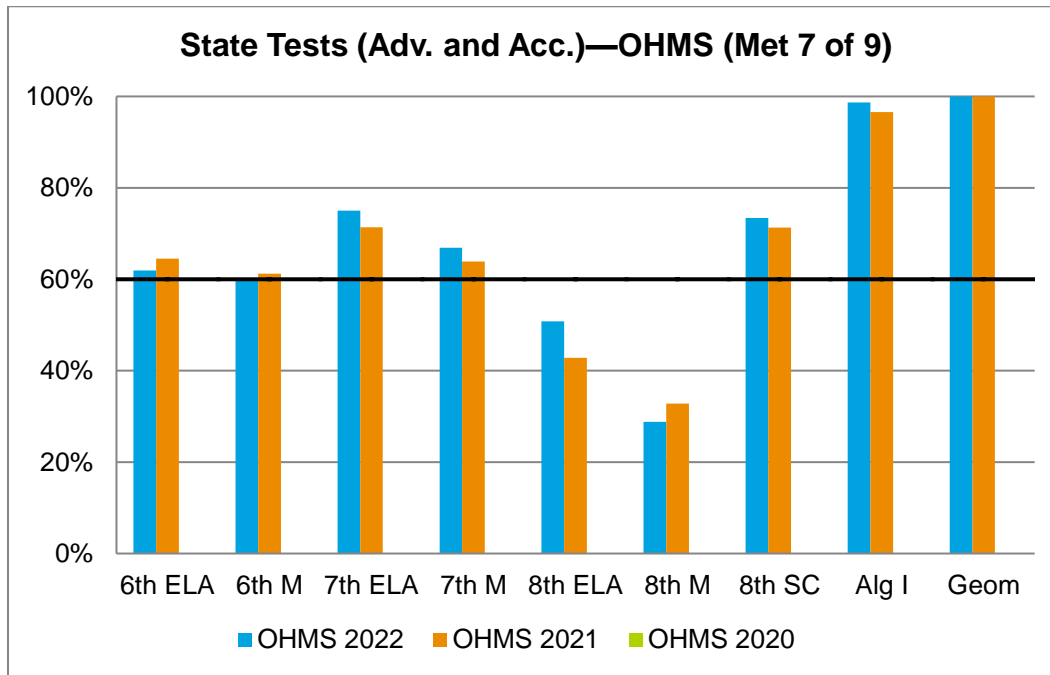
21-22 AMO Goals—OHMS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	100.9	78.6	100.0	1	-1.68
Economic Disadvantage	79.6	64.2	83.8	1	-0.20
Asian or Pacific Islander	110.4	86.9	95.8	1	3.08
Black, Non-Hispanic	87.4	54.8	79.7	1	0.65
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	96.9	66.3	84.4	1	1.47
Multiracial	99.1	71.6	88.0	1	0.64
White, Non-Hispanic	99.5	84.3	92.4	1	-4.16
Students with Disabilities	64.1	50.6	76.3	1	-0.95
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—OHMS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.3	71.1	100.0	1	4.87
Economic Disadvantage	75.7	55.1	84.0	1	0.47
Asian or Pacific Islander	115.6	83.9	98.8	1	5.58
Black, Non-Hispanic	76.8	44.1	78.5	1	0.11
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	98.0	57.7	84.6	1	0.75
Multiracial	102.2	61.7	87.6	1	1.42
White, Non-Hispanic	101.6	77.2	93.1	1	1.87
Students with Disabilities	61.8	45.5	76.8	1	1.63
English Learner	NR	57.0	83.4	NR	NR

2022 ANNUAL REPORT
OLENTANGY HYATTS MIDDLE SCHOOL

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—7 of 9 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—8 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 2.9% in the State. Not ranked for 20-21.



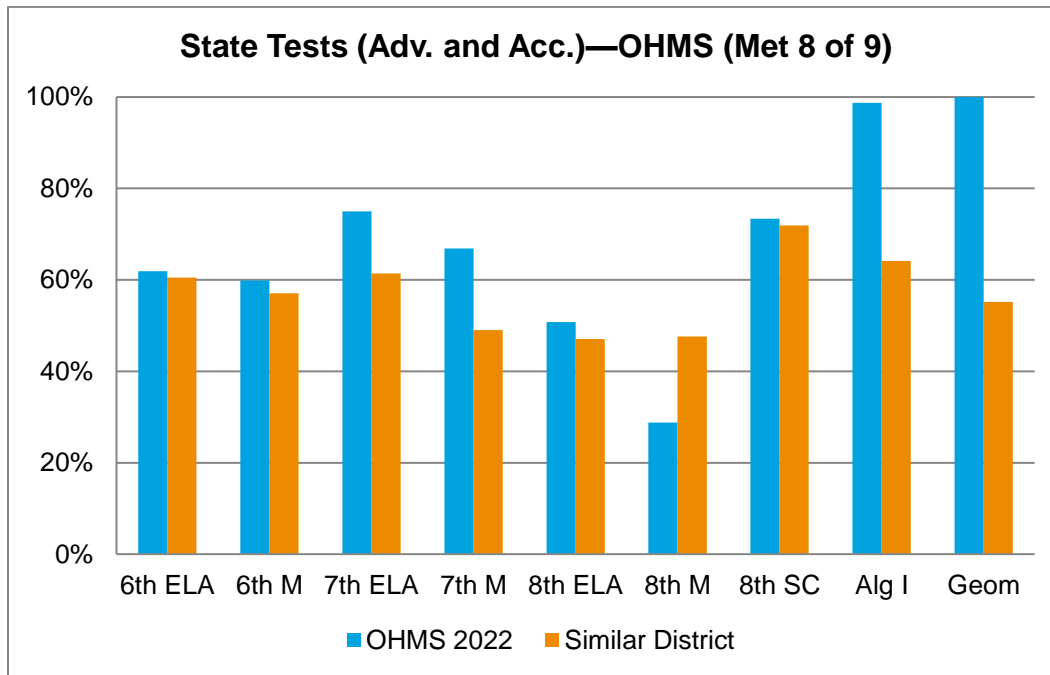
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OHMS 2022	61.9%	59.9%	75.0%	66.9%	50.8%	28.8%	73.4%
OHMS 2021	64.5%	61.2%	71.4%	63.9%	42.8%	32.8%	71.3%
OHMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State Tests (Adv. and Acc.)	Alg I	Geom
OHMS 2022	98.7%	100.0%
OHMS 2021	96.6%	100.0%
OHMS 2020	N/A	N/A

2022 ANNUAL REPORT
OLENTANGY HYATTS MIDDLE SCHOOL

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OHMS 2022	61.9%	59.9%	75.0%	66.9%	50.8%	28.8%	73.4%
Similar District	60.5%	57.1%	61.4%	49.0%	47.1%	47.6%	71.9%

State Tests (Adv. and Acc.)	Alg I	Geom
OHMS 2022	98.7%	100.0%
Similar District	64.1%	55.2%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 312 middle schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OHMS rank among all buildings	9	N/A	N/A	19	21
OHMS within top % of the State	2.9%	N/A	N/A	5.9%	6.5%

OLENTANGY LIBERTY MIDDLE SCHOOL
ANNUAL REPORT
2021—2022

Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
NOT MET—Moderate evidence that students made less progress than expected with a two-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—8th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 91.7 to 102.2 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 60.0% with a five-star rating.

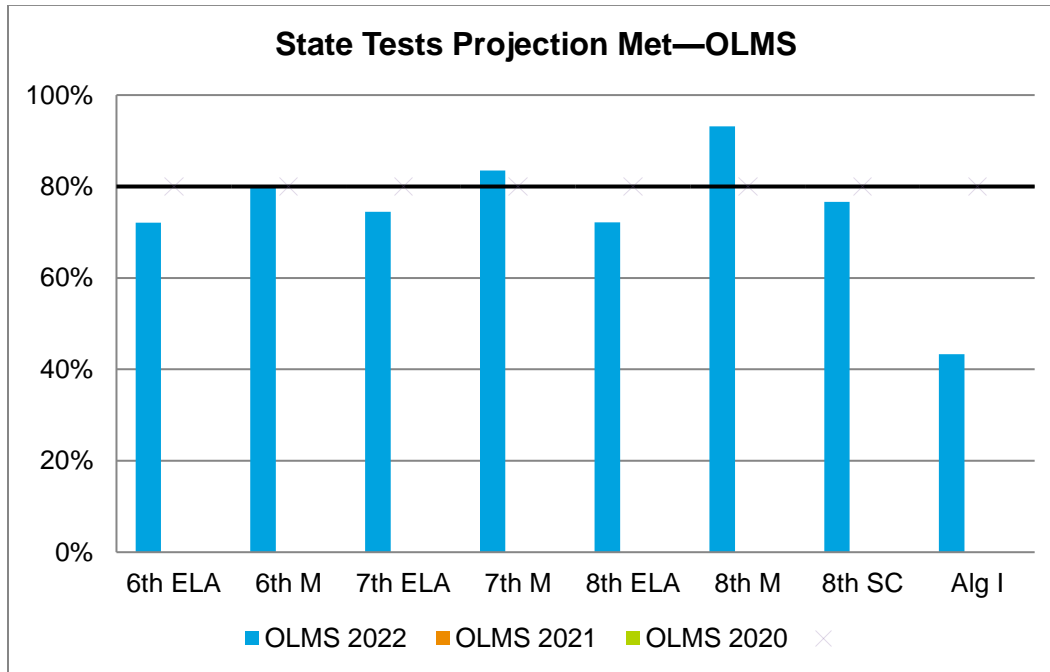
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—8 of 9 subjects surpassed similar district average. Less than 10 students took geometry so it was not reported.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.2% in the State. Not ranked for 20-21.

2022 ANNUAL REPORT
OLENTANGY LIBERTY MIDDLE SCHOOL

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
 N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OLMS 2022	72.1%	80.0%	74.5%	83.5%	72.2%	93.2%	76.6%	43.3%
OLMS 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OLMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	333	335	286	267	309	117	308	164

OLENTANGY LIBERTY MIDDLE SCHOOL

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 6th, 7th, and 8th grade ELA and math, 8th grade science, and HS end-of-course exams. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
NOT MET—Moderate evidence that students made less progress than expected with a two-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

OLMS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-6.23	-0.19	-0.09	0.00	0.14	0.01	-4.12	-0.08
Grade 6	-2.62	-0.14	3.48	0.17			0.27	0.01
Grade 7	-3.89	-0.22	-1.13	-0.06			-3.37	-0.14
Grade 8	-4.32	-0.23	-1.61	-0.11	0.14	0.01	-3.39	-0.11

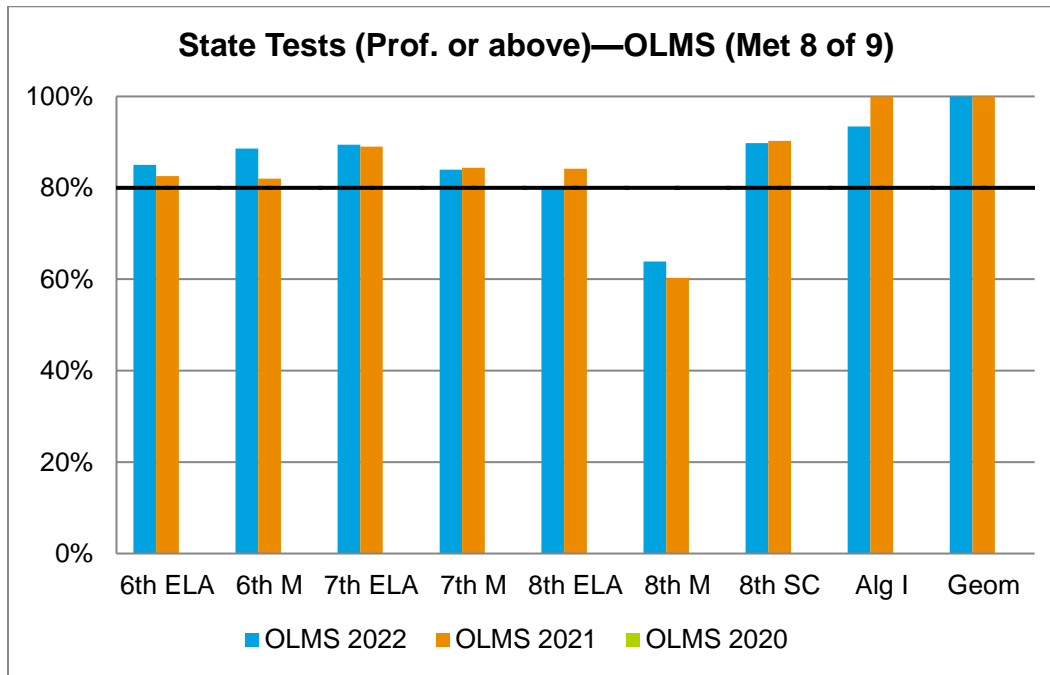
OLMS	Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size
High School	-3.38	-0.22	3.17	0.47

- 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

2022 ANNUAL REPORT
OLENTANGY LIBERTY MIDDLE SCHOOL

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—8th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 91.7 to 102.2 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 60.0% with a five-star rating.



State Tests (Prof. or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLMS 2022	85.0%	88.6%	89.4%	84.0%	80.0%	63.9%	89.8%
OLMS 2021	82.6%	82.0%	89.0%	84.4%	84.2%	60.3%	90.3%
OLMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State Tests (Prof. or above)	Alg I	Geom
OLMS 2022	93.4%	100.0%
OLMS 2021	100.0%	100.0%
OLMS 2020	N/A	N/A

OLENTANGY LIBERTY MIDDLE SCHOOL

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy Liberty Middle	102.2	91.7	N/A	107.4	106.2

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

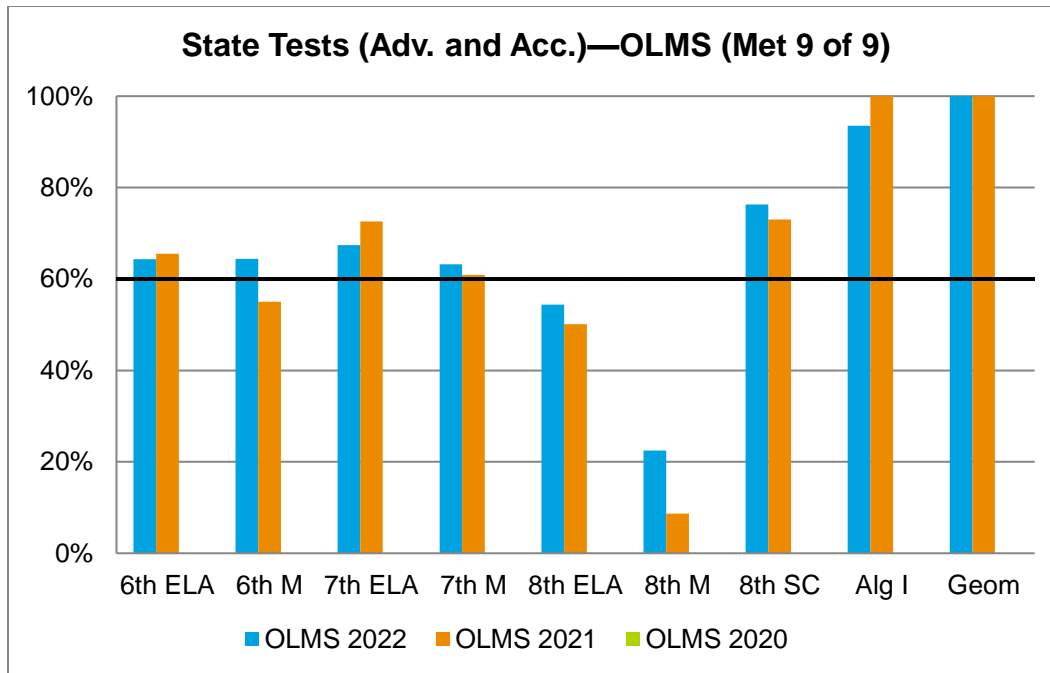
21-22 AMO Goals—OLMS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	101.1	78.6	100.0	1	-6.23
Economic Disadvantage	84.5	64.2	83.8	1	-1.50
Asian or Pacific Islander	110.5	86.9	95.8	1	0.73
Black, Non-Hispanic	96.8	54.8	79.7	1	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	81.7	66.3	84.4	1	-1.22
Multiracial	101.1	71.6	88.0	1	-2.13
White, Non-Hispanic	100.5	84.3	92.4	1	-6.54
Students with Disabilities	64.7	50.6	76.3	1	-1.04
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—OLMS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.5	71.1	100.0	1	-0.09
Economic Disadvantage	75.9	55.1	84.0	1	0.93
Asian or Pacific Islander	112.5	83.9	98.8	1	2.21
Black, Non-Hispanic	96.3	44.1	78.5	1	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	84.0	57.7	84.6	1	0.70
Multiracial	98.1	61.7	87.6	1	0.28
White, Non-Hispanic	102.1	77.2	93.1	1	-1.30
Students with Disabilities	64.2	45.5	76.8	1	-0.21
English Learner	NR	57.0	83.4	NR	NR

2022 ANNUAL REPORT
OLENTANGY LIBERTY MIDDLE SCHOOL

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—8 of 9 subjects surpassed similar district average. Less than 10 students took geometry so it was not reported.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.2% in the State. Not ranked for 20-21.



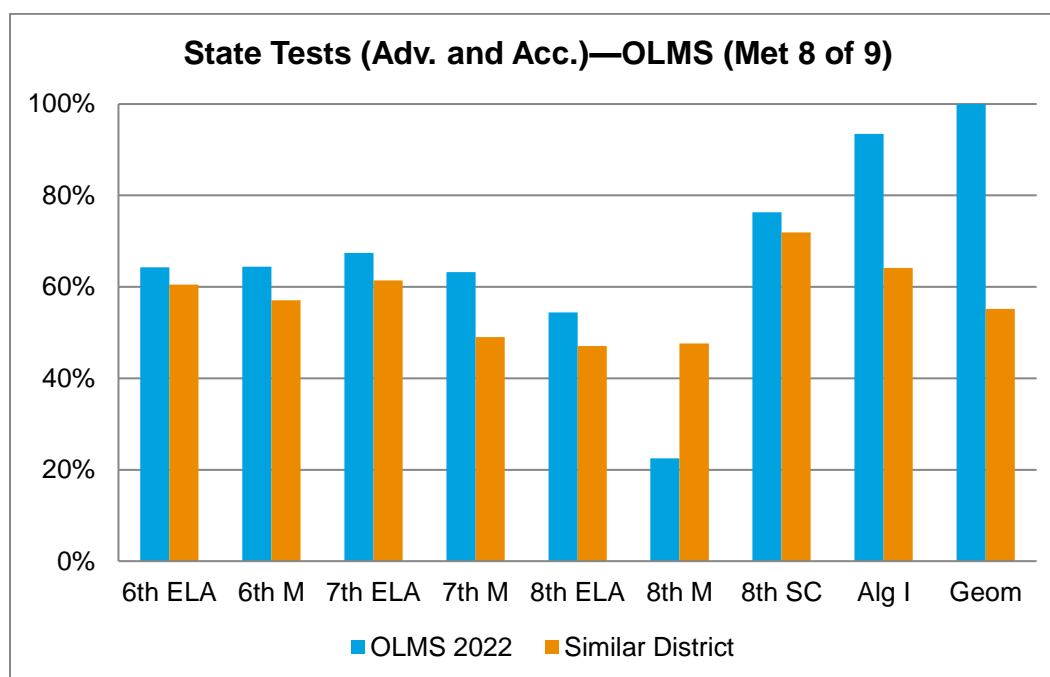
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLMS 2022	64.3%	64.4%	67.4%	63.2%	54.4%	22.5%	76.3%
OLMS 2021	65.5%	55.0%	72.6%	60.9%	50.1%	8.7%	73.0%
OLMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State Tests (Adv. and Acc.)	Alg I	Geom
OLMS 2022	93.5%	100.0%
OLMS 2021	100.0%	100.0%
OLMS 2020	N/A	N/A

2022 ANNUAL REPORT
OLENTANGY LIBERTY MIDDLE SCHOOL

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLMS 2022	64.3%	64.4%	67.4%	63.2%	54.4%	22.5%	76.3%
Similar District	60.5%	57.1%	61.4%	49.0%	47.1%	47.6%	71.9%

State Tests (Adv. and Acc.)	Alg I	Geom
OLMS 2022	93.5%	100.0%
Similar District	64.1%	55.2%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 312 middle schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OLMS rank among all buildings	10	N/A	N/A	5	6
OLMS within top % of the State	3.2%	N/A	N/A	1.5%	1.9%

OLENTANGY ORANGE MIDDLE SCHOOL
ANNUAL REPORT
2021—2022

Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—8th grade ELA and math were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 85.3 to 98.3 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 62.5% with a five-star rating.

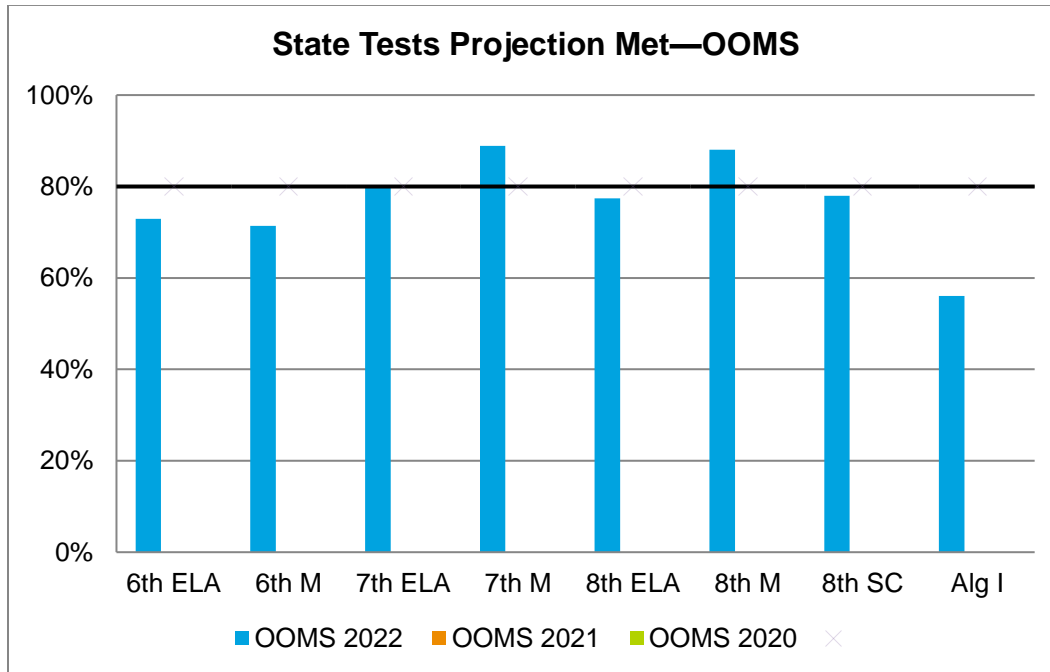
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—6 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 9.6% in the State. Not ranked for 20-21.

2022 ANNUAL REPORT
OLENTANGY ORANGE MIDDLE SCHOOL

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
 N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OOMS 2022	72.9%	71.4%	79.7%	88.9%	77.4%	88.0%	78.0%	56.0%
OOMS 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OOMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	277	276	306	288	310	117	309	182

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OLENTANGY ORANGE MIDDLE SCHOOL







Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 6th, 7th, and 8th grade ELA and math, 8th grade science, and HS end-of-course exams. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.

OOMS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.50	0.02	1.25	0.04	4.73	0.25	2.71	0.06
Grade 6	2.37	0.15	-0.29	-0.01			1.50	0.07
Grade 7	-0.40	-0.02	0.91	0.05			0.30	0.01
Grade 8	-1.14	-0.06	-1.14	-0.07	4.73	0.25	1.70	0.06

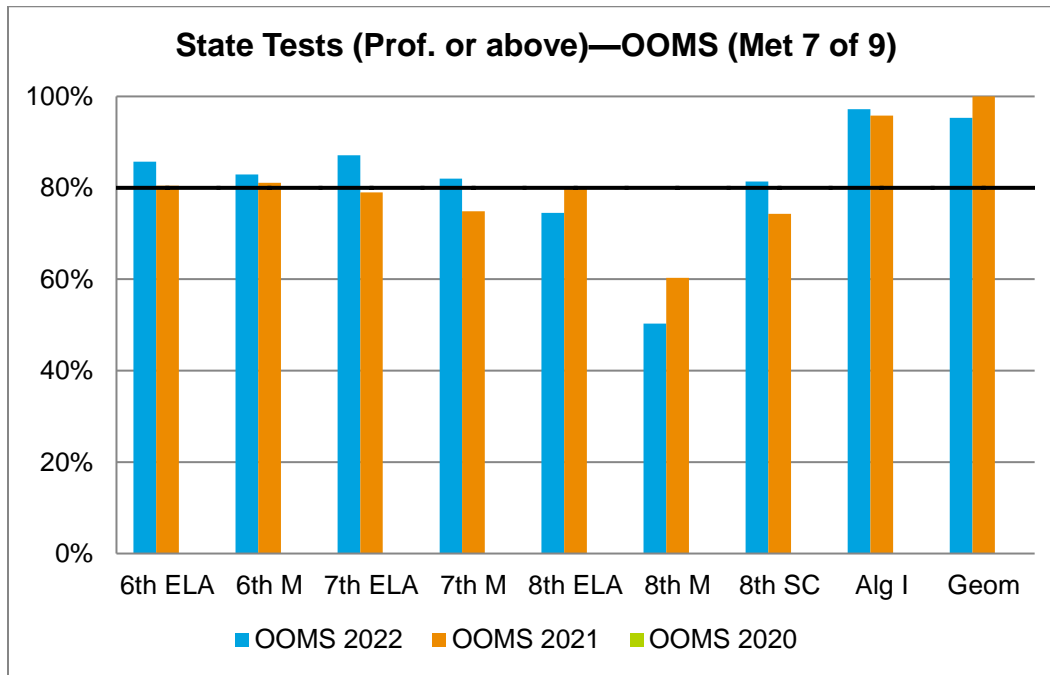
OOMS	Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size
High School	2.42	0.16	1.04	0.15

-  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

2022 ANNUAL REPORT
OLENTANGY ORANGE MIDDLE SCHOOL

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—8th grade ELA and math were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 85.3 to 98.3 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 62.5% with a five-star rating.



State Tests (Prof. or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OOMS 2022	85.7%	82.9%	87.1%	82.0%	74.5%	50.3%	81.4%
OOMS 2021	80.5%	81.1%	79.0%	74.9%	80.0%	60.3%	74.3%
OOMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State Tests (Prof. or above)	Alg I	Geom
OOMS 2022	97.2%	95.3%
OOMS 2021	95.8%	100.0%
OOMS 2020	N/A	N/A

OLENTANGY ORANGE MIDDLE SCHOOL

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy Orange Middle	98.3	85.3	N/A	102.0	101.1

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

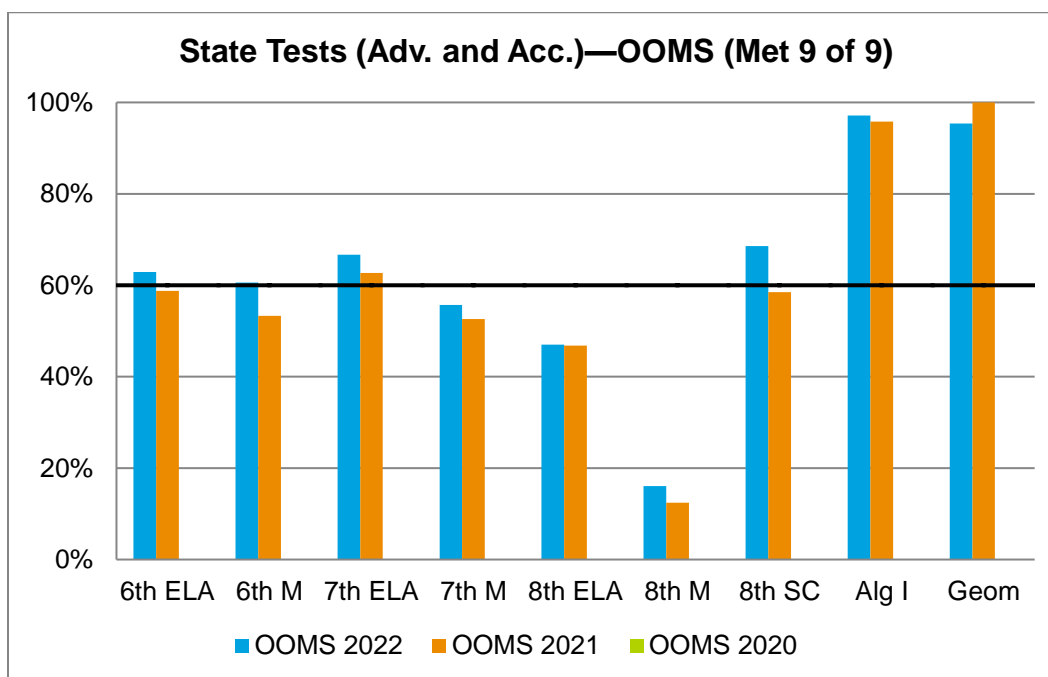
21-22 AMO Goals—OOMS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	98.4	78.6	100.0	1	0.50
Economic Disadvantage	80.1	64.2	83.8	1	-0.48
Asian or Pacific Islander	108.3	86.9	95.8	1	2.99
Black, Non-Hispanic	84.1	54.8	79.7	1	-1.53
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	87.3	66.3	84.4	1	-0.32
Multiracial	92.9	71.6	88.0	1	-0.22
White, Non-Hispanic	98.6	84.3	92.4	1	-0.42
Students with Disabilities	64.3	50.6	76.3	1	-0.52
English Learner	63.2	62.6	80.9	1	0.55

21-22 AMO Goals—OOMS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	98.6	71.1	100.0	1	1.25
Economic Disadvantage	79.2	55.1	84.0	1	-0.12
Asian or Pacific Islander	111.0	83.9	98.8	1	5.44
Black, Non-Hispanic	78.7	44.1	78.5	1	0.06
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	84.0	57.7	84.6	1	1.62
Multiracial	86.0	61.7	87.6	1	-2.14
White, Non-Hispanic	99.5	77.2	93.1	1	-1.40
Students with Disabilities	59.8	45.5	76.8	1	-0.80
English Learner	71.4	57.0	83.4	1	1.23

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OLENTANGY ORANGE MIDDLE SCHOOL

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—6 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 9.6% in the State. Not ranked for 20-21.



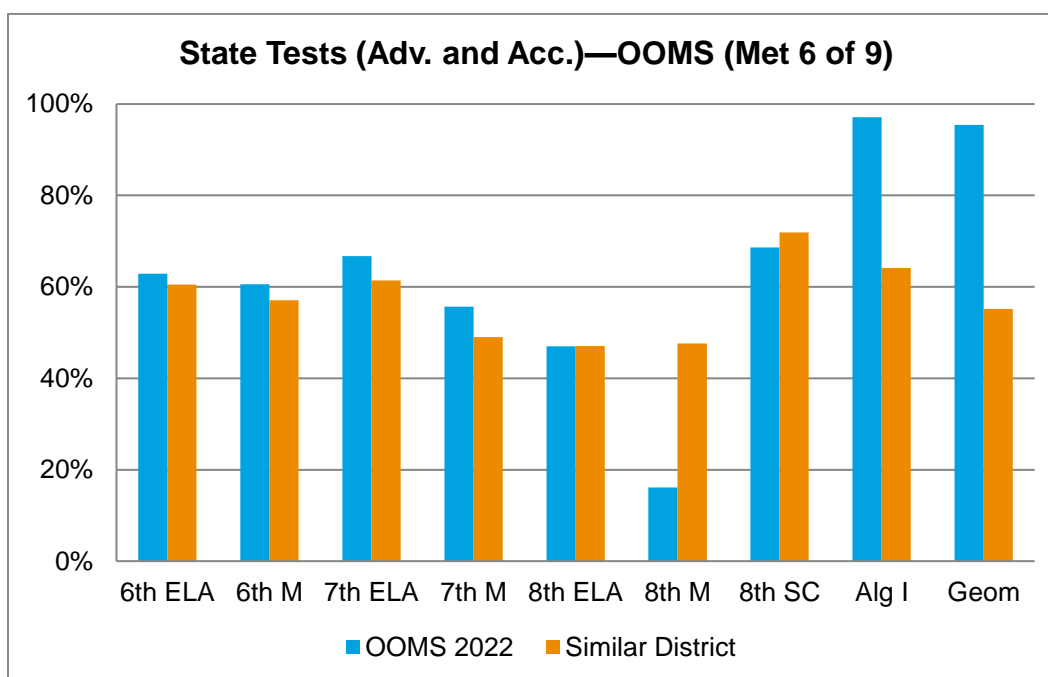
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OOMS 2022	62.9%	60.6%	66.7%	55.7%	47.0%	16.1%	68.6%
OOMS 2021	58.8%	53.3%	62.7%	52.6%	46.8%	12.4%	58.5%
OOMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State Tests (Adv. and Acc.)	Alg I	Geom
OOMS 2022	97.1%	95.4%
OOMS 2021	95.8%	100.0%
OOMS 2020	N/A	N/A

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OLENTANGY ORANGE MIDDLE SCHOOL

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OOMS 2022	62.9%	60.6%	66.7%	55.7%	47.0%	16.1%	68.6%
Similar District	60.5%	57.1%	61.4%	49.0%	47.1%	47.6%	71.9%

State Tests (Adv. and Acc.)	Alg I	Geom
OOMS 2022	97.1%	95.4%
Similar District	64.1%	55.2%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 312 middle schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OOMS rank among all buildings	30	N/A	N/A	26	29
OOMS within top % of the State	9.6%	N/A	N/A	8.0%	9.0%

OLENTANGY SHANAHAN MIDDLE SCHOOL
ANNUAL REPORT
2021—2022

Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—8th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 86.0 to 103.3 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 68.6% with a five-star rating.

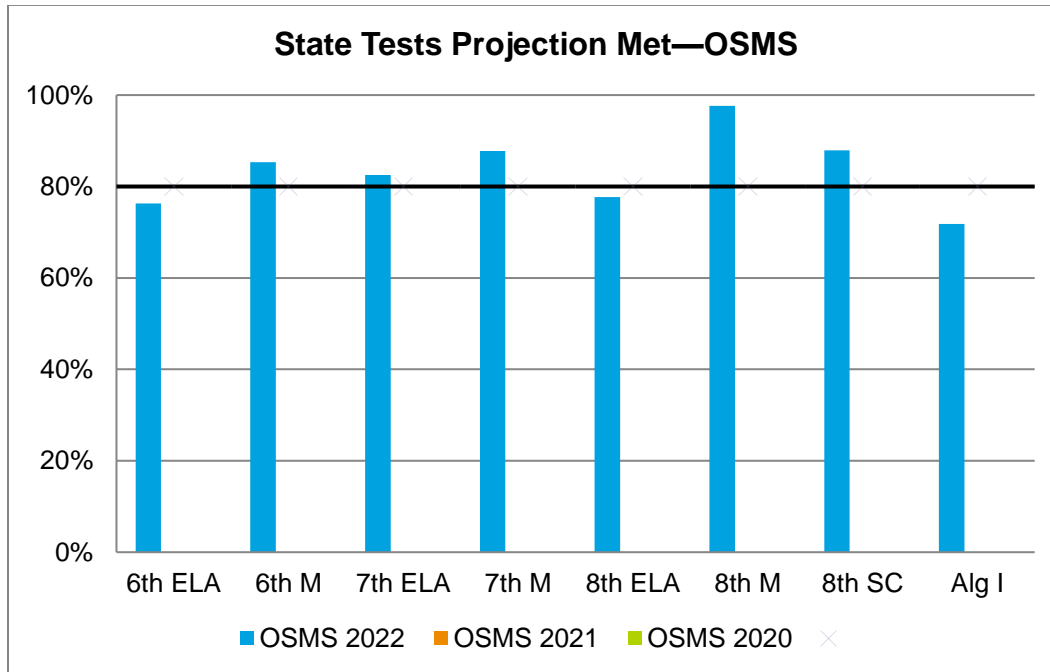
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—7 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 1.9% in the State. Not ranked for 20-21.

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OLENTANGY SHANAHAN MIDDLE SCHOOL

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
 N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OSMS 2022	76.3%	85.3%	82.5%	87.7%	77.7%	97.6%	87.9%	71.8%
OSMS 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OSMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	278	279	326	310	300	127	297	156

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OLENTANGY SHANAHAN MIDDLE SCHOOL







Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are 6th, 7th, and 8th grade ELA and math, 8th grade science, and HS end-of-course exams. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.

OSMS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.58	0.02	11.58	0.34	9.15	0.50	10.47	0.22
Grade 6	3.48	0.21	10.87	0.58			9.10	0.39
Grade 7	0.79	0.04	4.23	0.22			3.23	0.13
Grade 8	-3.13	-0.17	-0.83	-0.05	9.15	0.50	3.15	0.11

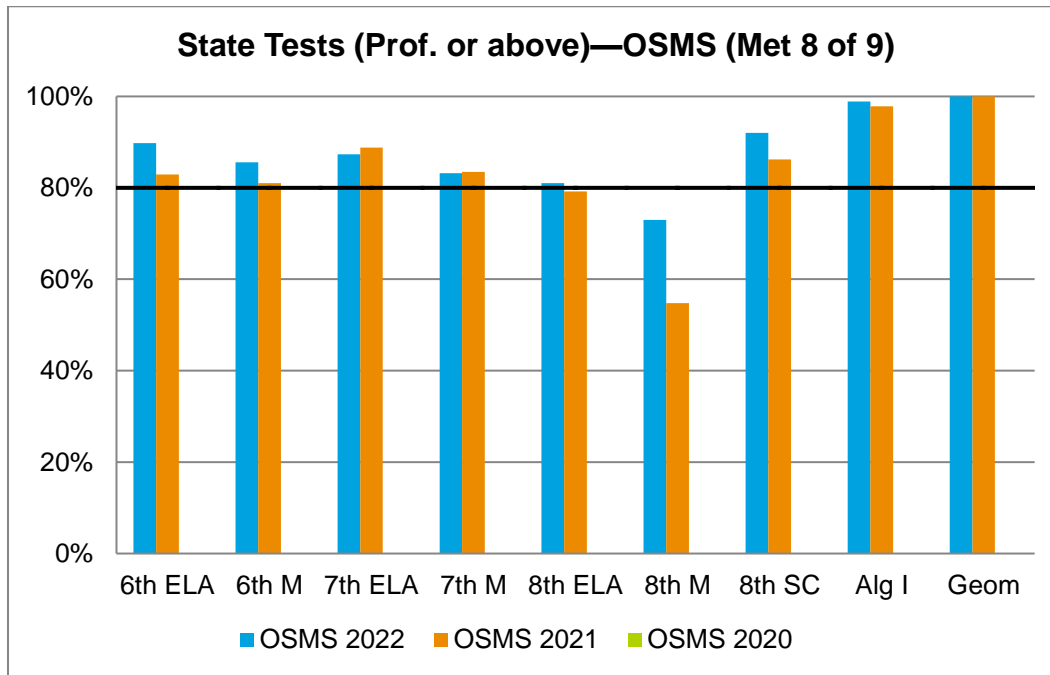
OSMS	Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size
High School	5.70	0.40	5.53	0.81

-  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

2022 ANNUAL REPORT
OLENTANGY SHANAHAN MIDDLE SCHOOL

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—8th grade math was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 86.0 to 103.3 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 68.6% with a five-star rating.



State Tests (Prof. or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OSMS 2022	89.8%	85.6%	87.3%	83.2%	81.0%	73.0%	92.0%
OSMS 2021	82.9%	81.0%	88.8%	83.5%	79.2%	54.8%	86.2%
OSMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State Tests (Prof. or above)	Alg I	Geom
OSMS 2022	98.9%	100.0%
OSMS 2021	97.8%	100.0%
OSMS 2020	N/A	N/A

2022 ANNUAL REPORT

OLENTANGY SHANAHAN MIDDLE SCHOOL

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy Shanahan Middle	103.3	86.0	N/A	105.6	104.9

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

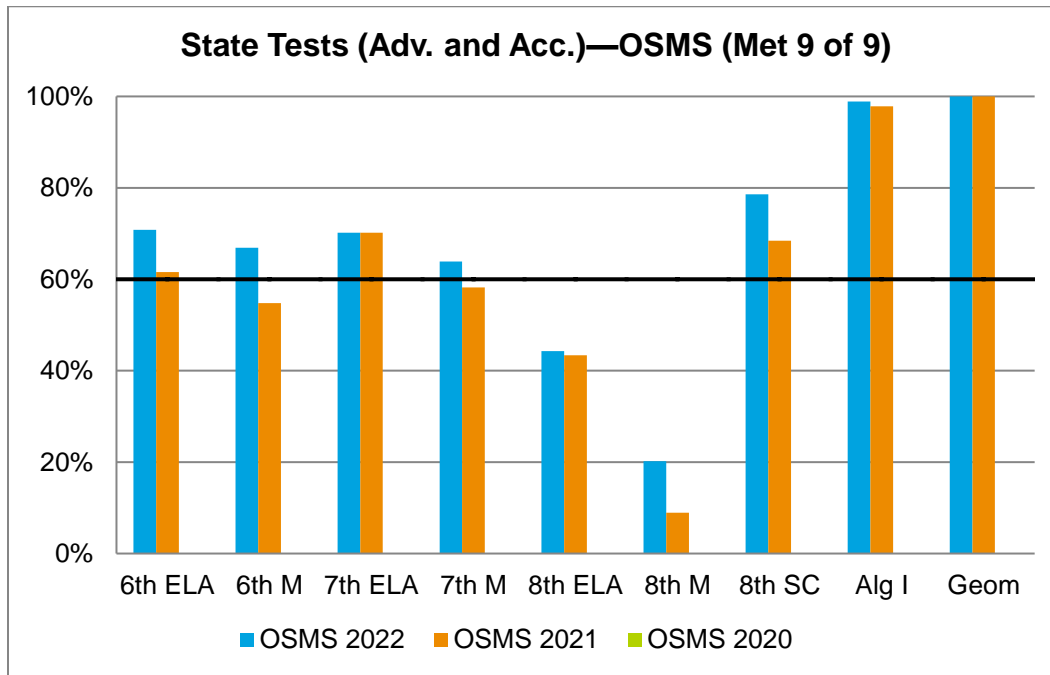
21-22 AMO Goals—OSMS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	101.6	78.6	100.0	1	0.58
Economic Disadvantage	89.9	64.2	83.8	1	1.47
Asian or Pacific Islander	108.8	86.9	95.8	1	3.19
Black, Non-Hispanic	86.3	54.8	79.7	1	-1.18
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	80.0	66.3	84.4	1	-1.42
Multiracial	106.0	71.6	88.0	1	2.20
White, Non-Hispanic	101.7	84.3	92.4	1	-0.94
Students with Disabilities	69.2	50.6	76.3	1	-0.27
English Learner	71.7	62.6	80.9	1	-0.35

21-22 AMO Goals—OSMS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.6	71.1	100.0	1	11.58
Economic Disadvantage	81.2	55.1	84.0	1	1.42
Asian or Pacific Islander	115.0	83.9	98.8	1	7.00
Black, Non-Hispanic	86.6	44.1	78.5	1	1.01
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	79.5	57.7	84.6	1	0.06
Multiracial	104.9	61.7	87.6	1	3.63
White, Non-Hispanic	102.9	77.2	93.1	1	8.42
Students with Disabilities	70.3	45.5	76.8	1	2.44
English Learner	66.3	57.0	83.4	1	1.30

2022 ANNUAL REPORT
OLENTANGY SHANAHAN MIDDLE SCHOOL

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—7 of 9 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 1.9% in the State. Not ranked for 20-21.



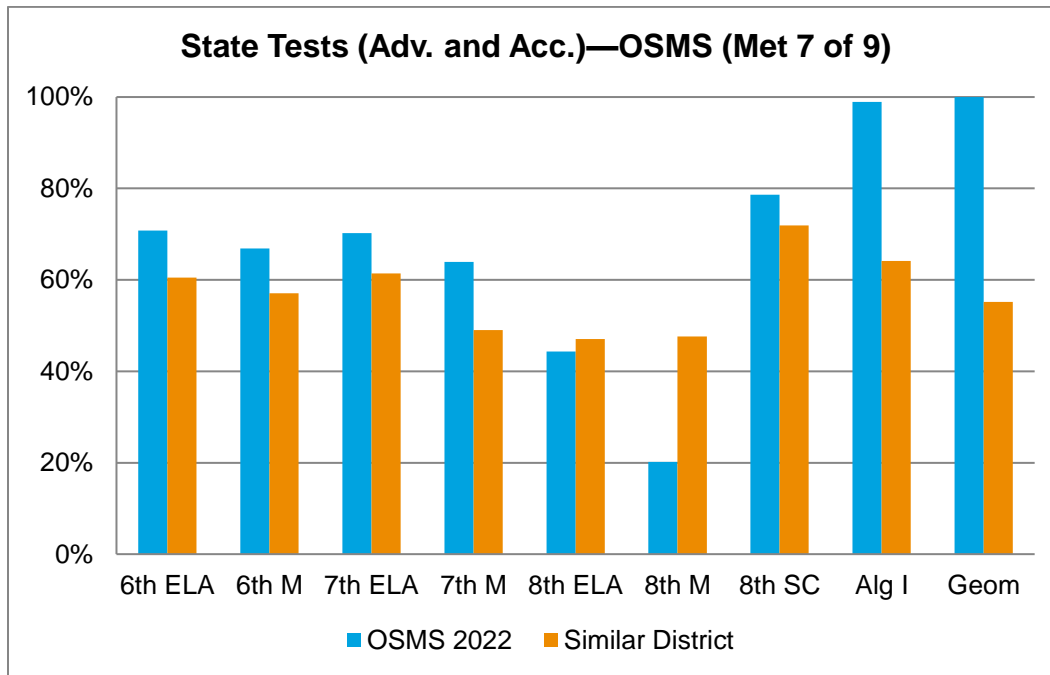
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OSMS 2022	70.8%	66.9%	70.2%	63.9%	44.3%	20.2%	78.6%
OSMS 2021	61.6%	54.8%	70.2%	58.2%	43.4%	8.9%	68.4%
OSMS 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State Tests (Adv. and Acc.)	Alg I	Geom
OSMS 2022	98.9%	100.0%
OSMS 2021	97.8%	100.0%
OSMS 2020	N/A	N/A

2022 ANNUAL REPORT
OLENTANGY SHANAHAN MIDDLE SCHOOL

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OSMS 2022	70.8%	66.9%	70.2%	63.9%	44.3%	20.2%	78.6%
Similar District	60.5%	57.1%	61.4%	49.0%	47.1%	47.6%	71.9%

State Tests (Adv. and Acc.)	Alg I	Geom
OSMS 2022	98.9%	100.0%
Similar District	64.1%	55.2%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 312 middle schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OSMS rank among all buildings	6	N/A	N/A	9	15
OSMS within top % of the State	1.9%	N/A	N/A	2.8%	4.6%

OLENTANGY BERLIN HIGH SCHOOL
ANNUAL REPORT
2021—2022

Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—Algebra I and geometry were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 90.8 to 96.8 with a four-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 53.8% with a four-star rating.

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
NOT MET—3 of 6 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—1 of 6 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
N/A—Performance Index ranking was the top 10.6% in the State. Not ranked for 20-21.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
MET—Percentage of students scoring a 3 or higher increased from 72.9% to 79.2%.

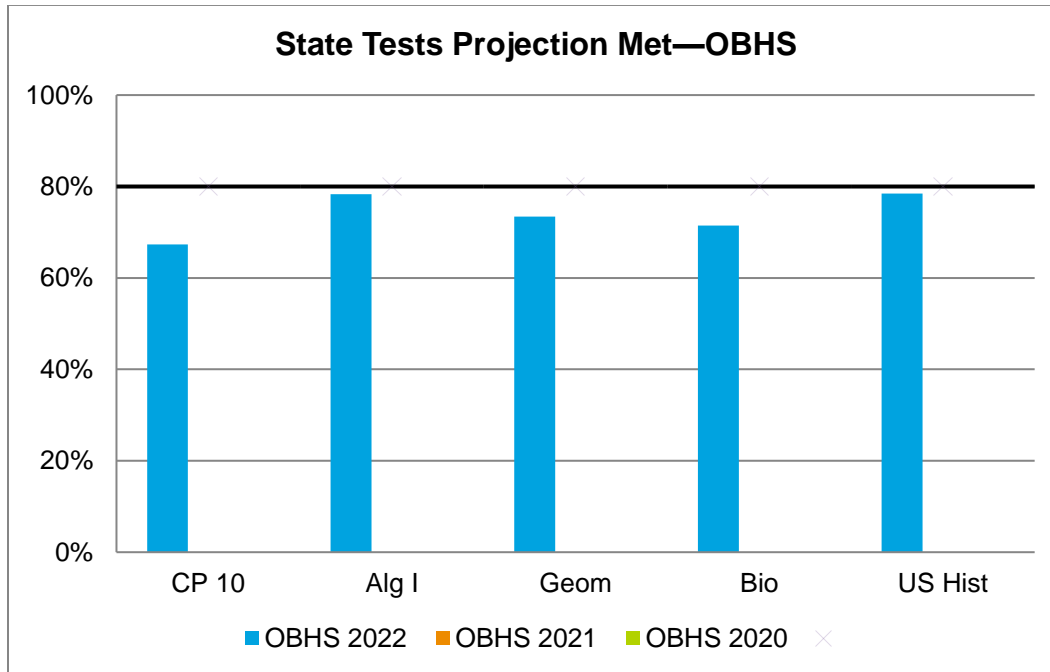
Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
MET—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
NOT MET—Percent meeting all four benchmarks decreased from 44% to 41%.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores decreased from 23.4 to 22.8.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.
NOT MET—Percentage of juniors and seniors who met the requirements decreased from 84.0% to 80.6%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
N/A—Class of 2020 not reported.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.
N/A—Not ranked for 2022.

2022 ANNUAL REPORT
OLENTANGY BERLIN HIGH SCHOOL

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
 N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	CP 10	Alg I	Geom	Bio	US Hist
OBHS 2022	67.3%	78.3%	73.4%	71.5%	78.5%
OBHS 2021	N/A	N/A	N/A	N/A	N/A
OBHS 2020	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	355	129	271	347	274

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are CP English 10, Algebra I, Geometry, Biology, US History, and US Government.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

OBHS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	1.79	0.09	1.93	0.08	7.52	0.35	3.06	0.07

OBHS	CP 10		Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	1.79	0.09	-4.50	-0.27	5.84	0.30

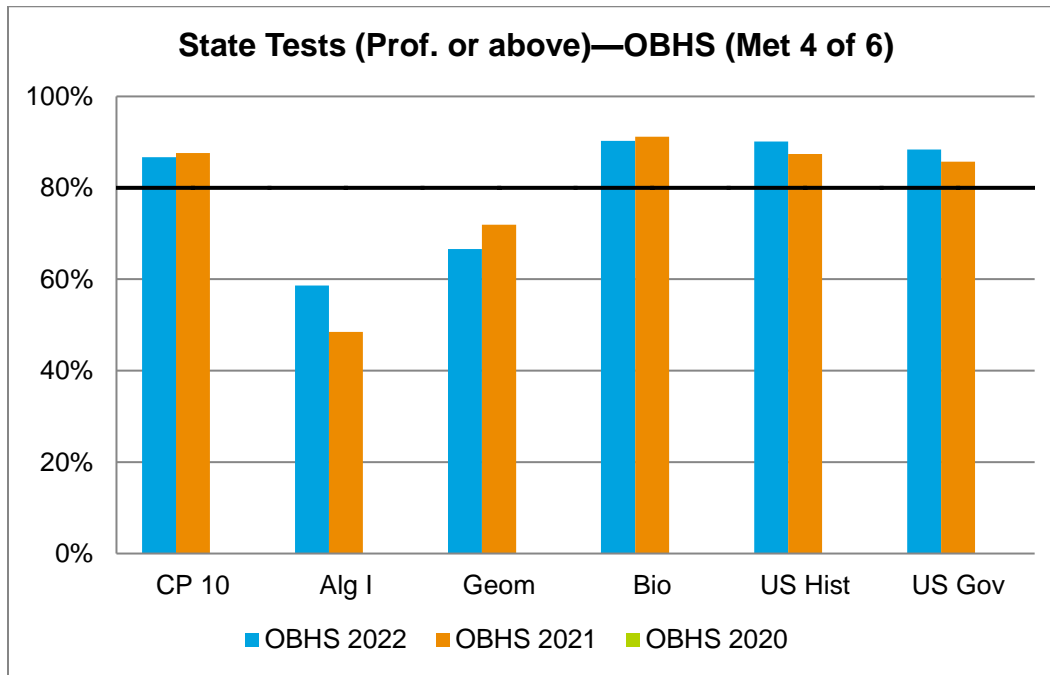
OBHS	Bio		US Hist		US Gov	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	7.52	0.35	3.08	0.17	-10.76	-0.68

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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—Algebra I and geometry were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 90.8 to 96.8 with a four-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 53.8% with a four-star rating.



State Tests (Prof. or above)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OBHS 2022	86.7%	58.6%	66.6%	90.3%	90.1%	88.4%
OBHS 2021	87.6%	48.5%	71.9%	91.2%	87.4%	85.7%
OBHS 2020	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy Berlin High School	96.8	90.8	N/A	100.2	N/A

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

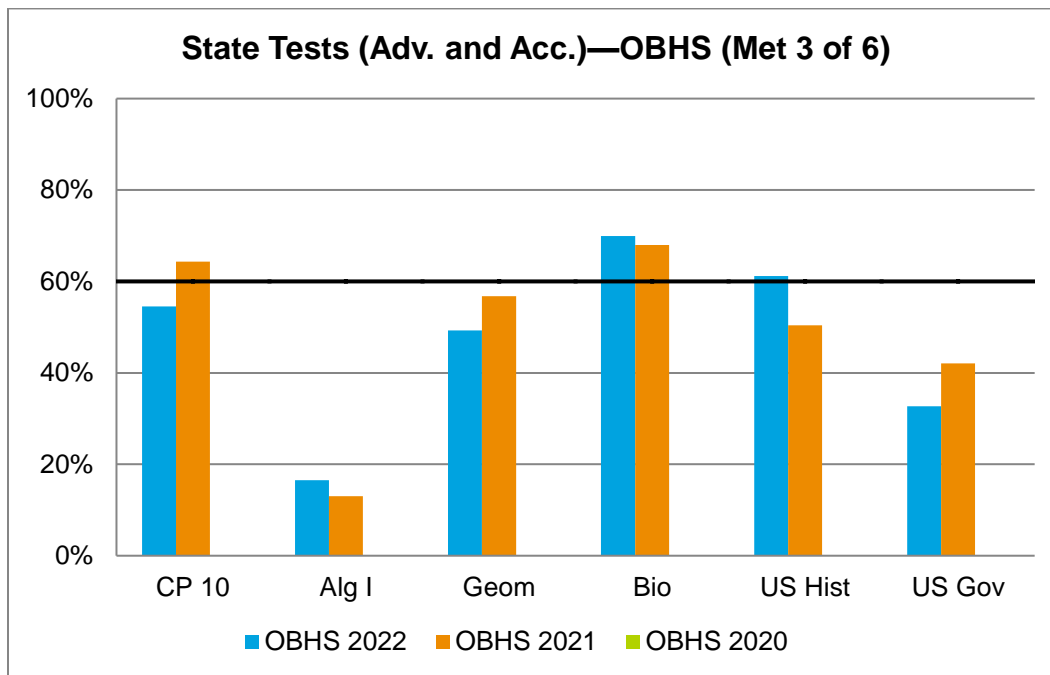
21-22 AMO Goals—OBHS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	100.1	78.6	100.0	1	1.79
Economic Disadvantage	90.0	64.2	83.8	1	0.87
Asian or Pacific Islander	100.6	86.9	95.8	1	0.57
Black, Non-Hispanic	99.6	54.8	79.7	1	0.67
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	89.5	66.3	84.4	1	0.18
Multiracial	98.3	71.6	88.0	1	0.23
White, Non-Hispanic	100.9	84.3	92.4	1	1.49
Students with Disabilities	78.6	50.6	76.3	1	0.04
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—OBHS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	85.8	71.1	100.0	1	1.93
Economic Disadvantage	69.6	55.1	84.0	1	0.93
Asian or Pacific Islander	102.6	83.9	98.8	1	3.15
Black, Non-Hispanic	68.1	44.1	78.5	1	0.67
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	64.8	57.7	84.6	1	NR
Multiracial	74.9	61.7	87.6	1	0.19
White, Non-Hispanic	87.5	77.2	93.1	1	0.93
Students with Disabilities	59.5	45.5	76.8	1	-0.08
English Learner	NR	57.0	83.4	NR	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
NOT MET—3 of 6 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—1 of 6 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
N/A—Performance Index ranking was the top 10.6% in the State. Not ranked for 20-21.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
MET—Percentage of students scoring a 3 or higher increased from 72.9% to 79.2%.

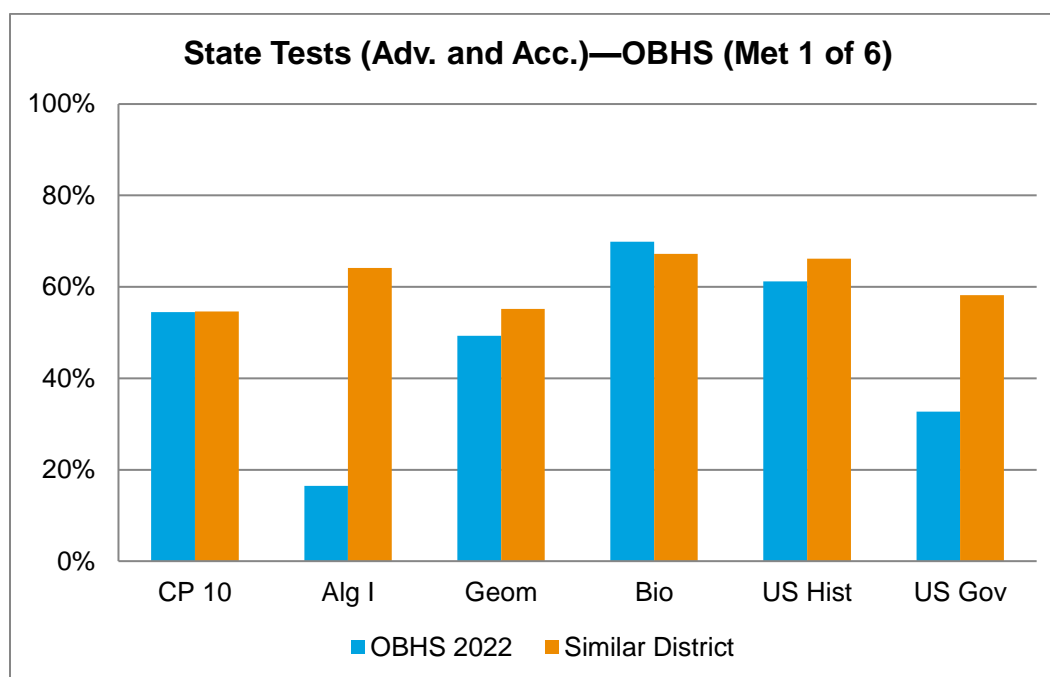


State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OBHS 2022	54.5%	16.5%	49.3%	69.9%	61.2%	32.7%
OBHS 2021	64.3%	13.0%	56.8%	68.0%	50.4%	42.1%
OBHS 2020	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OBHS 2022	54.5%	16.5%	49.3%	69.9%	61.2%	32.7%
Similar District	54.6%	64.1%	55.2%	67.2%	66.2%	58.2%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 621 high schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OBHS rank among all buildings	66	N/A	N/A	42	N/A
OBHS within top % of the State	10.6%	N/A	N/A	6.9%	N/A

Advanced Placement

Advanced Placement	21-22	20-21	19-20	18-19	17-18
OBHS % students taking AP exams	47.7%	55.2%	57.1%	52.2%	N/A
OBHS % students scoring 3, 4, or 5 on AP exams	79.2%	72.9%	79.9%	81.0%	N/A

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Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
MET—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
NOT MET—Percent meeting all four benchmarks decreased from 44% to 41%.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores decreased from 23.4 to 22.8.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.
NOT MET—Percentage of juniors and seniors who met the requirements decreased from 84.0% to 80.6%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
 N/A—Class of 2020 not reported.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.
 N/A—Not ranked for 2022.

Senior Survey

The Senior Survey is given to the graduating class annually in May of students' senior year.

% Choosing Yes	2022	2021	2020
Did OBHS provide a safe, caring, respectful environment?	92.8%	91.4%	N/A
Did OBHS prepare you for what you want to do after graduation?	90.0%	88.7%	N/A
Were you encouraged to attempt advanced coursework?	85.3%	84.8%	N/A
Did your teachers have high expectations for quality work?	96.0%	96.7%	N/A
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	87.3%	85.4%	N/A
Did OBHS facilitate maximum learning for you?	91.2%	80.1%	N/A
% Choosing Highest 2 Ratings	2022	2021	2020
Overall, my math courses were challenging.	93.9%	93.3%	N/A
Overall, my science courses were challenging.	92.2%	94.0%	N/A
Overall, my social studies courses were challenging.	80.0%	77.6%	N/A
Overall, my English courses were challenging.	84.5%	85.1%	N/A
OBHS actively partners with parents and community.	72.2%	67.2%	N/A
OBHS offers a focused and challenging curriculum.	89.0%	88.8%	N/A
Staff at OBHS work together to improve student achievement.	86.1%	82.1%	N/A
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	80.8%	70.1%	N/A
Instruction in my classes was focused on students being actively involved in understanding the material.	83.3%	76.9%	N/A
Student input is sought by teachers and administrators when making decisions how the school operates.	71.8%	60.4%	N/A

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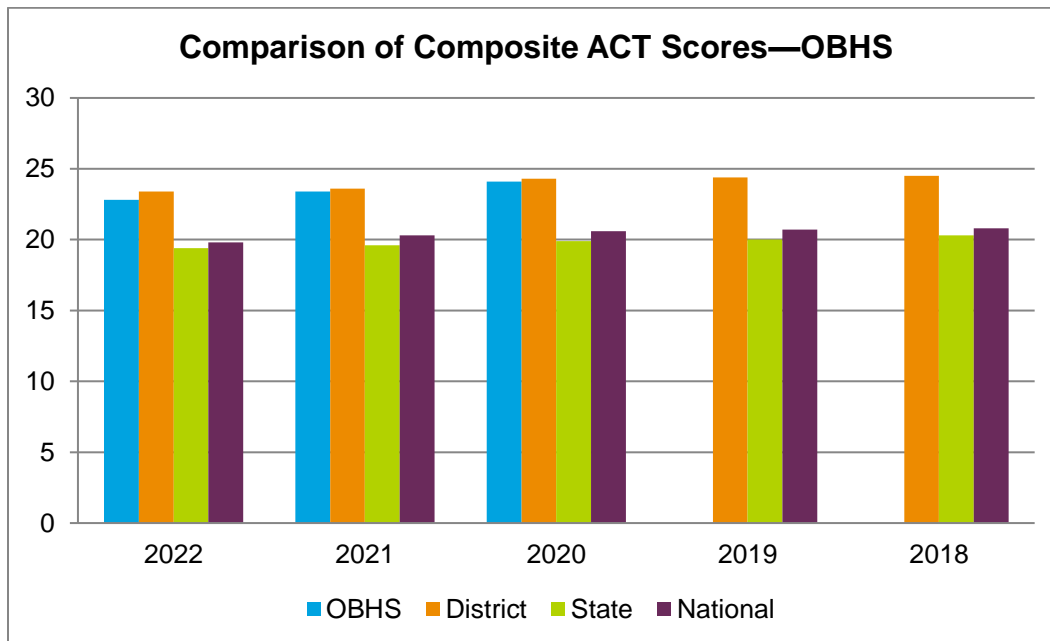
ACT College Readiness Benchmark

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. The college Readiness Benchmark Scores were derived based on the actual performance of students in college.

Percent of Students Meeting ACT College Readiness Benchmarks*					
Year	Met All 4	English (18)	Algebra (22)	Social Science (22)	Biology (23)
2022	41%	73%	54%	64%	53%
2021	44%	79%	63%	62%	58%
2020	47%	83%	69%	73%	60%
2019	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A

*The benchmark is included next to the subject area in parentheses.

ACT Mean Score



ACT Mean Scores	2022	2021	2020	2019	2018
OBHS	22.8	23.4	24.1	N/A	N/A
District	23.4	23.6	24.3	24.4	24.5
State	19.4	19.6	19.9	20.0	20.3
National	19.8	20.3	20.6	20.7	20.8

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Juniors and seniors participating in AP, CCP courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT

OBHS juniors and seniors	21-22	20-21	19-20	18-19	17-18
% students who met the requirement	80.6%	84.0%	85.2%	72.6%	N/A
*18-19 juniors' data only					

National High School Rankings

Ranking List	Publisher	2022 Ranking	Ranking Criteria
Best High Schools	US News and World Report		Overall score:
Top STEM High Schools	Newsweek		Score:
Challenge Index	Jay Mathews (formerly		
High School Rankings	The Washington Post)		Challenge index:

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—Algebra I was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 97.3 to 104.1 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 61.4% with a five-star rating.

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—4 of 6 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 6 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 2.1% in the State. Not ranked for 20-21.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
MET—Percentage of students scoring a 3 or higher increased from 75.6% to 77.9%.

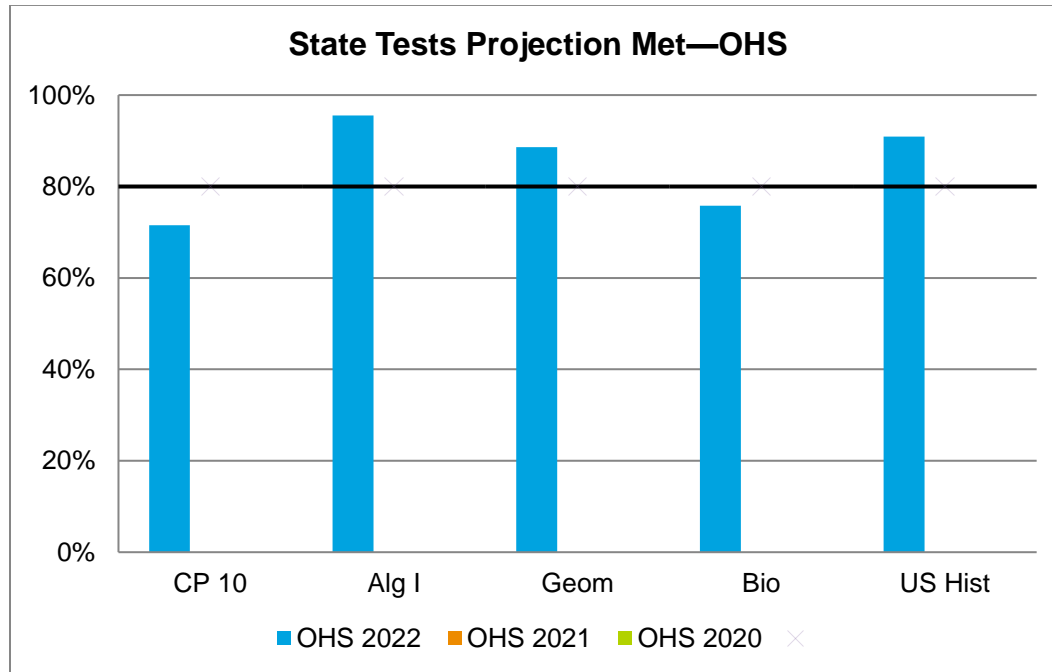
Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
MET—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
NOT MET—Percentage meeting all four benchmarks decreased from 47% to 44%.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores decreased from 23.9 to 23.5.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.
NOT MET—Percentage of juniors and seniors who met the requirements decreased from 84.6% to 82.5%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
MET—Percentage of students taking developmental course work in college decreased from 9.6% to 8.7%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.
NOT MET—Not ranked in the top 500 high schools in the nation by US News and World Report.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	CP 10	Alg I	Geom	Bio	US Hist
OHS 2022	71.6%	95.5%	88.6%	75.8%	90.9%
OHS 2021	N/A	N/A	N/A	N/A	N/A
OHS 2020	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	320	134	308	310	243

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are CP English 10, Algebra I, Geometry, Biology, US History, and US Government. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Significant evidence that students made more progress than expected with a five-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

OHS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	1.69	0.08	20.37	0.78	4.87	0.25	18.83	0.41

OHS	CP 10		Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	1.69	0.08	8.51	0.52	18.95	0.93

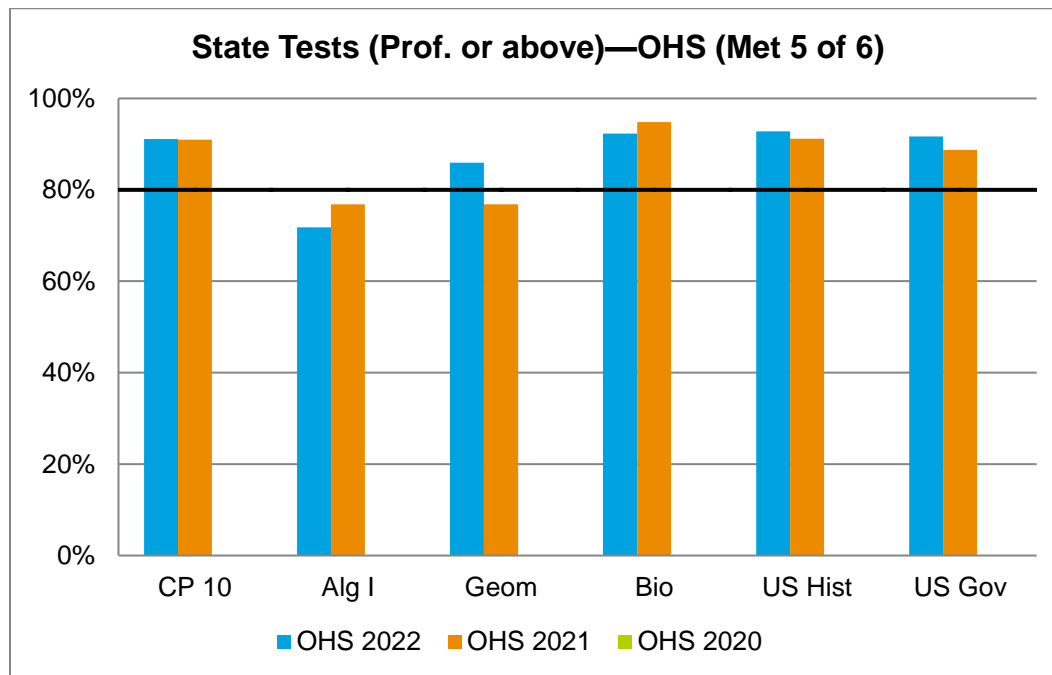
OHS	Bio		US Hist		US Gov	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	4.87	0.25	7.83	0.46	4.54	0.26

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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—Algebra I was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 97.3 to 104.1 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 61.4% with a five-star rating.



State Tests (Prof. or above)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OHS 2022	91.1%	71.8%	85.9%	92.3%	92.8%	91.7%
OHS 2021	91.0%	76.8%	76.8%	94.8%	91.2%	88.7%
OHS 2020	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy High School	104.1	97.3	N/A	104.5	102.5

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

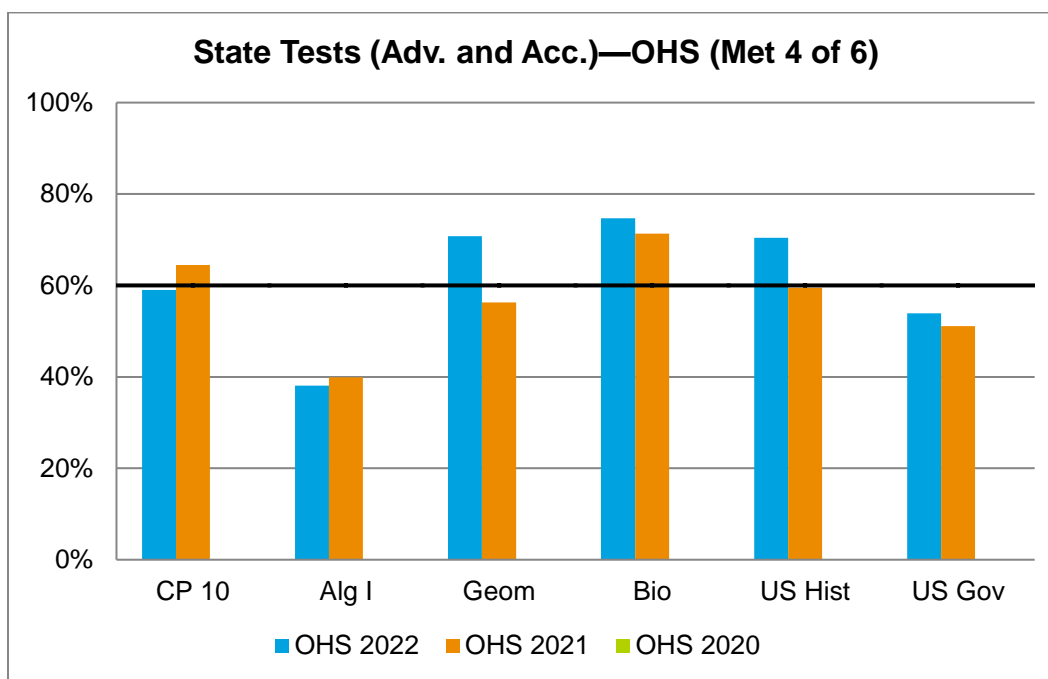
21-22 AMO Goals—OHS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.6	78.6	100.0	1	1.69
Economic Disadvantage	95.6	64.2	83.8	1	1.55
Asian or Pacific Islander	111.8	86.9	95.8	1	0.11
Black, Non-Hispanic	88.2	54.8	79.7	1	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	92.1	66.3	84.4	1	0.84
Multiracial	106.8	71.6	88.0	1	0.78
White, Non-Hispanic	104.3	84.3	92.4	1	1.34
Students with Disabilities	79.1	50.6	76.3	1	0.07
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—OHS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	100.4	71.1	100.0	1	20.37
Economic Disadvantage	80.6	55.1	84.0	1	3.59
Asian or Pacific Islander	109.8	83.9	98.8	1	9.08
Black, Non-Hispanic	77.7	44.1	78.5	1	2.61
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	86.6	57.7	84.6	1	4.82
Multiracial	111.9	61.7	87.6	1	4.23
White, Non-Hispanic	100.4	77.2	93.1	1	16.77
Students with Disabilities	71.9	45.5	76.8	1	4.14
English Learner	63.3	57.0	83.4	1	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—4 of 6 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 6 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 2.1% in the State. Not ranked for 20-21.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
MET—Percentage of students scoring a 3 or higher increased from 75.6% to 77.9%.

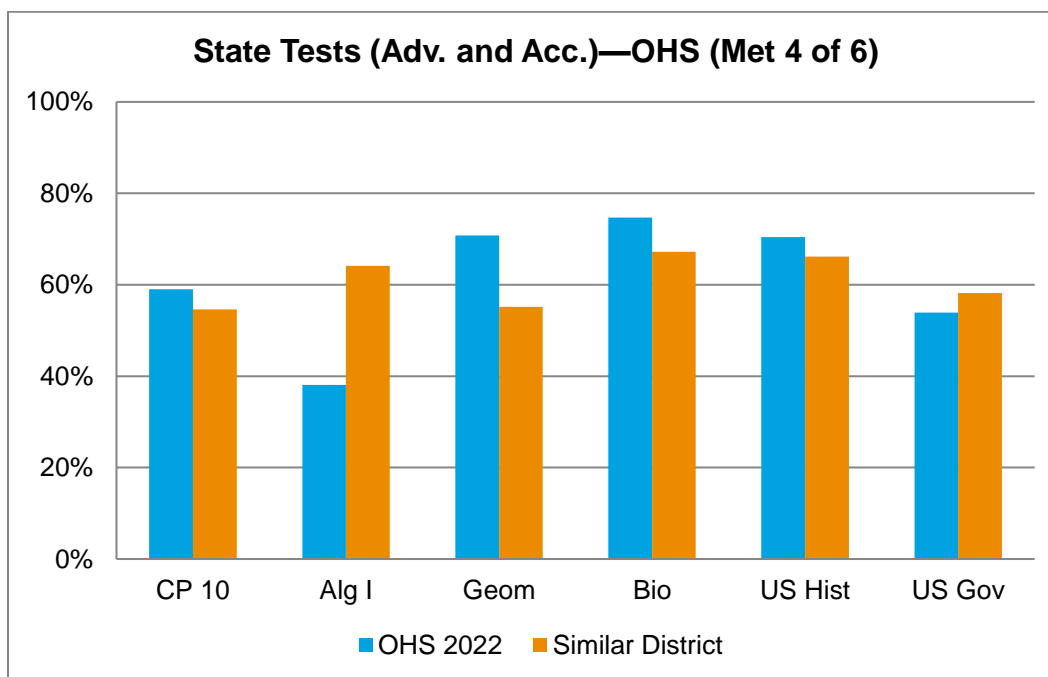


State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OHS 2022	59.0%	38.1%	70.8%	74.7%	70.4%	53.9%
OHS 2021	64.5%	39.9%	56.3%	71.3%	59.5%	51.1%
OHS 2020	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OHS 2022	59.0%	38.1%	70.8%	74.7%	70.4%	53.9%
Similar District	54.6%	64.1%	55.2%	67.2%	66.2%	58.2%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 621 high schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OHS rank among all buildings	13	N/A	N/A	10	24
OHS within top % of the State	2.1%	N/A	N/A	1.6%	3.9%

Advanced Placement

Advanced Placement	21-22	20-21	19-20	18-19	17-18
OHS % students taking AP exams	56.4%	53.6%	60.1%	58.3%	62.2%
OHS % students scoring 3, 4, or 5 on AP exams	77.9%	75.6%	77.0%	84.9%	84.7%

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Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
MET—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
NOT MET—Percentage meeting all four benchmarks decreased from 47% to 44%.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores decreased from 23.9 to 23.5.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.
NOT MET—Percentage of juniors and seniors who met the requirements decreased from 84.6% to 82.5%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
MET—Percentage of students taking developmental course work in college decreased from 9.6% to 8.7%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.
NOT MET—Not ranked in the top 500 high schools in the nation by US News and World Report.

Senior Survey

The Senior Survey is given to the graduating class annually in May of students' senior year.

% Choosing Yes	2022	2021	2020
Did OHS provide a safe, caring, respectful environment?	85.9%	84.6%	N/A
Did OHS prepare you for what you want to do after graduation?	81.2%	78.7%	N/A
Were you encouraged to attempt advanced coursework?	78.0%	79.8%	N/A
Did your teachers have high expectations for quality work?	93.7%	92.0%	N/A
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	76.5%	71.3%	N/A
Did OHS facilitate maximum learning for you?	79.2%	74.5%	N/A
% Choosing Highest 2 Ratings	2022	2021	2020
Overall, my math courses were challenging.	90.8%	88.6%	N/A
Overall, my science courses were challenging.	88.0%	81.6%	N/A
Overall, my social studies courses were challenging.	71.2%	62.7%	N/A
Overall, my English courses were challenging.	72.8%	66.5%	N/A
OHS actively partners with parents and community.	54.8%	56.8%	N/A
OHS offers a focused and challenging curriculum.	80.4%	76.2%	N/A
Staff at OHS work together to improve student achievement.	73.6%	70.3%	N/A
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	72.0%	64.9%	N/A
Instruction in my classes was focused on students being actively involved in understanding the material.	71.2%	64.3%	N/A
Student input is sought by teachers and administrators when making decisions how the school operates.	54.8%	47.0%	N/A

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ACT College Readiness Benchmark

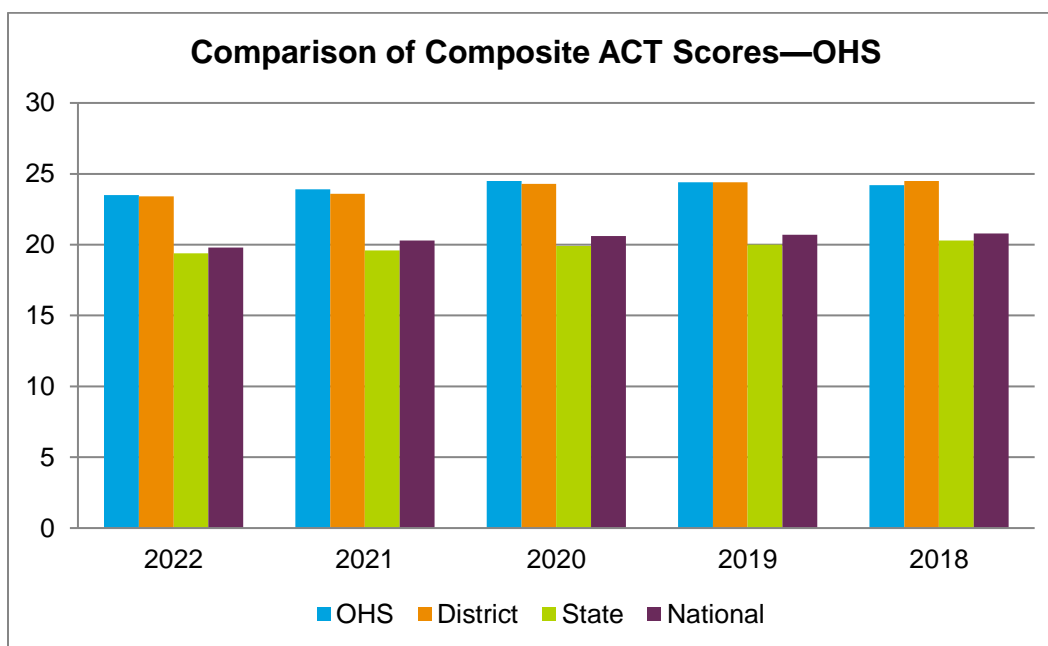
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. The college Readiness Benchmark Scores were derived based on the actual performance of students in college.

Percent of Students Meeting ACT College Readiness Benchmarks*

Year	Met All 4	English (18)	Algebra (22)	Social Science (22)	Biology (23)
2022	44%	77%	60%	62%	56%
2021	47%	81%	66%	68%	61%
2020	51%	84%	70%	71%	63%
2019	52%	79%	67%	68%	65%
2018	48%	81%	69%	64%	61%

*The benchmark is included next to the subject area in parentheses.

ACT Mean Score



ACT Mean Scores	2022	2021	2020	2019	2018
OHS	23.5	23.9	24.5	24.4	24.2
District	23.4	23.6	24.3	24.4	24.5
State	19.4	19.6	19.9	20.0	20.3
National	19.8	20.3	20.6	20.7	20.8

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Juniors and seniors participating in AP, CCP courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT

OHS juniors and seniors	21-22	20-21	19-20	18-19	17-18
% students who met the requirement	82.5%	84.6%	83.7%	79.9%	77.4%

Regents Data

The Department of Higher Education publishes an annual remediation report including many points of data about high school graduates/freshman college students. These data reflect only the students who attend Ohio public higher education institutions and must therefore be considered in this context. The Class of 2020 report details performance of high school graduates in 2020 enrolling as first-time college students in Fall 2020.

% Taking Developmental Coursework in Ohio Public College	
OHS Class 20	8.7%
OHS Class 19	9.6%*
OHS Class 18	9%
OHS Class 17	15%
OHS Class 16	18%

*First time reported to the tenths digit.

National High School Rankings

Ranking List	Publisher	2022 Ranking	Ranking Criteria
Best High Schools	US News and World Report	518	Overall score: 97.1
Top STEM High Schools	Newsweek	N/A	Score:
Challenge Index	Jay Mathews (formerly	N/A	Challenge index:
High School Rankings	The Washington Post)		

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Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.



Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 99.0 to 104.9 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 71.7% with a five-star rating.

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—5 of 6 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—2 of 6 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 1.4% in the State. Not ranked for 20-21.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
MET—Percentage of students scoring a 3 or higher increased from 87.7% to 88.9%.

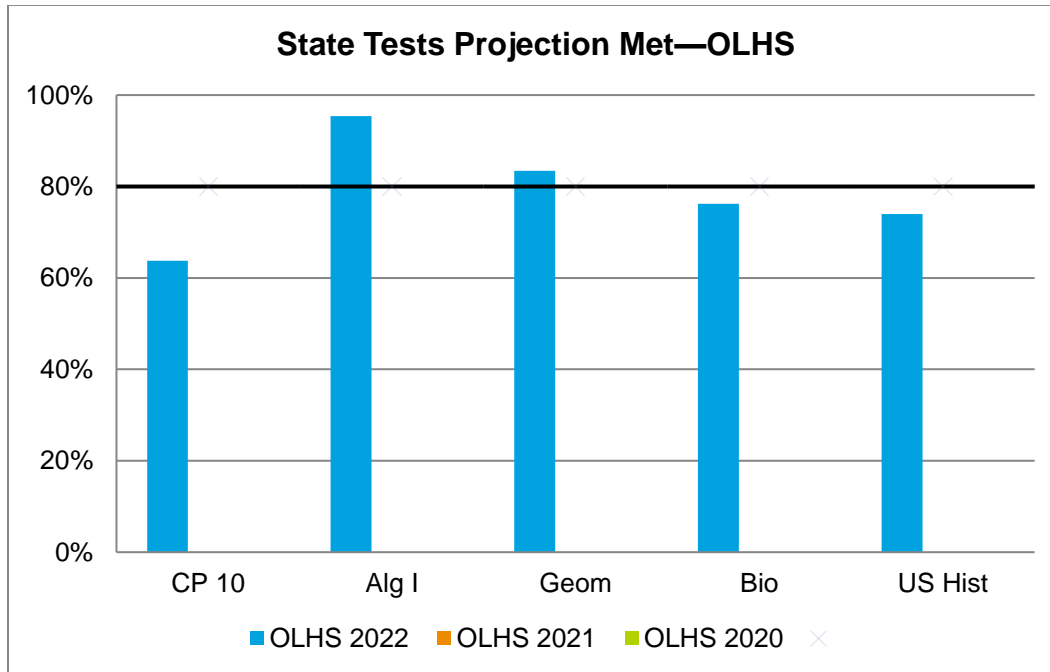
Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
NOT MET—Majority of items showed a decrease in percentage or below 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
MET—51% of students met all four benchmarks.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores decreased from 24.5 to 24.3.
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MET—Percentage of juniors and seniors who met the requirement increased from 83.9% to 84.8%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
NOT MET—Percentage of students taking developmental course work in college increased from 11.2% to 11.7%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.
NOT MET—Not ranked in the top 500 high schools in the nation by US News and World Report.

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Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
 N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	CP 10	Alg I	Geom	Bio	US Hist
OLHS 2022	63.7%	95.4%	83.4%	76.2%	74.0%
OLHS 2021	N/A	N/A	N/A	N/A	N/A
OLHS 2020	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	408	130	350	404	327

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are CP English 10, Algebra I, Geometry, Biology, US History, and US Government. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 21-22 school year.

OLHS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-1.61	-0.07	15.59	0.59	11.22	0.51	7.71	0.16

OLHS	CP 10		Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	-1.61	-0.07	6.69	0.42	14.28	0.67

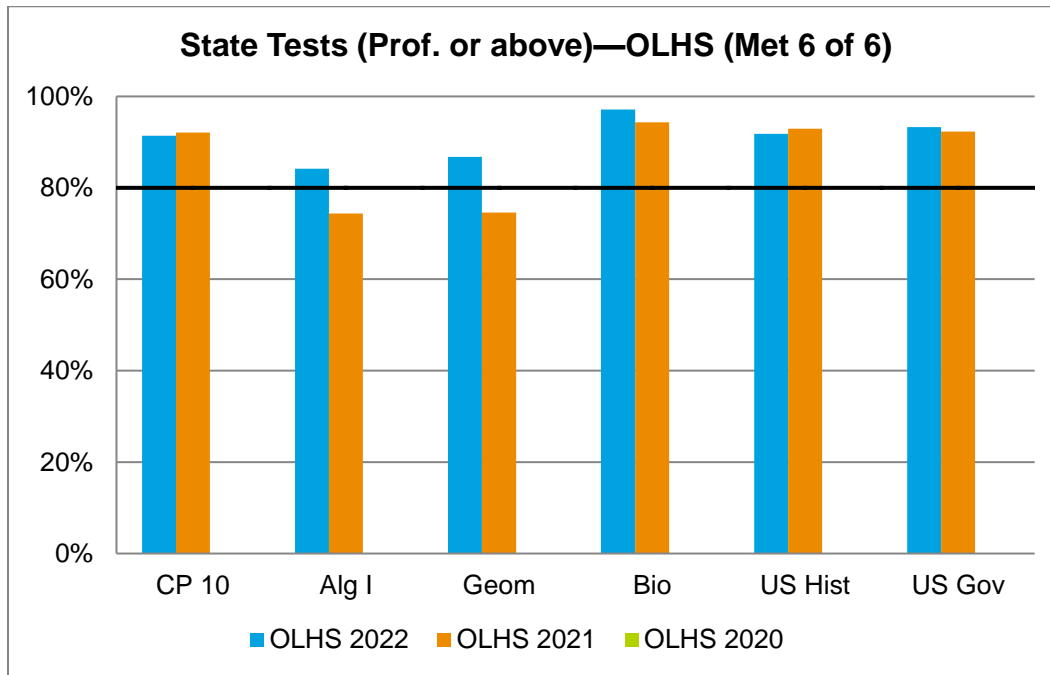
OLHS	Bio		US Hist		US Gov	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	11.22	0.51	-2.59	-0.13	-9.18	-0.45

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

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Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 99.0 to 104.9 with a five-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 71.7% with a five-star rating.



State Tests (Prof. or above)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLHS 2022	91.4%	84.2%	86.8%	97.1%	91.8%	93.3%
OLHS 2021	92.1%	74.4%	74.6%	94.3%	92.9%	92.3%
OLHS 2020	N/A	N/A	N/A	N/A	N/A	N/A

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy Liberty High School	104.9	99.0	N/A	103.7	104.1

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

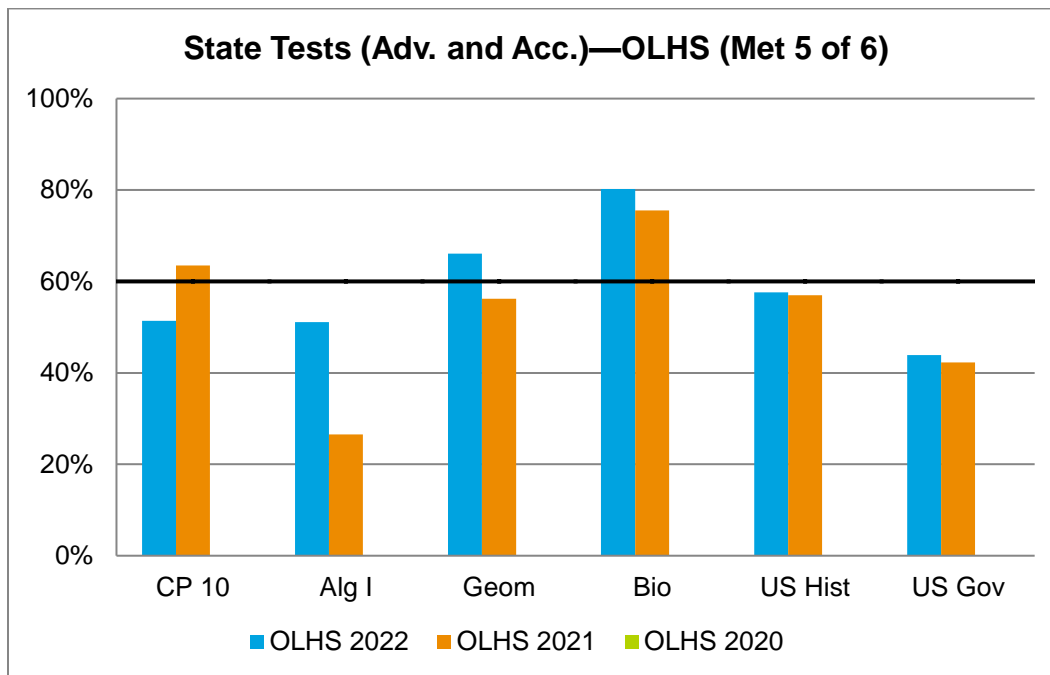
21-22 AMO Goals—OLHS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.5	78.6	100.0	1	-1.61
Economic Disadvantage	96.1	64.2	83.8	1	-0.06
Asian or Pacific Islander	108.5	86.9	95.8	1	0.98
Black, Non-Hispanic	NR	54.8	79.7	NR	NR
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	NR	66.3	84.4	NR	NR
Multiracial	108.3	71.6	88.0	1	-1.32
White, Non-Hispanic	102.8	84.3	92.4	1	-2.15
Students with Disabilities	84.1	50.6	76.3	1	-0.42
English Learner	NR	62.6	80.9	NR	NR

21-22 AMO Goals—OLHS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.5	71.1	100.0	1	15.59
Economic Disadvantage	83.7	55.1	84.0	1	2.75
Asian or Pacific Islander	110.1	83.9	98.8	1	6.32
Black, Non-Hispanic	81.9	44.1	78.5	1	NR
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	101.7	57.7	84.6	1	NR
Multiracial	105.7	61.7	87.6	1	1.69
White, Non-Hispanic	103.4	77.2	93.1	1	13.55
Students with Disabilities	78.8	45.5	76.8	1	4.29
English Learner	NR	57.0	83.4	NR	NR

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Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—5 of 6 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—2 of 6 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 1.4% in the State. Not ranked for 20-21.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
MET—Percentage of students scoring a 3 or higher increased from 87.7% to 88.9%.

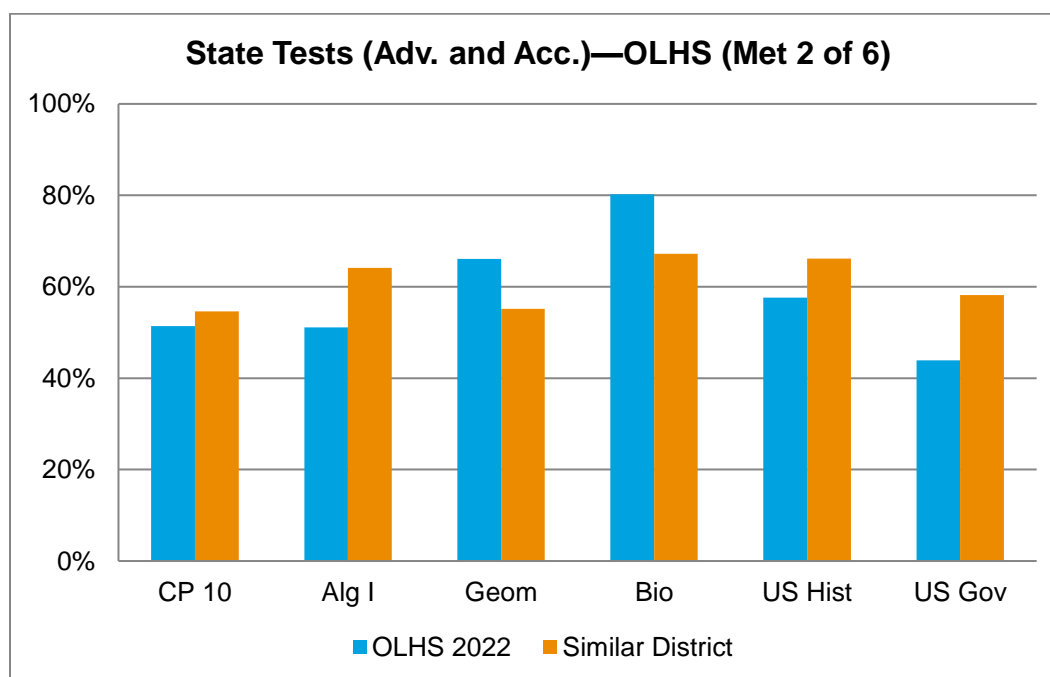


State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLHS 2022	51.4%	51.1%	66.1%	80.2%	57.6%	43.9%
OLHS 2021	63.5%	26.5%	56.2%	75.5%	57.0%	42.3%
OLHS 2020	N/A	N/A	N/A	N/A	N/A	N/A

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Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLHS 2022	51.4%	51.1%	66.1%	80.2%	57.6%	43.9%
Similar District	54.6%	64.1%	55.2%	67.2%	66.2%	58.2%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 621 high schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OLHS rank among all buildings	9	N/A	N/A	16	16
OLHS within top % of the State	1.4%	N/A	N/A	2.6%	2.6%

Advanced Placement

Advanced Placement	21-22	20-21	19-20	18-19	17-18
OLHS % students taking AP exams	48.6%	50.2%	55.5%	54.1%	60.3%
OLHS % students scoring 3, 4, or 5 on AP exams	88.9%	87.7%	84.6%	88.1%	87.4%

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Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
NOT MET—Majority of items showed a decrease in percentage or below 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
MET—51% of students met all four benchmarks.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores decreased from 24.5 to 24.3.
- Increase or maintain 100 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT.
MET—Percentage of juniors and seniors who met the requirement increased from 83.9% to 84.8%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
NOT MET—Percentage of students taking developmental course work in college increased from 11.2% to 11.7%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.
NOT MET—Not ranked in the top 500 high schools in the nation by US News and World Report.

Senior Survey

The Senior Survey is given to the graduating class annually in May of students' senior year.

% Choosing Yes	2022	2021	2020
Did OLHS provide a safe, caring, respectful environment?	88.8%	85.3%	N/A
Did OLHS prepare you for what you want to do after graduation?	86.5%	84.0%	N/A
Were you encouraged to attempt advanced coursework?	85.3%	78.7%	N/A
Did your teachers have high expectations for quality work?	93.8%	90.7%	N/A
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	82.7%	73.3%	N/A
Did OLHS facilitate maximum learning for you?	80.7%	80.0%	N/A
% Choosing Highest 2 Ratings	2022	2021	2020
Overall, my math courses were challenging.	89.5%	90.5%	N/A
Overall, my science courses were challenging.	89.3%	88.3%	N/A
Overall, my social studies courses were challenging.	75.2%	79.6%	N/A
Overall, my English courses were challenging.	70.6%	78.1%	N/A
OLHS actively partners with parents and community.	57.9%	62.8%	N/A
OLHS offers a focused and challenging curriculum.	84.3%	86.9%	N/A
Staff at OLHS work together to improve student achievement.	75.2%	76.6%	N/A
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	67.5%	68.6%	N/A
Instruction in my classes was focused on students being actively involved in understanding the material.	73.2%	72.3%	N/A
Student input is sought by teachers and administrators when making decisions how the school operates.	53.4%	59.1%	N/A

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ACT College Readiness Benchmark

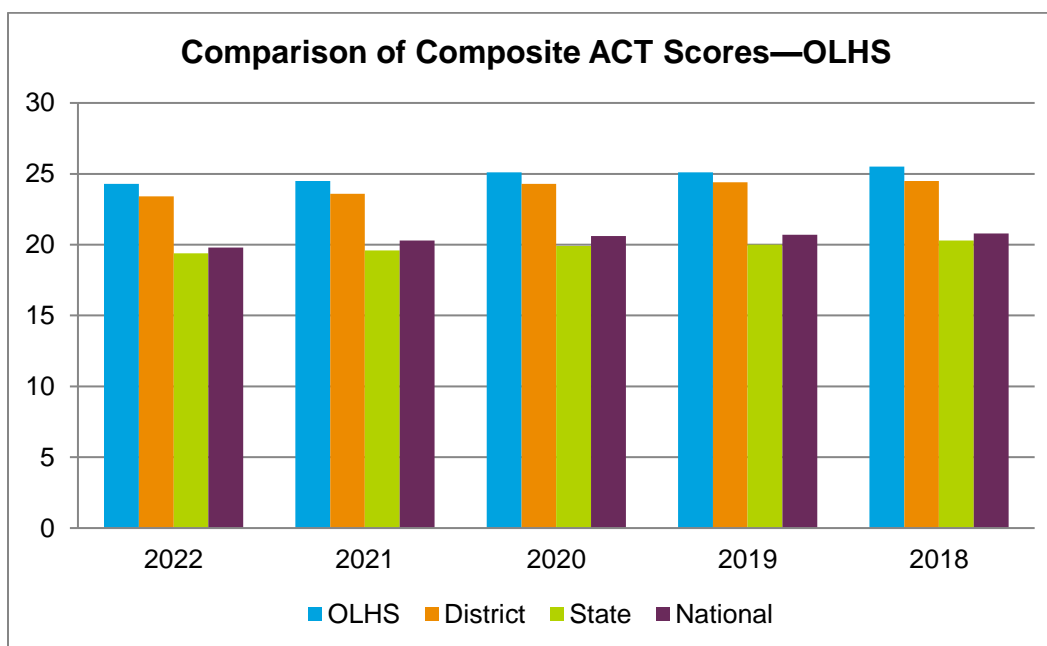
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. The college Readiness Benchmark Scores were derived based on the actual performance of students in college.

Percent of Students Meeting ACT College Readiness Benchmarks*

Year	Met All 4	English (18)	Algebra (22)	Social Science (22)	Biology (23)
2022	51%	83%	65%	71%	66%
2021	52%	81%	68%	67%	67%
2020	56%	85%	74%	70%	69%
2019	55%	85%	72%	72%	68%
2018	58%	86%	77%	72%	72%

*The benchmark is included next to the subject area in parentheses.

ACT Mean Score



ACT Mean Scores	2022	2021	2020	2019	2018
OLHS	24.3	24.5	25.1	25.1	25.5
District	23.4	23.6	24.3	24.4	24.5
State	19.4	19.6	19.9	20.0	20.3
National	19.8	20.3	20.6	20.7	20.8

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Juniors and seniors participating in AP, CCP courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT

OLHS juniors and seniors	21-22	20-21	19-20	18-19	17-18
% students who met the requirement	84.8%	83.9%	83.6%	78.2%	79.5%

Regents Data

The Department of Higher Education publishes an annual remediation report including many points of data about high school graduates/freshman college students. These data reflect only the students who attend Ohio public higher education institutions and must therefore be considered in this context. The Class of 2020 report details performance of high school graduates in 2020 enrolling as first-time college students in Fall 2020.

% Taking Developmental Coursework in Ohio Public College	
OLHS Class 20	11.7%
OLHS Class 19	11.2%*
OLHS Class 18	13%
OLHS Class 17	15%
OLHS Class 16	20%

*First time reported to the tenths digit.

National High School Rankings

Ranking List	Publisher	2022 Ranking	Ranking Criteria
Best High Schools	US News and World Report	626	Overall score: 96.49
Top STEM High Schools	Newsweek	N/A	Score:
Challenge Index	Jay Mathews (formerly	N/A	Challenge index:
High School Rankings	The Washington Post)		

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Summary of Results—Annual Benchmark Progress

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**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year with projection met data since COVID-19. The benchmark was not rated.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—Algebra I and geometry were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 86.4 to 98.0 with a four-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 71.9% with a five-star rating.

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—4 of 6 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—0 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 8.5% in the State. Not ranked for 20-21.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
MET—Percentage of students scoring a 3 or higher increased from 72.0% to 77.1%.

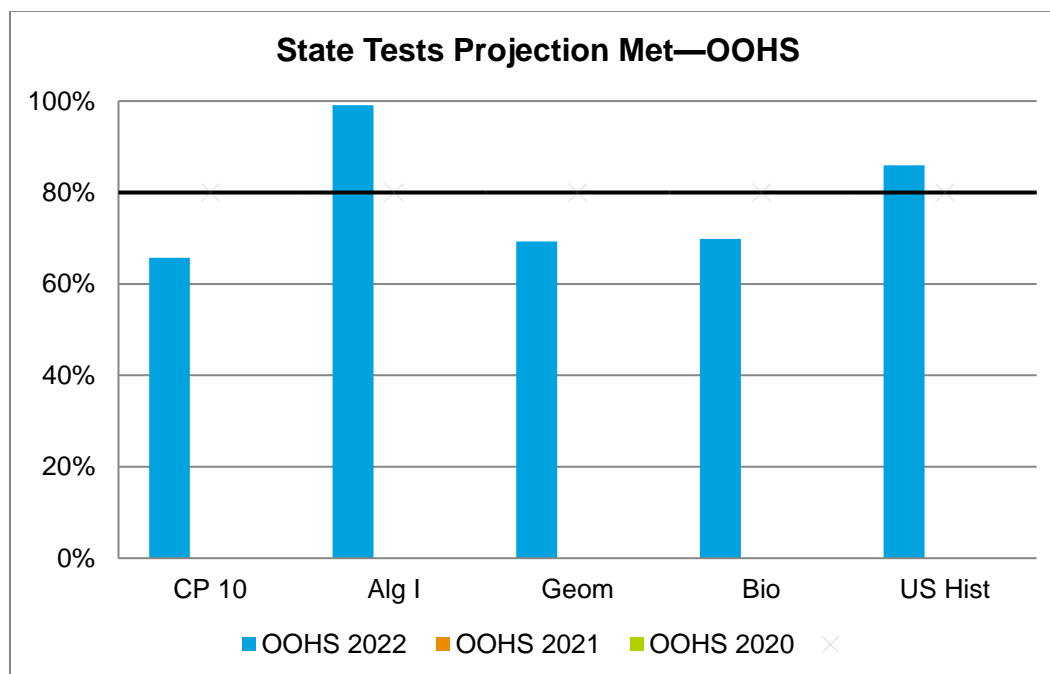
Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
NOT MET—Majority of items showed a decrease in percentage or below 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
NOT MET—Percentage meeting all four benchmarks decreased from 42% to 40%.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores maintained 22.8.
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NOT MET—Percentage of juniors and seniors who met the requirement decreased from 81.2% to 79.8%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
NOT MET—Percentage of students taking developmental course work in college increased from 11.6% to 13.7%.
- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.
NOT MET—Not ranked in the top 500 high schools in the nation by US News and World Report.

OLENTANGY ORANGE HIGH SCHOOL

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
- N/A—First year with projection met data since COVID-19. The benchmark was not rated.



State Tests Projection Met	CP 10	Alg I	Geom	Bio	US Hist
OOHS 2022	65.7%	99.1%	69.3%	69.8%	85.9%
OOHS 2021	N/A	N/A	N/A	N/A	N/A
OOHS 2020	N/A	N/A	N/A	N/A	N/A
N Matched (2022)	379	116	319	338	306

OLENTANGY ORANGE HIGH SCHOOL

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation. There are five designations, and a rating was designated for overall students based on the Value-Added index and effect size that measure the progress. The tests included in the calculation for the progress ratings are CP English 10, Algebra I, Geometry, Biology, US History, and US Government. The results below include up to three years of data as available.

- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Moderate evidence that students made more progress than expected with a four-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 21-22 school year.

OOHS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.40	0.02	8.69	0.32	3.80	0.17	7.80	0.16

OOHS	CP 10		Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	0.40	0.02	11.56	0.67	2.36	0.11

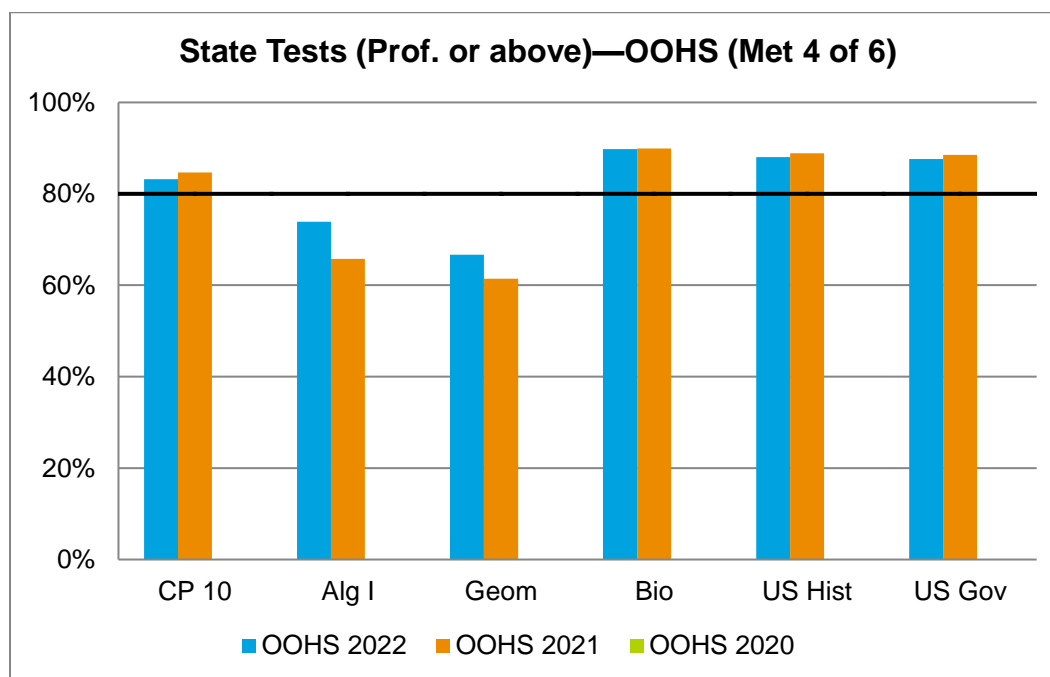
OOHS	Bio		US Hist		US Gov	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	3.80	0.17	7.38	0.38	-4.13	-0.21

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

OLENTANGY ORANGE HIGH SCHOOL

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
NOT MET—Algebra I and geometry were below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 86.4 to 98.0 with a four-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
MET—All subgroups met AMO. The component percentage was 71.9% with a five-star rating.



State Tests (Prof. or above)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OOHS 2022	83.2%	73.9%	66.7%	89.8%	88.0%	87.6%
OOHS 2021	84.7%	65.8%	61.4%	89.9%	88.9%	88.5%
OOHS 2020	N/A	N/A	N/A	N/A	N/A	N/A

OLENTANGY ORANGE HIGH SCHOOL

Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	21-22	20-21	19-20	18-19	17-18
Olentangy Orange High School	98.0	86.4	N/A	98.6	100.7

Annual Measurable Objectives (AMOs)

Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist. One point is awarded if the subgroup meets their current year statewide goal. Subgroups of less than 15 students are not rated (NR).

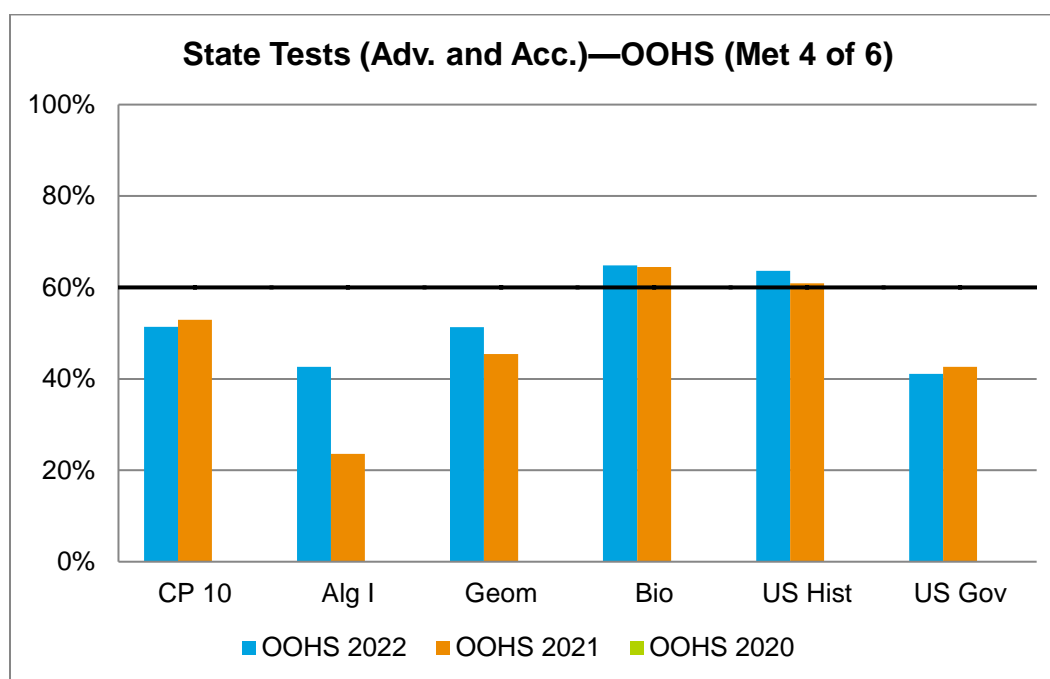
21-22 AMO Goals—OOHS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	99.2	78.6	100.0	1	0.40
Economic Disadvantage	85.4	64.2	83.8	1	-0.53
Asian or Pacific Islander	106.0	86.9	95.8	1	2.66
Black, Non-Hispanic	79.8	54.8	79.7	1	-0.18
American Indian or Alaskan Native	NR	69.7	88.1	NR	NR
Hispanic	86.9	66.3	84.4	1	0.72
Multiracial	92.6	71.6	88.0	1	-0.94
White, Non-Hispanic	102.5	84.3	92.4	1	-0.59
Students with Disabilities	69.7	50.6	76.3	1	-0.46
English Learner	66.9	62.6	80.9	1	NR

21-22 AMO Goals—OOHS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	90.6	71.1	100.0	1	8.69
Economic Disadvantage	77.3	55.1	84.0	1	4.40
Asian or Pacific Islander	103.5	83.9	98.8	1	5.13
Black, Non-Hispanic	73.6	44.1	78.5	1	4.80
American Indian or Alaskan Native	NR	60.8	87.1	NR	NR
Hispanic	79.2	57.7	84.6	1	2.84
Multiracial	86.0	61.7	87.6	1	2.44
White, Non-Hispanic	93.6	77.2	93.1	1	5.00
Students with Disabilities	59.2	45.5	76.8	1	0.37
English Learner	74.2	57.0	83.4	1	4.65

OLENTANGY ORANGE HIGH SCHOOL

Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—4 of 6 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—0 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 8.5% in the State. Not ranked for 20-21.
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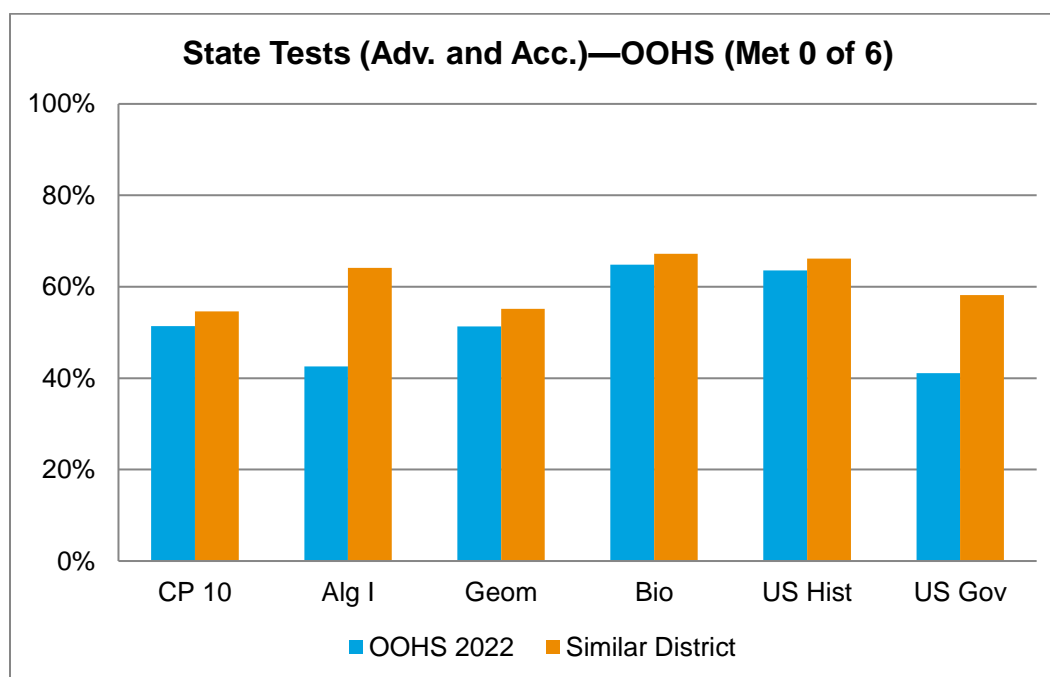


State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OOHS 2022	51.4%	42.6%	51.3%	64.8%	63.6%	41.1%
OOHS 2021	52.9%	23.6%	45.4%	64.5%	60.9%	42.6%
OOHS 2020	N/A	N/A	N/A	N/A	N/A	N/A

OLENTANGY ORANGE HIGH SCHOOL

Similar District Comparison Group

There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The schools in our similar district group this year are (sorted by most to least similar): New Albany-Plain Local, Hudson City, Mason City, Upper Arlington City, Dublin City, Sycamore Community City, and Springboro Community City.



State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OOHS 2022	51.4%	42.6%	51.3%	64.8%	63.6%	41.1%
Similar District	54.6%	64.1%	55.2%	67.2%	66.2%	58.2%

Performance Index Ranking

The following rankings represent the building's position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 621 high schools with similar grade span and available data at the time of this report.

Performance Index	21-22	20-21	19-20	18-19	17-18
OOHS rank among all buildings	53	N/A	N/A	58	37
OOHS within top % of the State	8.5%	N/A	N/A	9.5%	6.0%

Advanced Placement

Advanced Placement	21-22	20-21	19-20	18-19	17-18
OOHS % students taking AP exams	48.4%	54.7%	54.7%	61.7%	64.5%
OOHS % students scoring 3, 4, or 5 on AP exams	77.1%	72.0%	85.6%	86.0%	85.1%

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Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
NOT MET—Majority of items showed a decrease in percentage or below 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
NOT MET—Percentage meeting all four benchmarks decreased from 42% to 40%.
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NOT MET—ACT mean scores maintained 22.8.
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- Our high schools will continue to be ranked in the top 500 high schools in the nation as ranked by US News and World Report, Newsweek, and The Washington Post.
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Senior Survey

The Senior Survey is given to the graduating class annually in May of students' senior year.

% Choosing Yes	2022	2021	2020
Did OOHS provide a safe, caring, respectful environment?	89.9%	82.9%	N/A
Did OOHS prepare you for what you want to do after graduation?	81.2%	76.4%	N/A
Were you encouraged to attempt advanced coursework?	79.3%	80.0%	N/A
Did your teachers have high expectations for quality work?	91.6%	92.5%	N/A
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	79.3%	78.9%	N/A
Did OOHS facilitate maximum learning for you?	78.3%	74.3%	N/A
% Choosing Highest 2 Ratings	2022	2021	2020
Overall, my math courses were challenging.	86.3%	89.8%	N/A
Overall, my science courses were challenging.	84.5%	84.3%	N/A
Overall, my social studies courses were challenging.	69.6%	74.9%	N/A
Overall, my English courses were challenging.	76.3%	87.5%	N/A
OOHS actively partners with parents and community.	56.6%	56.9%	N/A
OOHS offers a focused and challenging curriculum.	80.0%	83.1%	N/A
Staff at OOHS work together to improve student achievement.	73.3%	72.2%	N/A
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	63.1%	67.5%	N/A
Instruction in my classes was focused on students being actively involved in understanding the material.	70.1%	71.4%	N/A
Student input is sought by teachers and administrators when making decisions how the school operates.	55.1%	52.9%	N/A

OLENTANGY ORANGE HIGH SCHOOL

ACT College Readiness Benchmark

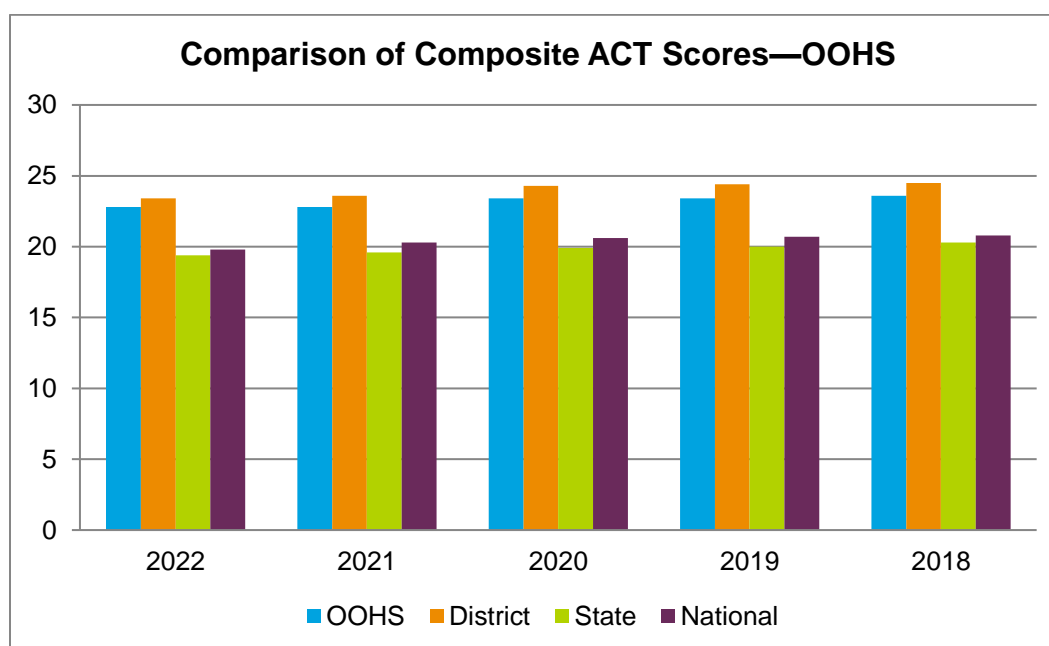
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. The college Readiness Benchmark Scores were derived based on the actual performance of students in college.

Percent of Students Meeting ACT College Readiness Benchmarks*

Year	Met All 4	English (18)	Algebra (22)	Social Science (22)	Biology (23)
2022	40%	70%	53%	62%	55%
2021	42%	72%	57%	61%	55%
2020	43%	77%	59%	63%	54%
2019	43%	79%	60%	61%	58%
2018	46%	80%	65%	64%	59%

*The benchmark is included next to the subject area in parentheses.

ACT Mean Score



ACT Mean Scores	2022	2021	2020	2019	2018
OOHS	22.8	22.8	23.4	23.4	23.6
District	23.4	23.6	24.3	24.4	24.5
State	19.4	19.6	19.9	20.0	20.3
National	19.8	20.3	20.6	20.7	20.8

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Juniors and seniors participating in AP, CCP courses, mentorship, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score on all areas of the ACT/SAT

OOHS juniors and seniors	21-22	20-21	19-20	18-19	17-18
% students who met the requirement	79.8%	81.2%	83.6%	78.8%	77.5%

Regents Data

The Department of Higher Education publishes an annual remediation report including many points of data about high school graduates/freshman college students. These data reflect only the students who attend Ohio public higher education institutions and must therefore be considered in this context. The Class of 2020 report details performance of high school graduates in 2020 enrolling as first-time college students in Fall 2020.

% Taking Developmental Coursework in Ohio Public College	
OOHS Class 20	13.7%
OOHS Class 19	11.6%*
OOHS Class 18	16%
OOHS Class 17	16%
OOHS Class 16	18%

*First time reported to the tenths digit.

National High School Rankings

Ranking List	Publisher	2022 Ranking	Ranking Criteria
Best High Schools	US News and World Report	571	Overall score: 96.8
Top STEM High Schools	Newsweek	N/A	Score:
Challenge Index	Jay Mathews (formerly	N/A	Challenge index:
High School Rankings	The Washington Post)		