



OLENTANGY SCHOOLS™



2023 ANNUAL REPORT

OLENTANGY LOCAL SCHOOLS
ANNUAL REPORT
2022—2023

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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.

MET—10 of 20 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 and HS 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 102.3 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 83.6% 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—16 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 increased from the top 5.9% to the top 5.6% in the State.
- 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 81.0% to 83.4%.

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—All 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 45% to 44%.
- ACT mean scores will increase or remain high at 25.
MET—District ACT mean scores increased from 23.4 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.
MET—Percentage of juniors and seniors who met the requirement increased from 82.0% to 84.0%.
- 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 11.8% to 9.2%.
- 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—Only 2 high schools 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 FY22 ACFR on October 25, 2023.
- Maintain or increase the district's bond rating with both Moody's and Standard & Poor's.
MET—Moody's reaffirmed the Aa1 rating via a rating outlook published on October 12, 2023. Further, S&P reaffirmed its AAA outlook on May 12, 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 January 19, 2023.

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 was \$13,424 in fiscal year 2022, and it fell to \$13,375 in fiscal year 2023. The District's expenditure cost per pupil was just outside of the top quartile.
- 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.
NOT MET—The District did not rank in the top quartile for percentage of classroom instruction expenditures as compared to "comparable districts", but did rank in the top quartile for all Districts exceeding 10,000 students.
- 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 14.67:1 for the 2022-23 school year.

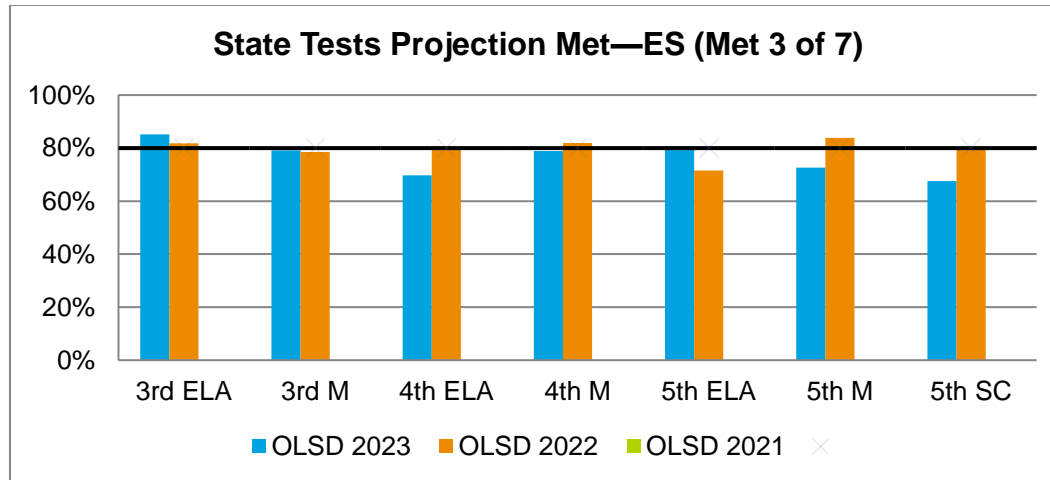
Benchmark 8: High community engagement and stakeholder satisfaction

- Community survey results equal or surpass the previous year in areas related to educational quality, future direction, and fiscal management.
NOT MET—A community survey was most recently administered during the 2023-2024 school year. Not all identified areas were measured in the survey, but of the two that were, the results decreased slightly.
- Measurable community outreach at all levels of administration include annual reports from principals to the superintendent on community engagement.
MET—During the 2022-2023 school year, there were 35+ district-wide, content-specific parent and community events and forums held in both in-person and virtual formats. In addition, each building reported a variety of events that engaged their school community.

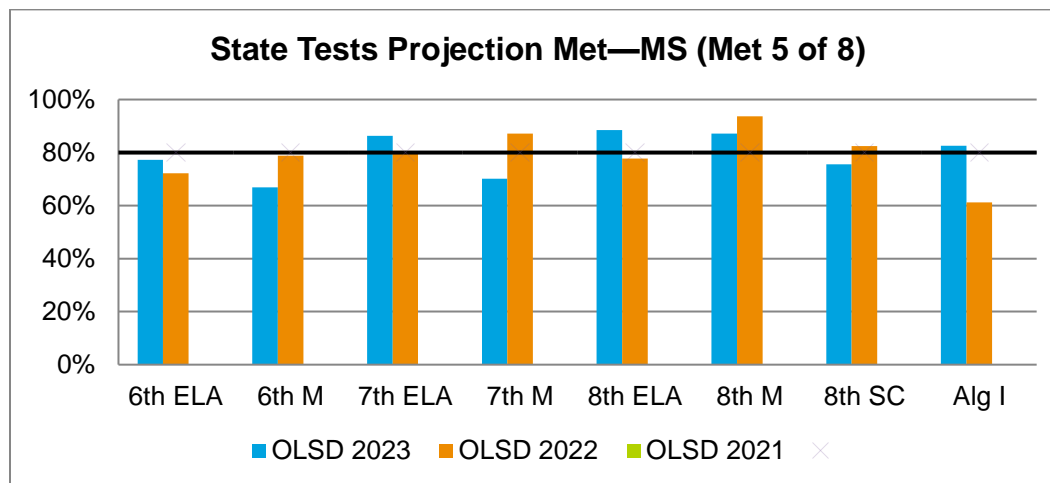
DISTRICT**Benchmark 1: Achievement at or above projected performance levels**

- 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.

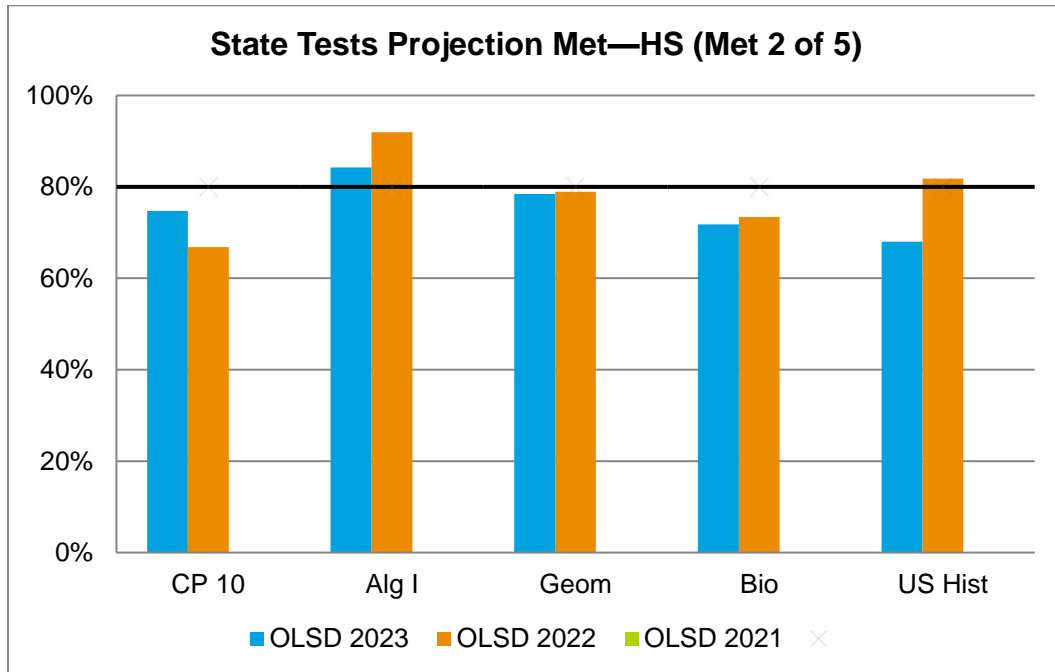
MET—10 of 20 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2023	85.2%	79.2%	69.7%	78.9%	80.7%	72.6%	67.5%
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
N Matched (2023)	1572	1572	1544	1546	1604	1601	1596



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OLSD 2023	77.3%	66.9%	86.4%	70.1%	88.5%	87.2%	75.6%	82.5%
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
N Matched (2023)	1655	1642	1606	1542	1472	678	1472	818

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State Tests Projection Met	CP 10	Alg I	Geom	Bio	US Hist
OLSD 2023	74.7%	84.2%	78.4%	71.8%	68.0%
OLSD 2022	66.8%	91.9%	78.9%	73.4%	81.8%
OLSD 2021	N/A	N/A	N/A	N/A	N/A
N Matched (2023)	1095	692	1196	990	845

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—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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

OLSD	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	4.36	0.03	23.07	0.17	11.35	0.14	18.85	0.09
Grade 4	1.72	0.03	1.37	0.02			2.00	0.03
Grade 5	1.09	0.02	9.47	0.16	-6.82	-0.14	1.94	0.02
Grade 6	1.25	0.02	5.05	0.09			4.10	0.05
Grade 7	3.04	0.05	-0.39	0.00			1.73	0.02
Grade 8	5.31	0.10	-0.84	-0.02	11.24	0.23	10.35	0.13

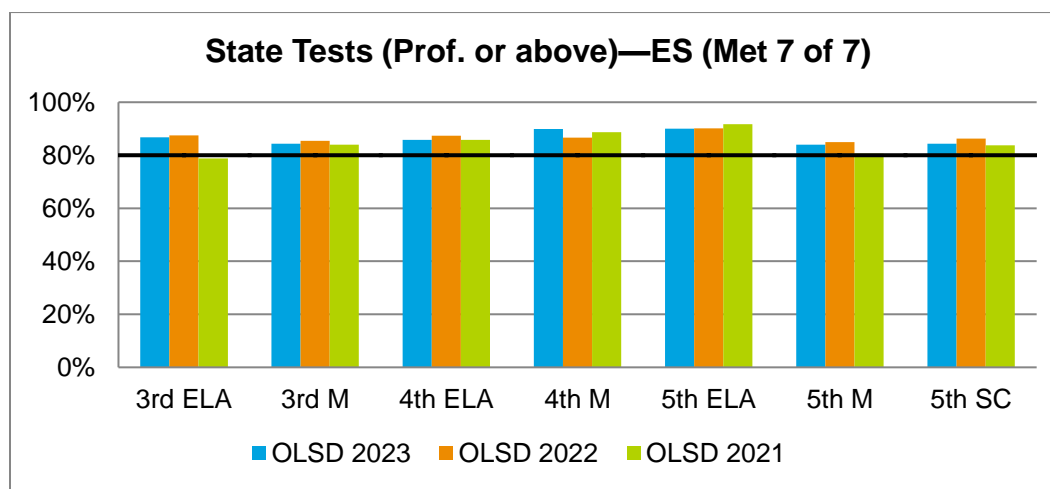
OLSD	CP 10		Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	-1.66	-0.03	14.33	0.29	25.43	0.52

OLSD	Bio		US Hist		US Gov	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	14.41	0.29	5.65	0.13	-15.08	-0.33

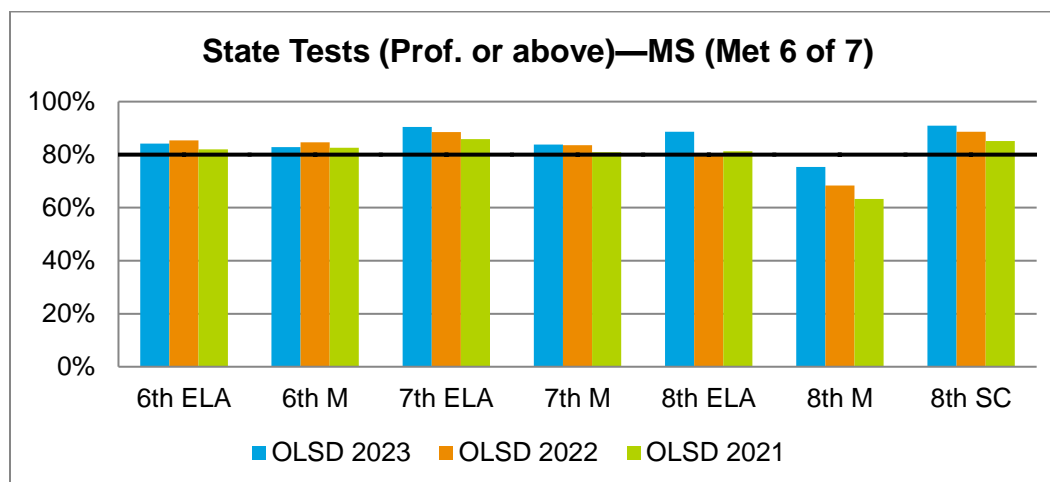
- Students made more progress than expected—significant evidence
- Students made more progress than expected—moderate evidence
- Students made progress similar to the statewide expectation—evidence
- Students made less progress than expected—moderate evidence
- Students made less progress than expected—significant 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 math and HS 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 102.3 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 83.6% with a five-star rating.

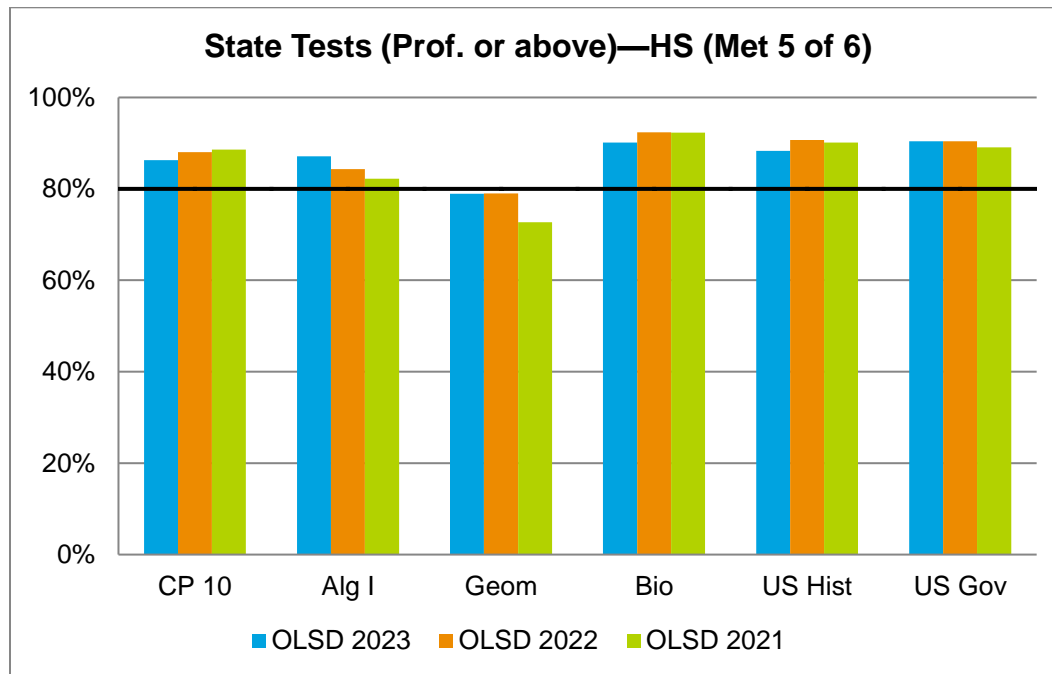


State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2023	86.8%	84.4%	85.8%	89.9%	90.0%	84.0%	84.3%
OLSD 2022	87.5%	85.4%	87.4%	86.7%	90.1%	85.0%	86.3%
OLSD 2021	78.8%	84.0%	85.8%	88.7%	91.7%	80.6%	83.8%



State Tests (Prof. or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLSD 2023	84.2%	82.8%	90.5%	83.8%	88.6%	75.4%	90.9%
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%

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State Tests (Prof. or above)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLSD 2023	86.3%	87.1%	78.9%	90.1%	88.3%	90.4%
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%

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).

22-23 AMO Goals—OLSD			ELA		
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.5	80.9	100.0	1	4.08
Economic Disadvantage	89.6	66.1	83.8	1	1.92
Asian or Pacific Islander	110.4	87.6	95.8	1	4.00
Black, Non-Hispanic	92.4	57.2	79.7	1	1.52
American Indian or Alaskan Native	109.1	71.3	88.1	1	-0.41
Hispanic	98.0	68.1	84.4	1	1.40
Multiracial	103.6	73.1	88.0	1	1.06
White, Non-Hispanic	104.4	85.1	92.4	1	1.93
Students with Disabilities	71.8	53.2	76.3	1	-0.74
English Learner	89.5	64.6	80.9	1	3.43

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22-23 AMO Goals—OLSD		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	101.6	74.3	100.0	1	14.88
Economic Disadvantage	81.1	57.5	84.0	1	3.08
Asian or Pacific Islander	111.9	84.8	98.8	1	11.42
Black, Non-Hispanic	82.3	47.0	78.5	1	2.24
American Indian or Alaskan Native	115.4	62.9	87.1	1	NR
Hispanic	91.2	59.9	84.6	1	2.91
Multiracial	98.5	63.7	87.6	1	2.15
White, Non-Hispanic	101.7	78.4	93.1	1	11.20
Students with Disabilities	67.1	48.4	76.8	1	3.78
English Learner	88.1	59.2	83.4	1	2.81

Performance Index Score

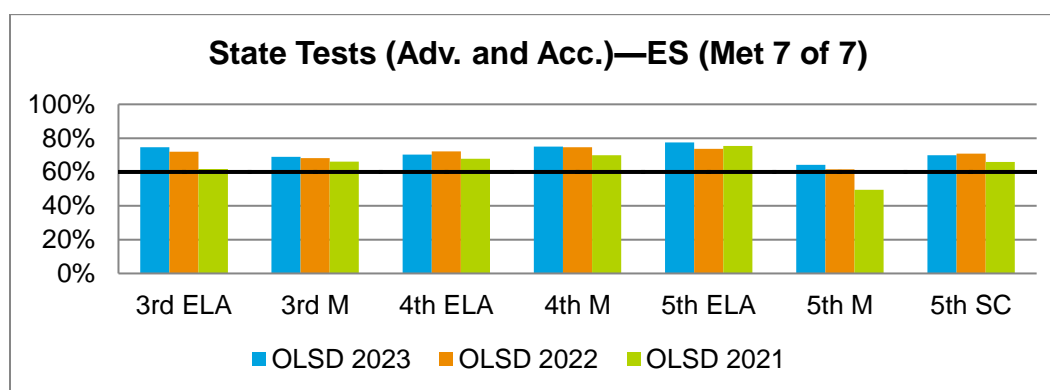
The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3 through 8 and HS end-of-course (CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for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

Performance Index Scores over time show trends in school achievement.

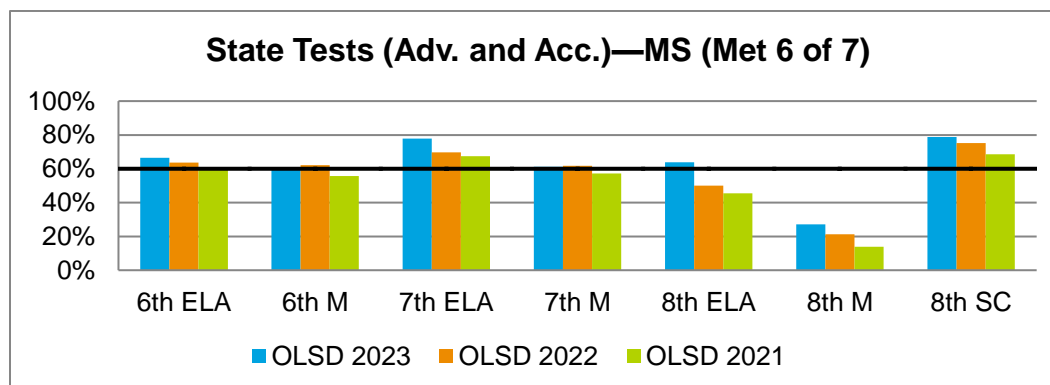
Performance Index	22-23	21-22	20-21	19-20	18-19
Olentangy Local Schools	103.3	102.3	87.9	N/A	105.5
Alum Creek Elementary	101.1	104.2	93.7	N/A	109.0
Arrowhead Elementary	98.6	99.8	80.8	N/A	100.6
Cheshire Elementary	107.0	105.9	87.9	N/A	109.7
Freedom Trail Elementary	104.2	104.0	89.2	N/A	109.2
Glen Oak Elementary	100.9	100.8	79.0	N/A	104.4
Heritage Elementary	107.7	105.9	79.4	N/A	107.4
Indian Springs Elementary	104.6	106.2	91.3	N/A	110.1
Johnnycake Corners Elementary	104.1	103.2	84.1	N/A	108.9
Liberty Tree Elementary	106.4	103.5	82.3	N/A	107.1
Oak Creek Elementary	103.7	102.7	75.2	N/A	107.9
Olentangy Meadows Elementary	98.6	100.6	70.7	N/A	105.6
Scioto Ridge Elementary	108.0	107.5	95.8	N/A	109.0
Shale Meadows Elementary	103.6	104.3	N/A	N/A	N/A
Tyler Run Elementary	107.0	109.5	98.8	N/A	112.6
Walnut Creek Elementary	102.4	103.4	94.2	N/A	110.7
Wyandot Run Elementary	105.4	104.3	87.1	N/A	107.4
Olentangy Berkshire Middle	104.5	101.8	86.7	N/A	105.1
Olentangy Hyatts Middle	105.2	102.4	91.0	N/A	104.6
Olentangy Liberty Middle	105.7	102.2	91.7	N/A	107.4
Olentangy Orange Middle	100.7	98.3	85.3	N/A	102.0
Olentangy Shanahan Middle	105.6	103.3	86.0	N/A	105.6
Olentangy Berlin High School	99.3	96.8	90.8	N/A	100.2
Olentangy High School	102.3	104.1	97.3	N/A	104.5
Olentangy Liberty High School	104.9	104.9	99.0	N/A	103.7
Olentangy Orange High School	97.6	98.0	86.4	N/A	98.6

DISTRICT**Benchmark 4: Top of State and Nation**

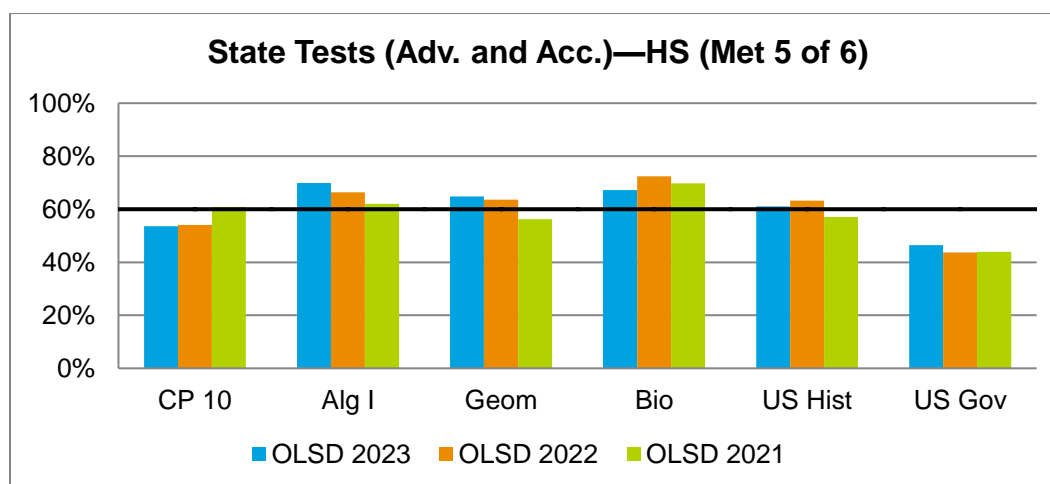
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—18 of 20 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—16 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 increased from the top 5.9% to the top 5.6% in the State.
- 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 81.0% to 83.4%.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2023	74.7%	68.9%	70.2%	75.0%	77.5%	64.3%	69.9%
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%



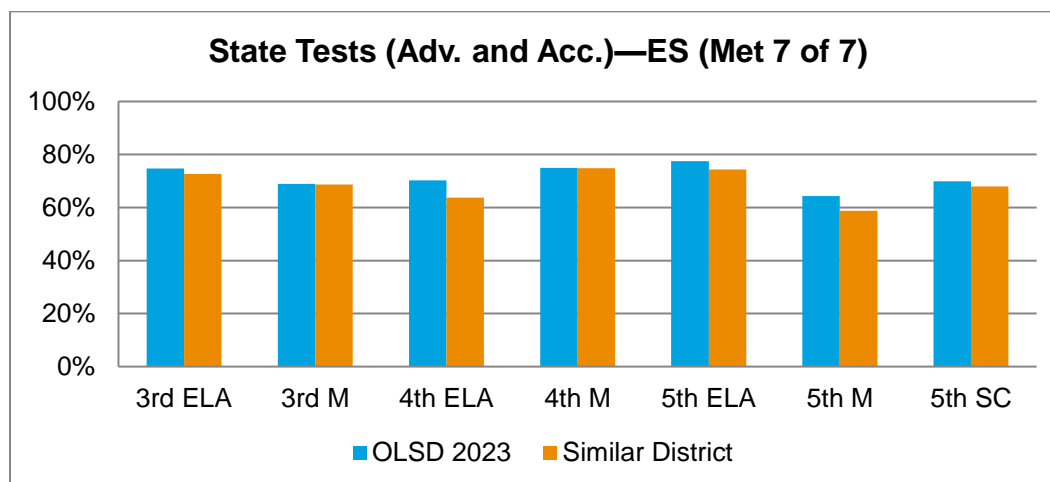
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLSD 2023	66.5%	59.9%	77.8%	61.1%	63.9%	27.2%	78.8%
OLSD 2022	63.6%	62.2%	69.7%	61.8%	50.0%	21.2%	75.2%
OLSD 2021	59.9%	55.7%	67.4%	57.2%	45.4%	13.8%	68.5%

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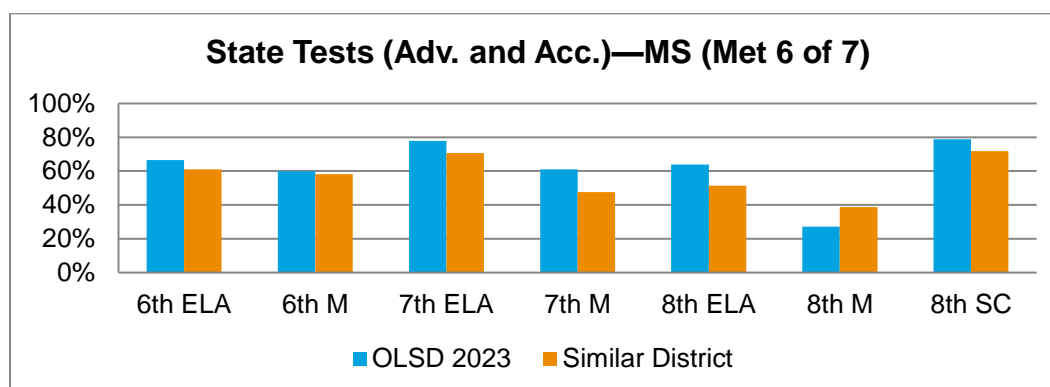
State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLSD 2023	53.6%	69.9%	64.8%	67.2%	61.1%	46.5%
OLSD 2022	54.1%	66.4%	63.6%	72.4%	63.2%	43.7%
OLSD 2021	60.8%	62.0%	56.2%	69.8%	57.1%	43.9%

Similar District Comparison Group

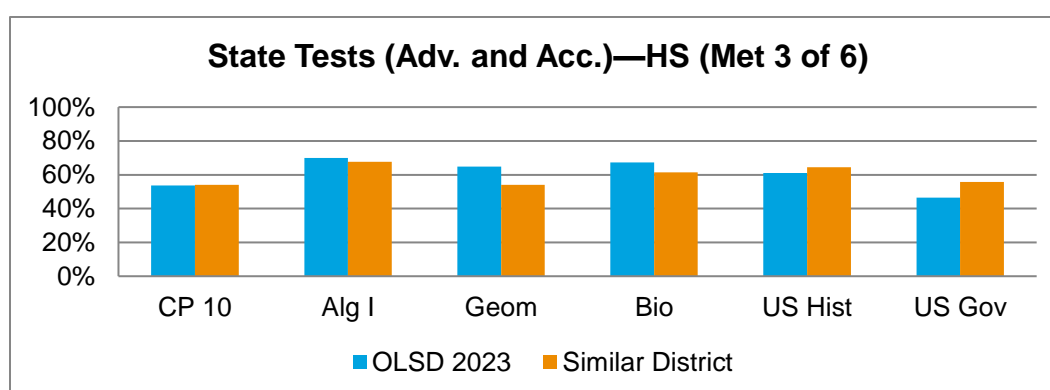
There are several school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population 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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OLSD 2023	74.7%	68.9%	70.2%	75.0%	77.5%	64.3%	69.9%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLSD 2023	66.5%	59.9%	77.8%	61.1%	63.9%	27.2%	78.8%
Similar District	61.1%	58.1%	70.7%	47.6%	51.3%	38.7%	71.9%



State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLSD 2023	53.6%	69.9%	64.8%	67.2%	61.1%	46.5%
Similar District	54.1%	67.6%	54.0%	61.5%	64.5%	55.7%

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	22-23	21-22	20-21	19-20	18-19
OLSD rank among all districts	34	36	N/A	N/A	22
OLSD within top % of the State	5.6%	5.9%	N/A	N/A	3.6%

Advanced Placement

Advanced Placement	22-23	21-22	20-21	19-20	18-19
OLSD % students taking AP exams	52.7%	50.2%	53.2%	56.3%	57.3%
OLSD % students scoring 3, 4, or 5 on AP exams	83.4%	81.0%	77.4%	82.7%	86.0%

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—All 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 45% to 44%.
- ACT mean scores will increase or remain high at 25.
MET—District ACT mean scores increased from 23.4 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.
MET—Percentage of juniors and seniors who met the requirement increased from 82.0% to 84.0%.
- 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 11.8% to 9.2%.
- 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—Only 2 high schools 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	2023	2022	2021
Did OLSD provide a safe, caring, respectful environment?	92.6%	89.3%	85.4%
Did OLSD prepare you for what you want to do after graduation?	91.4%	84.6%	80.9%
Were you encouraged to attempt advanced coursework?	84.6%	82.2%	80.6%
Did your teachers have high expectations for quality work?	94.2%	93.6%	92.8%
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	85.4%	81.4%	77.2%
Did OLSD facilitate maximum learning for you?	85.4%	81.6%	76.6%
% Choosing Highest 2 Ratings	2023	2022	2021
Overall, my math courses were challenging.	91.7%	89.6%	90.3%
Overall, my science courses were challenging.	88.9%	88.2%	86.2%
Overall, my social studies courses were challenging.	77.8%	73.7%	73.1%
Overall, my English courses were challenging.	78.9%	75.1%	79.7%
OLSD actively partners with parents and community.	68.4%	59.5%	59.9%
OLSD offers a focused and challenging curriculum.	87.2%	83.2%	83.1%
Staff at OLSD work together to improve student achievement.	81.6%	76.3%	74.4%
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	74.7%	69.4%	67.5%
Instruction in my classes was focused on students being actively involved in understanding the material.	80.0%	73.7%	70.7%
Student input is sought by teachers and administrators when making decisions how the school operates.	67.7%	57.4%	54.0%

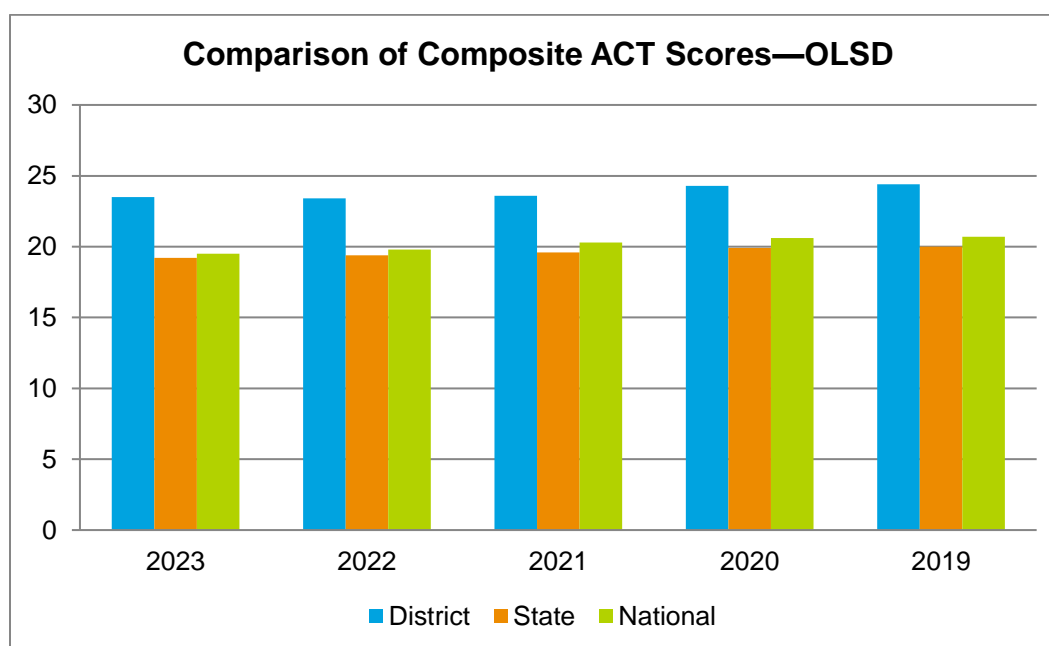
DISTRICT**ACT College Readiness Benchmark**

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)
2023	44%	75%	58%	64%	58%
2022	45%	76%	58%	65%	58%
2021	46%	78%	63%	64%	60%
2020	49%	82%	68%	68%	62%
2019	50%	81%	67%	67%	64%

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

ACT Mean Score

ACT Mean Scores	2023	2022	2021	2020	2019
District	23.5	23.4	23.6	24.3	24.4
State	19.2	19.4	19.6	19.9	20.0
National	19.5	19.8	20.3	20.6	20.7

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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

OLSD juniors and seniors	22-23	21-22	20-21	19-20	18-19
% students who met the requirement	84.0	82.0%	83.2%	83.9%	78.8%

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 2021 report details performance of high school graduates in 2021 enrolling as first-time college students in Fall 2021.

% Taking Developmental Coursework in Ohio Public College	
OLSD Class 21	9.2%
OLSD Class 20	11.8%
OLSD Class 19	10.8%*
OLSD Class 18	13%
OLSD Class 17	15%

*First time reported to the tenths digit.

National High School Rankings

Ranking List	Publisher	2023 Ranking			
		OBHS	OHS	OLHS	OOHS
Best High Schools	US News and World Report	570	392	333	601
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 FY22 ACFR on October 25, 2023.
- Maintain or increase the district's bond rating with both Moody's and Standard & Poor's.
MET—Moody's reaffirmed the Aa1 rating via a rating outlook published on October 12, 2023. Further, S&P reaffirmed its AAA outlook on May 12, 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 January 19, 2023.

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 was \$13,424 in fiscal year 2022, and it fell to \$13,375 in fiscal year 2023. The District's expenditure cost per pupil was just outside of the top quartile.
- 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.
NOT MET—The District did not rank in the top quartile for percentage of classroom instruction expenditures as compared to "comparable districts", but did rank in the top quartile for all Districts exceeding 10,000 students.
- 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 14.67:1 for the 2022-23 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	Operating EPP
Springboro Community City	\$10,800
Lakota Local	\$12,436
Forest Hills Local	\$13,332
Olentangy Local	\$13,375
Mason City	\$13,848
New Albany-Plain Local	\$15,578
Sycamore Community City	\$16,461
Hudson City	\$16,713
Dublin City	\$17,208
Upper Arlington City	\$17,322

District	Operating Expenditures	Instructional Expenditures	CRI%
Upper Arlington City	\$110,717,306	\$85,351,711	77.1%
Dublin City	\$274,279,998	\$205,128,295	74.8%
Forest Hills Local	\$93,939,200	\$69,502,534	74.0%
Olentangy Local	\$299,986,177	\$221,096,903	73.7%
Sycamore Community City	\$92,140,097	\$67,520,817	73.3%
Mason City	\$136,917,279	\$99,368,437	72.6%
Springboro Community City	\$62,271,012	\$44,319,353	71.2%
Hudson City	\$76,140,284	\$53,500,857	70.3%
New Albany-Plain Local	\$77,794,475	\$54,615,484	70.2%
Lakota Local	\$210,944,686	\$145,080,244	68.8%

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	22-23	21-22	20-21	19-20	18-19
Overall Pupil/Certified Teacher Ratio	14.67	14.57	15.08	15.19	15.37

DISTRICT**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.
NOT MET—A community survey was most recently administered during the 2023-2024 school year. Not all identified areas were measured in the survey, but of the two that were, the results decreased slightly.
- Measurable community outreach at all levels of administration include annual reports from principals to the superintendent on community engagement.
MET—During the 2022-2023 school year, there were 35+ district-wide, content-specific parent and community events and forums held in both in-person and virtual formats. In addition, each building reported a variety of events that engaged their school community.

Community Survey

A community survey was conducted during September 2023 by Fallon Research & Communications, Inc. Three hundred registered voters were interviewed by phone at that time.

Area & Survey item	% Choosing positive rating	September 2023	September 2019
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?	85%	88%
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?	63%	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?	N/A	65%

Community Engagement

Parent Academy events held during the 2022-2023 school year included:

- Parent & Caregiver Summer Series: Wellness Wednesdays Presented by OSUWMC Mental Health Specialists in Partnership with Olentangy Schools
 - June: Self-care
 - June 8, 2022 Relaxation
 - June 15, 2022 Mindfulness
 - June 22, 2022 Self-Regulation
 - July: Support
 - July 13, 2022 Setting Boundaries
 - July 20, 2022 Supporting Emotional Health and Regulation
 - July 27, 2022 School Avoidance
 - August: Planning
 - August 3, 2022 Preparing for Transitions
 - August 10, 2022 Back to School Basics

DISTRICT

2. Special Education Resource Series
 - a. September 28, 2022 Starting the Year on the Right Foot
 - b. October 20, 2022 Twice Exceptional Students: How to Support Them at Home and School
 - c. November 30, 2022 Dyslexia in Olentangy Schools
 - d. February 22, 2023 Supporting Students with Mental Health and Developmental Disabilities
3. October 19, 2022 The State of the Central Ohio Workforce: A Session Featuring Five of Central Ohio's Top Employers
4. OhioHealth Prevention Programming for Parents: Your Child and Healthy Relationships Webinar Series
 - a. November 15, 2022 Bystander Intervention and Safe Communities
5. December 1, 2022 Drug-Free Delaware Presents Hidden in Plain Sight
6. January 2023 Understanding and Supporting Neurodivergent Students in our Community with OSU Special Education Department
7. March 2023 Understanding School Avoidance with OSU Mental Health Specialist
8. Syntero Virtual Parent Workshop Series
 - a. October 4, 2022 How to Talk with kids About Traumatic Events
 - b. November 29, 2022 Settings Boundaries with Adolescents in the Age of Social Media
 - c. February 7, 2023 Mental Health 101: Introduction to and Understanding Mental Health in Children and Adolescents
 - d. April 18, 2023 Mental Health 201: Practical Skills for Supporting Your Student

Community Events held during the 2022-2023 school year included:

1. Community Engagement Series
 - a. November 30, 2022 Staff Professional Learning
 - b. January 11, 2023 Student Mental Health and Well-being
 - c. February 28, 2023 School Safety, Security and Preparedness
 - d. April 18, 2023 District Finances
2. January 16, 2023 MLK Day of Service
3. Local History Plunge
 - a. January 21, 2023
 - b. February 11, 2023
4. February 4, 2023 ONE Community Conference
5. March 7, 2023 State of the Schools

Additional District Engagement Events held during the 2022-2023 school year included:

1. August 23, 2022 Parent/Guardian Technology Support Night
2. September 21, 2022 Multilingual Family Night
3. Redistricting Forum
 - a. November 7, 2022
 - b. November 9, 2022
4. January 31, 2023 School Funding 101
5. March 14, 2023 Superintendent Search Parent Focus Group

Schools 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. Events include 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.

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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.
NOT MET—Only 3 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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—Only 4 of 7 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index was 101.1 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 55.9% with a four-star rating.

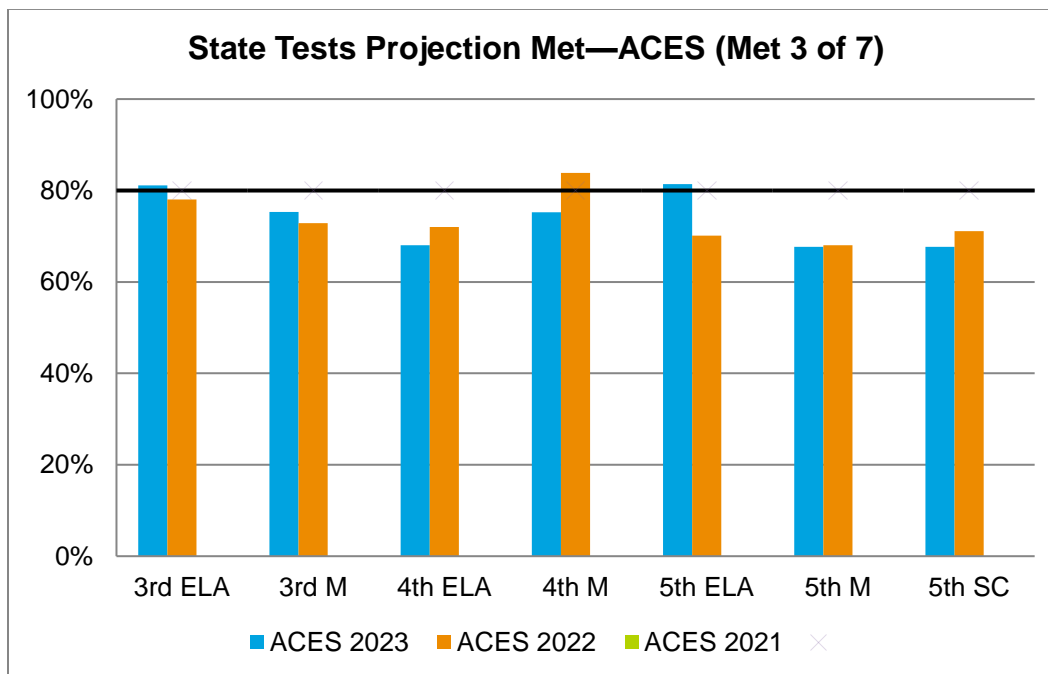
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
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—Only 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.
NOT MET—Performance Index ranking decreased from the top 6.3% to the top 16.7% in the State.

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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.
NOT MET—Only 3 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2023	81.1%	75.3%	68.0%	75.3%	81.4%	67.6%	67.6%
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
N Matched (2023)	90	89	97	97	102	102	102







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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

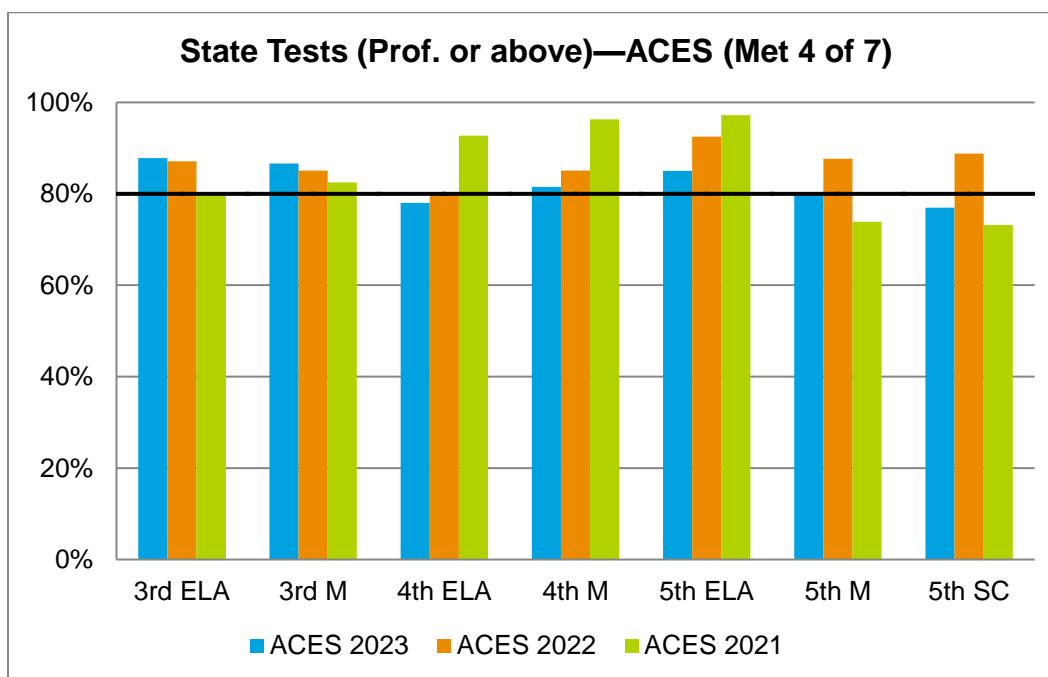
ACES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-1.68	-0.08	-1.72	-0.08	-2.32	-0.16	-2.94	-0.09
Grade 4	-3.03	-0.21	0.34	0.02			-1.81	-0.09
Grade 5	0.62	0.04	-2.82	-0.18	-2.32	-0.16	-2.29	-0.09

-  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—Only 4 of 7 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index was 101.1 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 55.9% with a four-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2023	87.8%	86.6%	78.0%	81.5%	85.0%	79.8%	77.0%
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%

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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	22-23	21-22	20-21	19-20	18-19
Alum Creek Elementary	101.1	104.2	93.7	N/A	109.0

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).

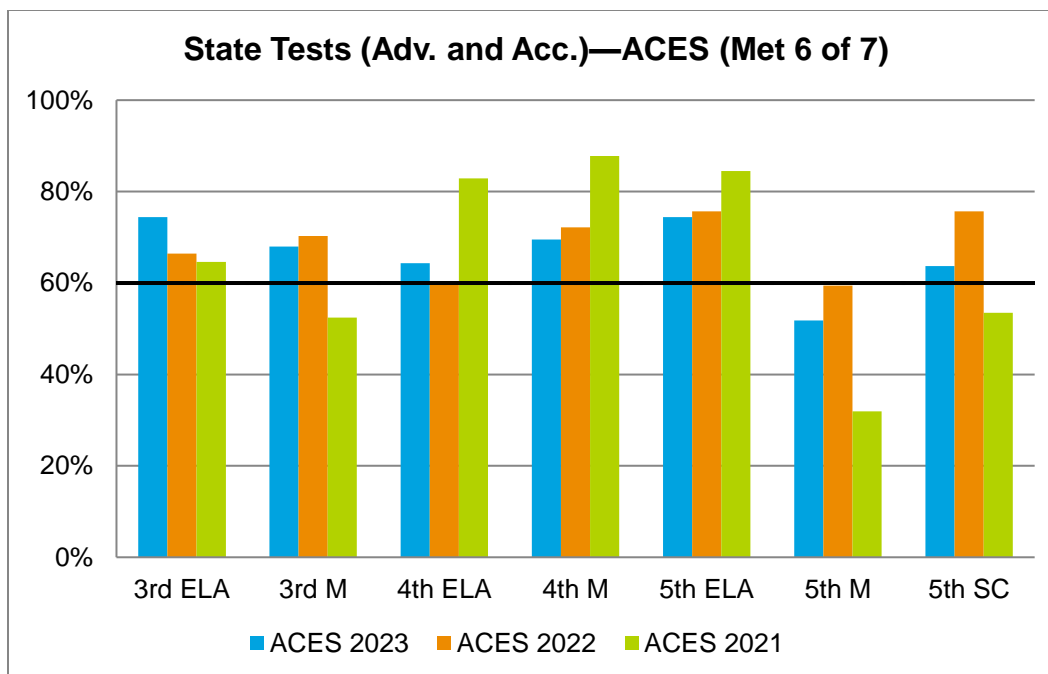
22-23 AMO Goals—ACES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.9	80.9	100.0	1	-0.62
Economic Disadvantage	85.9	66.1	83.8	1	-0.23
Asian or Pacific Islander	107.3	87.6	95.8	1	-0.23
Black, Non-Hispanic	83.8	57.2	79.7	1	-1.25
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	98.3	68.1	84.4	1	NR
Multiracial	103.6	73.1	88.0	1	1.61
White, Non-Hispanic	104.0	85.1	92.4	1	-1.02
Students with Disabilities	73.8	53.2	76.3	1	-0.48
English Learner	85.7	64.6	80.9	1	-0.38

22-23 AMO Goals—ACES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	100.3	74.3	100.0	1	-1.70
Economic Disadvantage	77.0	57.5	84.0	1	-0.78
Asian or Pacific Islander	105.3	84.8	98.8	1	0.16
Black, Non-Hispanic	76.2	47.0	78.5	1	-1.75
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	85.6	59.9	84.6	1	NR
Multiracial	107.3	63.7	87.6	1	0.05
White, Non-Hispanic	101.8	78.4	93.1	1	-1.37
Students with Disabilities	70.6	48.4	76.8	1	-1.70
English Learner	84.3	59.2	83.4	1	-0.79

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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—Only 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.
NOT MET—Performance Index ranking decreased from the top 6.3% to the top 16.7% in the State.

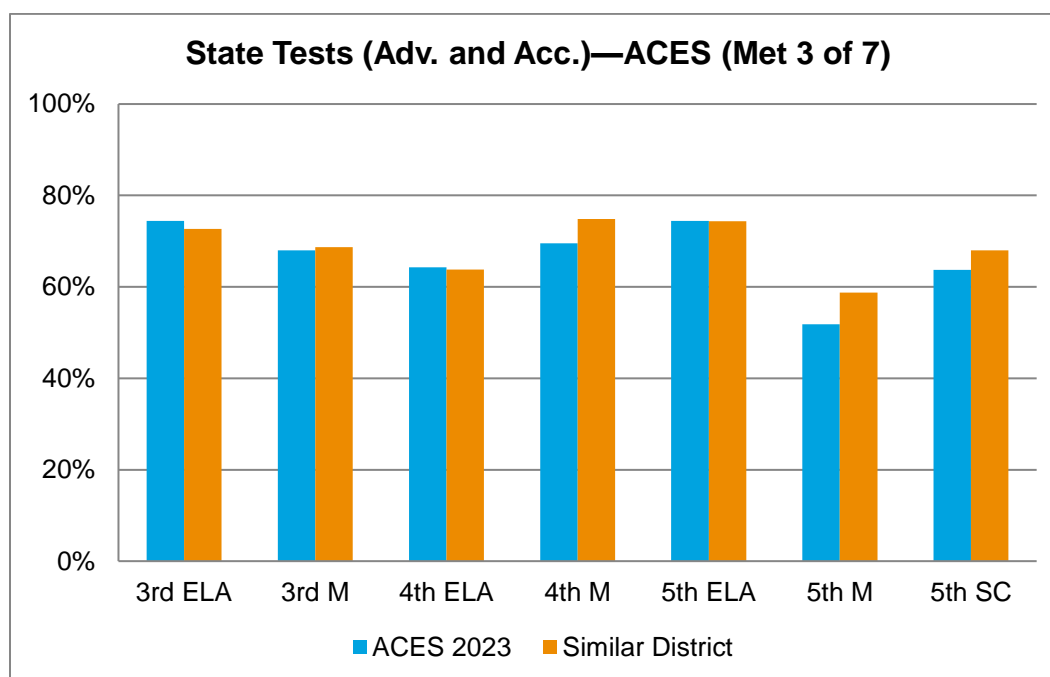


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2023	74.4%	68.0%	64.3%	69.5%	74.4%	51.8%	63.7%
ACES 2022	66.4%	70.3%	60.4%	72.2%	75.7%	59.4%	75.7%
ACES 2021	64.6%	52.4%	82.9%	87.8%	84.5%	31.9%	53.5%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ACES 2023	74.4%	68.0%	64.3%	69.5%	74.4%	51.8%	63.7%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
ACES rank among all buildings	110	42	N/A	N/A	19
ACES within top % of the State	16.7%	6.3%	N/A	N/A	2.8%

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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.
NOT MET—Only 3rd grade ELA increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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—Only 3 of 7 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
NOT MET—Performance Index decreased from 99.8 to 98.6 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 64.2% with a five-star rating.

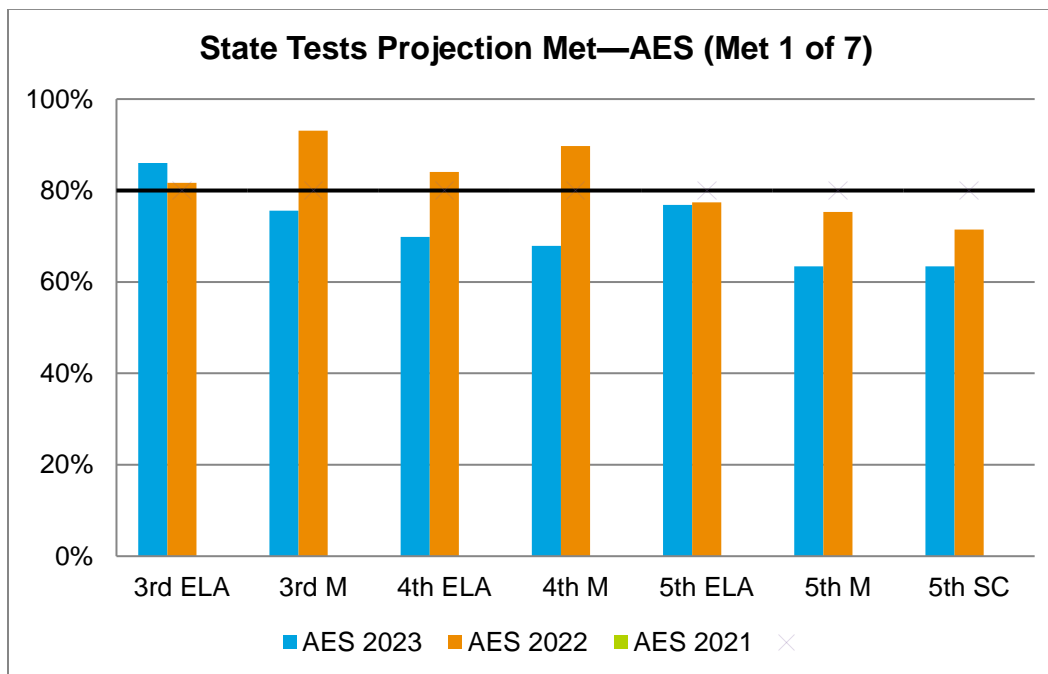
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—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—Only 5th grade math surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
NOT MET—Performance Index ranking decreased from the top 15.5% to the top 22.2% in the State.

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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.
NOT MET—Only 3rd grade ELA increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2023	86.0%	75.6%	69.9%	67.9%	76.8%	63.4%	63.4%
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
N Matched (2023)	86	86	83	84	82	82	82







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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

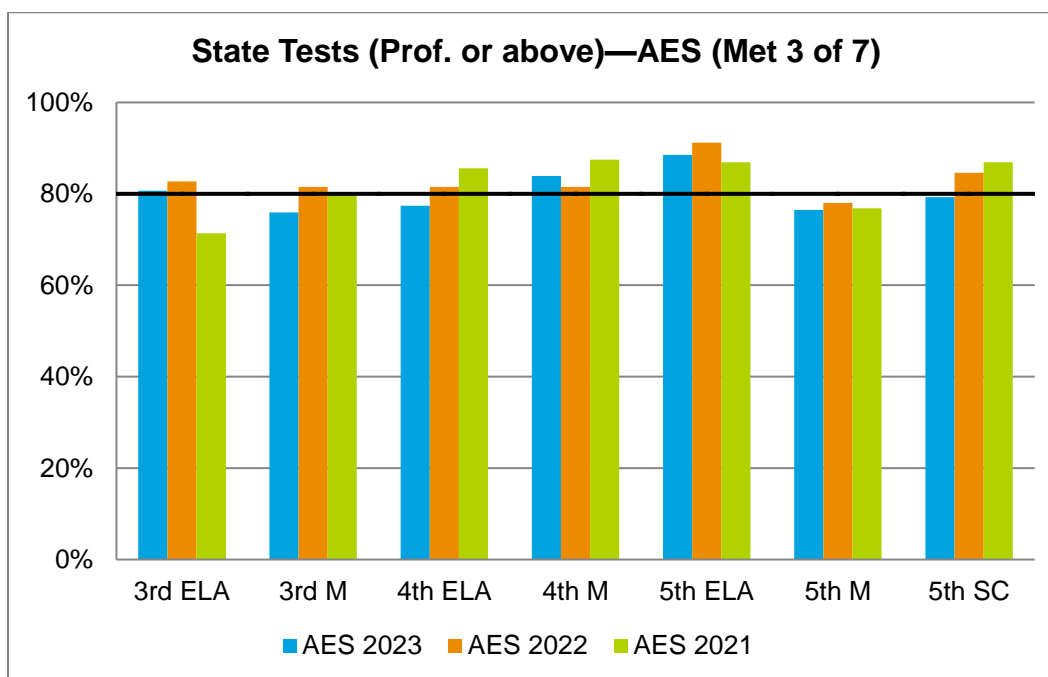
AES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.57	0.03	-3.01	-0.15	-0.50	-0.04	-1.59	-0.05
Grade 4	0.13	0.01	-2.74	-0.20			-1.65	-0.09
Grade 5	0.67	0.05	-1.42	-0.10	-0.50	-0.04	-0.59	-0.02

-  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—Only 3 of 7 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
NOT MET—Performance Index decreased from 99.8 to 98.6 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 64.2% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2023	80.7%	75.9%	77.4%	83.9%	88.5%	76.5%	79.3%
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%

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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	22-23	21-22	20-21	19-20	18-19
Arrowhead Elementary	98.6	99.8	80.8	N/A	100.6

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).

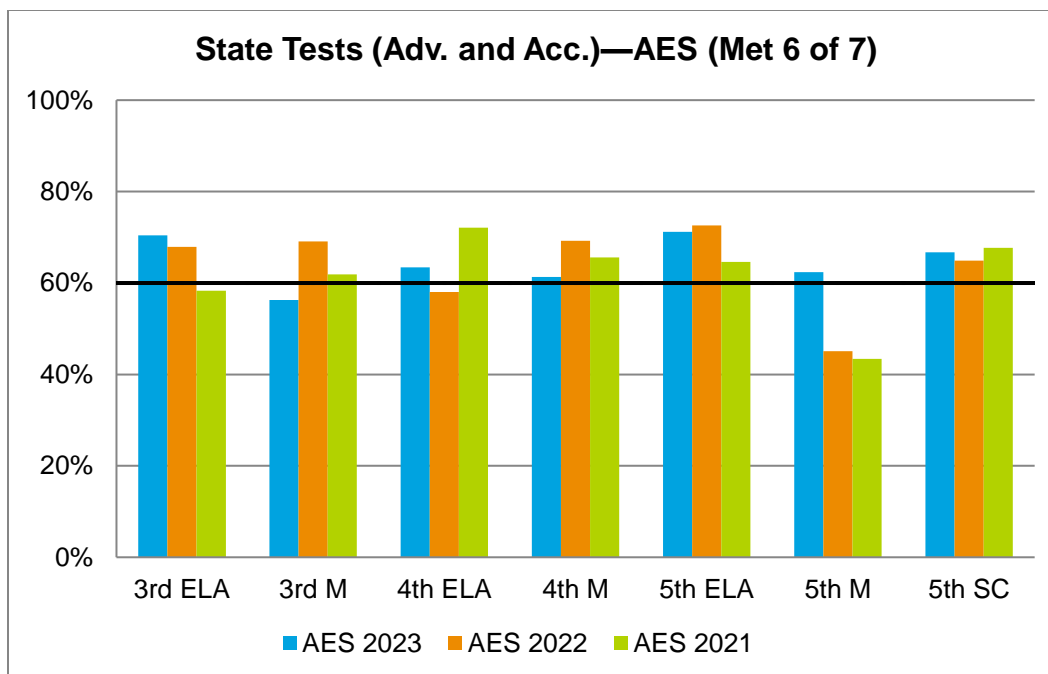
22-23 AMO Goals—AES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	101.0	80.9	100.0	1	0.19
Economic Disadvantage	82.4	66.1	83.8	1	0.21
Asian or Pacific Islander	110.0	87.6	95.8	1	0.18
Black, Non-Hispanic	NR	57.2	79.7	NR	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	93.9	68.1	84.4	1	0.35
Multiracial	NR	73.1	88.0	NR	NR
White, Non-Hispanic	101.0	85.1	92.4	1	-0.35
Students with Disabilities	62.5	53.2	76.3	1	0.51
English Learner	92.0	64.6	80.9	1	0.12

22-23 AMO Goals—AES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	96.0	74.3	100.0	1	-3.86
Economic Disadvantage	78.0	57.5	84.0	1	-1.74
Asian or Pacific Islander	110.0	84.8	98.8	1	0.70
Black, Non-Hispanic	NR	47.0	78.5	NR	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	87.9	59.9	84.6	1	-0.76
Multiracial	NR	63.7	87.6	NR	NR
White, Non-Hispanic	95.4	78.4	93.1	1	-4.26
Students with Disabilities	55.8	48.4	76.8	1	-1.44
English Learner	92.6	59.2	83.4	1	0.12

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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—Only 5th grade math surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
NOT MET—Performance Index ranking decreased from the top 15.5% to the top 22.2% in the State.

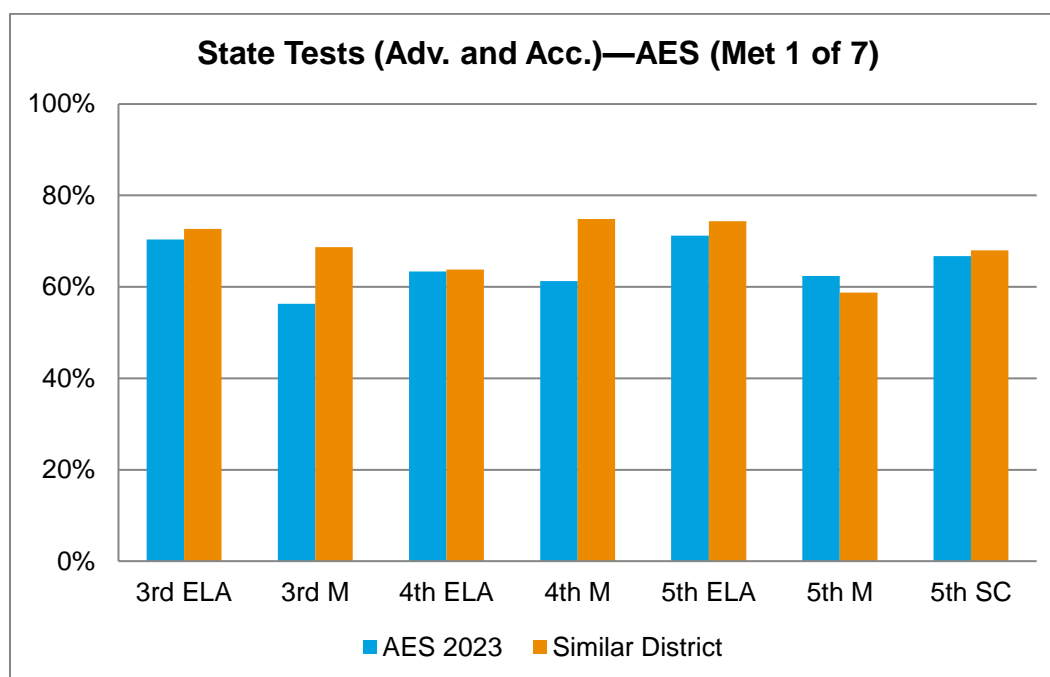


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2023	70.4%	56.3%	63.4%	61.3%	71.2%	62.4%	66.7%
AES 2022	67.9%	69.1%	58.0%	69.2%	72.6%	45.1%	64.9%
AES 2021	58.3%	61.9%	72.1%	65.6%	64.6%	43.4%	67.7%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
AES 2023	70.4%	56.3%	63.4%	61.3%	71.2%	62.4%	66.7%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
AES rank among all buildings	146	103	N/A	N/A	138
AES within top % of the State	22.2%	15.5%	N/A	N/A	20.4%

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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.
MET—4 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 105.9 to 107.0 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 73.5% with a five-star rating.

Benchmark 4: Top of State and Nation

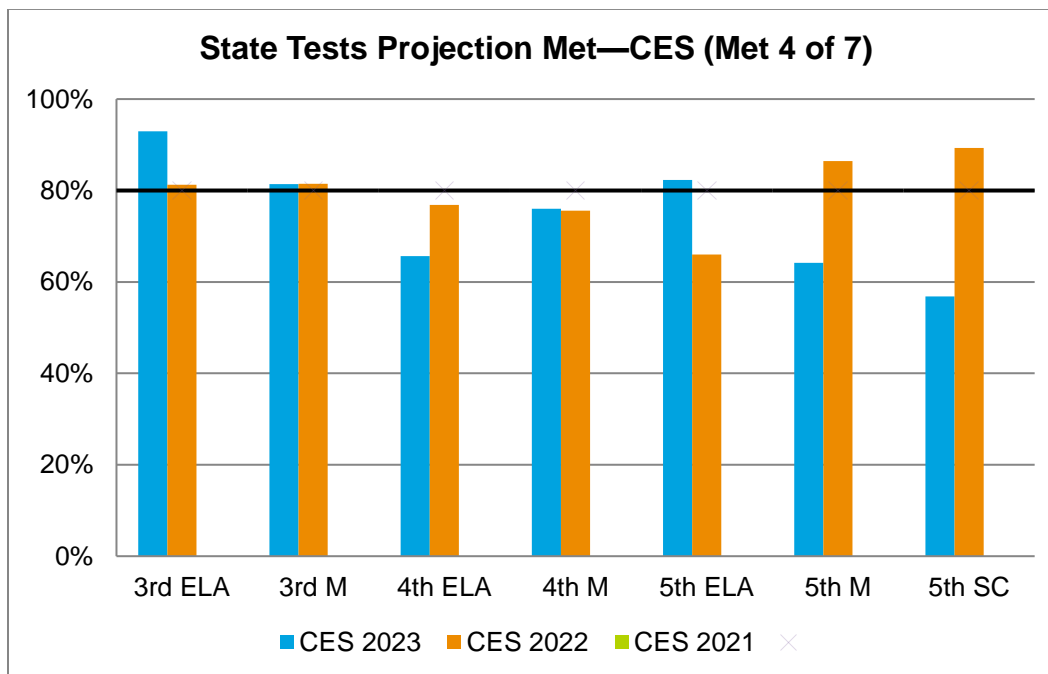
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—6 of 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 increased from the top 3.6% to the top 2.9% in the State.

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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.

MET—4 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2023	92.9%	81.4%	65.7%	76.0%	82.3%	64.2%	56.8%
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
N Matched (2023)	113	113	99	100	96	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—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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

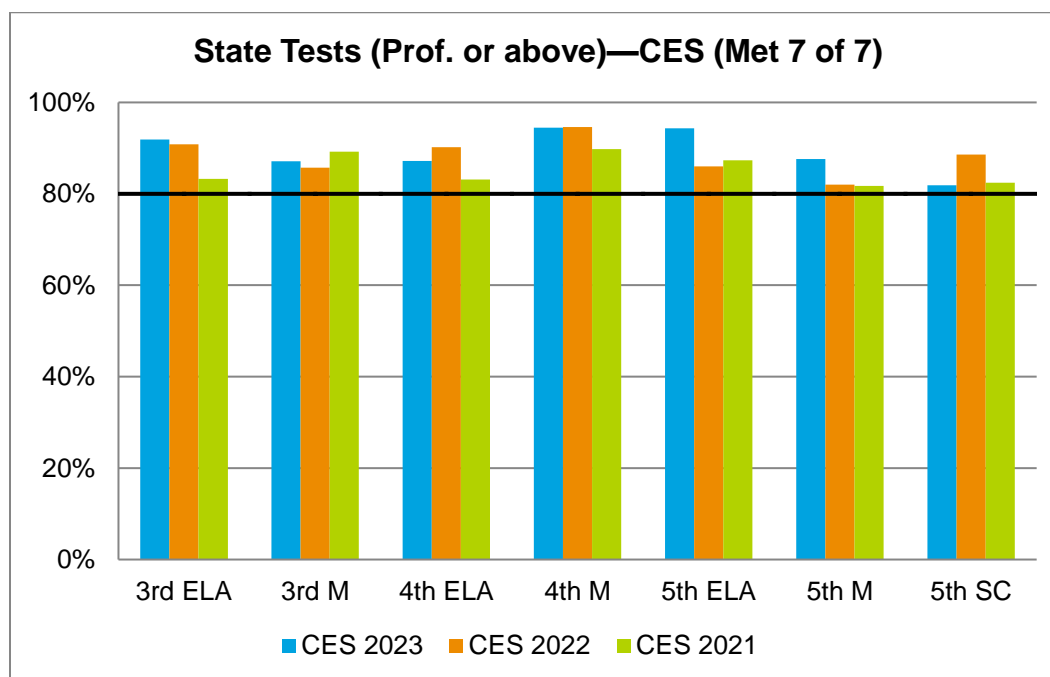
CES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-2.48	-0.12	1.19	0.06	-2.57	-0.18	-1.72	-0.05
Grade 4	-1.01	-0.07	0.02	0.00			-0.66	-0.03
Grade 5	-2.38	-0.17	1.64	0.11	-2.57	-0.18	-1.76	-0.07

	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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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 105.9 to 107.0 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 73.5% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2023	91.9%	87.1%	87.2%	94.5%	94.3%	87.6%	81.9%
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%

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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	22-23	21-22	20-21	19-20	18-19
Cheshire Elementary	107.0	105.9	87.9	N/A	109.7

Annual Measurable Objectives (AMOs)

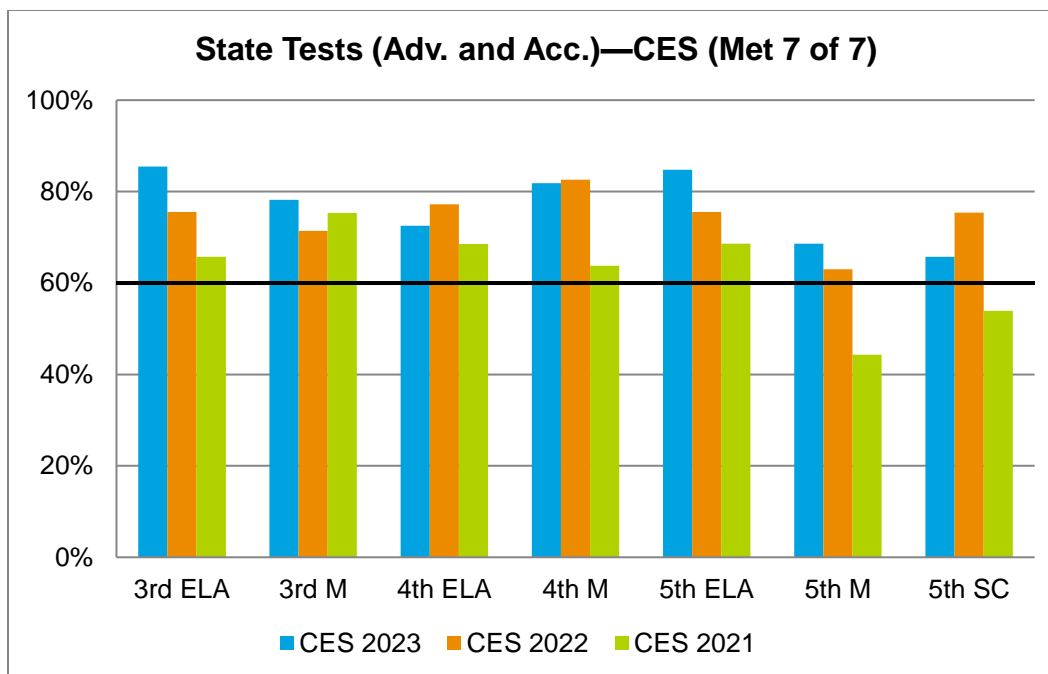
Annual Measurable Objectives (AMOs) measure the academic performance of specific subgroups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals (measured through a Performance Index) for that subgroup to determine if gaps still exist.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

22-23 AMO Goals—CES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	109.4	80.9	100.0	1	-2.17
Economic Disadvantage	NR	66.1	83.8	NR	NR
Asian or Pacific Islander	114.3	87.6	95.8	1	-0.57
Black, Non-Hispanic	108.8	57.2	79.7	1	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	109.5	68.1	84.4	1	NR
Multiracial	106.3	73.1	88.0	1	NR
White, Non-Hispanic	107.8	85.1	92.4	1	-2.02
Students with Disabilities	84.6	53.2	76.3	1	-0.45
English Learner	109.3	64.6	80.9	1	NR

22-23 AMO Goals—CES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.4	74.3	100.0	1	1.10
Economic Disadvantage	NR	57.5	84.0	NR	NR
Asian or Pacific Islander	113.1	84.8	98.8	1	0.66
Black, Non-Hispanic	101.3	47.0	78.5	1	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	106.5	59.9	84.6	1	NR
Multiracial	101.3	63.7	87.6	1	NR
White, Non-Hispanic	104.5	78.4	93.1	1	0.69
Students with Disabilities	77.7	48.4	76.8	1	0.78
English Learner	110.0	59.2	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 increased from the top 3.6% to the top 2.9% in the State.

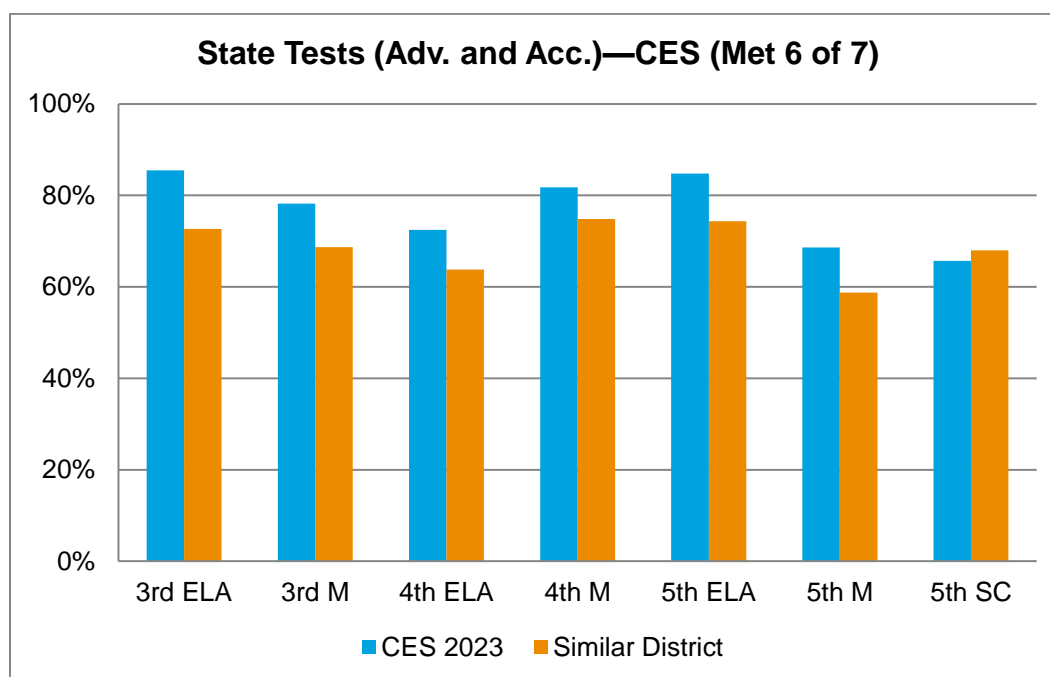


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2023	85.5%	78.2%	72.5%	81.8%	84.8%	68.6%	65.7%
CES 2022	75.5%	71.4%	77.2%	82.6%	75.5%	63.0%	75.4%
CES 2021	65.7%	75.3%	68.5%	63.8%	68.6%	44.3%	53.9%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
CES 2023	85.5%	78.2%	72.5%	81.8%	84.8%	68.6%	65.7%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
CES rank among all buildings	19	24	N/A	N/A	13
CES within top % of the State	2.9%	3.6%	N/A	N/A	1.9%

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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.
NOT MET—Only 3 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 104.0 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 72.5% with a five-star rating.

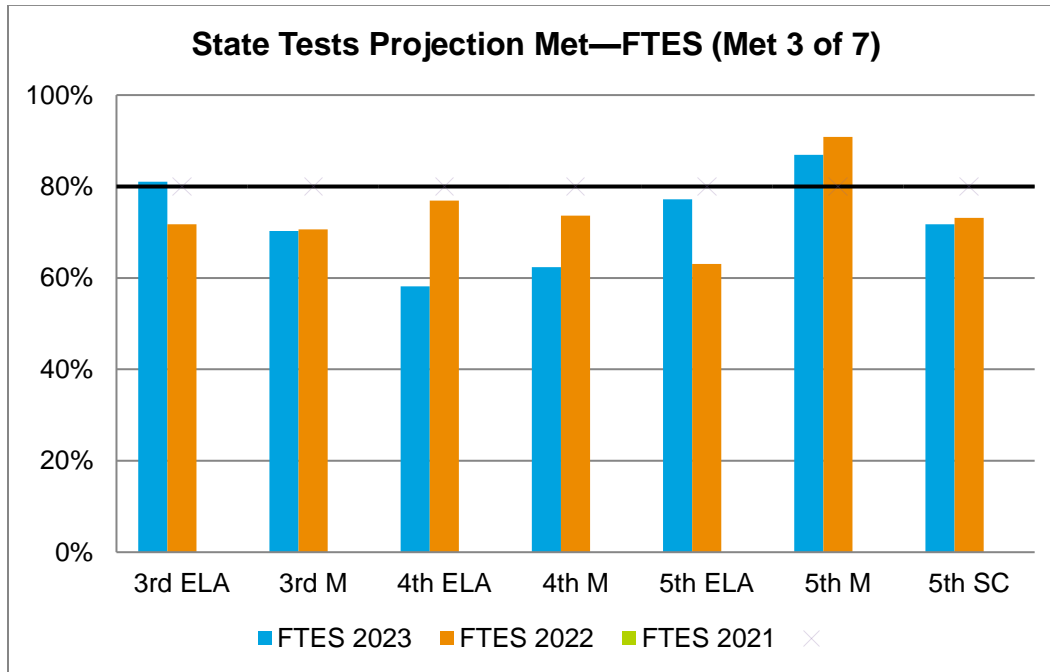
Benchmark 4: Top of State and Nation

- 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 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 9.1% in the State.

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FREEDOM TRAIL 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.
NOT MET—Only 3 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2023	81.1%	70.3%	58.1%	62.4%	77.2%	87.0%	71.7%
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
N Matched (2023)	111	111	86	85	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—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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

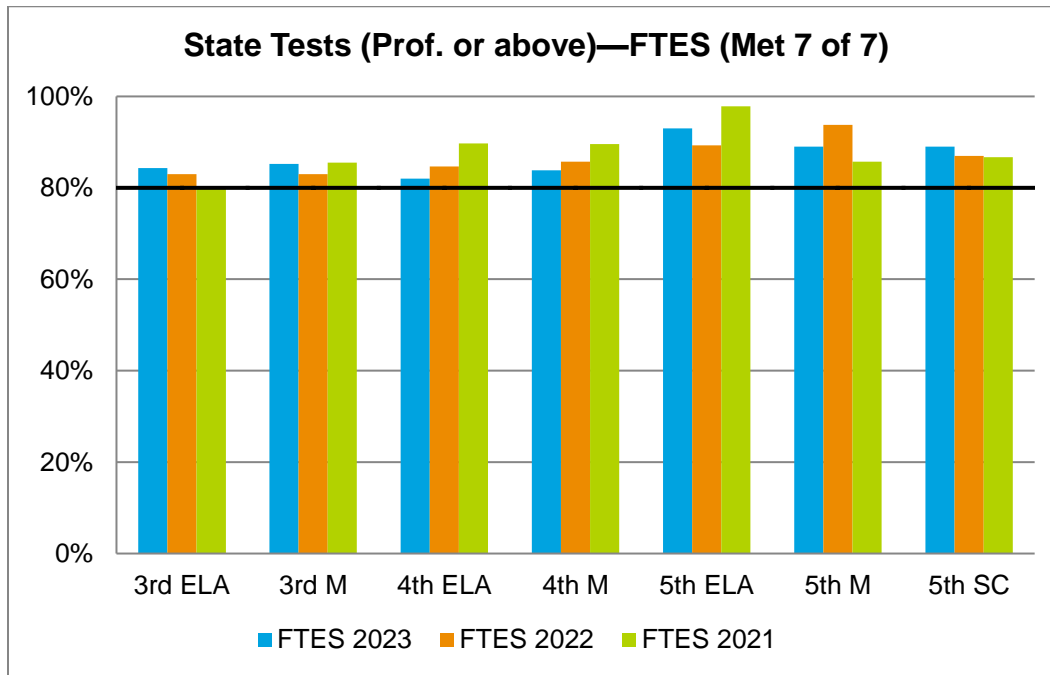
FTES Test Grade	ELA		Math		Science		All Tests	
	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.56	0.03	4.17	0.20	-0.64	-0.04	2.52	0.08
Grade 4	1.10	0.08	-2.28	-0.16			-0.70	-0.03
Grade 5	-0.08	0.00	7.97	0.52	-0.64	-0.04	3.98	0.17

-  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

2023 ANNUAL REPORT
FREEDOM TRAIL 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 104.0 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 72.5% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2023	84.3%	85.2%	82.0%	83.8%	93.0%	89.0%	89.0%
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%

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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	22-23	21-22	20-21	19-20	18-19
Freedom Trail Elementary	104.2	104.0	89.2	N/A	109.2

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).

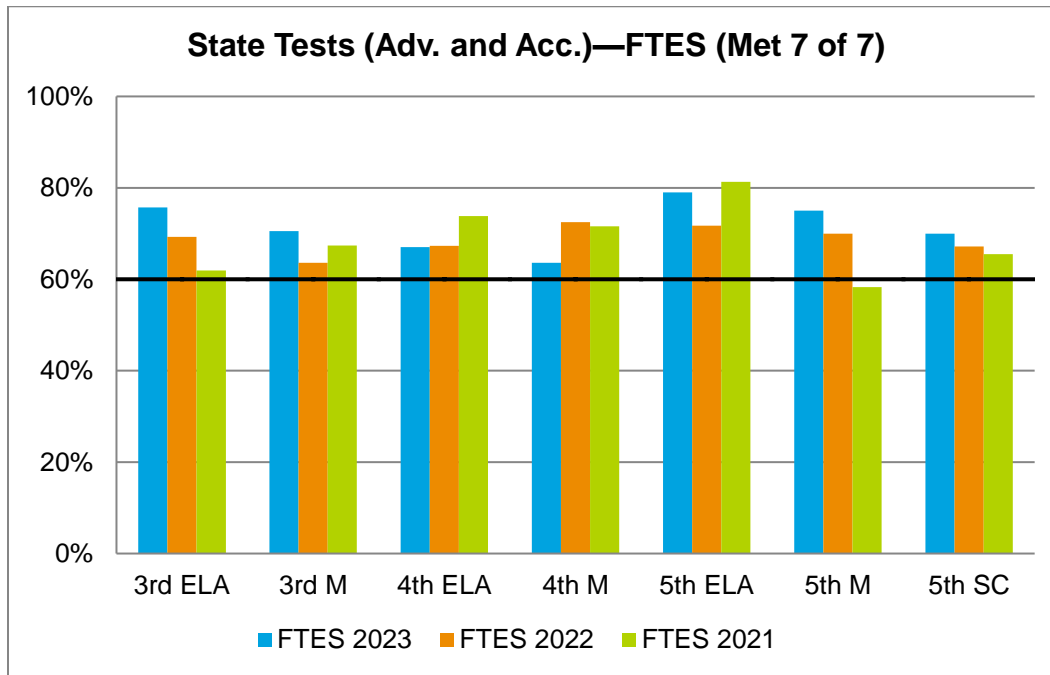
22-23 AMO Goals—FTES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	105.0	80.9	100.0	1	1.44
Economic Disadvantage	86.2	66.1	83.8	1	-0.26
Asian or Pacific Islander	106.9	87.6	95.8	1	0.12
Black, Non-Hispanic	87.5	57.2	79.7	1	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	NR	68.1	84.4	NR	NR
Multiracial	99.0	73.1	88.0	1	NR
White, Non-Hispanic	106.8	85.1	92.4	1	2.13
Students with Disabilities	68.4	53.2	76.3	1	-0.22
English Learner	89.1	64.6	80.9	1	NR

22-23 AMO Goals—FTES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.9	74.3	100.0	1	1.68
Economic Disadvantage	90.0	57.5	84.0	1	1.12
Asian or Pacific Islander	103.5	84.8	98.8	1	1.35
Black, Non-Hispanic	80.6	47.0	78.5	1	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	NR	59.9	84.6	NR	NR
Multiracial	96.5	63.7	87.6	1	NR
White, Non-Hispanic	105.0	78.4	93.1	1	1.22
Students with Disabilities	67.9	48.4	76.8	1	-0.49
English Learner	92.7	59.2	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—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 9.1% in the State.

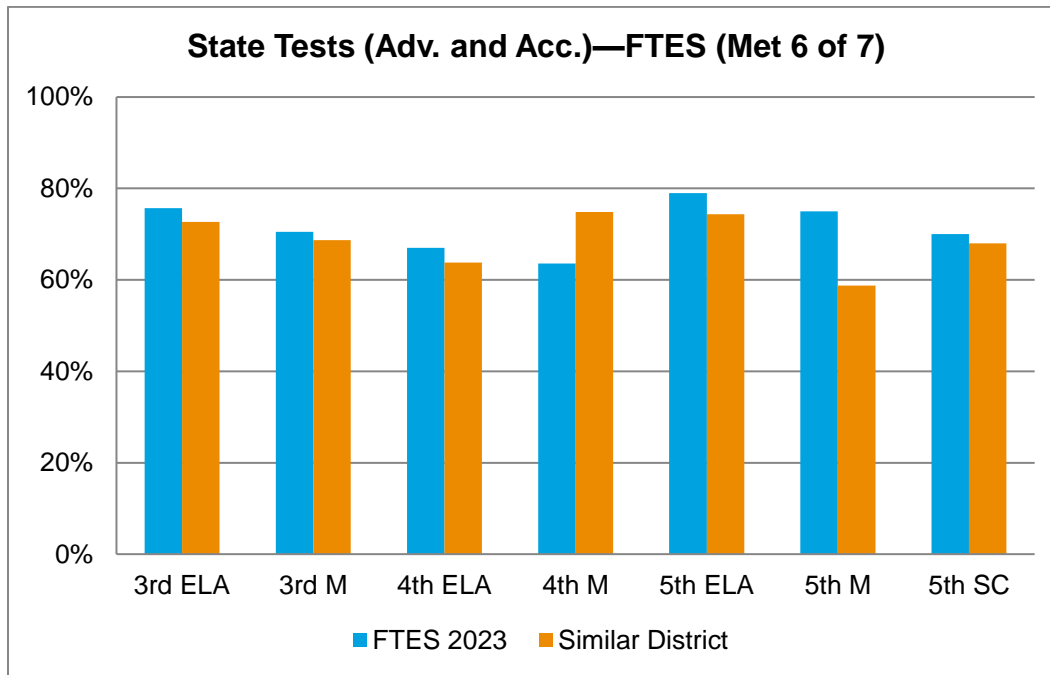


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2023	75.7%	70.5%	67.0%	63.6%	79.0%	75.0%	70.0%
FTES 2022	69.3%	63.6%	67.3%	72.5%	71.7%	70.0%	67.2%
FTES 2021	61.9%	67.4%	73.8%	71.6%	81.3%	58.3%	65.5%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
FTES 2023	75.7%	70.5%	67.0%	63.6%	79.0%	75.0%	70.0%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
FTES rank among all buildings	60	45	N/A	N/A	16
FTES within top % of the State	9.1%	6.8%	N/A	N/A	2.4%

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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.
NOT MET—Only 3 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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—Only 4 of 7 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 100.8 to 100.9 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 64.4% with a five-star rating.

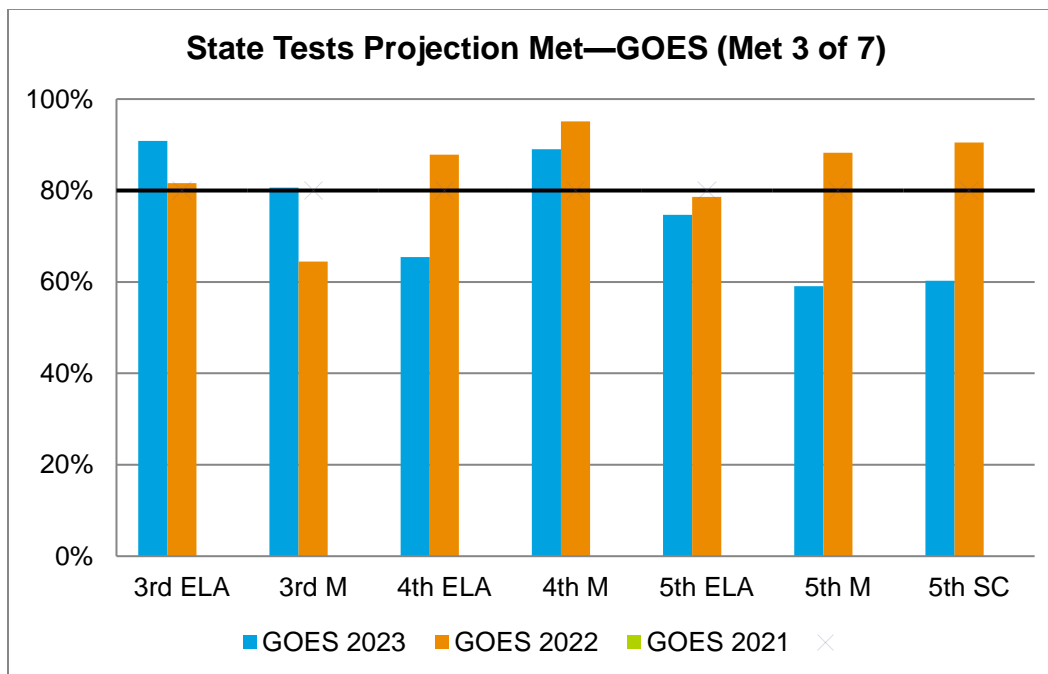
Benchmark 4: Top of State and Nation

- 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.
NOT MET—Only 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.
NOT MET—Performance Index ranking decreased from the top 13.5% to the top 17.5% in the State.

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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.
NOT MET—Only 3 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2023	90.8%	80.6%	65.4%	89.0%	74.7%	59.0%	60.2%
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
N Matched (2023)	98	98	81	82	83	83	83

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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

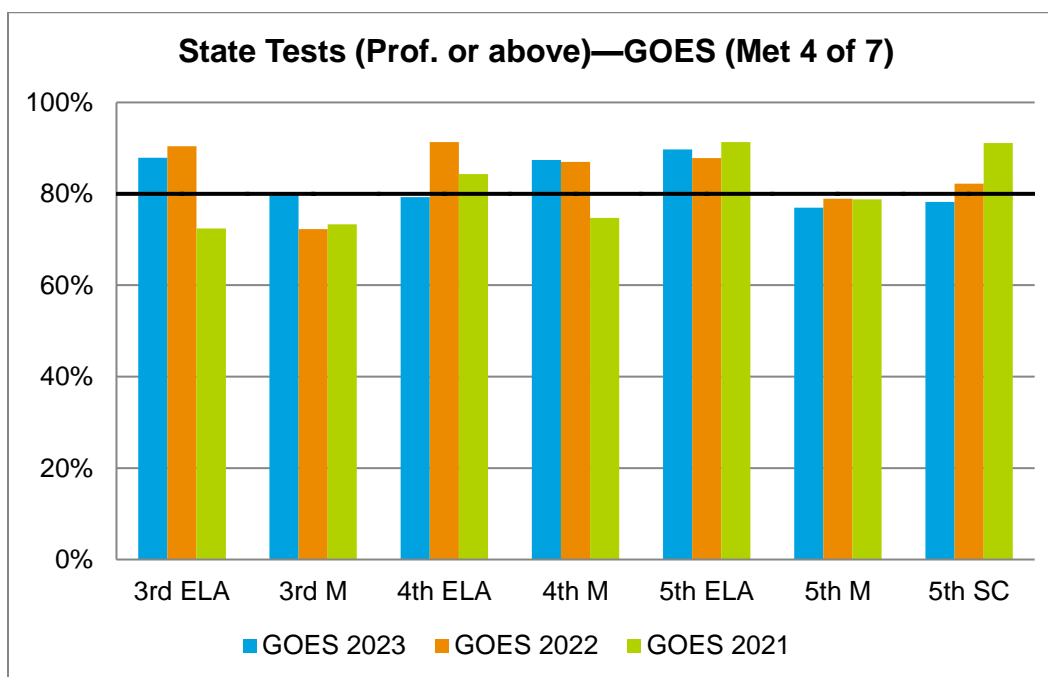
GOES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.62	0.03	3.09	0.16	-1.20	-0.09	1.76	0.06
Grade 4	2.17	0.17	2.99	0.22			3.35	0.20
Grade 5	-1.26	-0.10	1.39	0.10	-1.20	-0.09	-0.59	-0.02

	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—Only 4 of 7 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 100.8 to 100.9 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 64.4% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2023	87.9%	80.4%	79.3%	87.4%	89.7%	77.0%	78.2%
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%

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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	22-23	21-22	20-21	19-20	18-19
Glen Oak Elementary	100.9	100.8	79.0	N/A	104.4

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).

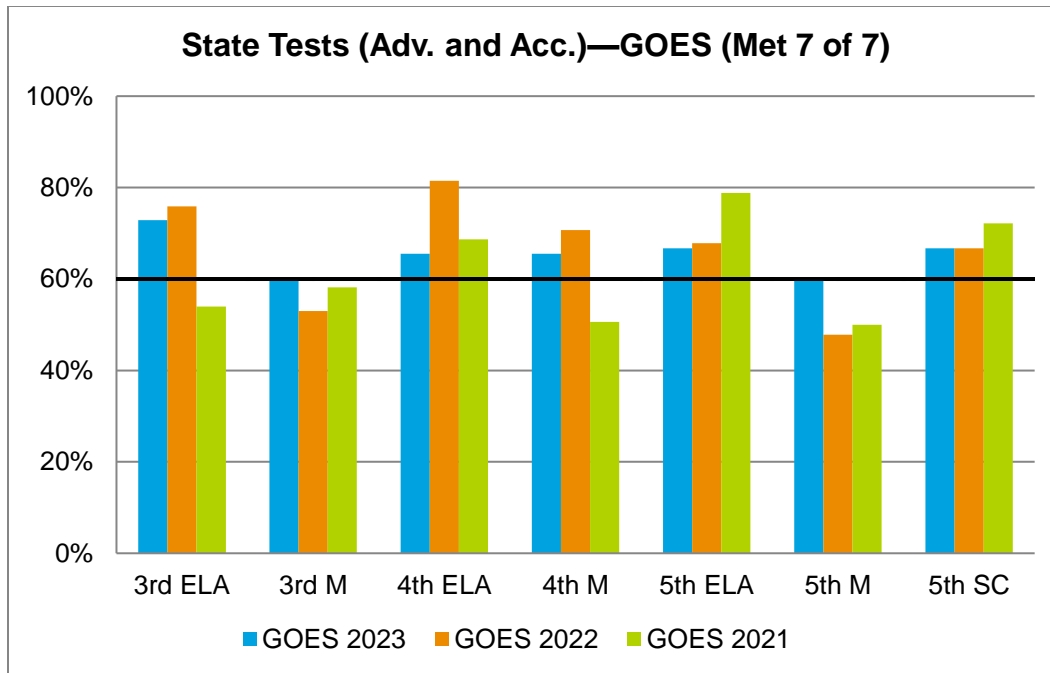
22-23 AMO Goals—GOES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.8	80.9	100.0	1	-1.68
Economic Disadvantage	91.5	66.1	83.8	1	-0.72
Asian or Pacific Islander	105.1	87.6	95.8	1	-1.59
Black, Non-Hispanic	91.3	57.2	79.7	1	-1.20
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	94.6	68.1	84.4	1	NR
Multiracial	108.3	73.1	88.0	1	-0.10
White, Non-Hispanic	106.8	85.1	92.4	1	-0.55
Students with Disabilities	75.0	53.2	76.3	1	-3.00
English Learner	87.5	64.6	80.9	1	1.04

22-23 AMO Goals—GOES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	98.6	74.3	100.0	1	-0.46
Economic Disadvantage	78.9	57.5	84.0	1	-0.74
Asian or Pacific Islander	109.4	84.8	98.8	1	-0.48
Black, Non-Hispanic	80.3	47.0	78.5	1	-0.95
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	84.2	59.9	84.6	1	NR
Multiracial	98.6	63.7	87.6	1	0.22
White, Non-Hispanic	100.0	78.4	93.1	1	0.23
Students with Disabilities	64.5	48.4	76.8	1	-1.97
English Learner	81.3	59.2	83.4	1	0.59

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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—Only 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.
NOT MET—Performance Index ranking decreased from the top 13.5% to the top 17.5% in the State.

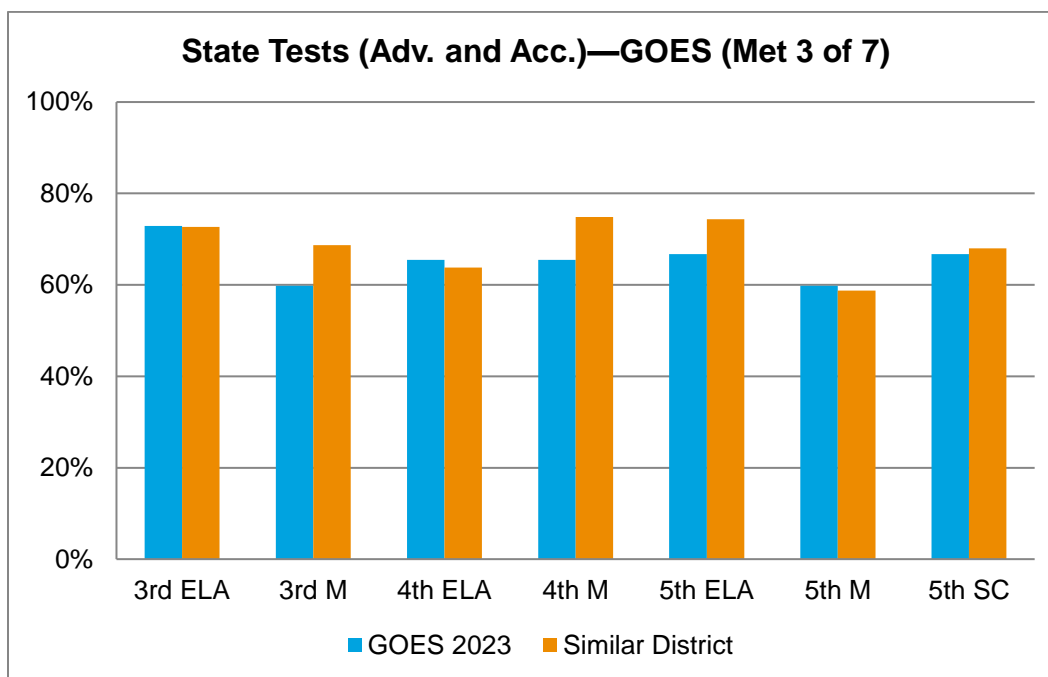


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2023	72.9%	59.8%	65.5%	65.5%	66.7%	59.8%	66.7%
GOES 2022	75.9%	53.0%	81.5%	70.7%	67.8%	47.8%	66.7%
GOES 2021	54.0%	58.2%	68.7%	50.6%	78.8%	50.0%	72.2%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
GOES 2023	72.9%	59.8%	65.5%	65.5%	66.7%	59.8%	66.7%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
GOES rank among all buildings	115	90	N/A	N/A	68
GOES within top % of the State	17.5%	13.5%	N/A	N/A	10.1%

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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.

MET—4 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 105.9 to 107.7 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 70.6% with a five-star rating.

Benchmark 4: Top of State and Nation

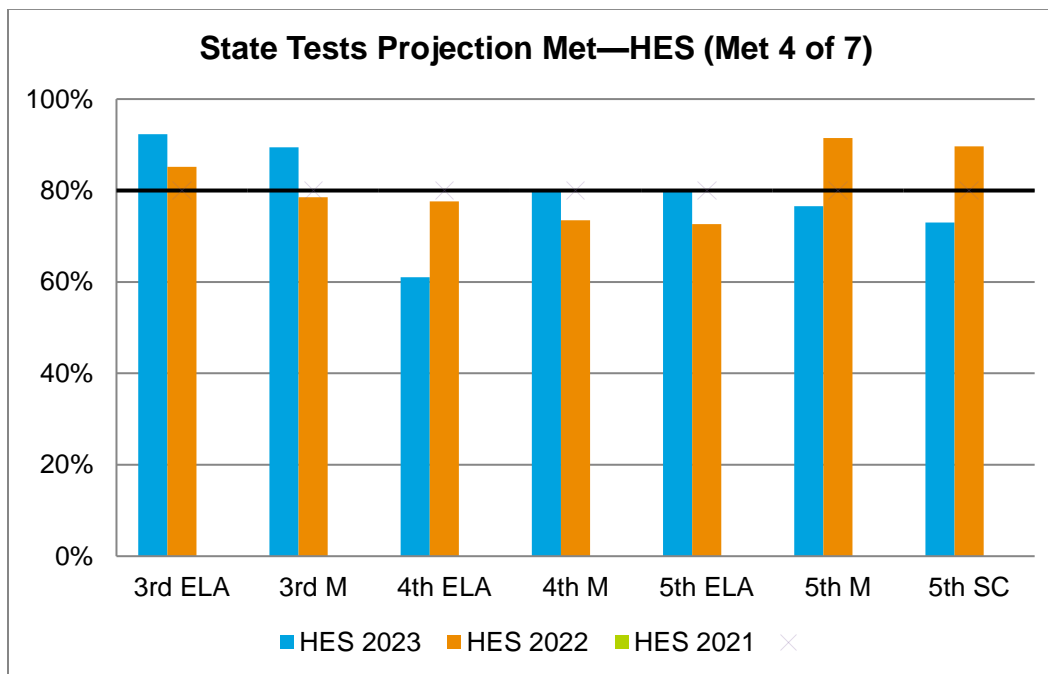
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—All 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 increased from the top 3.8% to the top 2.6% in the State.

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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.

MET—4 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2023	92.3%	89.4%	61.0%	79.9%	80.2%	76.6%	73.0%
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
N Matched (2023)	104	104	136	134	111	111	111







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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.

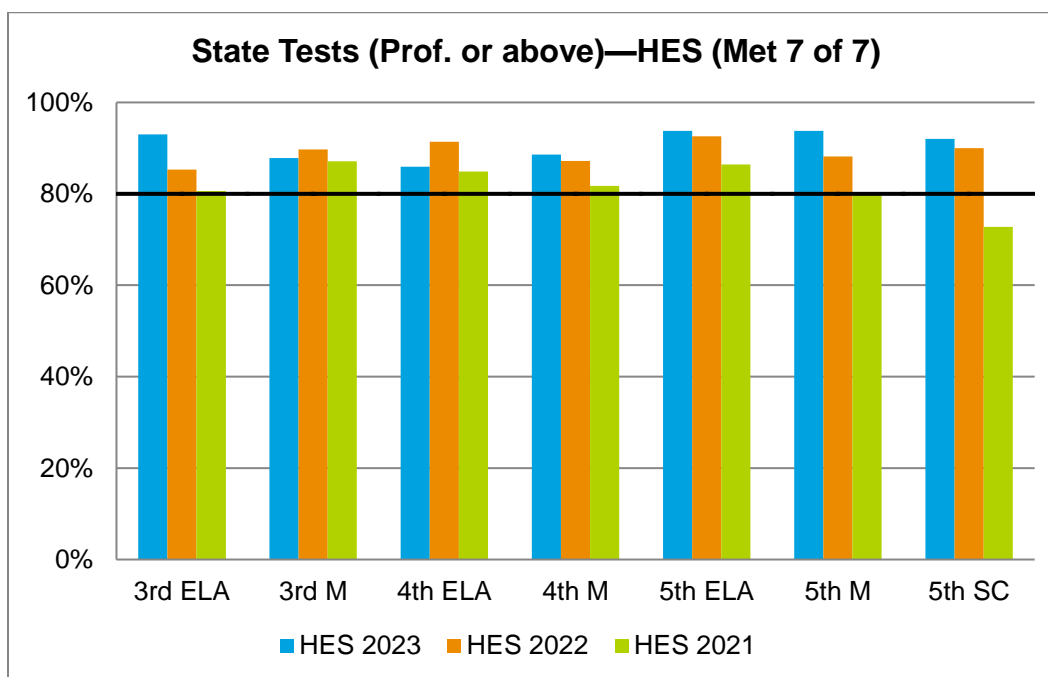
- Overall district/building growth will meet or exceed a year's worth of growth.
MET—Evidence that students made progress similar to the statewide expectation with a three-star rating.
- Gifted students will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

HES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-0.69	-0.03	2.18	0.10	2.74	0.20	1.79	0.06
Grade 4	0.04	0.00	-1.33	-0.08			-0.82	-0.03
Grade 5	-0.95	-0.06	4.54	0.29	2.74	0.20	3.23	0.13

-  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

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 105.9 to 107.7 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 70.6% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2023	93.0%	87.8%	85.9%	88.6%	93.8%	93.8%	92.0%
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%

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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	22-23	21-22	20-21	19-20	18-19
Heritage Elementary	107.7	105.9	79.4	N/A	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).

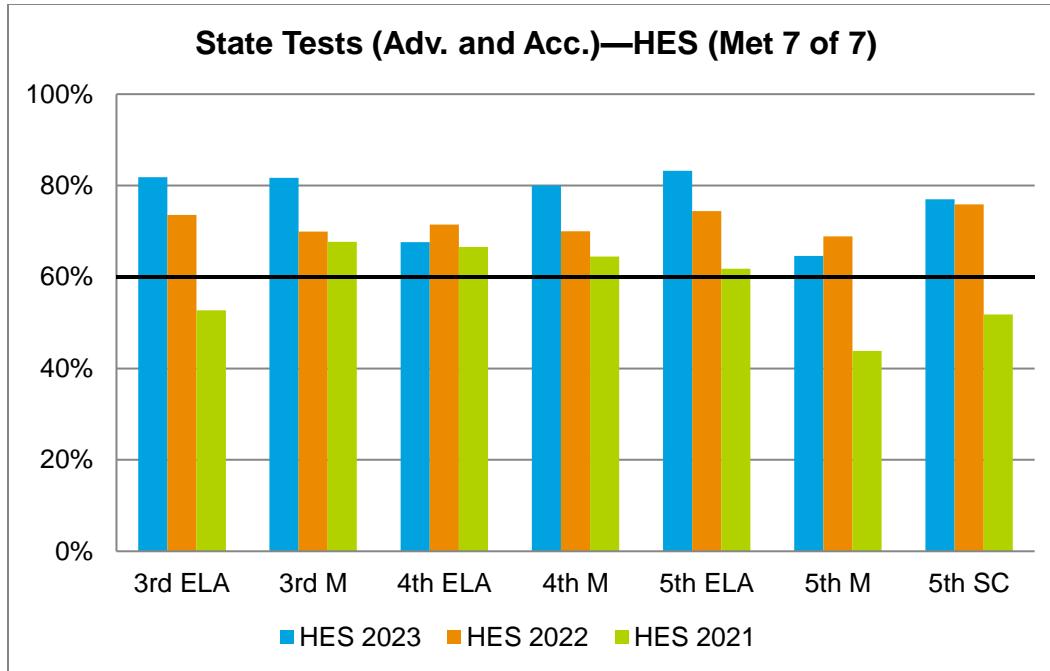
22-23 AMO Goals—HES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	108.3	80.9	100.0	1	-1.21
Economic Disadvantage	98.8	66.1	83.8	1	NR
Asian or Pacific Islander	113.1	87.6	95.8	1	-0.71
Black, Non-Hispanic	98.7	57.2	79.7	1	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	NR	68.1	84.4	NR	NR
Multiracial	108.6	73.1	88.0	1	NR
White, Non-Hispanic	105.9	85.1	92.4	1	-1.06
Students with Disabilities	81.1	53.2	76.3	1	1.32
English Learner	102.5	64.6	80.9	1	0.65

22-23 AMO Goals—HES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.7	74.3	100.0	1	0.85
Economic Disadvantage	94.1	57.5	84.0	1	NR
Asian or Pacific Islander	114.5	84.8	98.8	1	0.08
Black, Non-Hispanic	110.0	47.0	78.5	1	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	NR	59.9	84.6	NR	NR
Multiracial	108.6	63.7	87.6	1	NR
White, Non-Hispanic	101.7	78.4	93.1	1	0.72
Students with Disabilities	80.2	48.4	76.8	1	0.57
English Learner	114.3	59.2	83.4	1	0.02

2023 ANNUAL REPORT
HERITAGE 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 increased from the top 3.8% to the top 2.6% in the State.

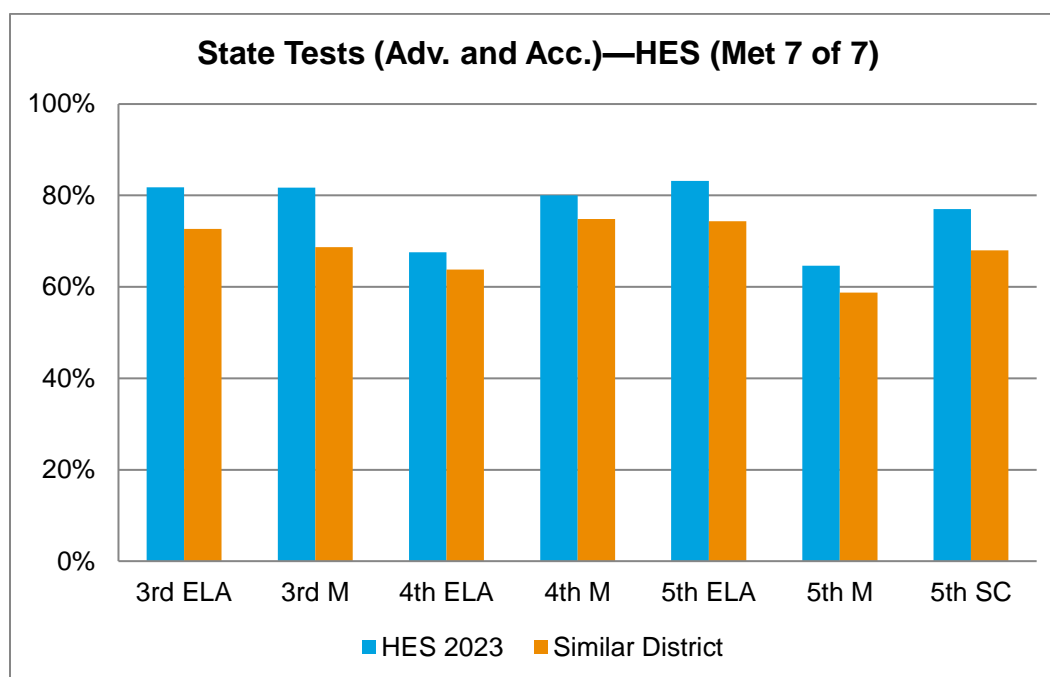


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2023	81.8%	81.7%	67.6%	80.0%	83.2%	64.6%	77.0%
HES 2022	73.6%	69.9%	71.5%	70.0%	74.4%	68.9%	75.9%
HES 2021	52.7%	67.7%	66.6%	64.5%	61.8%	43.8%	51.8%

2023 ANNUAL REPORT
HERITAGE 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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
HES 2023	81.8%	81.7%	67.6%	80.0%	83.2%	64.6%	77.0%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
HES rank among all buildings	17	25	N/A	N/A	34
HES within top % of the State	2.6%	3.8%	N/A	N/A	5.0%

INDIAN SPRINGS ELEMENTARY
ANNUAL REPORT
2022—2023

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.
NOT MET—Only 3 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 ELA was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index was 104.6 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 73.5% with a five-star rating.

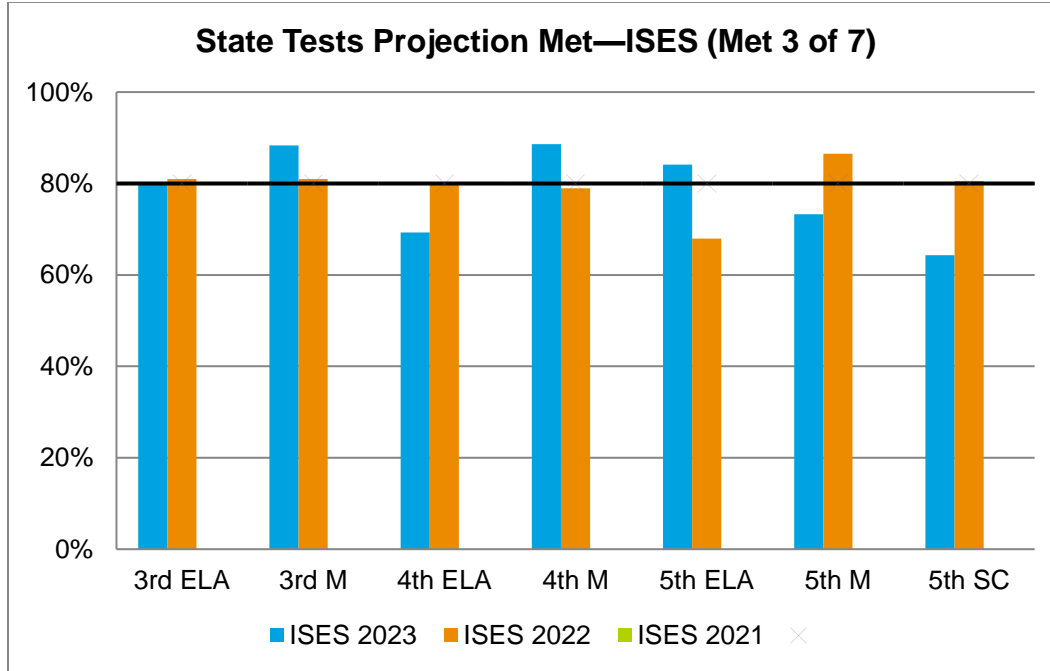
Benchmark 4: Top of State and Nation

- 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—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 7.6% in the State.

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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.
NOT MET—Only 3 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2023	79.8%	88.3%	69.3%	88.6%	84.2%	73.3%	64.3%
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
N Matched (2023)	94	94	88	88	101	101	98

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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

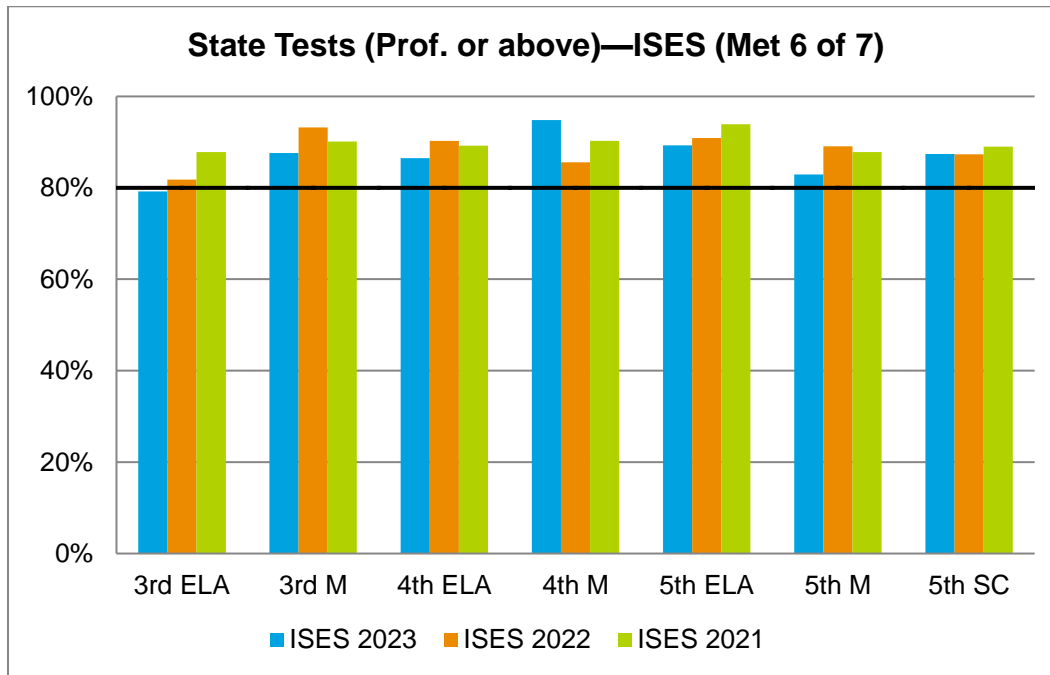
ISES Test Grade	ELA		Math		Science		All Tests	
	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-1.30	-0.06	0.51	0.02	-0.35	-0.02	-0.66	-0.02
Grade 4	-2.52	-0.18	-2.56	-0.17			-3.32	-0.18
Grade 5	0.55	0.04	3.27	0.21	-0.35	-0.02	1.95	0.08

	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 grade ELA was below 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index was 104.6 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 73.5% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2023	79.2%	87.6%	86.5%	94.8%	89.3%	82.9%	87.4%
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%

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INDIAN SPRINGS 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	22-23	21-22	20-21	19-20	18-19
Indian Springs Elementary	104.6	106.2	91.3	N/A	110.1

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).

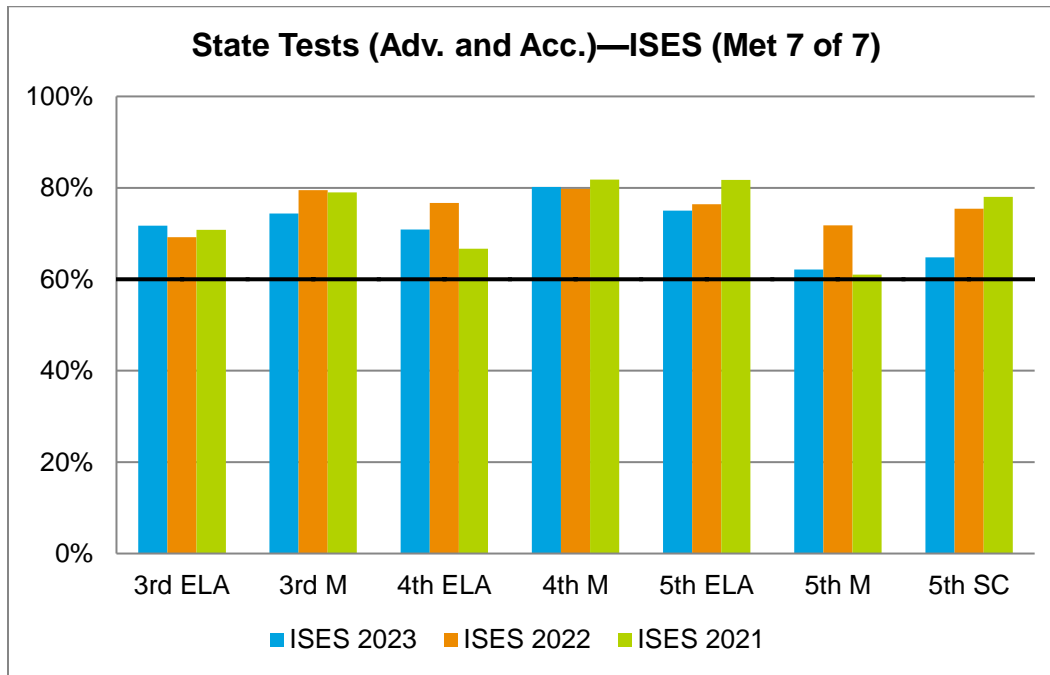
22-23 AMO Goals—ISES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.7	80.9	100.0	1	-1.58
Economic Disadvantage	87.8	66.1	83.8	1	NR
Asian or Pacific Islander	109.3	87.6	95.8	1	-1.90
Black, Non-Hispanic	NR	57.2	79.7	NR	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	102.9	68.1	84.4	1	NR
Multiracial	108.8	73.1	88.0	1	NR
White, Non-Hispanic	103.0	85.1	92.4	1	0.48
Students with Disabilities	70.0	53.2	76.3	1	1.53
English Learner	80.0	64.6	80.9	1	NR

22-23 AMO Goals—ISES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.7	74.3	100.0	1	0.85
Economic Disadvantage	87.4	57.5	84.0	1	NR
Asian or Pacific Islander	109.0	84.8	98.8	1	0.91
Black, Non-Hispanic	NR	47.0	78.5	NR	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	97.1	59.9	84.6	1	NR
Multiracial	103.8	63.7	87.6	1	NR
White, Non-Hispanic	104.4	78.4	93.1	1	0.60
Students with Disabilities	74.3	48.4	76.8	1	0.03
English Learner	85.6	59.2	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 7.6% in the State.

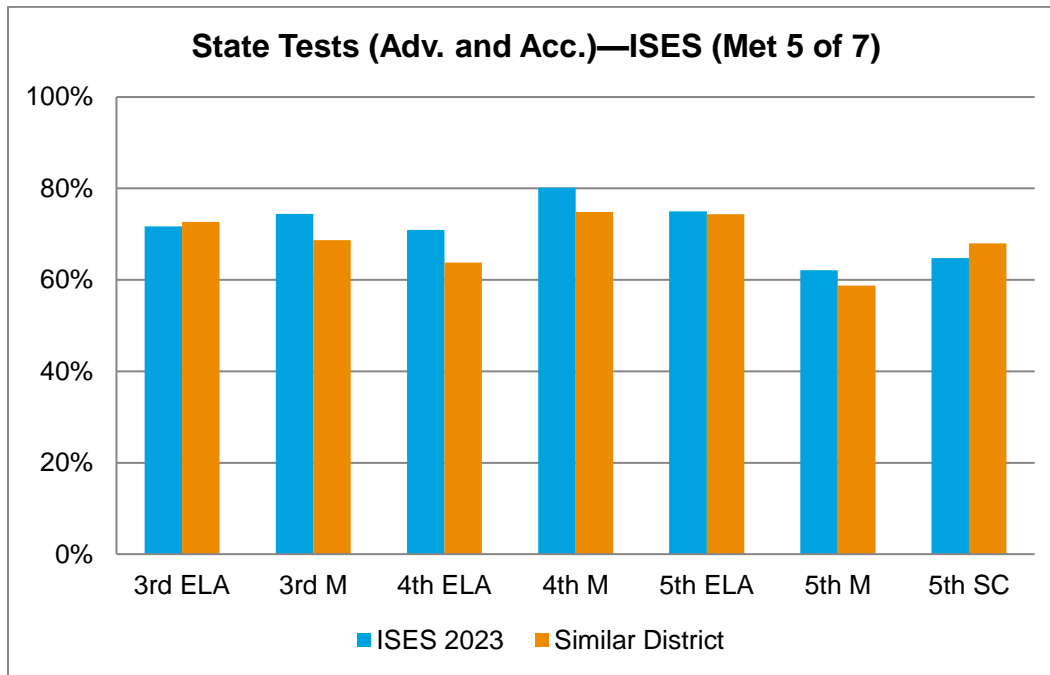


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2023	71.7%	74.4%	70.9%	80.2%	75.0%	62.1%	64.8%
ISES 2022	69.2%	79.5%	76.7%	79.8%	76.4%	71.8%	75.4%
ISES 2021	70.8%	79.0%	66.7%	81.8%	81.7%	61.0%	78.0%

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INDIAN SPRINGS 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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
ISES 2023	71.7%	74.4%	70.9%	80.2%	75.0%	62.1%	64.8%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
ISES rank among all buildings	50	20	N/A	N/A	11
ISES within top % of the State	7.6%	3.0%	N/A	N/A	1.6%

JOHNNYCAKE CORNERS 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.

MET—6 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 103.2 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 80.0% with a five-star rating.

Benchmark 4: Top of State and Nation

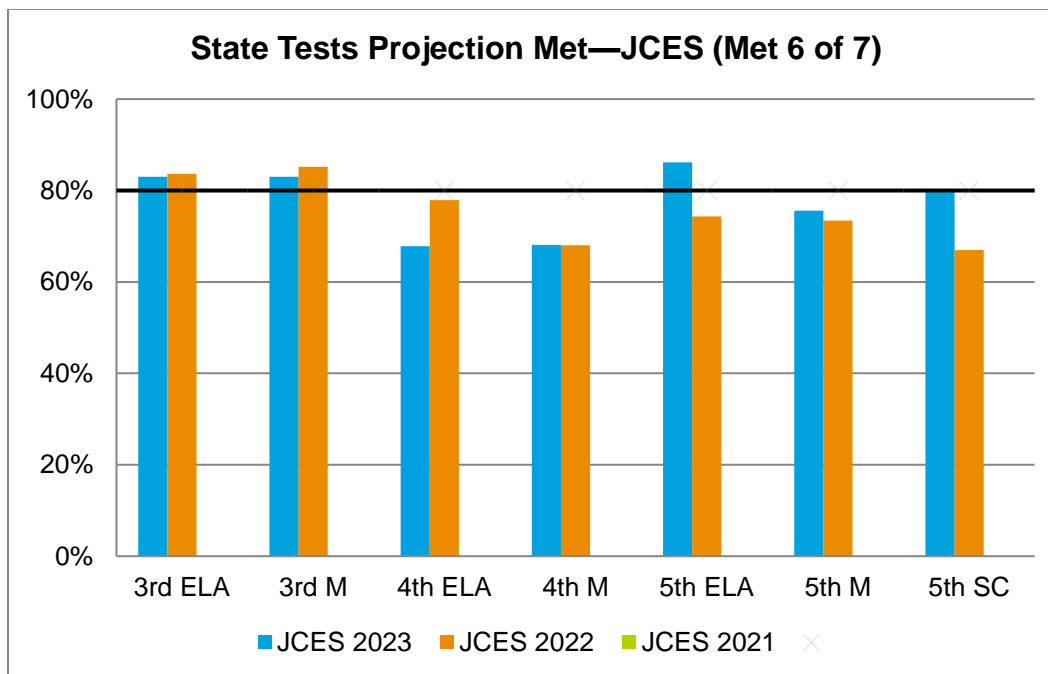
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 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 9.3% in the State.

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.

MET—6 of 7 subjects increased from the previous year or maintained 80%.



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
JCES 2023	83.0%	83.0%	67.8%	68.1%	86.2%	75.6%	79.7%
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
N Matched (2023)	106	106	118	119	123	123	123

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—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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

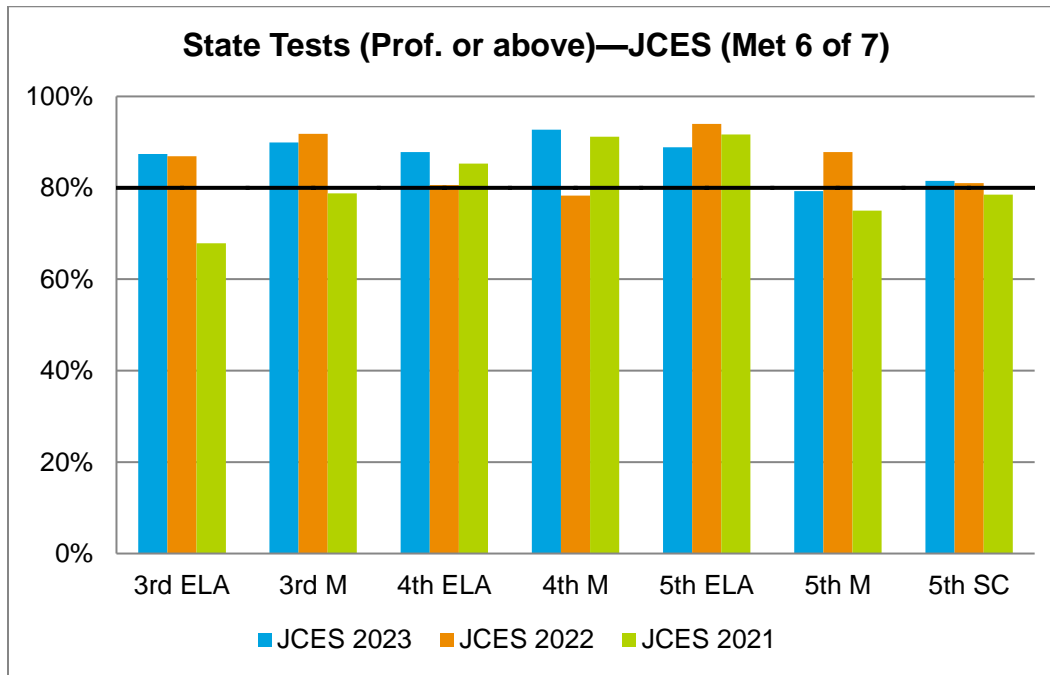
JCES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	2.98	0.14	1.13	0.05	-0.53	-0.03	2.36	0.07
Grade 4	2.62	0.17	0.21	0.01			1.89	0.09
Grade 5	1.69	0.11	1.30	0.08	-0.53	-0.03	1.46	0.06

- 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

2023 ANNUAL REPORT
JOHNNYCAKE CORNERS 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 103.2 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 80.0% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2023	87.4%	89.9%	87.8%	92.7%	88.9%	79.3%	81.5%
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%

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	22-23	21-22	20-21	19-20	18-19
Johnnycake Corners Elementary	104.1	103.2	84.1	N/A	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).

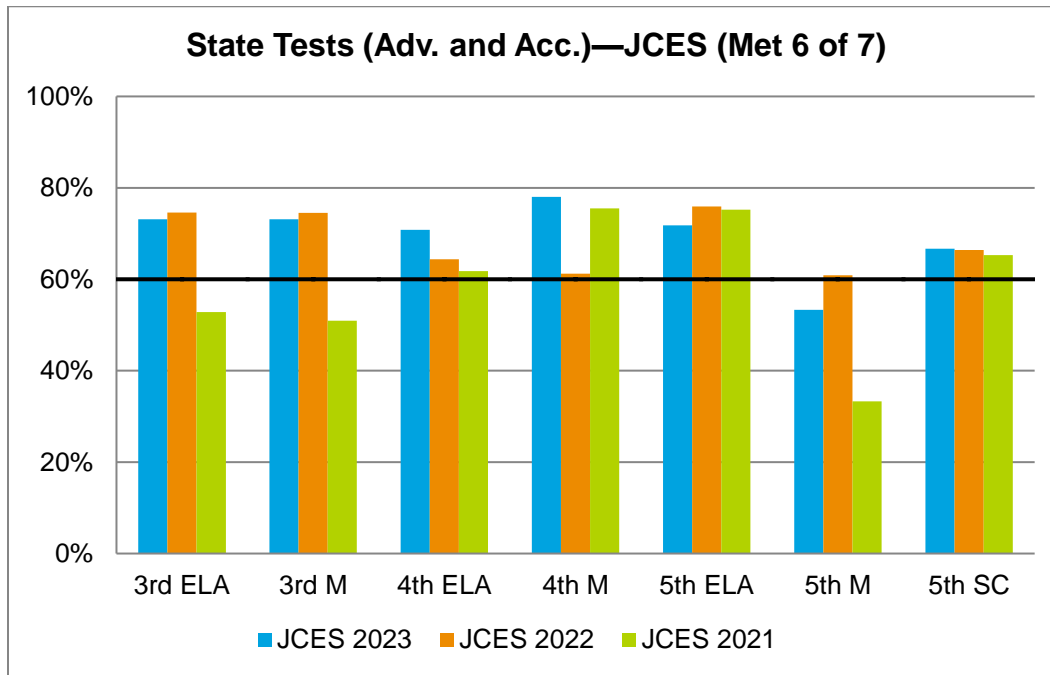
22-23 AMO Goals—JCES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	105.8	80.9	100.0	1	2.25
Economic Disadvantage	NR	66.1	83.8	NR	NR
Asian or Pacific Islander	110.8	87.6	95.8	1	3.12
Black, Non-Hispanic	NR	57.2	79.7	NR	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	109.4	68.1	84.4	1	NR
Multiracial	94.8	73.1	88.0	1	NR
White, Non-Hispanic	105.9	85.1	92.4	1	2.22
Students with Disabilities	67.0	53.2	76.3	1	-0.04
English Learner	NR	64.6	80.9	NR	NR

22-23 AMO Goals—JCES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.3	74.3	100.0	1	2.59
Economic Disadvantage	NR	57.5	84.0	NR	NR
Asian or Pacific Islander	111.6	84.8	98.8	1	0.86
Black, Non-Hispanic	NR	47.0	78.5	NR	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	101.3	59.9	84.6	1	NR
Multiracial	86.7	63.7	87.6	1	NR
White, Non-Hispanic	104.2	78.4	93.1	1	2.99
Students with Disabilities	60.5	48.4	76.8	1	0.40
English Learner	NR	59.2	83.4	NR	NR

2023 ANNUAL REPORT
JOHNNYCAKE CORNERS ELEMENTARY

Benchmark 4: Top of State and Nation

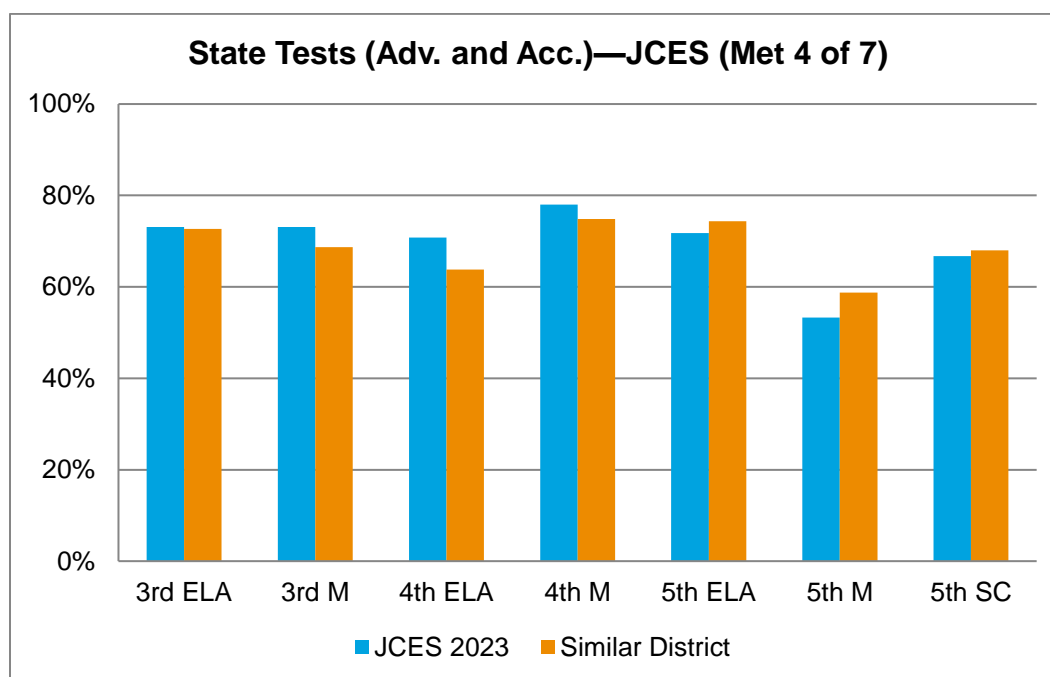
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 7 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 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 9.3% in the State.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2023	73.1%	73.1%	70.8%	78.0%	71.8%	53.3%	66.7%
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%

JOHNNYCAKE CORNERS 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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
JCES 2023	73.1%	73.1%	70.8%	78.0%	71.8%	53.3%	66.7%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
JCES rank among all buildings	61	55	N/A	N/A	22
JCES within top % of the State	9.3%	8.3%	N/A	N/A	3.3%

LIBERTY TREE 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.

MET—5 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 103.5 to 106.4 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 75.5% with a five-star rating.

Benchmark 4: Top of State and Nation

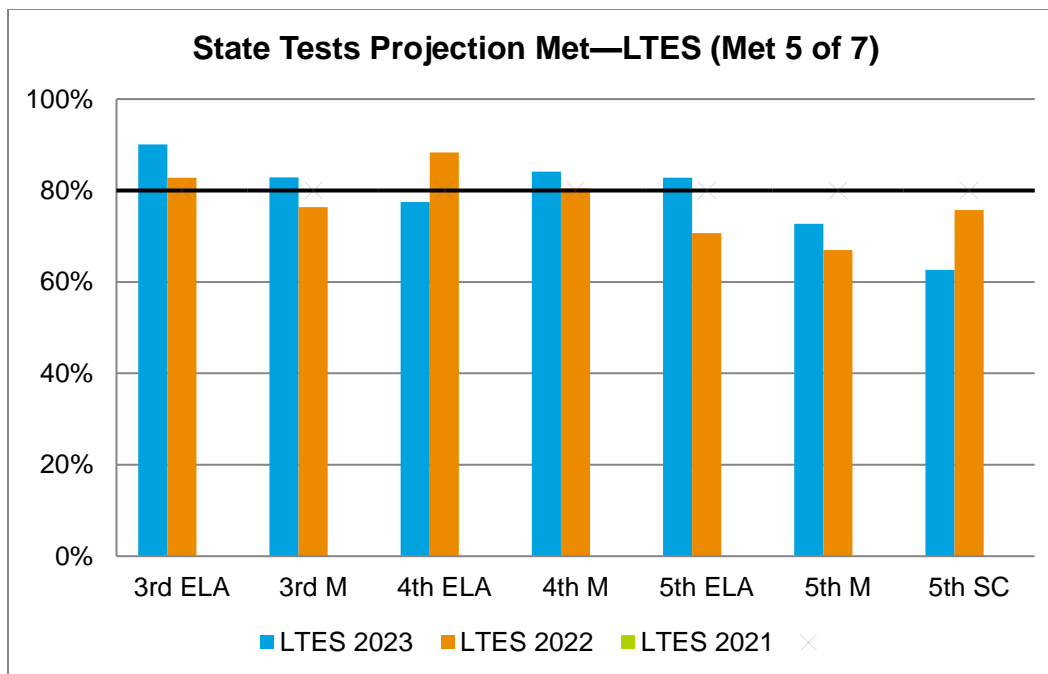
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—5 of 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 increased from the top 7.5% to the top 3.8% in the State.

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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.

MET—5 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2023	90.1%	82.9%	77.5%	84.2%	82.8%	72.7%	62.6%
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
N Matched (2023)	111	111	102	101	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—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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

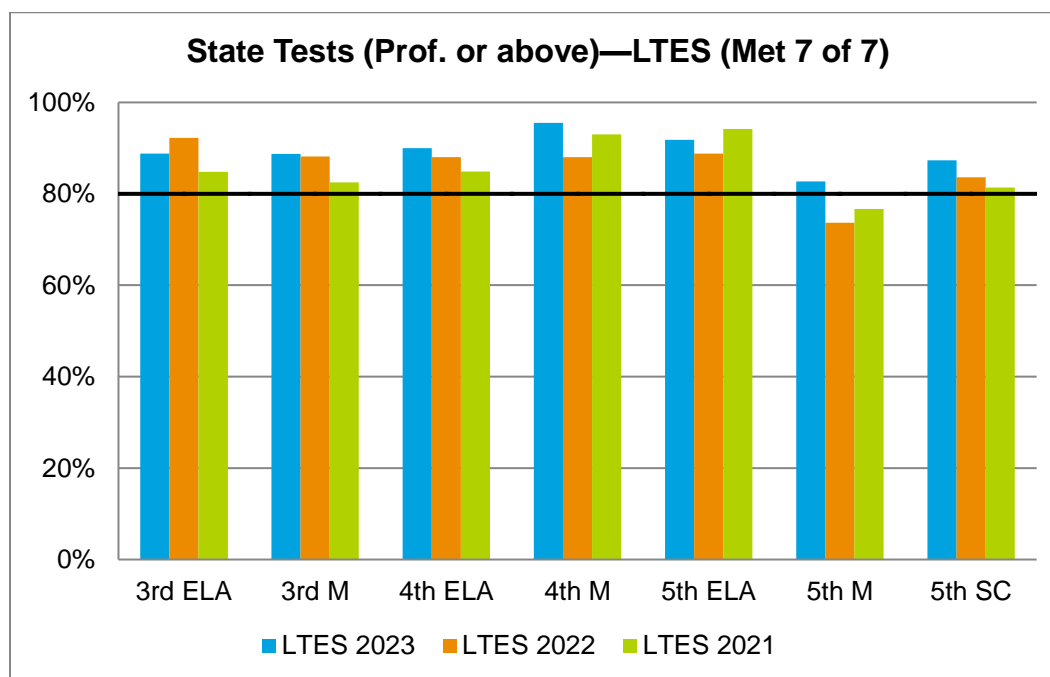
LTES Test Grade	ELA		Math		Science		All Tests	
	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	2.15	0.11	1.69	0.08	-0.49	-0.03	2.21	0.07
Grade 4	1.26	0.09	1.47	0.10			1.77	0.09
Grade 5	1.75	0.12	0.96	0.06	-0.49	-0.03	1.37	0.06

	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.
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 103.5 to 106.4 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 75.5% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2023	88.8%	88.7%	90.0%	95.5%	91.8%	82.7%	87.3%
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%

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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	22-23	21-22	20-21	19-20	18-19
Liberty Tree Elementary	106.4	103.5	82.3	N/A	107.1

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).

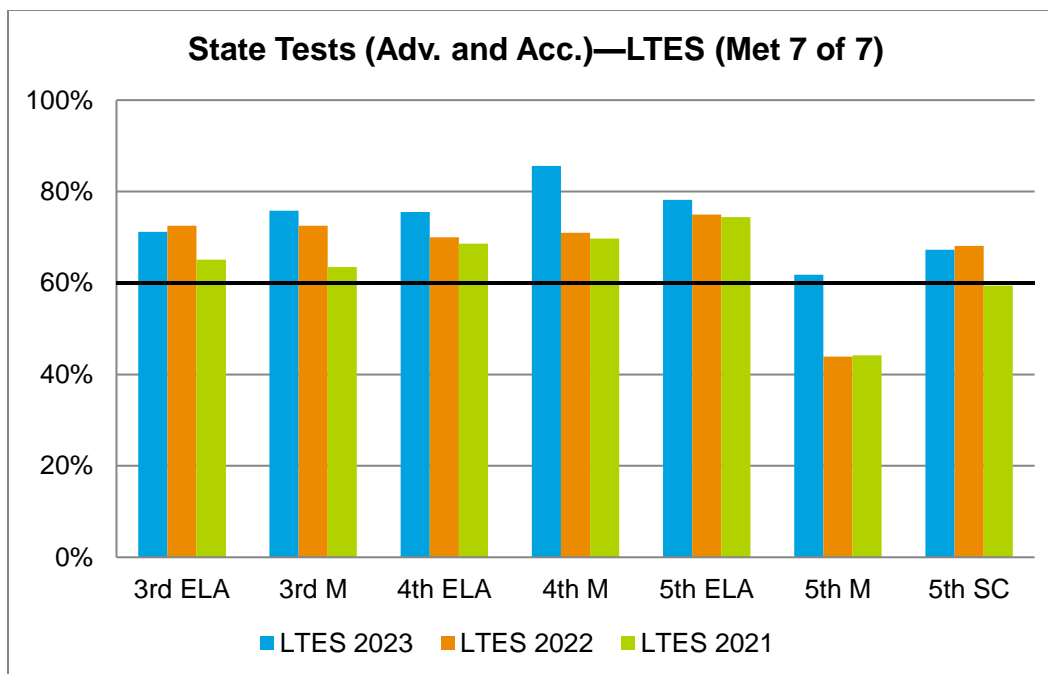
22-23 AMO Goals—LTES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	107.7	80.9	100.0	1	2.36
Economic Disadvantage	99.4	66.1	83.8	1	NR
Asian or Pacific Islander	109.3	87.6	95.8	1	1.45
Black, Non-Hispanic	NR	57.2	79.7	NR	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	NR	68.1	84.4	NR	NR
Multiracial	105.0	73.1	88.0	1	NR
White, Non-Hispanic	107.9	85.1	92.4	1	1.04
Students with Disabilities	68.4	53.2	76.3	1	-0.57
English Learner	96.7	64.6	80.9	1	1.07

22-23 AMO Goals—LTES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	105.9	74.3	100.0	1	2.52
Economic Disadvantage	99.4	57.5	84.0	1	NR
Asian or Pacific Islander	110.1	84.8	98.8	1	2.40
Black, Non-Hispanic	NR	47.0	78.5	NR	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	NR	59.9	84.6	NR	NR
Multiracial	95.6	63.7	87.6	1	NR
White, Non-Hispanic	105.7	78.4	93.1	1	0.65
Students with Disabilities	68.6	48.4	76.8	1	-0.21
English Learner	101.8	59.2	83.4	1	0.55

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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 increased from the top 7.5% to the top 3.8% in the State.

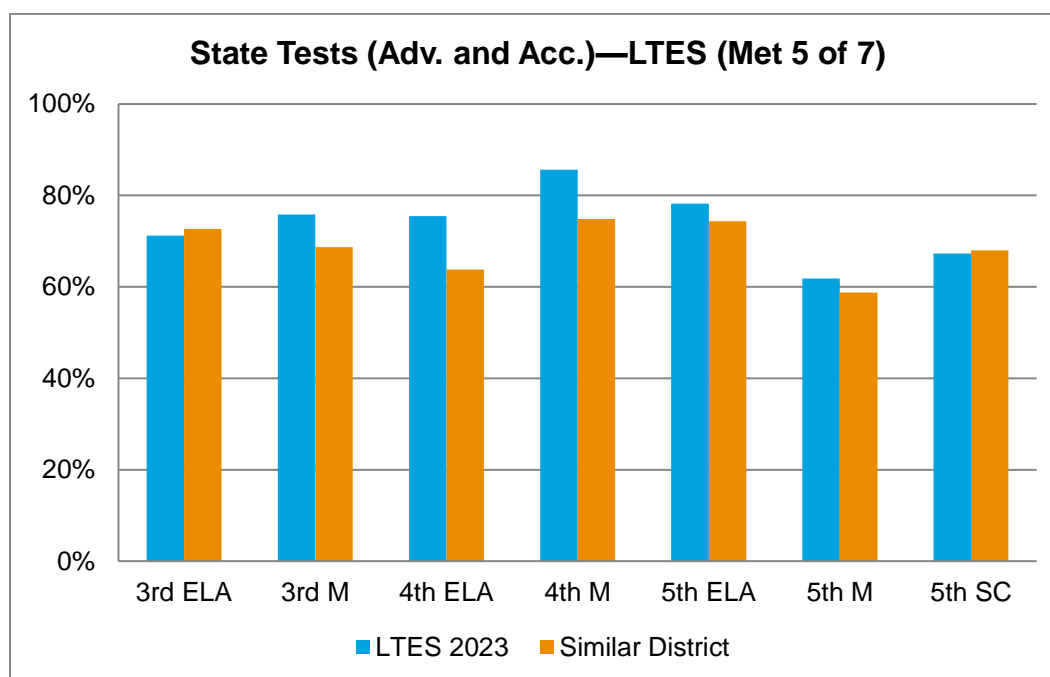


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2023	71.2%	75.8%	75.5%	85.6%	78.2%	61.8%	67.3%
LTES 2022	72.5%	72.5%	70.0%	71.0%	75.0%	43.9%	68.1%
LTES 2021	65.1%	63.5%	68.6%	69.7%	74.4%	44.2%	59.4%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
LTES 2023	71.2%	75.8%	75.5%	85.6%	78.2%	61.8%	67.3%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
LTES rank among all buildings	25	50	N/A	N/A	37
LTES within top % of the State	3.8%	7.5%	N/A	N/A	5.5%

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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.
MET—5 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 102.7 to 103.7 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 73.8% with a five-star rating.

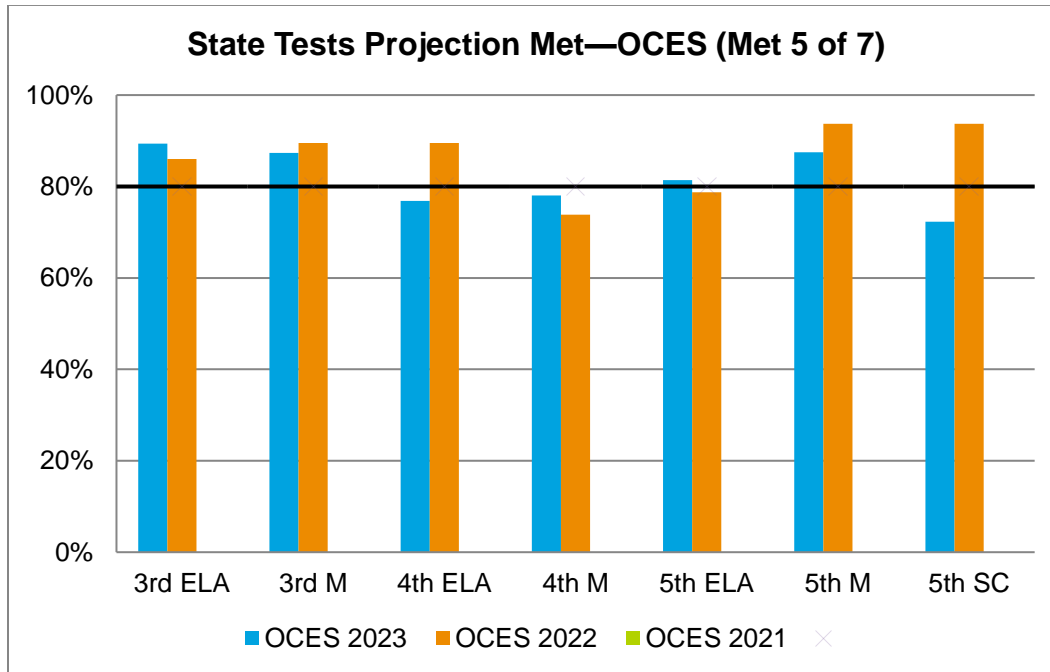
Benchmark 4: Top of State and Nation

- 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 9.9% in the State.

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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.
MET—5 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2023	89.4%	87.4%	76.8%	78.0%	81.4%	87.5%	72.3%
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
N Matched (2023)	94	95	82	82	113	112	112

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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

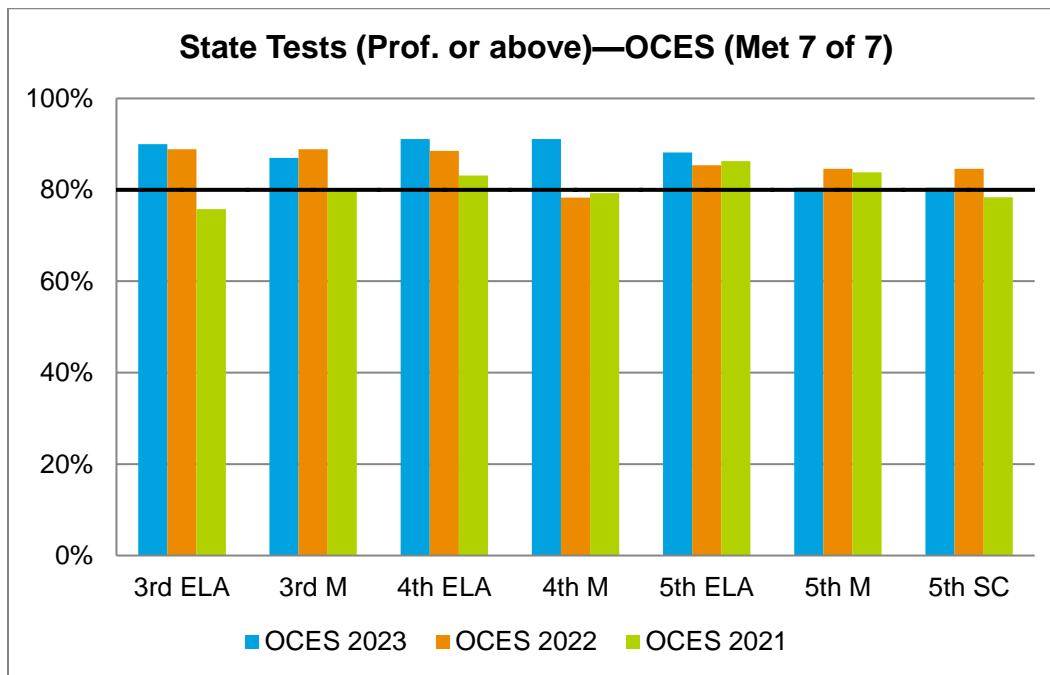
OCES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	2.33	0.12	6.82	0.32	4.50	0.32	7.07	0.23
Grade 4	4.39	0.33	-1.99	-0.14			1.64	0.09
Grade 5	-0.94	-0.06	11.72	0.74	4.50	0.32	8.06	0.33

	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 102.7 to 103.7 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 73.8% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2023	90.0%	87.0%	91.1%	91.1%	88.2%	80.5%	80.5%
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%

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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	22-23	21-22	20-21	19-20	18-19
Oak Creek Elementary	103.7	102.7	75.2	N/A	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).

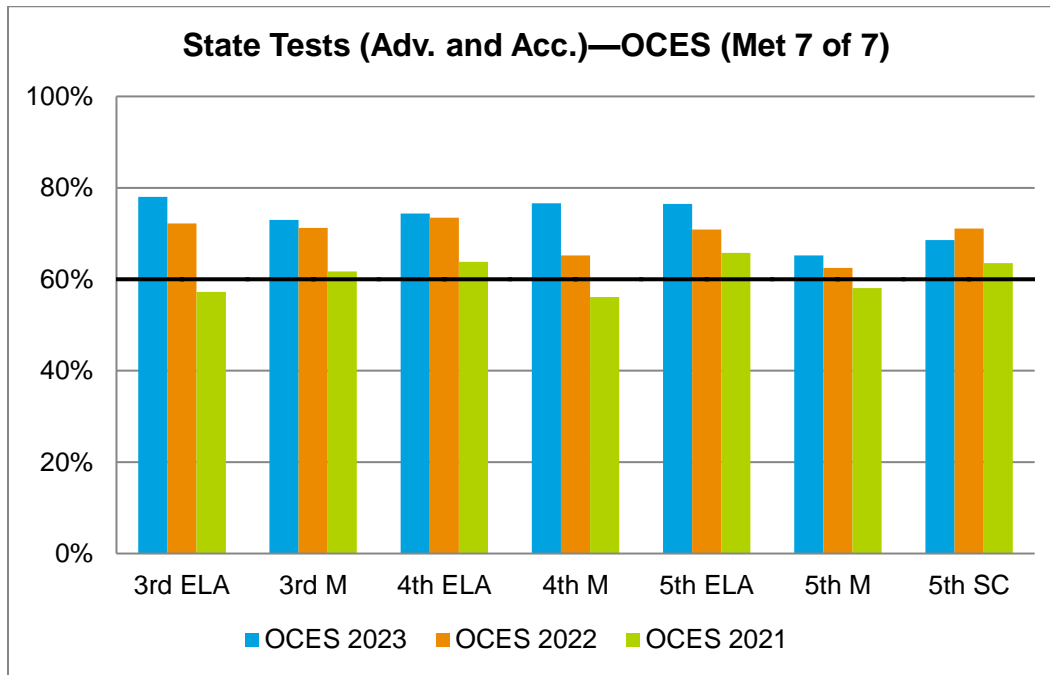
22-23 AMO Goals—OCES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.3	80.9	100.0	1	1.02
Economic Disadvantage	92.1	66.1	83.8	1	1.76
Asian or Pacific Islander	111.2	87.6	95.8	1	0.23
Black, Non-Hispanic	87.6	57.2	79.7	1	0.69
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	102.1	68.1	84.4	1	1.64
Multiracial	110.4	73.1	88.0	1	0.11
White, Non-Hispanic	108.4	85.1	92.4	1	0.25
Students with Disabilities	72.5	53.2	76.3	1	-0.50
English Learner	103.7	64.6	80.9	1	2.31

22-23 AMO Goals—OCES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.0	74.3	100.0	1	5.78
Economic Disadvantage	83.8	57.5	84.0	1	2.26
Asian or Pacific Islander	111.2	84.8	98.8	1	3.12
Black, Non-Hispanic	77.1	47.0	78.5	1	1.43
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	92.1	59.9	84.6	1	2.67
Multiracial	107.9	63.7	87.6	1	1.10
White, Non-Hispanic	104.2	78.4	93.1	1	3.85
Students with Disabilities	66.0	48.4	76.8	1	1.35
English Learner	95.4	59.2	83.4	1	2.87

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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 9.9% in the State.

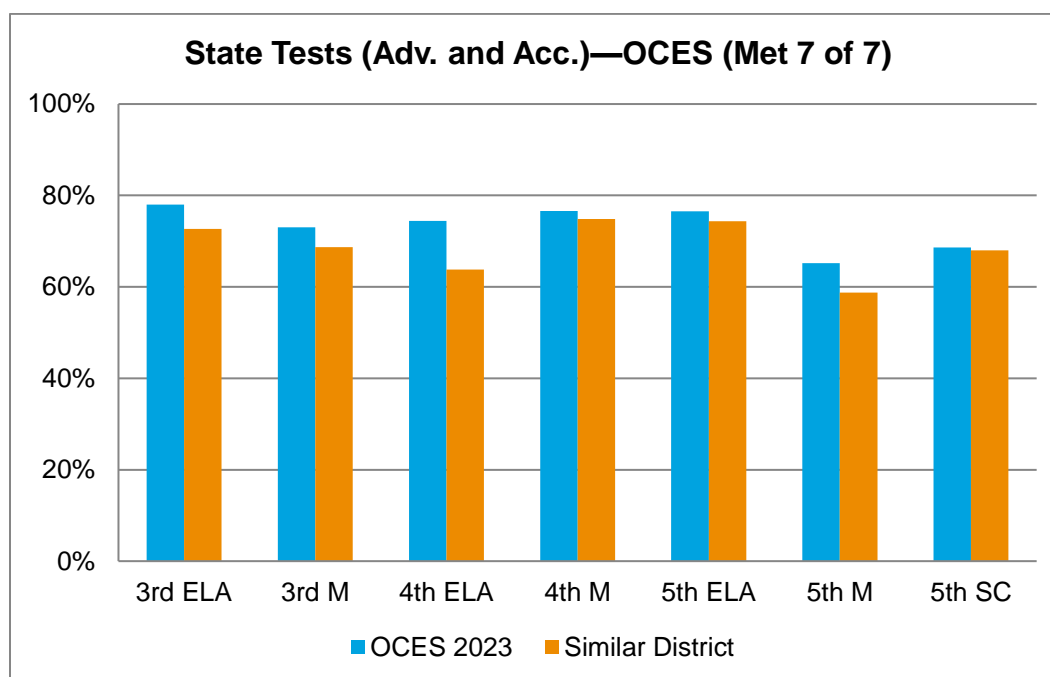


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2023	78.0%	73.0%	74.4%	76.6%	76.5%	65.2%	68.6%
OCES 2022	72.2%	71.2%	73.5%	65.2%	70.9%	62.5%	71.1%
OCES 2021	57.2%	61.7%	63.8%	56.1%	65.8%	58.1%	63.5%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OCES 2023	78.0%	73.0%	74.4%	76.6%	76.5%	65.2%	68.6%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OCES rank among all buildings	65	63	N/A	N/A	30
OCES within top % of the State	9.9%	9.5%	N/A	N/A	4.4%

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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.

MET—4 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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—Only 4 of 7 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
NOT MET—Performance Index decreased from 100.6 to 98.6 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 62.3% with a five-star rating.

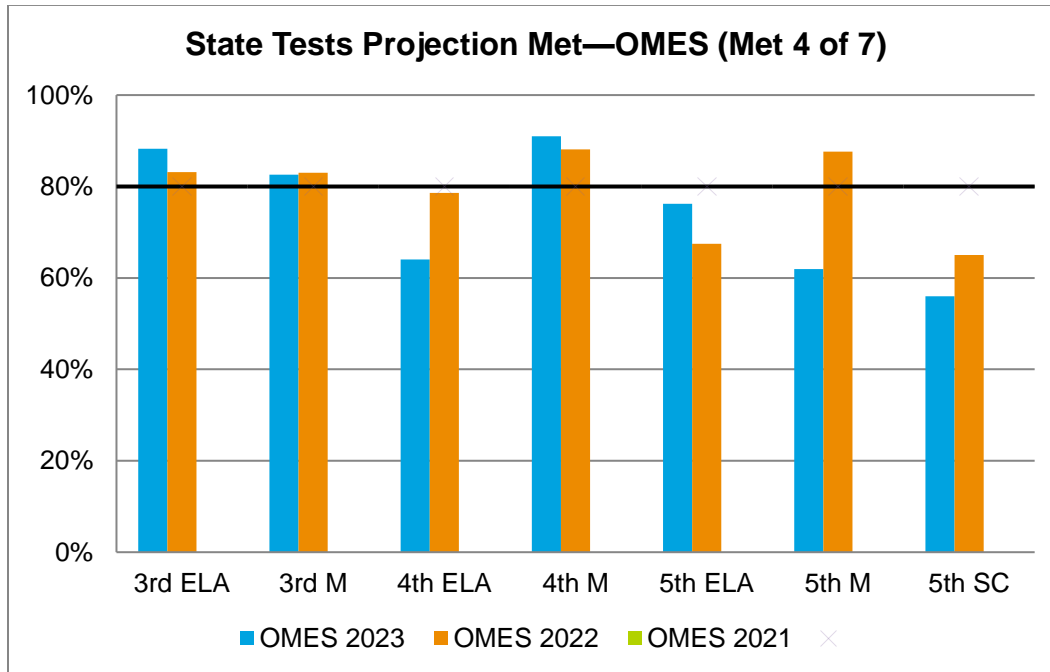
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
NOT MET—Only 3 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—No subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
NOT MET—Performance Index ranking decreased from the top 14.3% to the top 22.5% in the State.

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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.
MET—4 of 7 subjects increased from the previous year or maintained 80%.



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
OMES 2023	88.2%	82.6%	64.0%	91.0%	76.2%	61.9%	56.0%
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
N Matched (2023)	68	69	89	89	84	84	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—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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 22-23 school year.

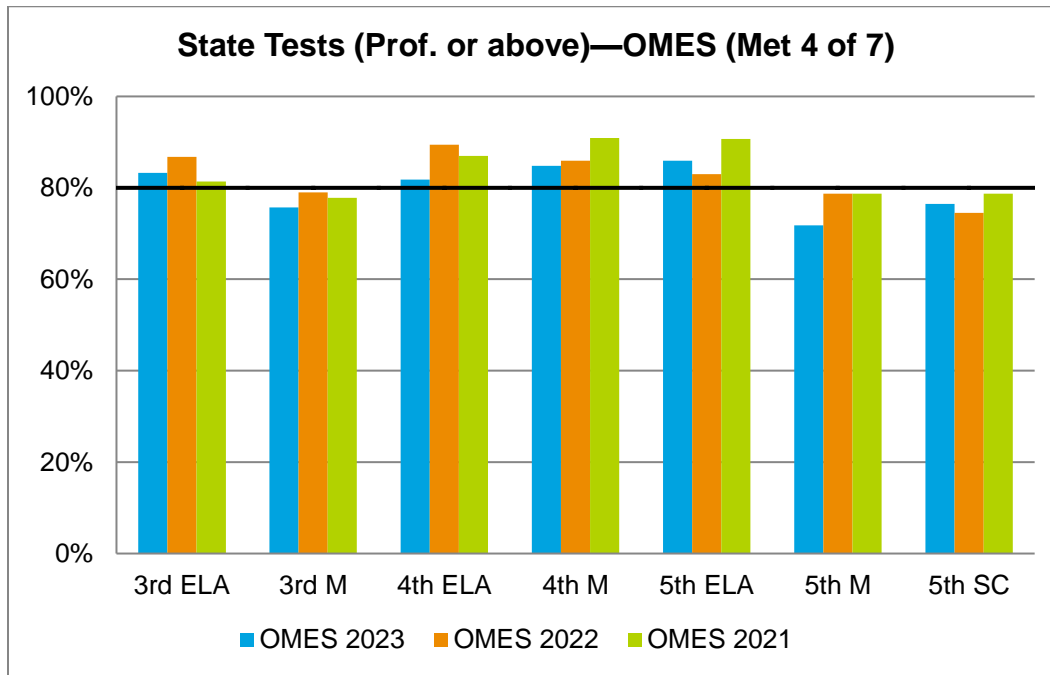
OMES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-0.49	-0.02	1.13	0.06	-2.89	-0.25	-0.58	-0.02
Grade 4	0.15	0.01	2.43	0.18			1.64	0.09
Grade 5	-0.66	-0.05	-1.07	-0.07	-2.89	-0.25	-2.29	-0.11

	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.
NOT MET—Only 4 of 7 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
NOT MET—Performance Index decreased from 100.6 to 98.6 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 62.3% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2023	83.3%	75.7%	81.8%	84.8%	85.9%	71.8%	76.5%
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%

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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	22-23	21-22	20-21	19-20	18-19
Olentangy Meadows Elementary	98.6	100.6	70.7	N/A	105.6

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).

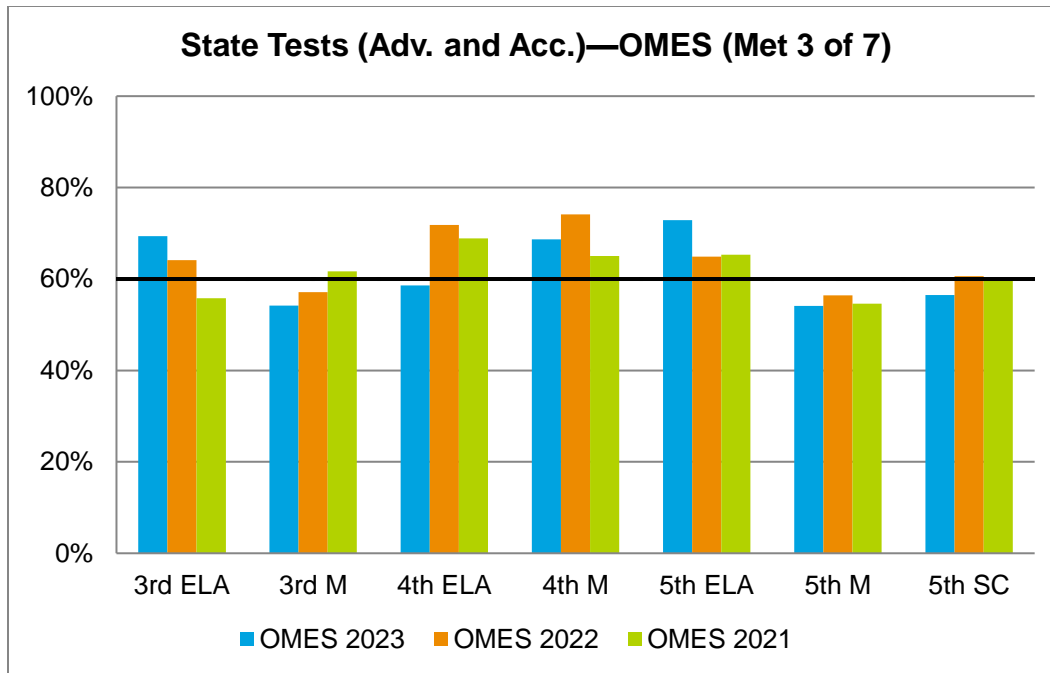
22-23 AMO Goals—OMES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	101.4	80.9	100.0	1	-0.91
Economic Disadvantage	83.3	66.1	83.8	1	-1.25
Asian or Pacific Islander	111.6	87.6	95.8	1	-0.77
Black, Non-Hispanic	79.7	57.2	79.7	1	0.20
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	91.7	68.1	84.4	1	-0.28
Multiracial	86.3	73.1	88.0	1	0.40
White, Non-Hispanic	106.5	85.1	92.4	1	-0.72
Students with Disabilities	62.7	53.2	76.3	1	-2.79
English Learner	103.8	64.6	80.9	1	-0.16

22-23 AMO Goals—OMES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	96.5	74.3	100.0	1	0.00
Economic Disadvantage	77.7	57.5	84.0	1	0.13
Asian or Pacific Islander	110.3	84.8	98.8	1	0.30
Black, Non-Hispanic	72.1	47.0	78.5	1	-0.25
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	87.8	59.9	84.6	1	0.85
Multiracial	79.6	63.7	87.6	1	0.99
White, Non-Hispanic	99.5	78.4	93.1	1	-1.03
Students with Disabilities	53.3	48.4	76.8	1	0.19
English Learner	98.7	59.2	83.4	1	-0.42

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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—Only 3 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—No subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
NOT MET—Performance Index ranking decreased from the top 14.3% to the top 22.5% in the State.

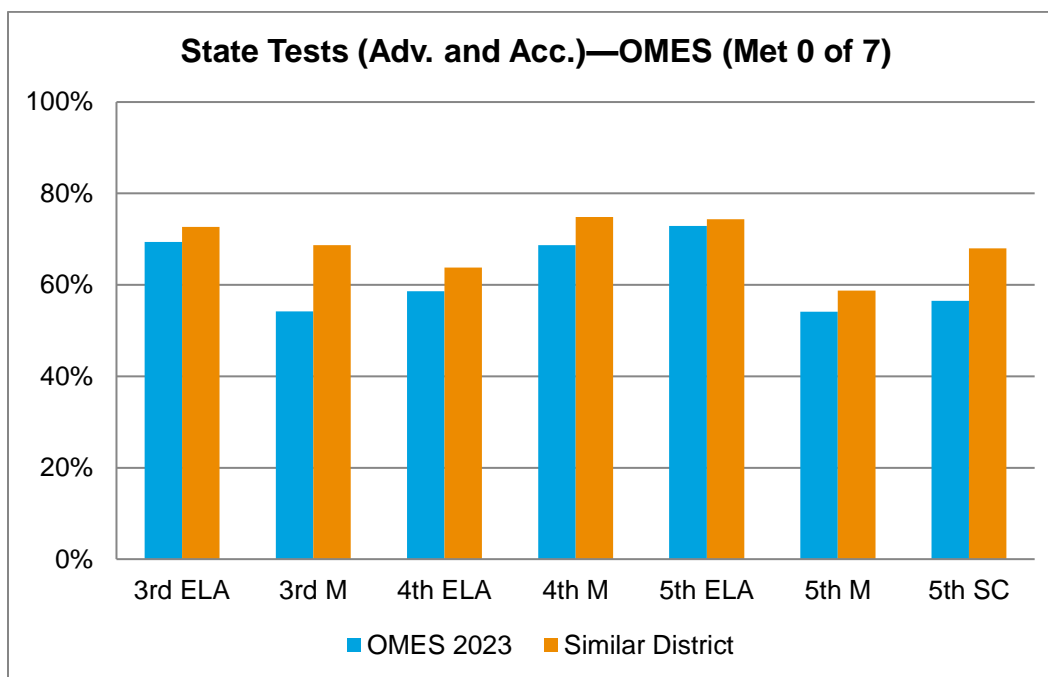


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2023	69.4%	54.2%	58.6%	68.7%	72.9%	54.1%	56.5%
OMES 2022	64.1%	57.1%	71.8%	74.1%	64.9%	56.4%	60.6%
OMES 2021	55.8%	61.7%	68.9%	65.0%	65.3%	54.6%	60.0%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
OMES 2023	69.4%	54.2%	58.6%	68.7%	72.9%	54.1%	56.5%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OMES rank among all buildings	148	95	N/A	N/A	53
OMES within top % of the State	22.5%	14.3%	N/A	N/A	7.8%

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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.

MET—4 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 107.5 to 108.0 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 71.1% with a five-star rating.

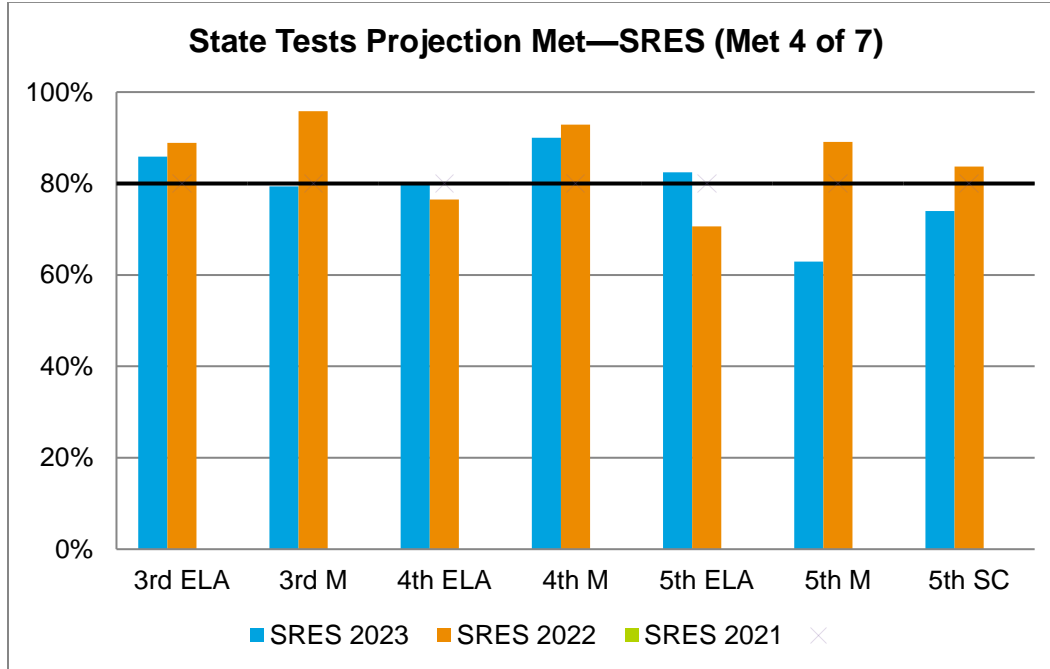
Benchmark 4: Top of State and Nation

- 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.

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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.
MET—4 of 7 subjects increased from the previous year or maintained 80%.



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
SRES 2023	85.9%	79.3%	80.0%	90.0%	82.5%	62.9%	74.0%
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
N Matched (2023)	92	92	70	70	97	97	96







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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

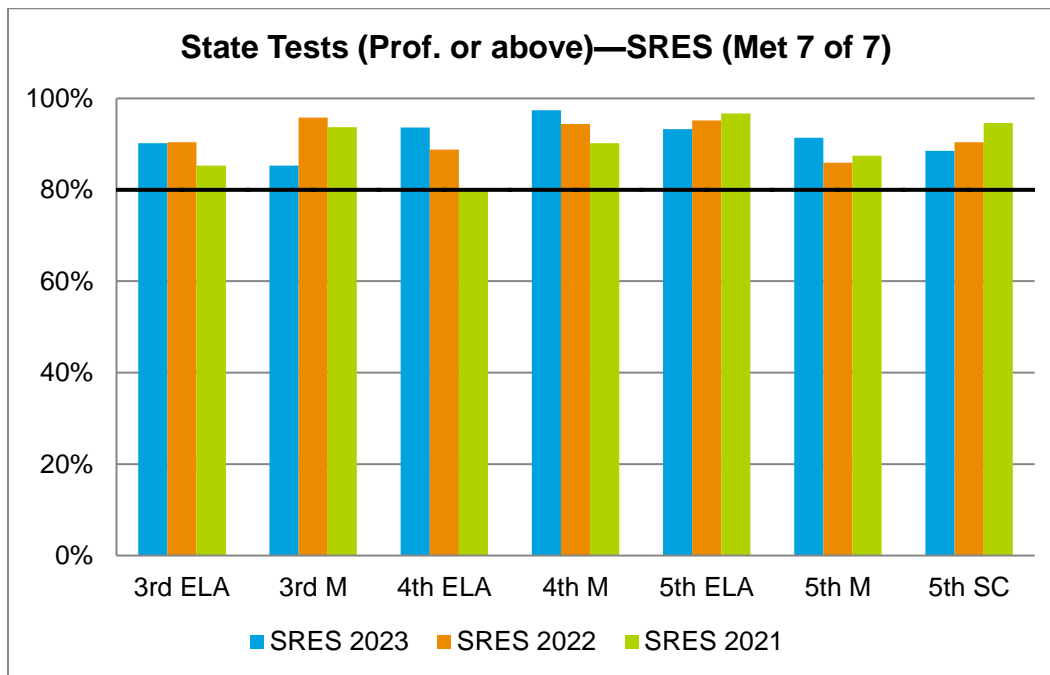
SRES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	1.03	0.06	1.31	0.07	-0.21	-0.01	1.32	0.05
Grade 4	-0.61	-0.04	1.18	0.09			0.33	0.02
Grade 5	2.06	0.15	0.97	0.06	-0.21	-0.01	1.63	0.07

-  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 107.5 to 108.0 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 71.1% 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 2023	90.2%	85.3%	93.6%	97.4%	93.3%	91.4%	88.5%
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%

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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	22-23	21-22	20-21	19-20	18-19
Scioto Ridge Elementary	108.0	107.5	95.8	N/A	109.0

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).

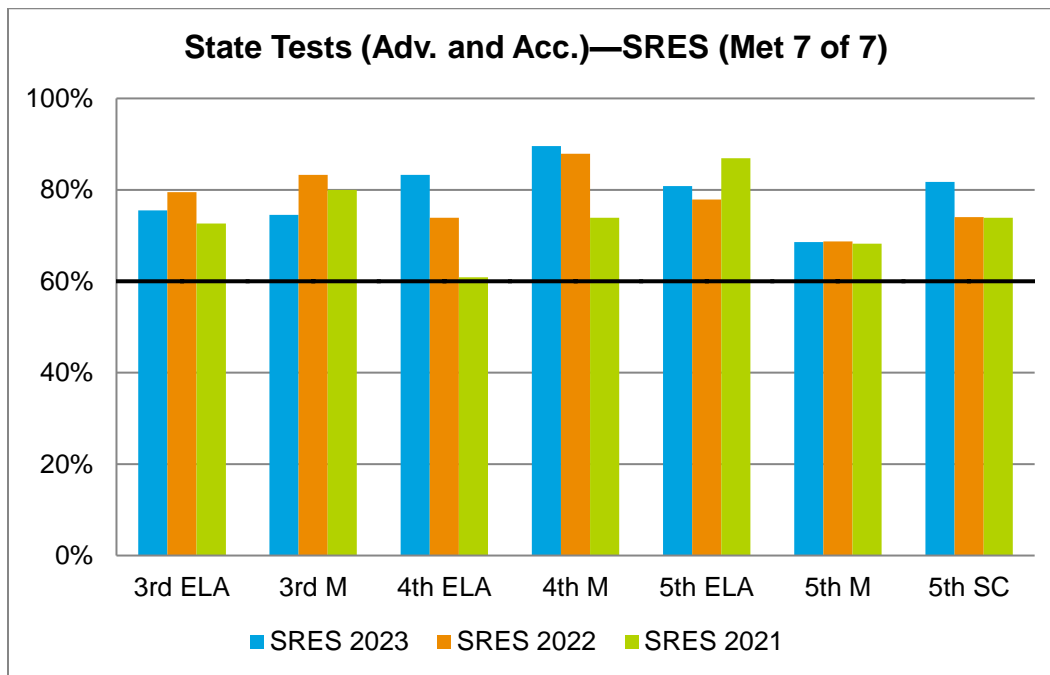
22-23 AMO Goals—SRES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	108.5	80.9	100.0	1	-0.02
Economic Disadvantage	NR	66.1	83.8	NR	NR
Asian or Pacific Islander	116.5	87.6	95.8	1	0.28
Black, Non-Hispanic	NR	57.2	79.7	NR	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	NR	68.1	84.4	NR	NR
Multiracial	116.7	73.1	88.0	1	NR
White, Non-Hispanic	107.0	85.1	92.4	1	0.68
Students with Disabilities	72.6	53.2	76.3	1	0.46
English Learner	84.0	64.6	80.9	1	NR

22-23 AMO Goals—SRES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	107.4	74.3	100.0	1	-0.87
Economic Disadvantage	NR	57.5	84.0	NR	NR
Asian or Pacific Islander	115.6	84.8	98.8	1	0.58
Black, Non-Hispanic	NR	47.0	78.5	NR	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	NR	59.9	84.6	NR	NR
Multiracial	110.0	63.7	87.6	1	NR
White, Non-Hispanic	106.1	78.4	93.1	1	-1.06
Students with Disabilities	76.9	48.4	76.8	1	-0.88
English Learner	94.0	59.2	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—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.

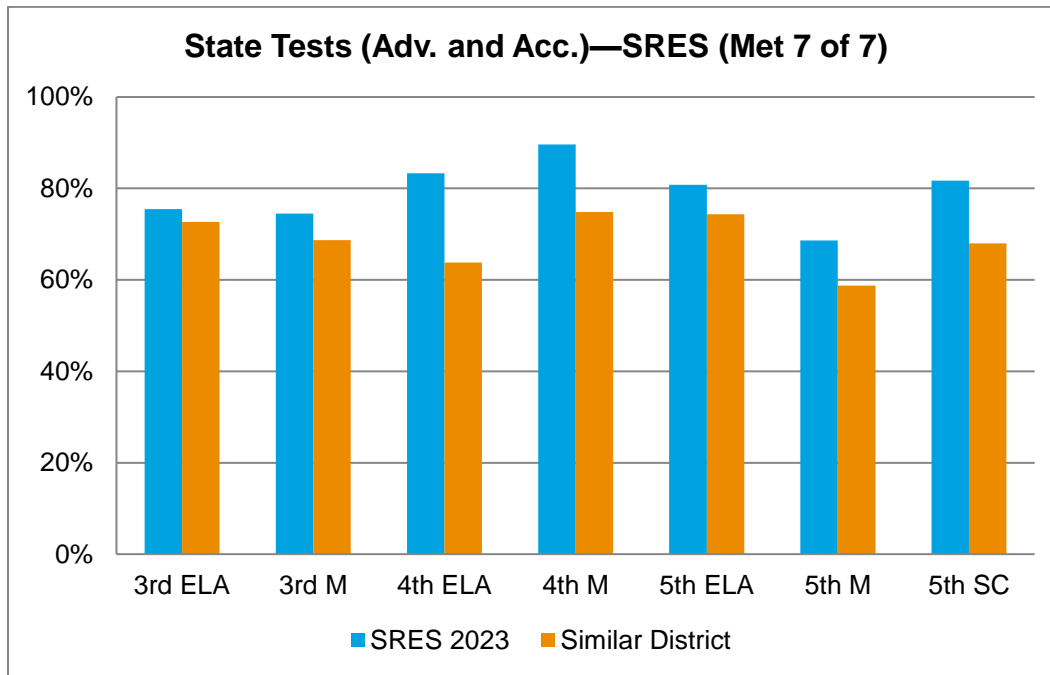


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SRES 2023	75.5%	74.5%	83.3%	89.6%	80.8%	68.6%	81.7%
SRES 2022	79.5%	83.3%	73.9%	87.9%	77.9%	68.7%	74.0%
SRES 2021	72.6%	80.0%	60.9%	73.9%	86.9%	68.2%	73.9%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SRES 2023	75.5%	74.5%	83.3%	89.6%	80.8%	68.6%	81.7%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
SRES rank among all buildings	15	15	N/A	N/A	20
SRES within top % of the State	2.3%	2.3%	N/A	N/A	3.0%

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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.
NOT MET—Only 3 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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—Performance Index was 103.6 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 80.9% with a five-star rating.

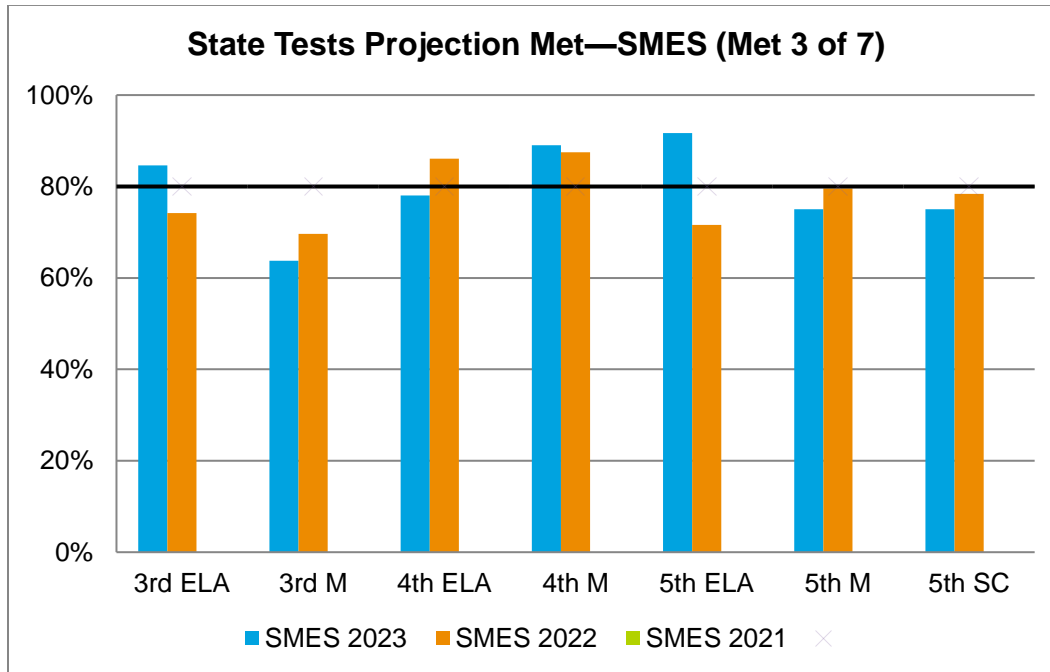
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—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—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 10.0% in the State.

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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.
NOT MET—Only 3 of 7 subjects increased from the previous year or maintained 80%.



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
SMES 2023	84.6%	63.7%	78.0%	89.0%	91.7%	75.0%	75.0%
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
N Matched (2023)	91	91	91	91	84	84	84

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—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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

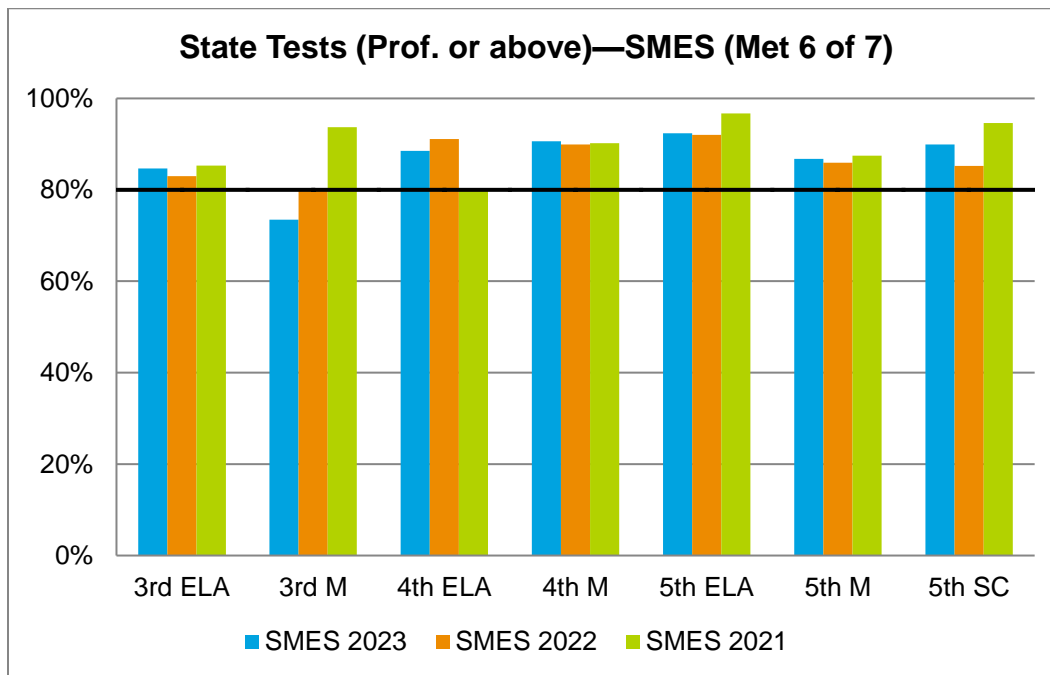
SMES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	3.17	0.18	6.30	0.33	1.17	0.10	6.15	0.23
Grade 4	2.74	0.21	6.66	0.49			6.06	0.35
Grade 5	1.82	0.15	1.79	0.14	1.17	0.10	2.65	0.13

	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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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—Performance Index was 103.6 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 80.9% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SMES 2023	84.7%	73.5%	88.5%	90.6%	92.4%	86.8%	89.9%
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%

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	22-23	21-22	20-21	19-20	18-19
Shale Meadows Elementary	103.6	104.3	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).

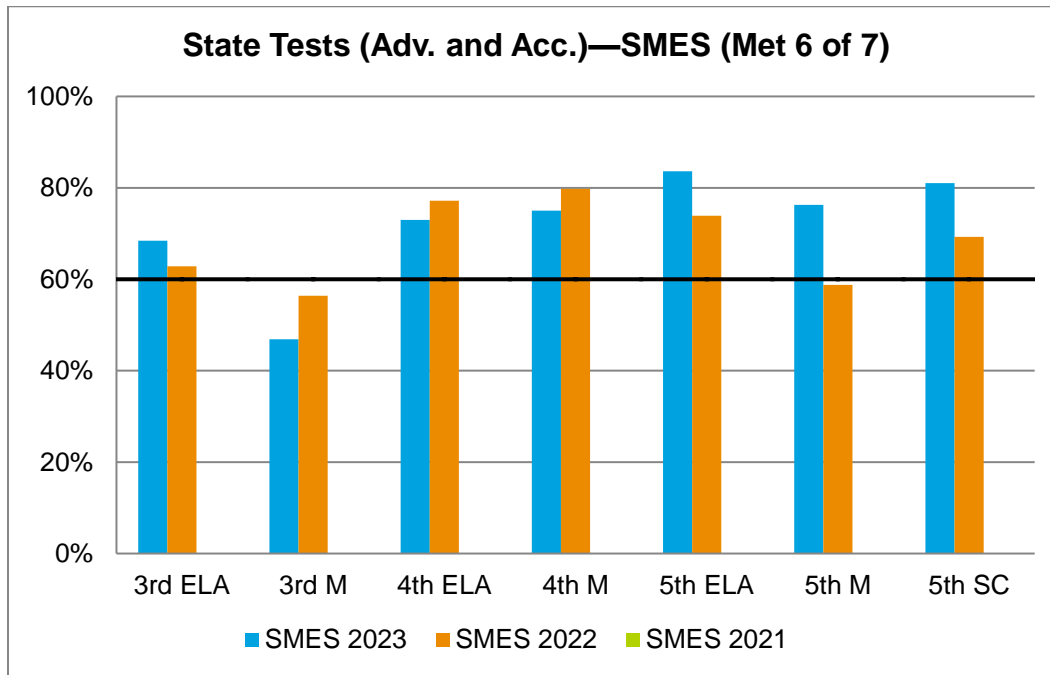
22-23 AMO Goals—SMES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.0	80.9	100.0	1	2.27
Economic Disadvantage	NR	66.1	83.8	NR	NR
Asian or Pacific Islander	109.1	87.6	95.8	1	0.13
Black, Non-Hispanic	104.7	57.2	79.7	1	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	NR	68.1	84.4	NR	NR
Multiracial	NR	73.1	88.0	NR	NR
White, Non-Hispanic	105.7	85.1	92.4	1	2.49
Students with Disabilities	82.6	53.2	76.3	1	0.07
English Learner	97.7	64.6	80.9	1	1.68

22-23 AMO Goals—SMES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	100.2	74.3	100.0	1	5.41
Economic Disadvantage	NR	57.5	84.0	NR	NR
Asian or Pacific Islander	107.4	84.8	98.8	1	4.98
Black, Non-Hispanic	96.5	47.0	78.5	1	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	NR	59.9	84.6	NR	NR
Multiracial	NR	63.7	87.6	NR	NR
White, Non-Hispanic	97.7	78.4	93.1	1	3.03
Students with Disabilities	73.4	48.4	76.8	1	-0.05
English Learner	96.9	59.2	83.4	1	2.94

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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—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 10.0% in the State.

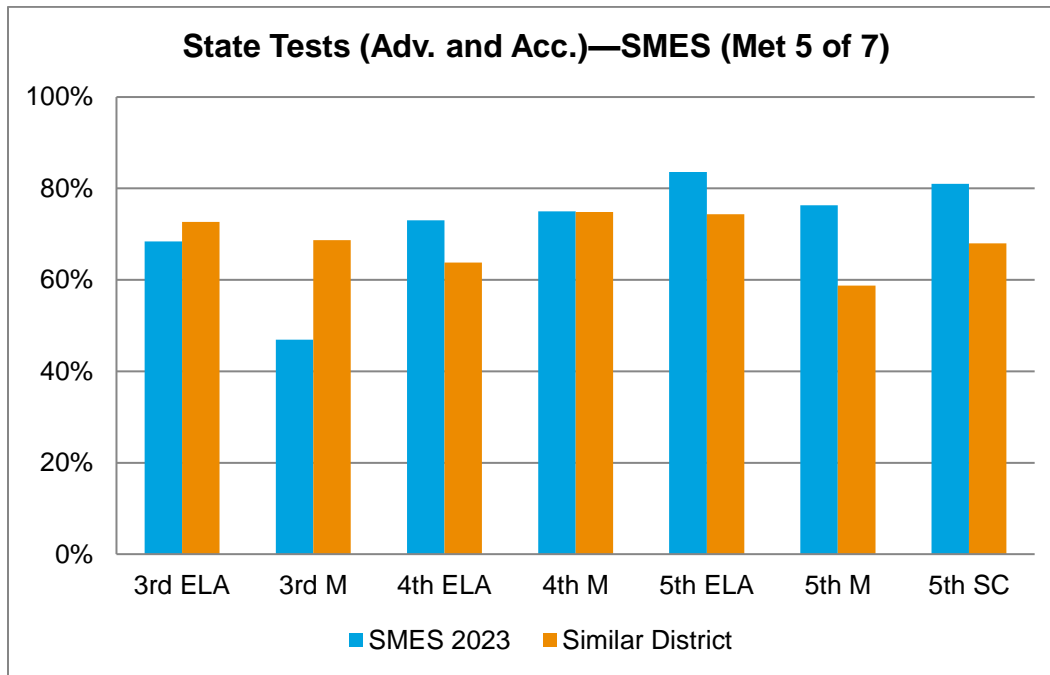


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SMES 2023	68.4%	46.9%	73.0%	75.0%	83.6%	76.3%	81.0%
SMES 2022	62.8%	56.4%	77.2%	79.8%	73.9%	58.8%	69.3%
SMES 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SHALE MEADOWS 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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
SMES 2023	68.4%	46.9%	73.0%	75.0%	83.6%	76.3%	81.0%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
SMES rank among all buildings	66	37	N/A	N/A	N/A
SMES within top % of the State	10.0%	5.6%	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.
NOT MET—Only 4th grade math increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 was 107.0 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 70.0% with a five-star rating.

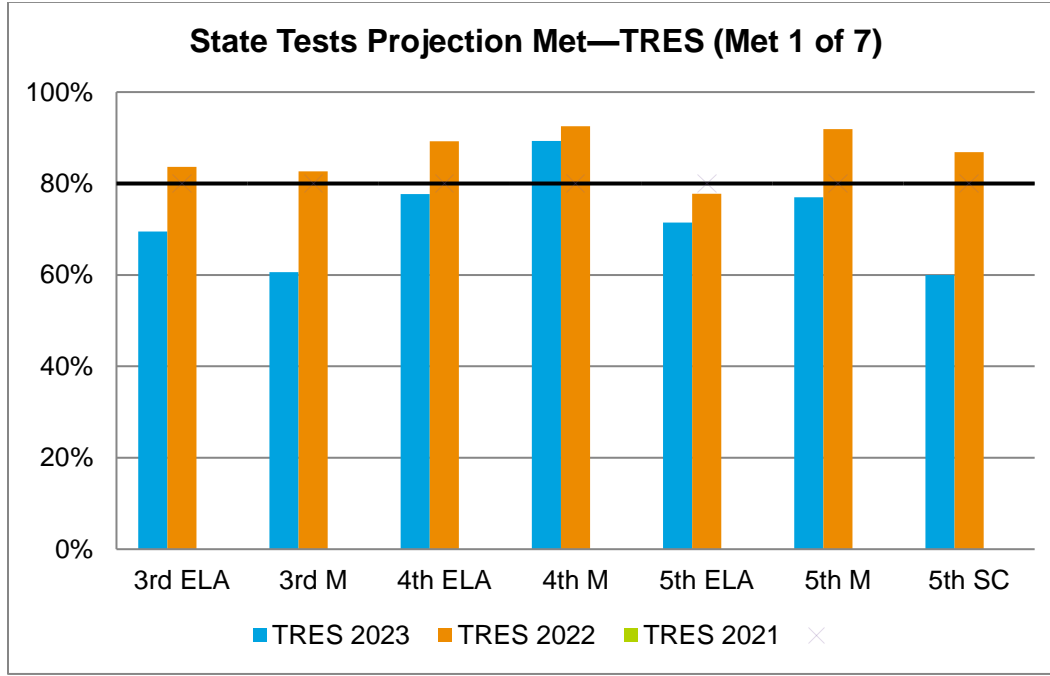
Benchmark 4: Top of State and Nation

- 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 3.0% in the State.

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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.
NOT MET—Only 4th grade math increased from the previous year or maintained 80%.



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
TRES 2023	69.5%	60.6%	77.7%	89.3%	71.4%	77.0%	60.0%
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
N Matched (2023)	95	94	103	103	126	126	125







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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 22-23 school year.

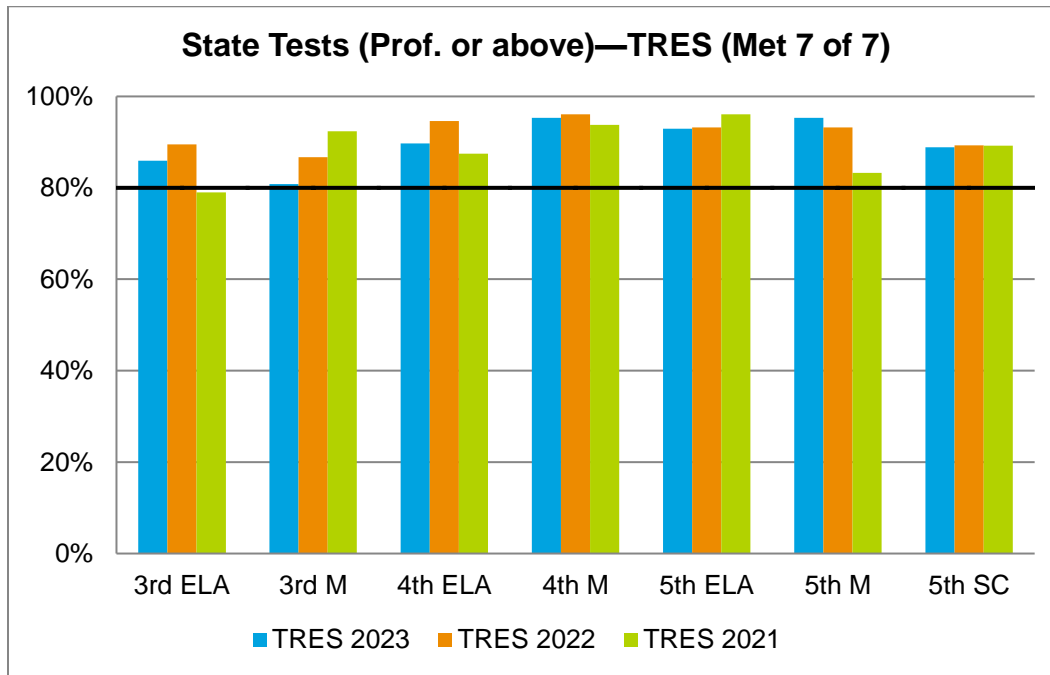
TRES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-1.25	-0.05	4.54	0.20	-2.82	-0.18	0.66	0.02
Grade 4	1.27	0.09	3.47	0.22			3.05	0.16
Grade 5	-2.93	-0.19	3.15	0.19	-2.82	-0.18	-1.51	-0.05

-  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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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 was 107.0 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 70.0% with a five-star rating.



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2023	85.9%	80.8%	89.7%	95.3%	92.9%	95.3%	88.9%
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%

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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	22-23	21-22	20-21	19-20	18-19
Tyler Run Elementary	107.0	109.5	98.8	N/A	112.6

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).

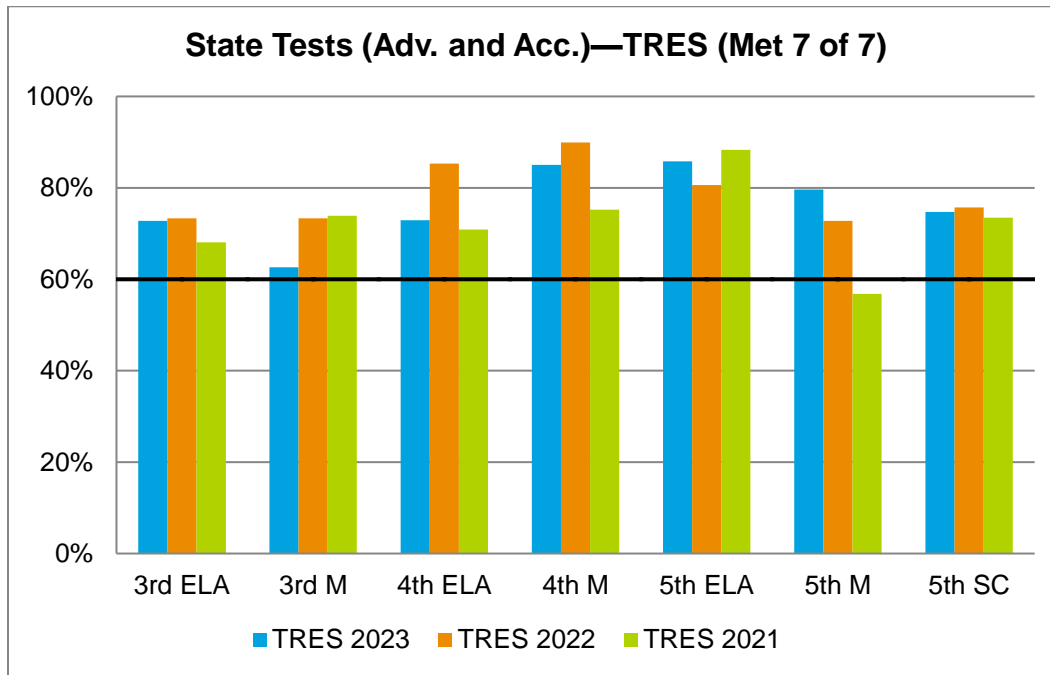
22-23 AMO Goals—TRES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	107.5	80.9	100.0	1	-2.63
Economic Disadvantage	NR	66.1	83.8	NR	NR
Asian or Pacific Islander	108.3	87.6	95.8	1	-2.64
Black, Non-Hispanic	NR	57.2	79.7	NR	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	NR	68.1	84.4	NR	NR
Multiracial	115.3	73.1	88.0	1	NR
White, Non-Hispanic	106.7	85.1	92.4	1	-1.87
Students with Disabilities	81.6	53.2	76.3	1	-0.98
English Learner	105.3	64.6	80.9	1	NR

22-23 AMO Goals—TRES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.4	74.3	100.0	1	2.18
Economic Disadvantage	NR	57.5	84.0	NR	NR
Asian or Pacific Islander	111.0	84.8	98.8	1	0.70
Black, Non-Hispanic	NR	47.0	78.5	NR	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	NR	59.9	84.6	NR	NR
Multiracial	106.8	63.7	87.6	1	NR
White, Non-Hispanic	105.8	78.4	93.1	1	1.96
Students with Disabilities	85.7	48.4	76.8	1	1.34
English Learner	107.3	59.2	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—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 3.0% in the State.

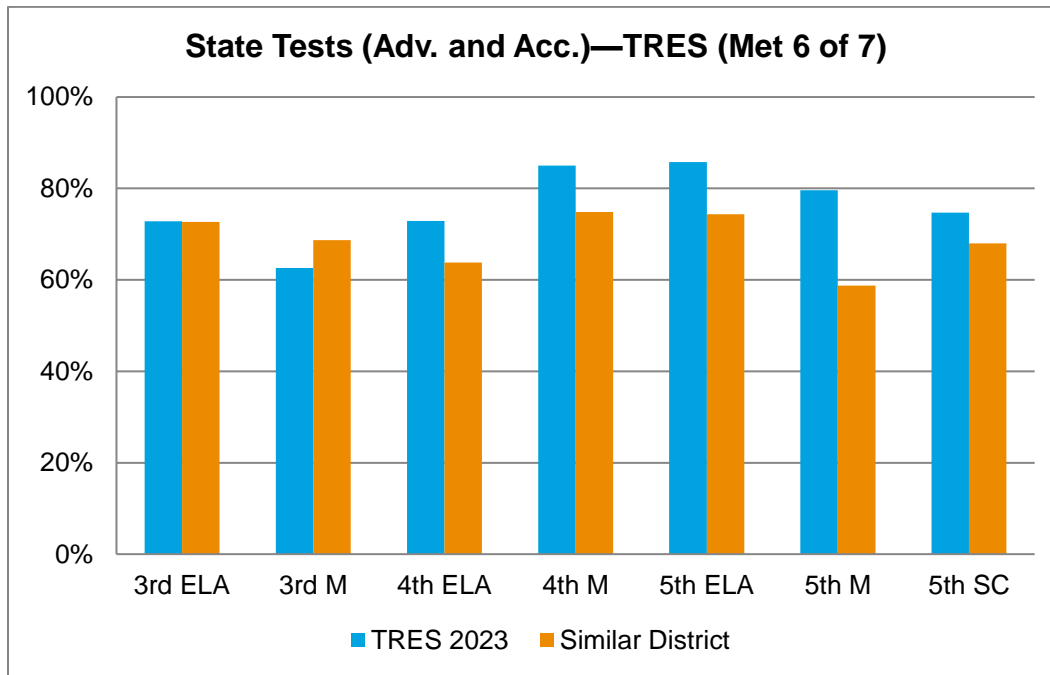


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2023	72.8%	62.6%	72.9%	85.0%	85.8%	79.6%	74.7%
TRES 2022	73.3%	73.3%	85.3%	89.9%	80.6%	72.8%	75.7%
TRES 2021	68.1%	73.9%	70.9%	75.2%	88.3%	56.8%	73.5%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
TRES 2023	72.8%	62.6%	72.9%	85.0%	85.8%	79.6%	74.7%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
TRES rank among all buildings	20	6	N/A	N/A	4
TRES within top % of the State	3.0%	0.9%	N/A	N/A	0.6%

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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.

MET—4 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 was 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 70.8% with a five-star rating.

Benchmark 4: Top of State and Nation

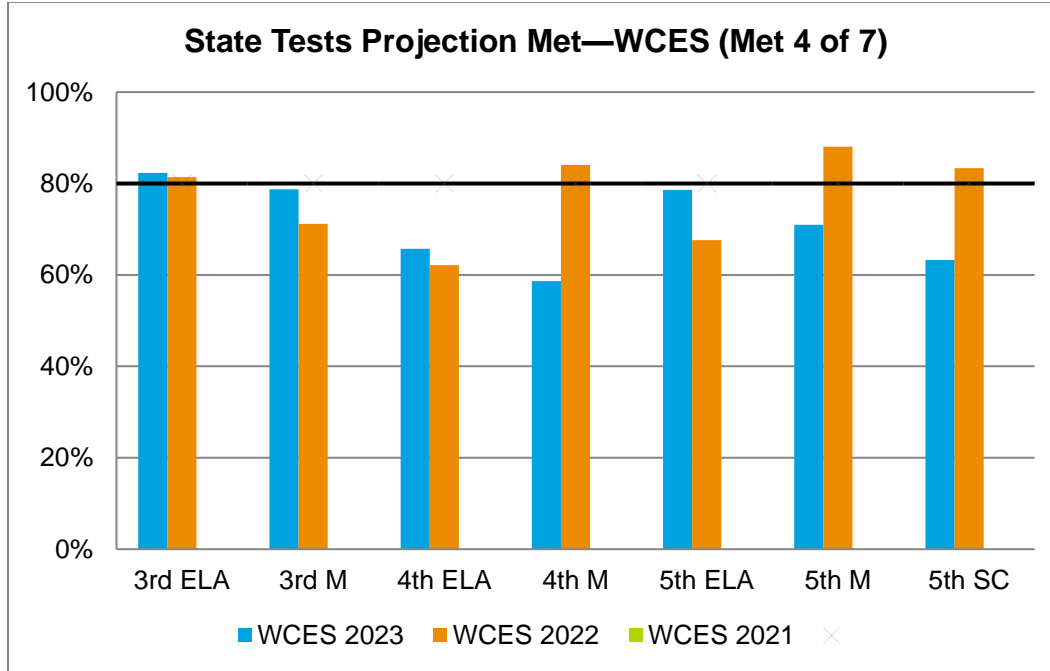
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—4 of 7 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
NOT MET—Performance Index ranking decreased from the top 8.0% to the top 12.9% in the State.

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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.

MET—4 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2023	82.3%	78.8%	65.7%	58.7%	78.6%	70.9%	63.2%
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
N Matched (2023)	113	113	102	104	117	117	117







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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

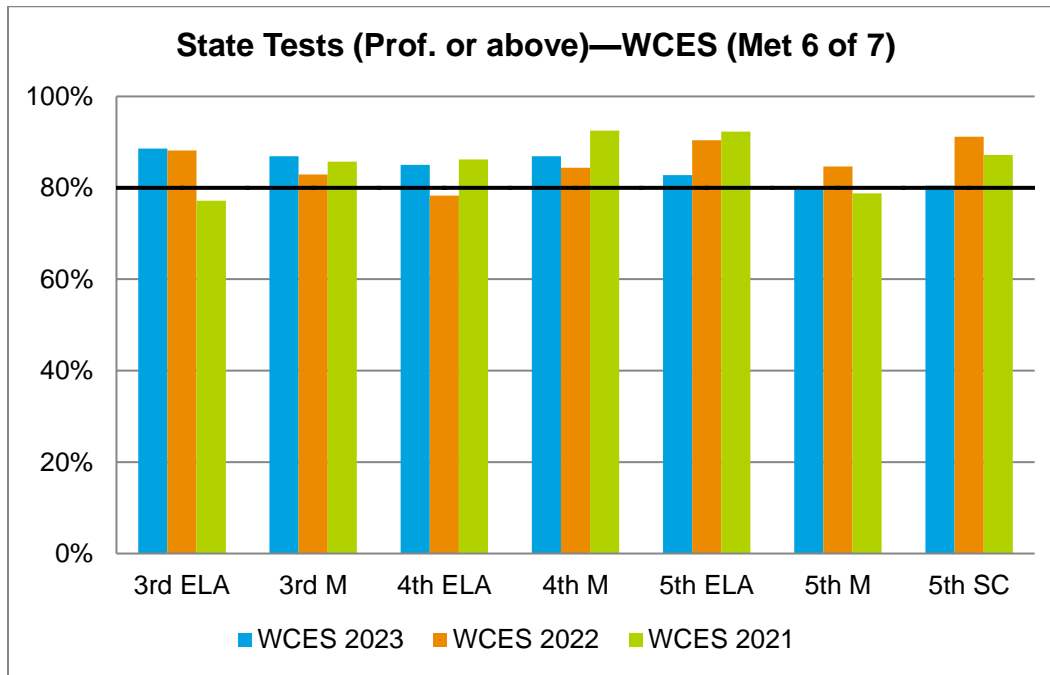
WCES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.00	0.00	-2.75	-0.12	-1.39	-0.09	-2.15	-0.06
Grade 4	-3.57	-0.25	-5.31	-0.35			-5.76	-0.30
Grade 5	3.32	0.22	1.19	0.07	-1.39	-0.09	1.94	0.08

-  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 was 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 70.8% 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 2023	88.6%	86.9%	85.0%	86.9%	82.8%	79.7%	80.5%
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%

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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	22-23	21-22	20-21	19-20	18-19
Walnut Creek Elementary	102.4	103.4	94.2	N/A	110.7

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).

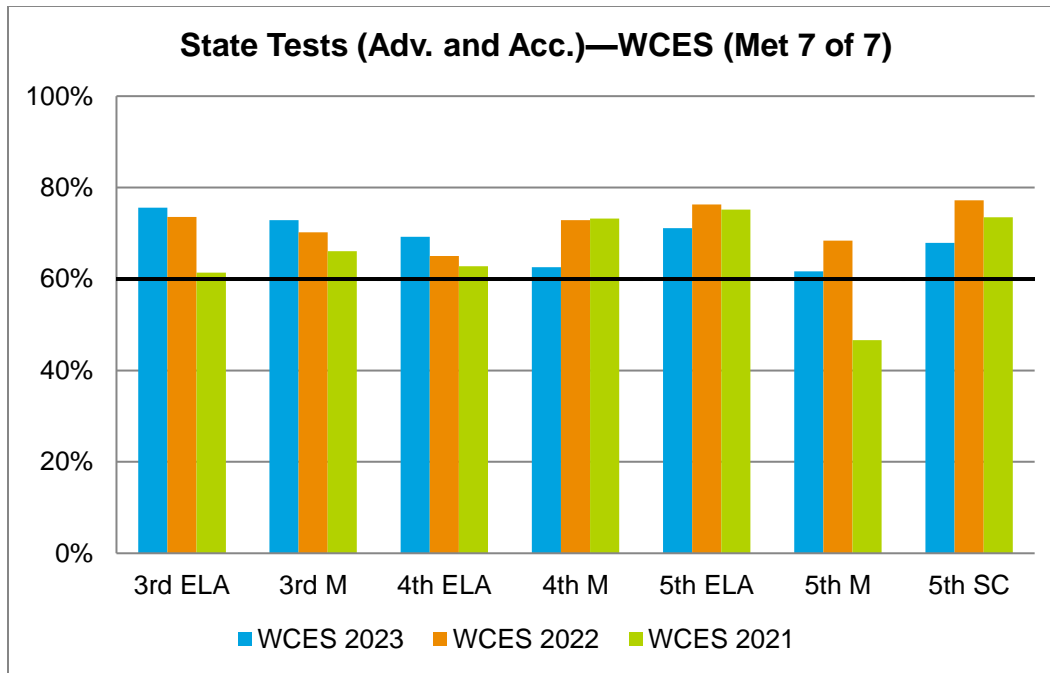
22-23 AMO Goals—WCES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.3	80.9	100.0	1	1.01
Economic Disadvantage	87.3	66.1	83.8	1	NR
Asian or Pacific Islander	108.3	87.6	95.8	1	0.71
Black, Non-Hispanic	NR	57.2	79.7	NR	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	NR	68.1	84.4	NR	NR
Multiracial	92.3	73.1	88.0	1	NR
White, Non-Hispanic	105.4	85.1	92.4	1	0.89
Students with Disabilities	71.4	53.2	76.3	1	0.38
English Learner	93.0	64.6	80.9	1	NR

22-23 AMO Goals—WCES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	100.9	74.3	100.0	1	-3.27
Economic Disadvantage	87.3	57.5	84.0	1	NR
Asian or Pacific Islander	114.0	84.8	98.8	1	-1.02
Black, Non-Hispanic	NR	47.0	78.5	NR	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	NR	59.9	84.6	NR	NR
Multiracial	93.2	63.7	87.6	1	-1.88
White, Non-Hispanic	101.0	78.4	93.1	1	-3.08
Students with Disabilities	64.5	48.4	76.8	1	-0.44
English Learner	88.0	59.2	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—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.
NOT MET—Performance Index ranking decreased from the top 8.0% to the top 12.9% in the State.

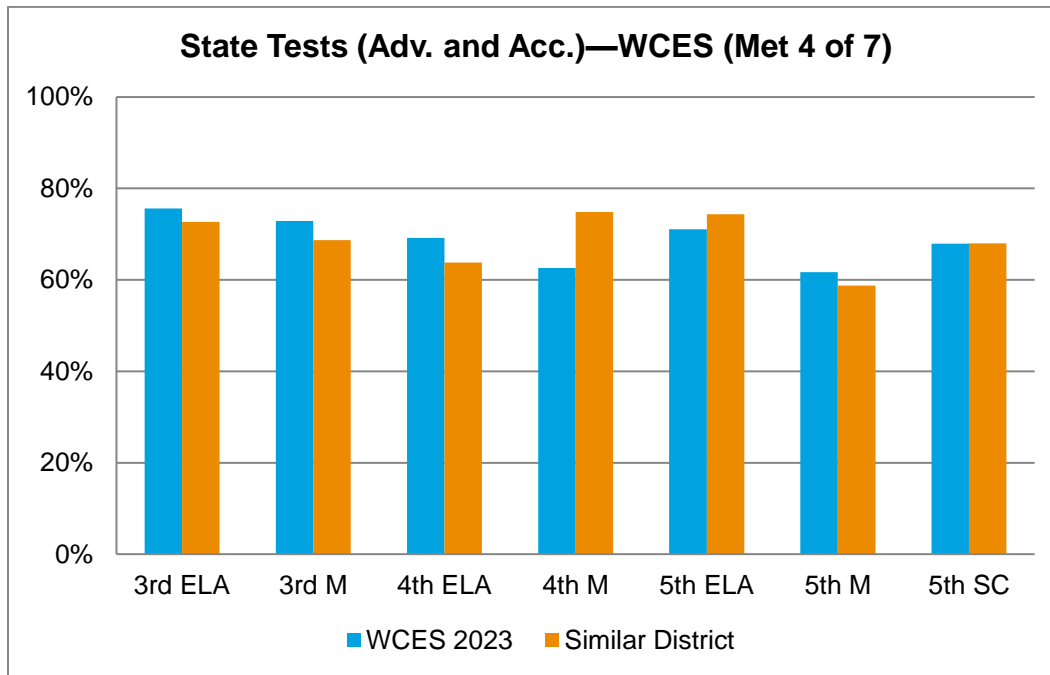


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2023	75.6%	72.9%	69.2%	62.6%	71.1%	61.7%	67.9%
WCES 2022	73.6%	70.2%	65.0%	72.9%	76.3%	68.4%	77.2%
WCES 2021	61.4%	66.1%	62.8%	73.2%	75.2%	46.6%	73.5%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WCES 2023	75.6%	72.9%	69.2%	62.6%	71.1%	61.7%	67.9%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
WCES rank among all buildings	85	53	N/A	N/A	8
WCES within top % of the State	12.9%	8.0%	N/A	N/A	1.2%

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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.

MET—5 of 7 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 104.3 to 105.4 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 73.7% with a five-star rating.

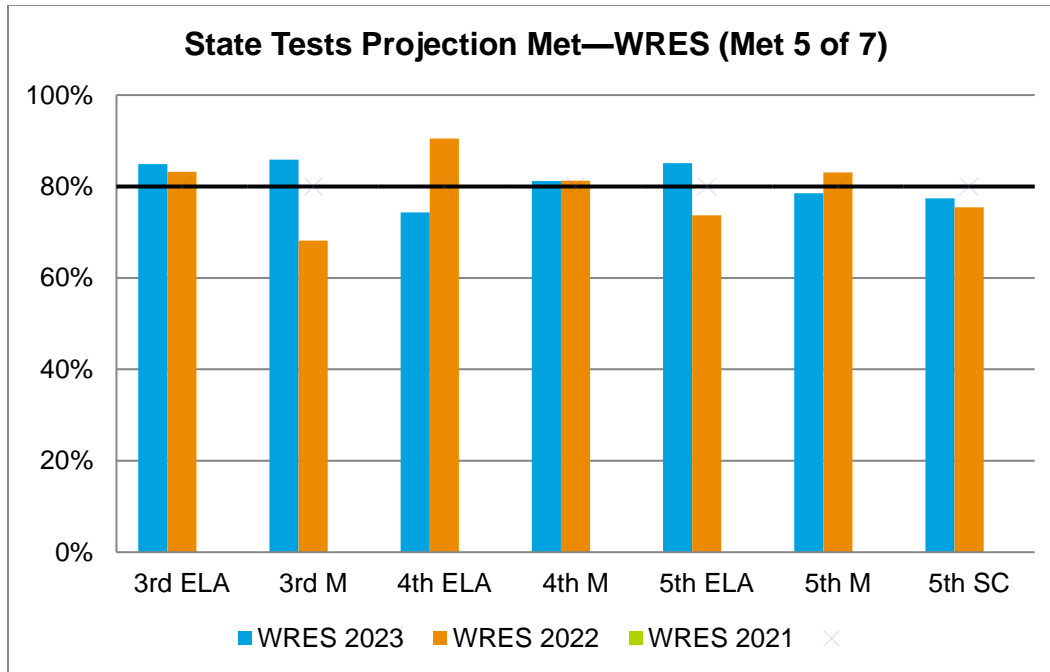
Benchmark 4: Top of State and Nation

- 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 increased from the top 6.2% to the top 5.6% in the State.

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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.
MET—5 of 7 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WRES 2023	84.9%	85.8%	74.4%	81.2%	85.1%	78.5%	77.4%
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
N Matched (2023)	106	106	117	117	94	93	93







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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 22-23 school year.

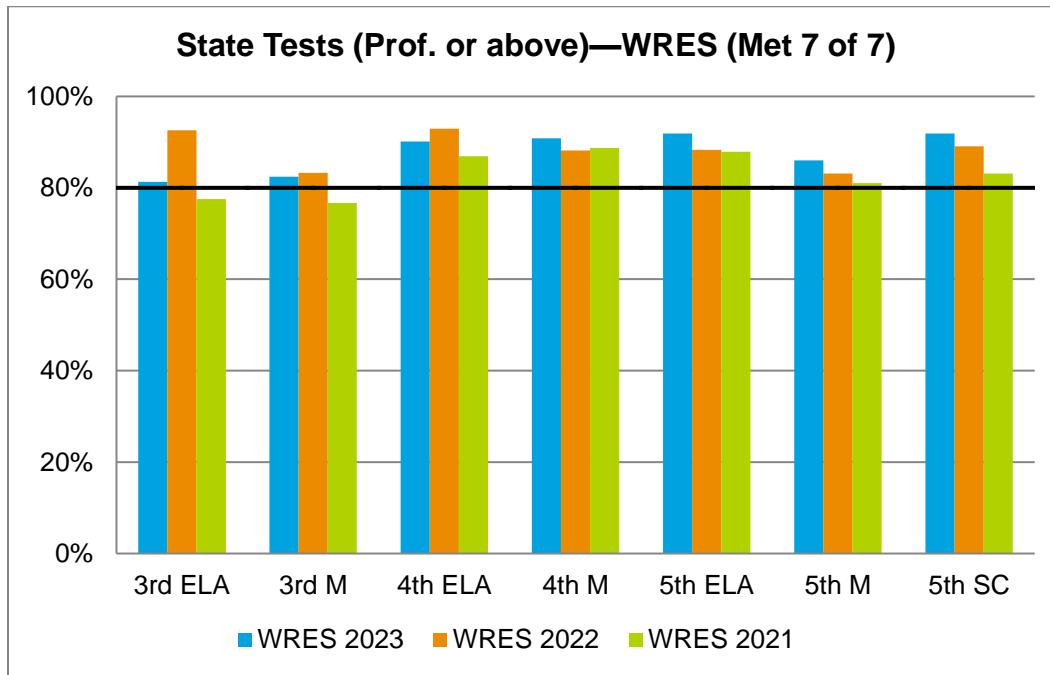
WRES	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	3.00	0.15	5.24	0.24	1.45	0.11	5.44	0.18
Grade 4	2.79	0.19	3.63	0.24			4.17	0.21
Grade 5	1.58	0.12	4.03	0.27	1.45	0.11	3.89	0.17

-  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 104.3 to 105.4 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 73.7% 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 2023	81.3%	82.4%	90.1%	90.8%	91.9%	86.0%	91.9%
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%

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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	22-23	21-22	20-21	19-20	18-19
Wyandot Run Elementary	105.4	104.3	87.1	N/A	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).

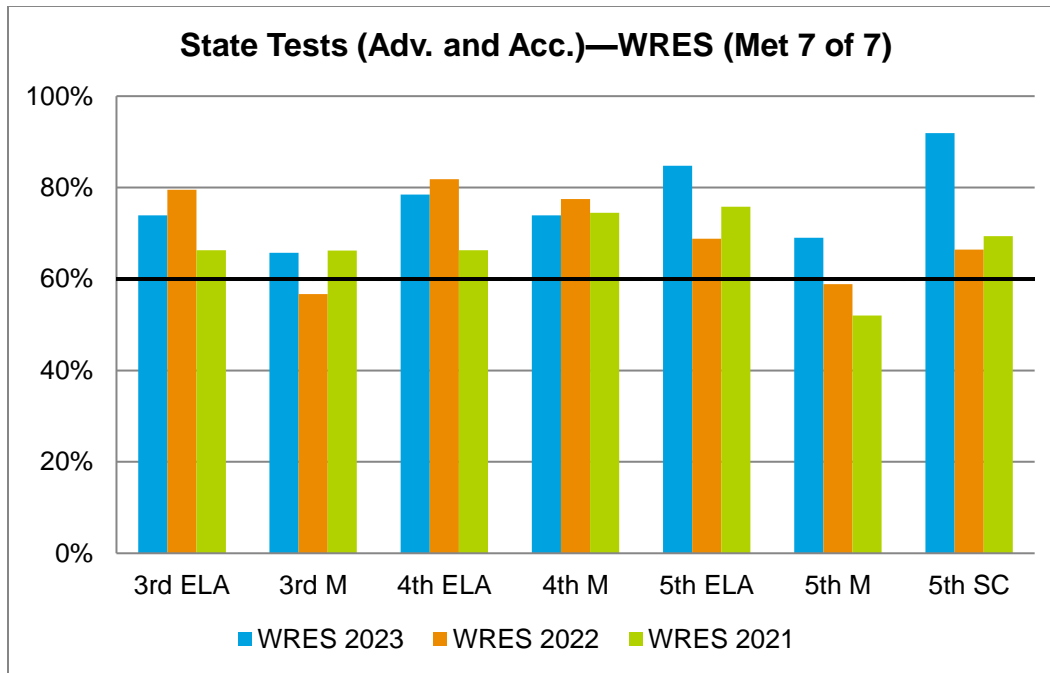
22-23 AMO Goals—WRES		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	106.8	80.9	100.0	1	1.49
Economic Disadvantage	NR	66.1	83.8	NR	NR
Asian or Pacific Islander	115.2	87.6	95.8	1	1.40
Black, Non-Hispanic	NR	57.2	79.7	NR	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	NR	68.1	84.4	NR	NR
Multiracial	106.7	73.1	88.0	1	NR
White, Non-Hispanic	106.2	85.1	92.4	1	1.05
Students with Disabilities	63.7	53.2	76.3	1	-0.33
English Learner	NR	64.6	80.9	NR	NR

22-23 AMO Goals—WRES		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.4	74.3	100.0	1	4.44
Economic Disadvantage	NR	57.5	84.0	NR	NR
Asian or Pacific Islander	116.7	84.8	98.8	1	2.35
Black, Non-Hispanic	NR	47.0	78.5	NR	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	NR	59.9	84.6	NR	NR
Multiracial	101.0	63.7	87.6	1	NR
White, Non-Hispanic	102.6	78.4	93.1	1	3.36
Students with Disabilities	60.3	48.4	76.8	1	-0.71
English Learner	NR	59.2	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 increased from the top 6.2% to the top 5.6% in the State.

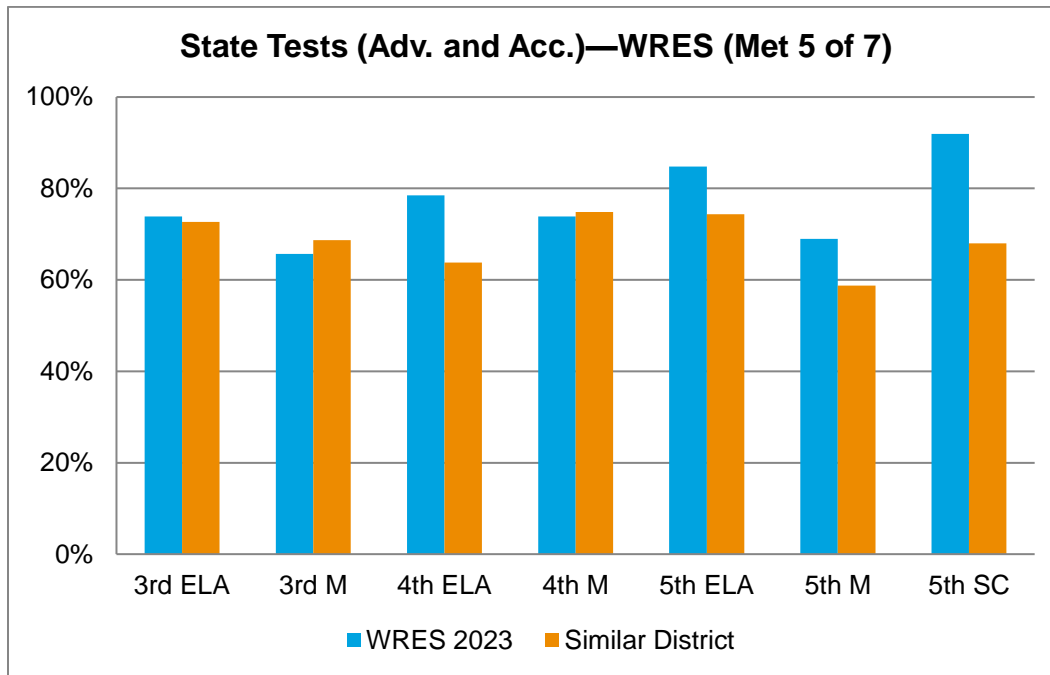


State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WRES 2023	73.9%	65.7%	78.5%	73.9%	84.8%	69.0%	91.9%
WRES 2022	79.5%	56.7%	81.8%	77.5%	68.8%	58.9%	66.4%
WRES 2021	66.3%	66.2%	66.3%	74.5%	75.8%	52.0%	69.4%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	5th ELA	5th M	5th SC
WRES 2023	73.9%	65.7%	78.5%	73.9%	84.8%	69.0%	91.9%
Similar District	72.7%	68.7%	63.8%	74.9%	74.3%	58.7%	68.0%

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 659 elementary schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
WRES rank among all buildings	37	41	N/A	N/A	33
WRES within top % of the State	5.6%	6.2%	N/A	N/A	4.9%

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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.
MET—6 of 8 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 101.8 to 104.5 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 74.1% with a five-star rating.

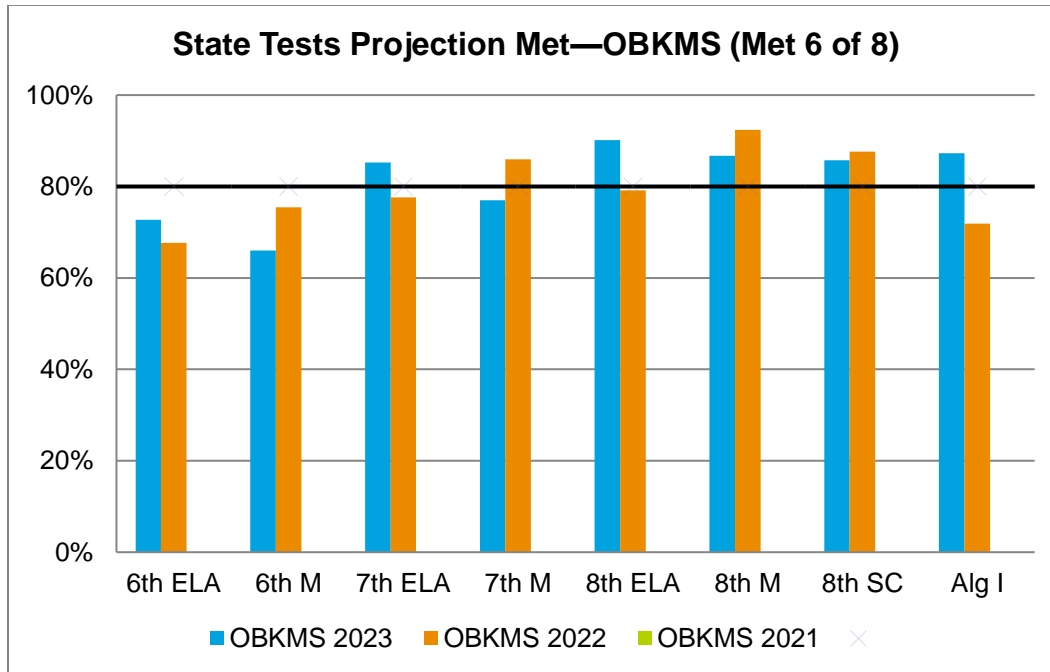
Benchmark 4: Top of State and Nation

- 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.
- 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.

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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.
MET—6 of 8 subjects increased from the previous year or maintained 80%.



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
OBKMS 2023	72.7%	66.0%	85.3%	77.0%	90.1%	86.7%	85.8%	87.3%
OBKMS 2022	67.7%	75.4%	77.6%	85.9%	79.2%	92.4%	87.6%	71.9%
OBKMS 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N Matched (2023)	396	394	400	400	345	143	344	212

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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 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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 22-23 school year.

OBKMS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	5.59	0.12	9.70	0.19	15.05	0.55	14.77	0.20
Grade 6	-2.15	-0.07	2.44	0.08			0.06	0.00
Grade 7	3.83	0.14	2.60	0.09			4.29	0.11
Grade 8	8.14	0.30	1.66	0.08	15.05	0.55	15.26	0.36

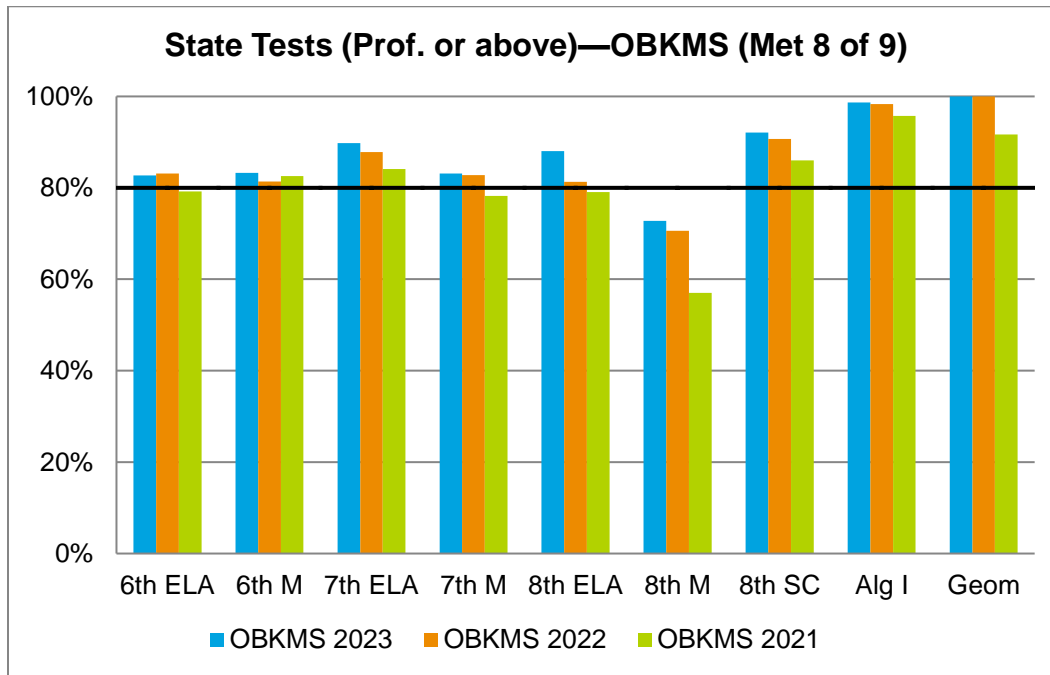
OBKMS	Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size
High School	8.91	0.41	11.06	1.14

-  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

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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—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 101.8 to 104.5 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 74.1% with a five-star rating.



State Tests (Prof. or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OBKMS 2023	82.7%	83.3%	89.8%	83.1%	88.0%	72.8%	92.1%
OBKMS 2022	83.1%	81.4%	87.8%	82.8%	81.3%	70.6%	90.7%
OBKMS 2021	79.2%	82.6%	84.1%	78.2%	79.1%	57.0%	86.0%

State Tests (Prof. or above)	Alg I	Geom
OBKMS 2023	98.7%	100.0%
OBKMS 2022	98.3%	100.0%
OBKMS 2021	95.7%	91.7%

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	22-23	21-22	20-21	19-20	18-19
Olentangy Berkshire Middle	104.5	101.8	86.7	N/A	105.1

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).

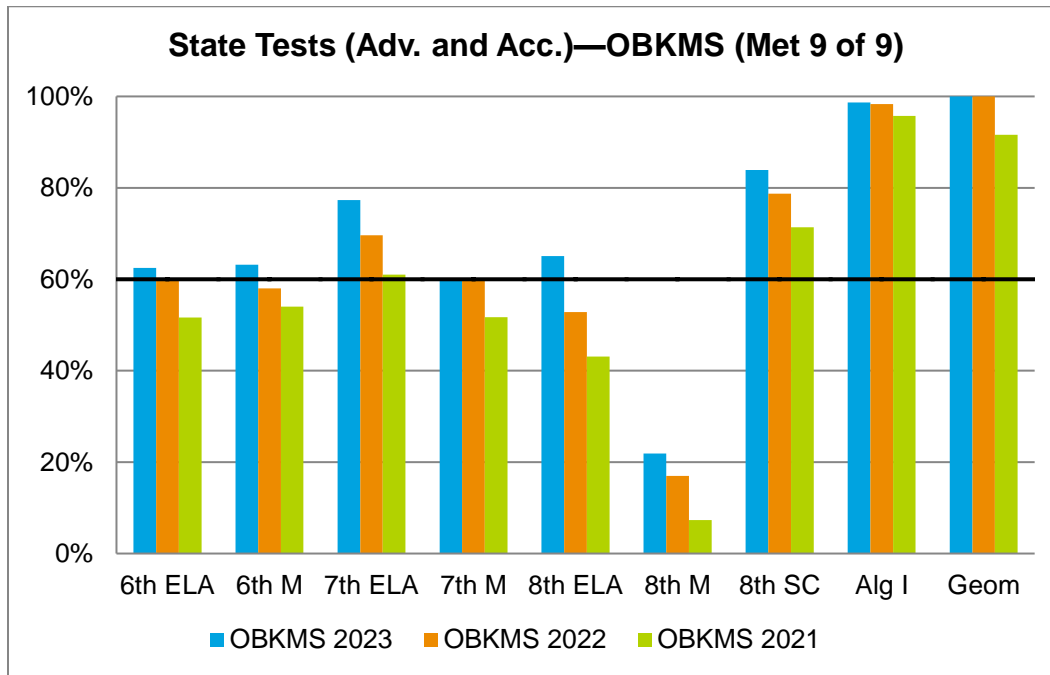
22-23 AMO Goals—OBKMS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.3	80.9	100.0	1	3.38
Economic Disadvantage	93.5	66.1	83.8	1	2.37
Asian or Pacific Islander	111.7	87.6	95.8	1	3.20
Black, Non-Hispanic	103.3	57.2	79.7	1	0.25
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	101.2	68.1	84.4	1	1.38
Multiracial	103.9	73.1	88.0	1	1.49
White, Non-Hispanic	103.3	85.1	92.4	1	1.73
Students with Disabilities	70.0	53.2	76.3	1	0.71
English Learner	65.8	64.6	80.9	1	NR

22-23 AMO Goals—OBKMS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.4	74.3	100.0	1	7.28
Economic Disadvantage	87.6	57.5	84.0	1	2.19
Asian or Pacific Islander	114.5	84.8	98.8	1	5.76
Black, Non-Hispanic	92.8	47.0	78.5	1	0.66
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	101.2	59.9	84.6	1	1.89
Multiracial	105.0	63.7	87.6	1	1.52
White, Non-Hispanic	102.2	78.4	93.1	1	4.44
Students with Disabilities	65.5	48.4	76.8	1	1.46
English Learner	62.5	59.2	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—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 3.8% in the State.



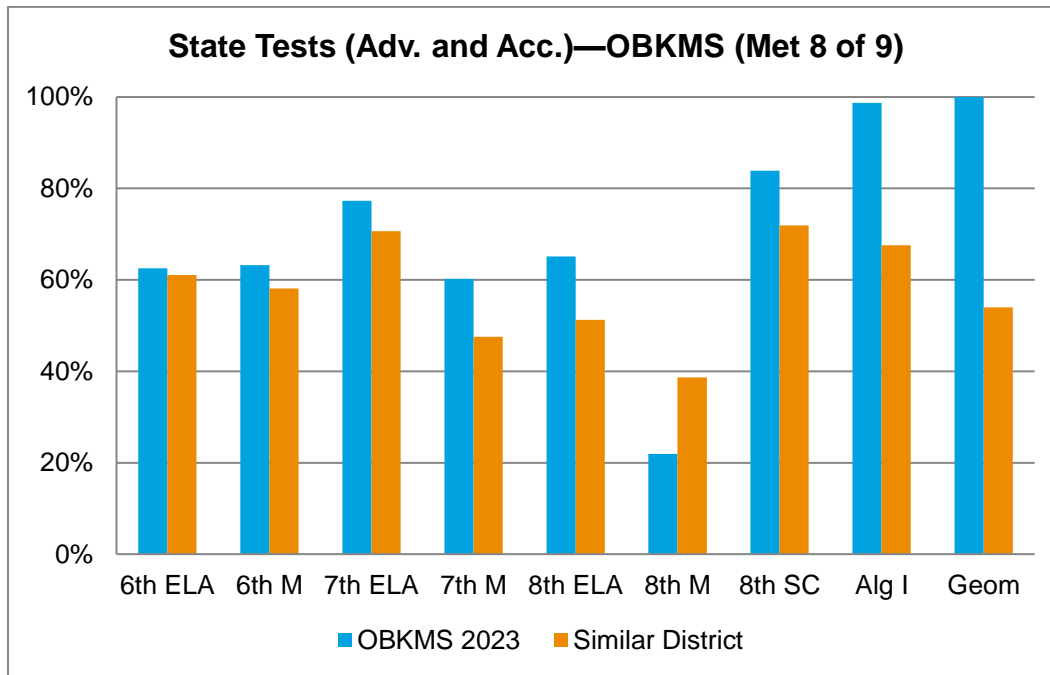
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OBKMS 2023	62.5%	63.2%	77.3%	60.2%	65.1%	21.9%	83.9%
OBKMS 2022	60.2%	58.0%	69.6%	60.1%	52.8%	17.0%	78.7%
OBKMS 2021	51.6%	54.0%	61.0%	51.7%	43.1%	7.3%	71.4%

State Tests (Adv. and Acc.)	Alg I	Geom
OBKMS 2023	98.7%	100.0%
OBKMS 2022	98.3%	100.0%
OBKMS 2021	95.7%	91.6%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OBKMS 2023	62.5%	63.2%	77.3%	60.2%	65.1%	21.9%	83.9%
Similar District	61.1%	58.1%	70.7%	47.6%	51.3%	38.7%	71.9%

State Tests (Adv. and Acc.)	Alg I	Geom
OBKMS 2023	98.7%	100.0%
Similar District	67.6%	54.0%

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 318 middle schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OBKMS rank among all buildings	12	12	N/A	N/A	13
OBKMS within top % of the State	3.8%	3.8%	N/A	N/A	4.0%

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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.
MET—5 of 8 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 102.4 to 105.2 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 61.5% with a five-star rating.

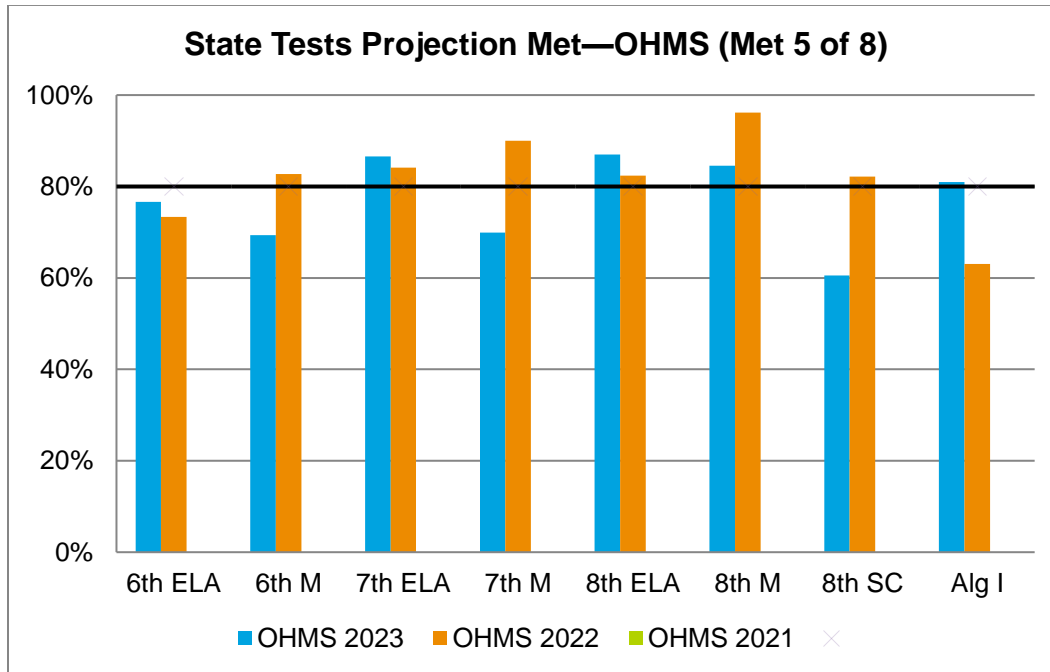
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—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—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 increased from the top 2.9% to the top 2.8% in the State.

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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.
MET—5 of 8 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OHMS 2023	76.7%	69.3%	86.6%	69.9%	87.0%	84.6%	60.6%	81.0%
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
N Matched (2023)	300	300	291	276	246	123	246	126

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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—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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

OHMS Test Grade	ELA		Math		Science		All Tests	
	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-0.98	-0.02	4.24	0.10	-1.15	-0.04	1.55	0.03
Grade 6	-0.56	-0.02	4.87	0.19			2.63	0.08
Grade 7	-0.22	0.00	0.25	0.01			0.00	0.00
Grade 8	-0.88	-0.03	-3.59	-0.20	-1.15	-0.04	-2.71	-0.07

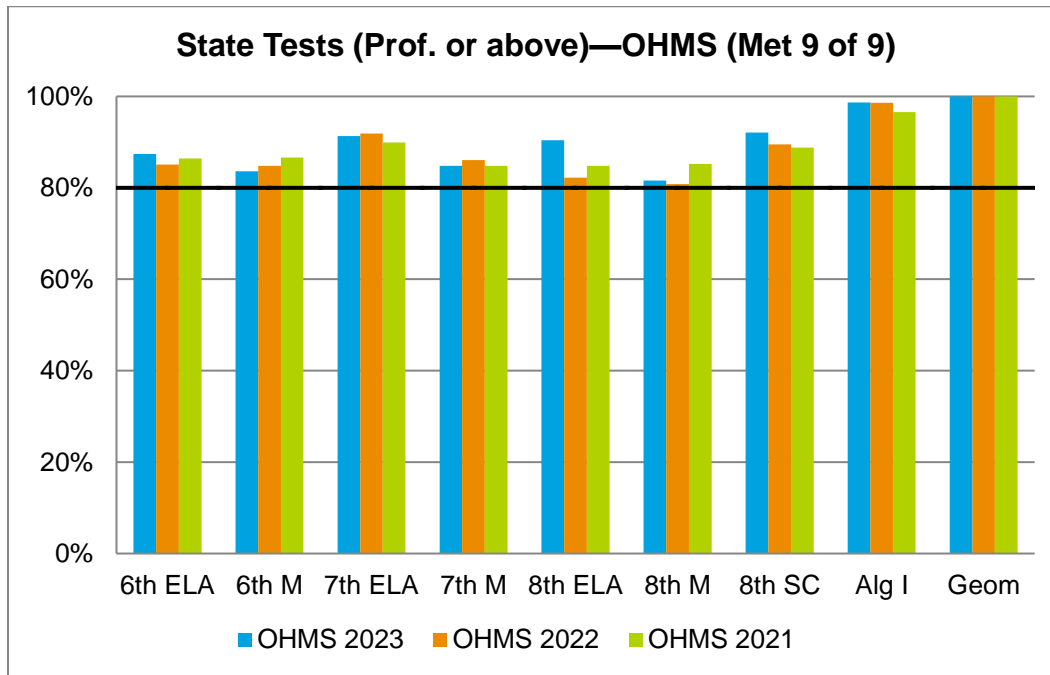
OHMS Test Grade	Alg I		Geom	
	Index	Effect Size	Index	Effect Size
High School	4.25	0.24	6.65	0.88

-  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 102.4 to 105.2 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 61.5% with a five-star rating.



State Tests (Prof. or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OHMS 2023	87.4%	83.6%	91.3%	84.8%	90.4%	81.6%	92.1%
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%

State Tests (Prof. or above)	Alg I	Geom
OHMS 2023	98.7%	100.0%
OHMS 2022	98.6%	100.0%
OHMS 2021	96.6%	100.0%

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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	22-23	21-22	20-21	19-20	18-19
Olentangy Hyatts Middle	105.2	102.4	91.0	N/A	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).

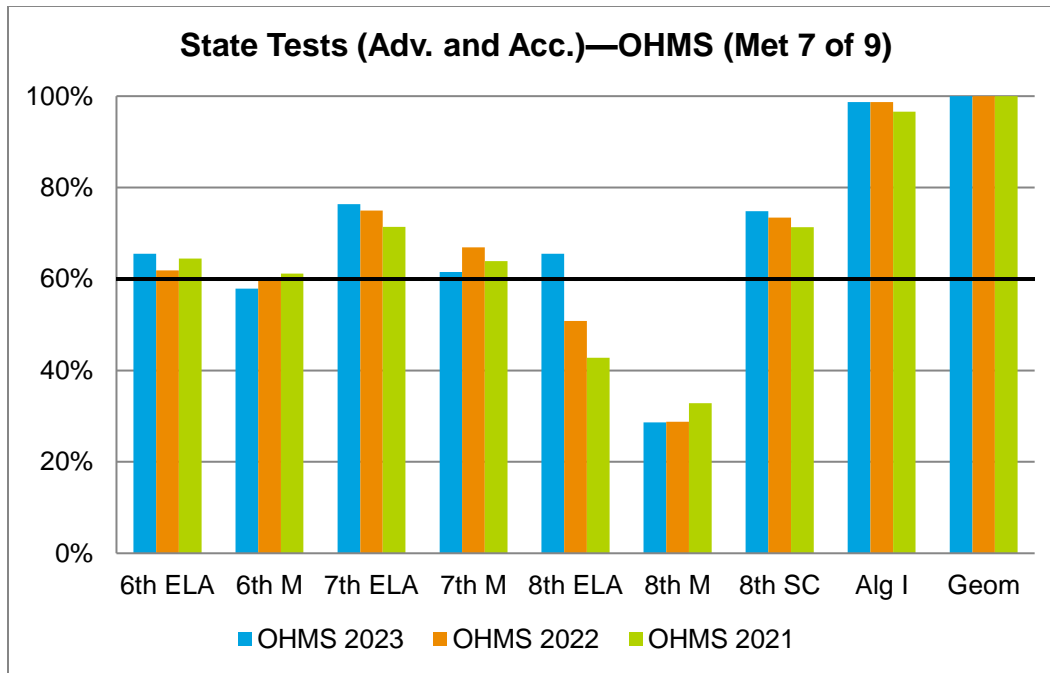
22-23 AMO Goals—OHMS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	105.8	80.9	100.0	1	-0.22
Economic Disadvantage	89.5	66.1	83.8	1	-0.33
Asian or Pacific Islander	112.7	87.6	95.8	1	-0.56
Black, Non-Hispanic	90.5	57.2	79.7	1	0.30
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	101.7	68.1	84.4	1	-0.94
Multiracial	108.1	73.1	88.0	1	-1.51
White, Non-Hispanic	104.9	85.1	92.4	1	0.60
Students with Disabilities	75.4	53.2	76.3	1	-0.17
English Learner	NR	64.6	80.9	NR	NR

22-23 AMO Goals—OHMS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.4	74.3	100.0	1	2.30
Economic Disadvantage	85.7	57.5	84.0	1	0.43
Asian or Pacific Islander	114.5	84.8	98.8	1	1.52
Black, Non-Hispanic	88.2	47.0	78.5	1	0.74
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	100.3	59.9	84.6	1	0.58
Multiracial	109.7	63.7	87.6	1	0.24
White, Non-Hispanic	102.4	78.4	93.1	1	1.32
Students with Disabilities	69.3	48.4	76.8	1	0.63
English Learner	NR	59.2	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—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—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 increased from the top 2.9% to the top 2.8% in the State.



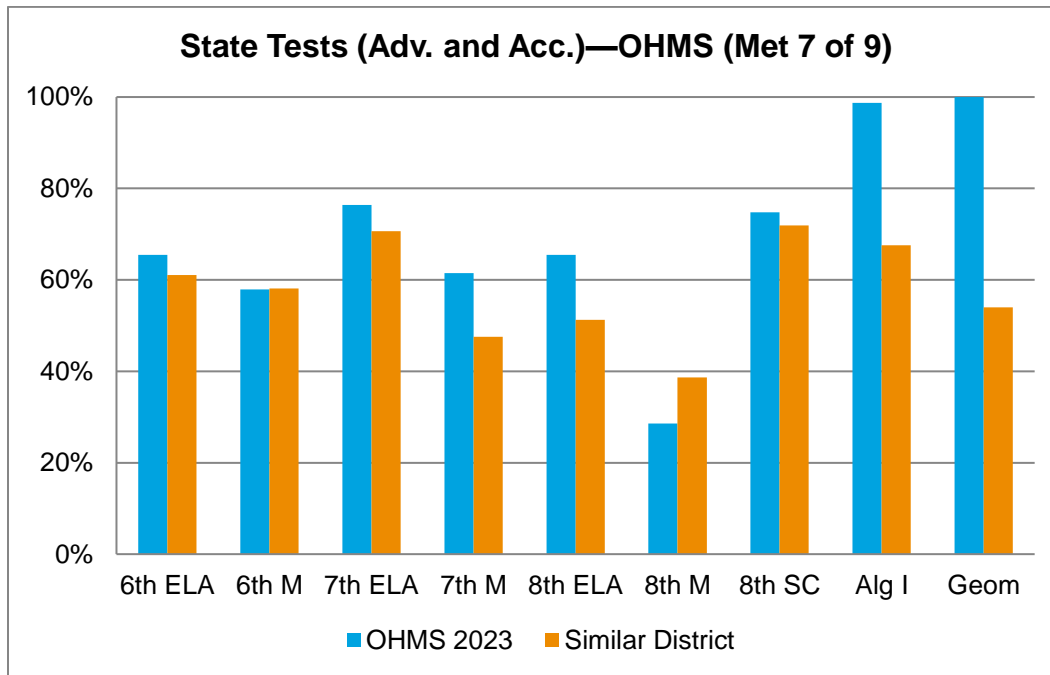
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OHMS 2023	65.5%	57.9%	76.4%	61.5%	65.5%	28.6%	74.8%
OHMS 2022	61.9%	59.9%	75.0%	66.9%	50.8%	28.8%	73.4%
OHMS 2021	64.5%	61.2%	71.4%	63.9%	42.8%	32.8%	71.3%

State Tests (Adv. and Acc.)	Alg I	Geom
OHMS 2023	98.7%	100.0%
OHMS 2022	98.7%	100.0%
OHMS 2021	96.6%	100.0%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OHMS 2023	65.5%	57.9%	76.4%	61.5%	65.5%	28.6%	74.8%
Similar District	61.1%	58.1%	70.7%	47.6%	51.3%	38.7%	71.9%

State Tests (Adv. and Acc.)	Alg I	Geom
OHMS 2023	98.7%	100.0%
Similar District	67.6%	54.0%

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 318 middle schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OHMS rank among all buildings	9	9	N/A	N/A	19
OHMS within top % of the State	2.8%	2.9%	N/A	N/A	5.9%

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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.

MET—5 of 8 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 102.2 to 105.7 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 58.0% with a four-star rating.

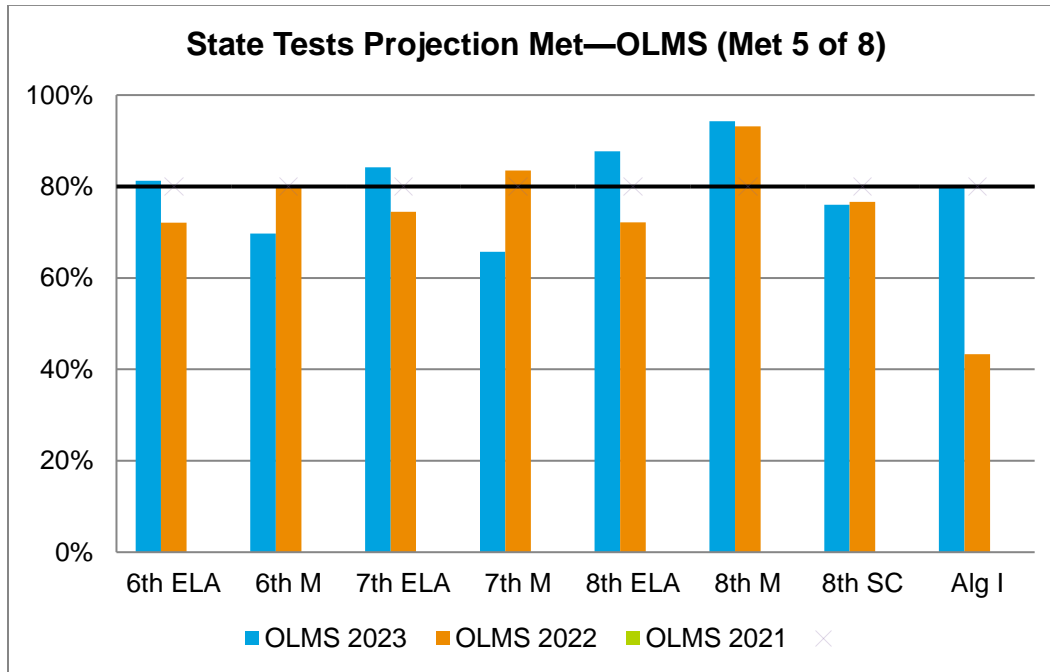
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
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. 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 increased from the top 3.2% to the top 1.6% in the State.

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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.
MET—5 of 8 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OLMS 2023	81.3%	69.7%	84.2%	65.7%	87.7%	94.3%	76.0%	80.3%
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
N Matched (2023)	310	307	342	327	269	140	271	137

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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 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—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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 22-23 school year.

OLMS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-0.28	0.00	0.58	0.01	3.24	0.13	1.29	0.02
Grade 6	-0.45	-0.01	-0.40	-0.01			-0.50	-0.01
Grade 7	-0.57	-0.02	-3.03	-0.11			-2.40	-0.06
Grade 8	0.56	0.02	4.17	0.23	3.24	0.13	3.96	0.11

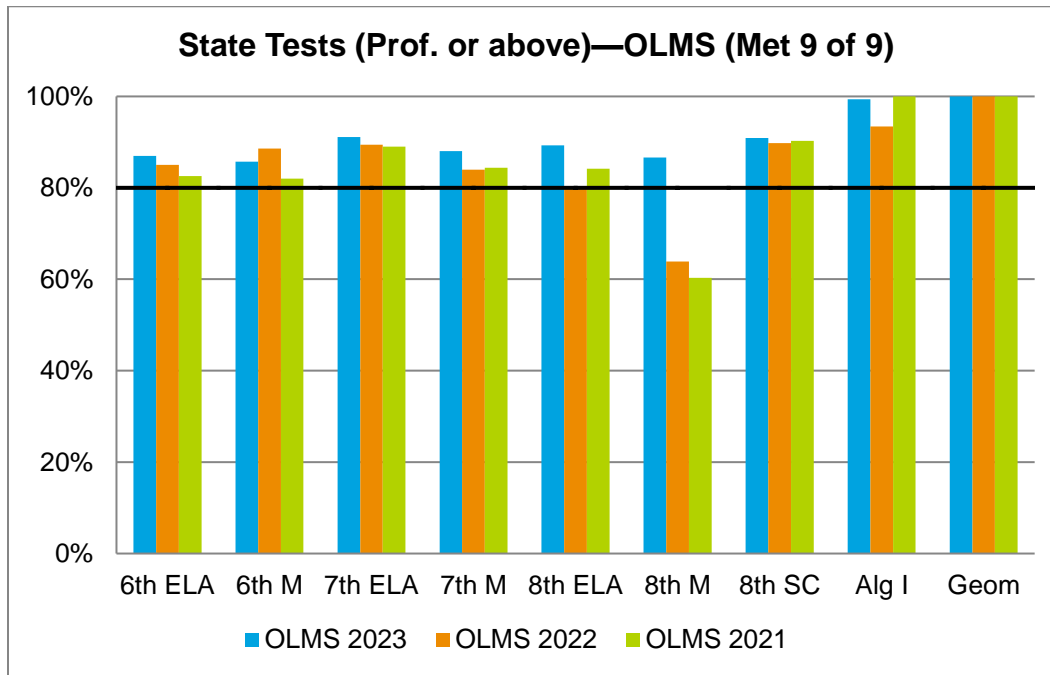
OLMS	Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size
High School	1.05	0.06	4.64	0.62

-  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 102.2 to 105.7 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 58.0% with a four-star rating.



State Tests (Prof. or above)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLMS 2023	87.0%	85.7%	91.1%	88.0%	89.3%	86.6%	90.9%
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%

State Tests (Prof. or above)	Alg I	Geom
OLMS 2023	99.4%	100.0%
OLMS 2022	93.4%	100.0%
OLMS 2021	100.0%	100.0%

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	22-23	21-22	20-21	19-20	18-19
Olentangy Liberty Middle	105.7	102.2	91.7	N/A	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).

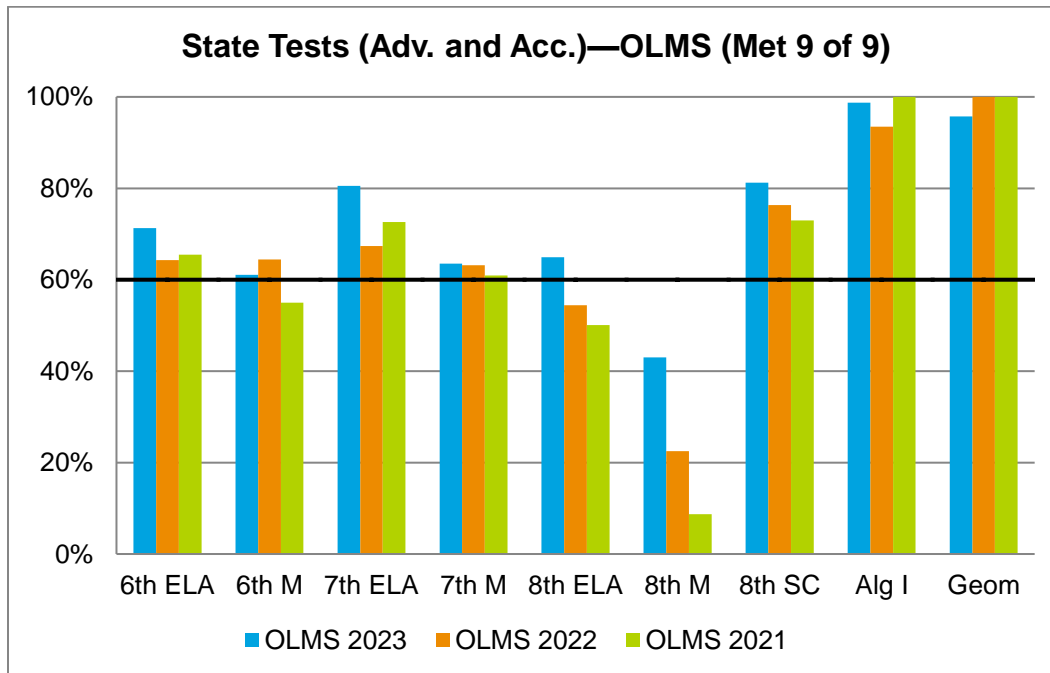
22-23 AMO Goals—OLMS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	105.2	80.9	100.0	1	2.88
Economic Disadvantage	102.9	66.1	83.8	1	1.89
Asian or Pacific Islander	109.5	87.6	95.8	1	0.64
Black, Non-Hispanic	110.6	57.2	79.7	1	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	98.5	68.1	84.4	1	-0.66
Multiracial	110.2	73.1	88.0	1	2.12
White, Non-Hispanic	104.3	85.1	92.4	1	2.30
Students with Disabilities	74.3	53.2	76.3	1	1.43
English Learner	NR	64.6	80.9	NR	NR

22-23 AMO Goals—OLMS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	105.5	74.3	100.0	1	0.69
Economic Disadvantage	88.6	57.5	84.0	1	0.00
Asian or Pacific Islander	114.2	84.8	98.8	1	1.24
Black, Non-Hispanic	97.9	47.0	78.5	1	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	100.3	59.9	84.6	1	0.07
Multiracial	103.4	63.7	87.6	1	-0.62
White, Non-Hispanic	104.5	78.4	93.1	1	0.28
Students with Disabilities	72.2	48.4	76.8	1	1.31
English Learner	NR	59.2	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. 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 increased from the top 3.2% to the top 1.6% in the State.



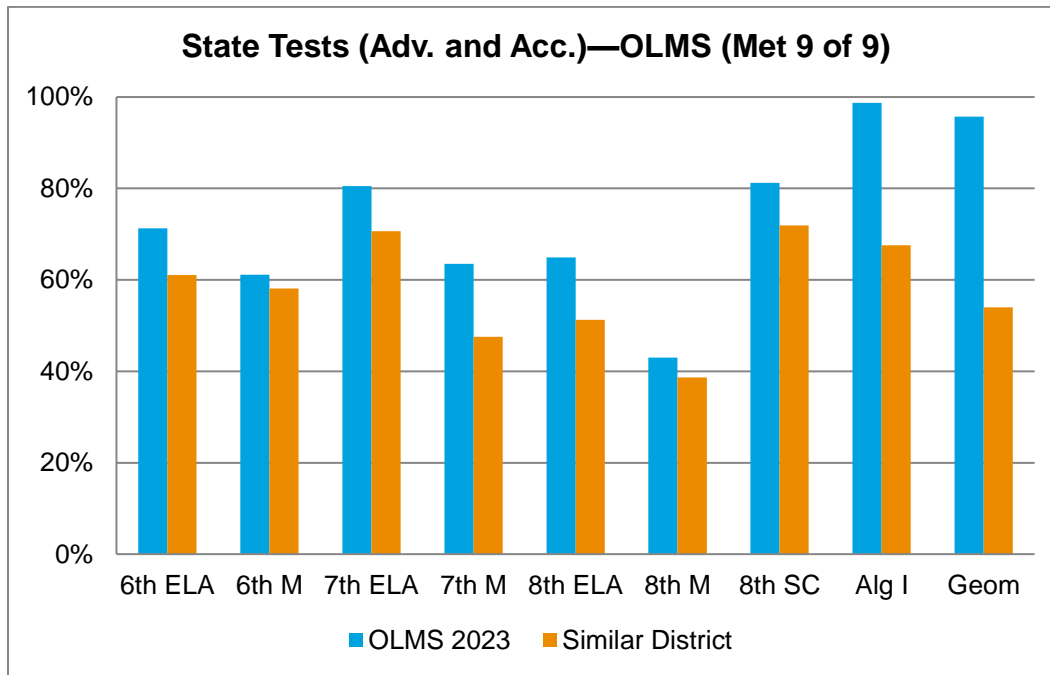
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLMS 2023	71.3%	61.1%	80.5%	63.5%	64.9%	43.0%	81.2%
OLMS 2022	64.3%	64.4%	67.4%	63.2%	54.4%	22.5%	76.3%
OLMS 2021	65.5%	55.0%	72.6%	60.9%	50.1%	8.7%	73.0%

State Tests (Adv. and Acc.)	Alg I	Geom
OLMS 2023	98.7%	95.7%
OLMS 2022	93.5%	100.0%
OLMS 2021	100.0%	100.0%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OLMS 2023	71.3%	61.1%	80.5%	63.5%	64.9%	43.0%	81.2%
Similar District	61.1%	58.1%	70.7%	47.6%	51.3%	38.7%	71.9%

State Tests (Adv. and Acc.)	Alg I	Geom
OLMS 2023	98.7%	95.7%
Similar District	67.6%	54.0%

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 318 middle schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OLMS rank among all buildings	5	10	N/A	N/A	5
OLMS within top % of the State	1.6%	3.2%	N/A	N/A	1.5%

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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.

MET—5 of 8 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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—Only 5 of 9 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 98.3 to 100.7 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 72.1% with a five-star rating.

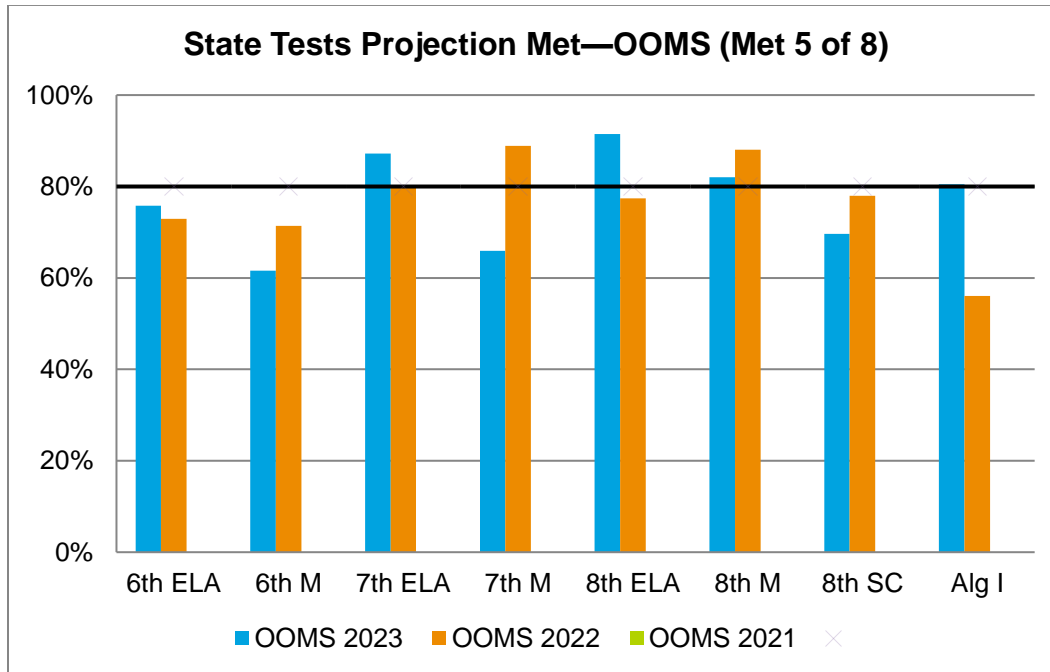
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—6 of 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—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 increased from the top 9.6% to the top 8.2% in the State.

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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.
MET—5 of 8 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OOMS 2023	75.8%	61.6%	87.2%	65.9%	91.5%	82.0%	69.6%	80.5%
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
N Matched (2023)	318	315	281	264	306	139	306	169

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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 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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

OOMS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	4.44	0.10	-1.23	-0.02	3.70	0.15	3.42	0.05
Grade 6	3.73	0.15	-2.16	-0.08			1.25	0.04
Grade 7	0.13	0.01	-2.35	-0.09			-1.46	-0.04
Grade 8	3.70	0.15	-3.25	-0.17	3.70	0.15	3.37	0.09

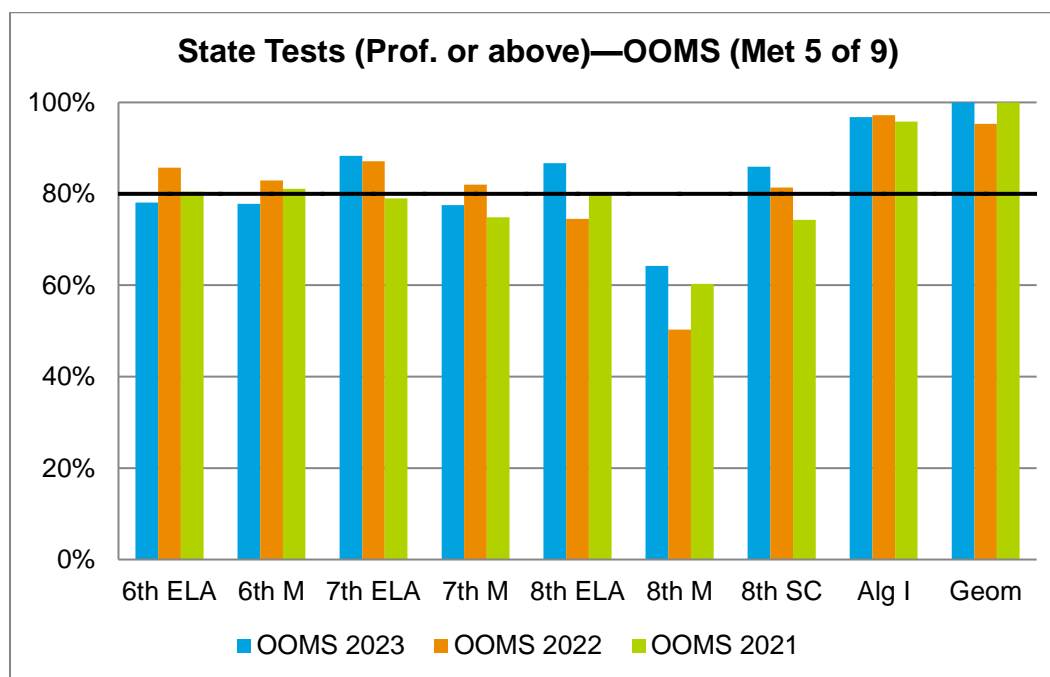
OOMS	Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size
High School	1.89	0.10	7.01	0.72

-  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 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—Only 5 of 9 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 98.3 to 100.7 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 72.1% 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 2023	78.1%	77.8%	88.3%	77.5%	86.7%	64.2%	85.9%
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%

State Tests (Prof. or above)	Alg I	Geom
OOMS 2023	96.8%	100.0%
OOMS 2022	97.2%	95.3%
OOMS 2021	95.8%	100.0%

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	22-23	21-22	20-21	19-20	18-19
Olentangy Orange Middle	100.7	98.3	85.3	N/A	102.0

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).

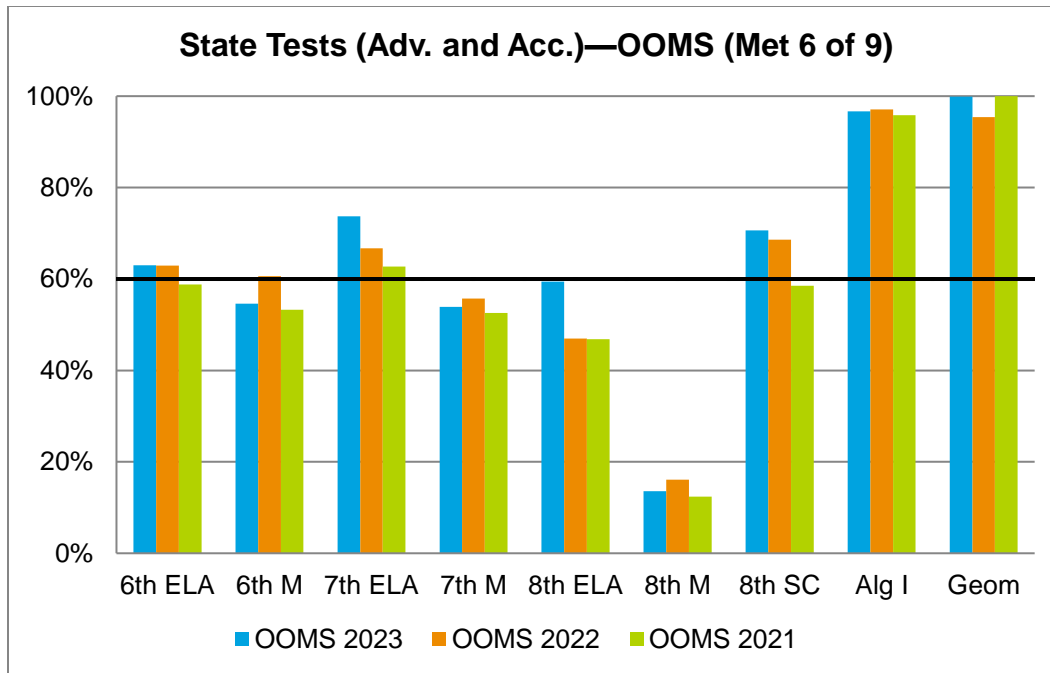
22-23 AMO Goals—OOMS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.1	80.9	100.0	1	4.75
Economic Disadvantage	90.7	66.1	83.8	1	2.15
Asian or Pacific Islander	111.1	87.6	95.8	1	3.62
Black, Non-Hispanic	87.4	57.2	79.7	1	0.75
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	94.3	68.1	84.4	1	1.75
Multiracial	96.9	73.1	88.0	1	0.86
White, Non-Hispanic	102.8	85.1	92.4	1	2.89
Students with Disabilities	70.4	53.2	76.3	1	-0.01
English Learner	76.0	64.6	80.9	1	2.00

22-23 AMO Goals—OOMS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	98.4	74.3	100.0	1	-2.00
Economic Disadvantage	77.6	57.5	84.0	1	-1.31
Asian or Pacific Islander	114.8	84.8	98.8	1	2.40
Black, Non-Hispanic	73.7	47.0	78.5	1	-1.40
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	84.1	59.9	84.6	1	-1.62
Multiracial	84.5	63.7	87.6	1	-1.18
White, Non-Hispanic	99.6	78.4	93.1	1	-2.75
Students with Disabilities	57.1	48.4	76.8	1	-1.09
English Learner	72.3	59.2	83.4	1	-0.52

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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—6 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—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 increased from the top 9.6% to the top 8.2% in the State.



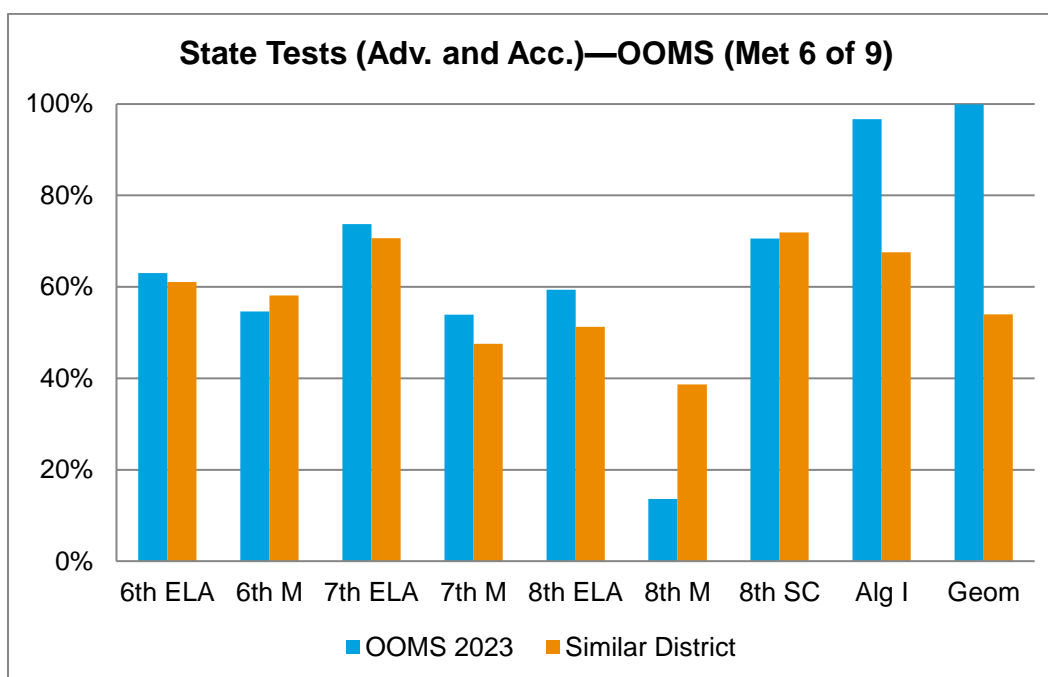
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OOMS 2023	63.0%	54.6%	73.7%	53.9%	59.4%	13.6%	70.6%
OOMS 2022	62.9%	60.6%	66.7%	55.7%	47.0%	16.1%	68.6%
OOMS 2021	58.8%	53.3%	62.7%	52.6%	46.8%	12.4%	58.5%

State Tests (Adv. and Acc.)	Alg I	Geom
OOMS 2023	96.7%	99.9%
OOMS 2022	97.1%	95.4%
OOMS 2021	95.8%	100.0%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OOMS 2023	63.0%	54.6%	73.7%	53.9%	59.4%	13.6%	70.6%
Similar District	61.1%	58.1%	70.7%	47.6%	51.3%	38.7%	71.9%

State Tests (Adv. and Acc.)	Alg I	Geom
OOMS 2023	96.7%	99.9%
Similar District	67.6%	54.0%

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 318 middle schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OOMS rank among all buildings	26	30	N/A	N/A	26
OOMS within top % of the State	8.2%	9.6%	N/A	N/A	8.0%

OLENTANGY SHANAHAN 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.
MET—6 of 8 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 103.3 to 105.6 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 73.2% with a five-star rating.

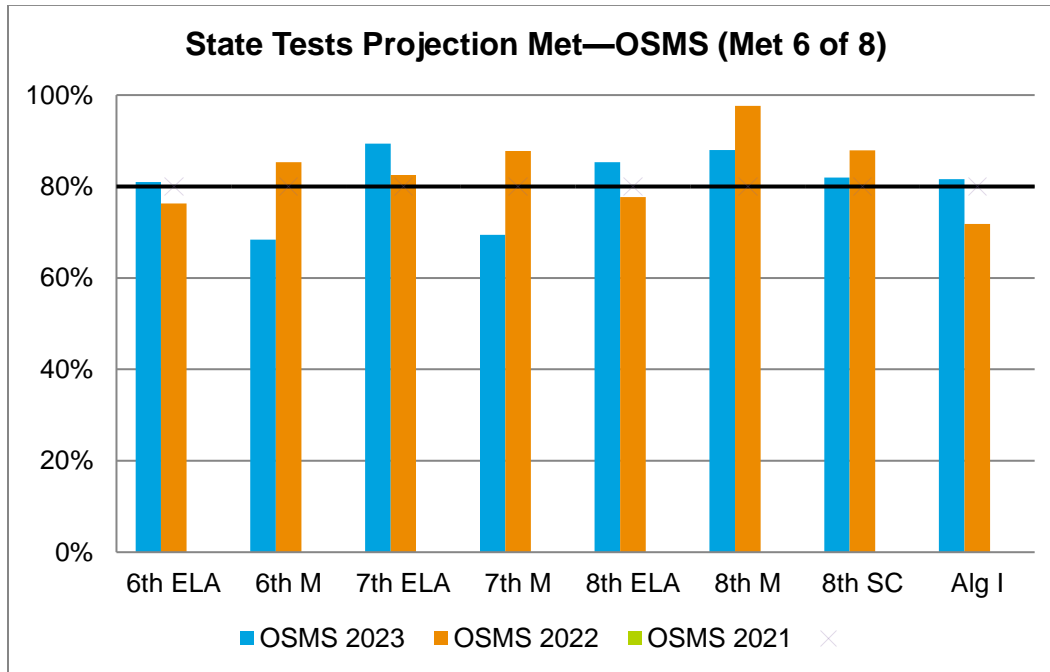
Benchmark 4: Top of State and Nation

- 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—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 1.9% in the State.

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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.
MET—6 of 8 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC	Alg I
OSMS 2023	81.0%	68.4%	89.4%	69.5%	85.3%	88.0%	82.0%	81.6%
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
N Matched (2023)	331	326	292	275	306	133	305	174

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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 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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 22-23 school year.

OSMS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	3.41	0.08	8.58	0.19	11.96	0.47	11.67	0.18
Grade 6	2.93	0.12	7.01	0.26			6.43	0.19
Grade 7	3.15	0.13	0.95	0.04			2.72	0.08
Grade 8	0.04	0.00	-0.84	-0.04	11.96	0.47	7.04	0.18

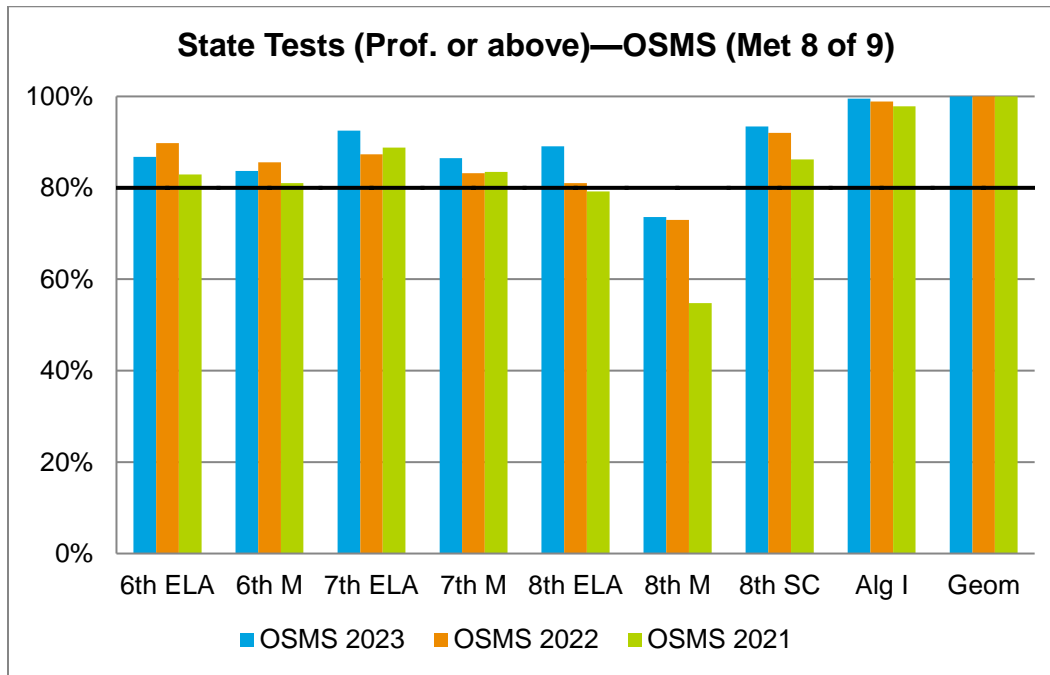
OSMS	Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size
High School	5.87	0.29	9.73	1.11

	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.
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 103.3 to 105.6 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 73.2% 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 2023	86.8%	83.7%	92.5%	86.5%	89.1%	73.6%	93.4%
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%

State Tests (Prof. or above)	Alg I	Geom
OSMS 2023	99.5%	100.0%
OSMS 2022	98.9%	100.0%
OSMS 2021	97.8%	100.0%

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	22-23	21-22	20-21	19-20	18-19
Olentangy Shanahan Middle	105.6	103.3	86.0	N/A	105.6

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).

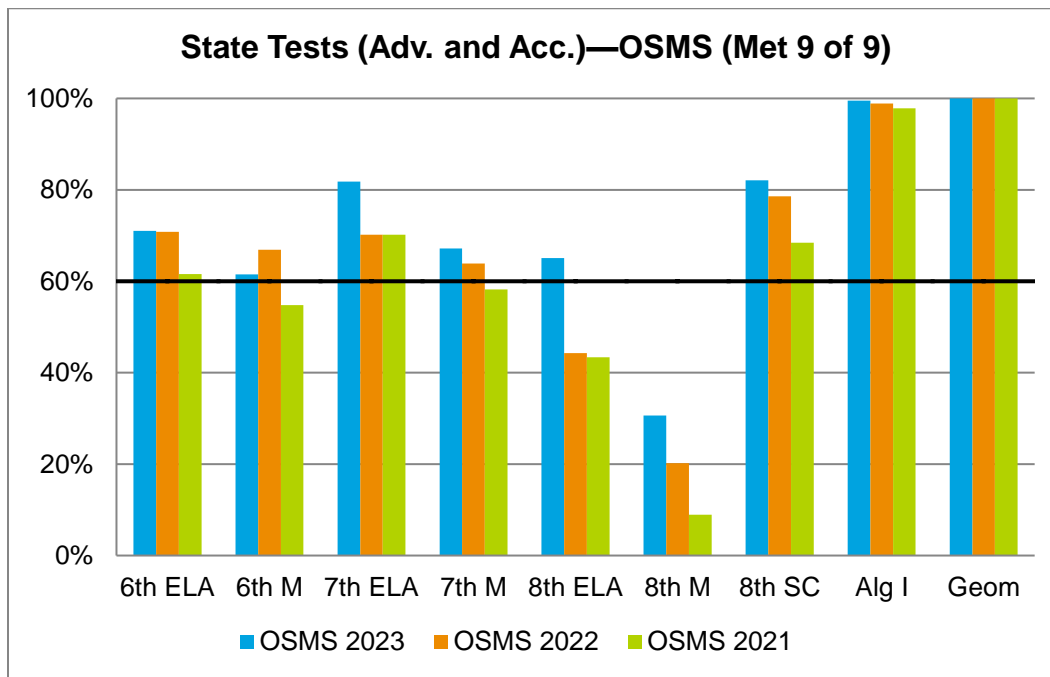
22-23 AMO Goals—OSMS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	105.4	80.9	100.0	1	3.55
Economic Disadvantage	89.0	66.1	83.8	1	2.06
Asian or Pacific Islander	110.6	87.6	95.8	1	4.22
Black, Non-Hispanic	93.4	57.2	79.7	1	1.91
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	92.0	68.1	84.4	1	2.64
Multiracial	107.2	73.1	88.0	1	0.81
White, Non-Hispanic	105.4	85.1	92.4	1	0.63
Students with Disabilities	72.9	53.2	76.3	1	1.66
English Learner	71.2	64.6	80.9	1	2.94

22-23 AMO Goals—OSMS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.7	74.3	100.0	1	3.77
Economic Disadvantage	79.5	57.5	84.0	1	0.95
Asian or Pacific Islander	114.7	84.8	98.8	1	4.98
Black, Non-Hispanic	81.3	47.0	78.5	1	1.76
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	78.3	59.9	84.6	1	0.97
Multiracial	101.6	63.7	87.6	1	-1.13
White, Non-Hispanic	105.2	78.4	93.1	1	0.87
Students with Disabilities	71.6	48.4	76.8	1	3.28
English Learner	65.5	59.2	83.4	1	-0.10

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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—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 1.9% in the State.



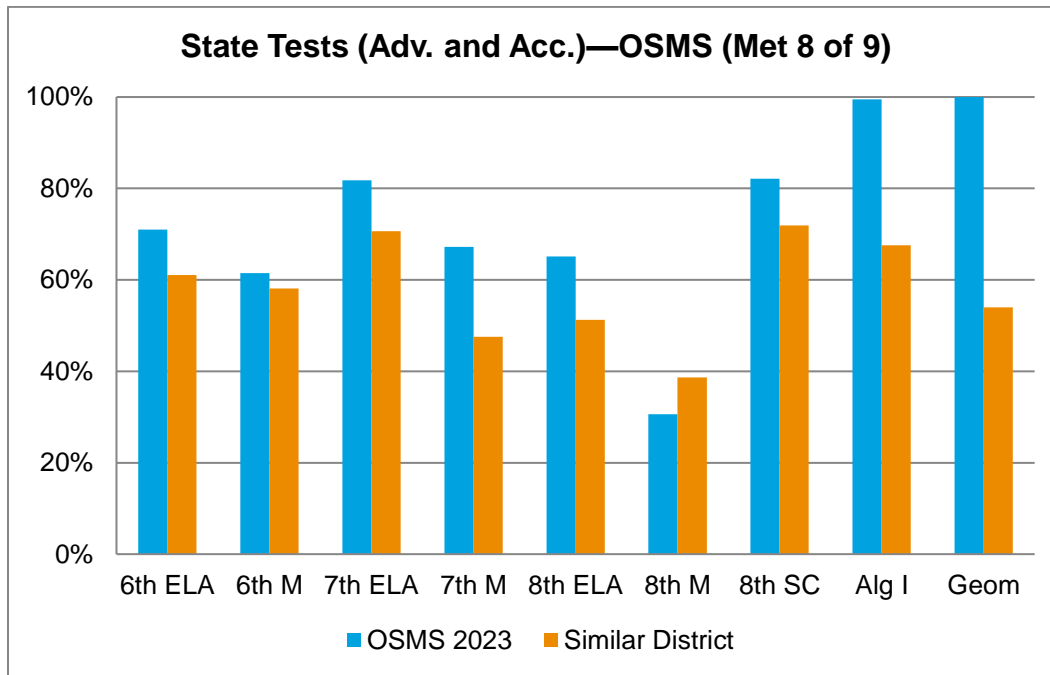
State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OSMS 2023	71.0%	61.5%	81.8%	67.2%	65.1%	30.6%	82.1%
OSMS 2022	70.8%	66.9%	70.2%	63.9%	44.3%	20.2%	78.6%
OSMS 2021	61.6%	54.8%	70.2%	58.2%	43.4%	8.9%	68.4%

State Tests (Adv. and Acc.)	Alg I	Geom
OSMS 2023	99.5%	100.0%
OSMS 2022	98.9%	100.0%
OSMS 2021	97.8%	100.0%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	6th ELA	6th M	7th ELA	7th M	8th ELA	8th M	8th SC
OSMS 2023	71.0%	61.5%	81.8%	67.2%	65.1%	30.6%	82.1%
Similar District	61.1%	58.1%	70.7%	47.6%	51.3%	38.7%	71.9%

State Tests (Adv. and Acc.)	Alg I	Geom
OSMS 2023	99.5%	100.0%
Similar District	67.6%	54.0%

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 318 middle schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OSMS rank among all buildings	6	6	N/A	N/A	9
OSMS within top % of the State	1.9%	1.9%	N/A	N/A	2.8%

OLENTANGY BERLIN HIGH 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.
MET—3 of 5 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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—Only 4 of 6 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 96.8 to 99.3 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 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—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—Only 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 increased from the top 10.6% to the top 8.3% in the State.
- 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 79.2% to 81.5%.

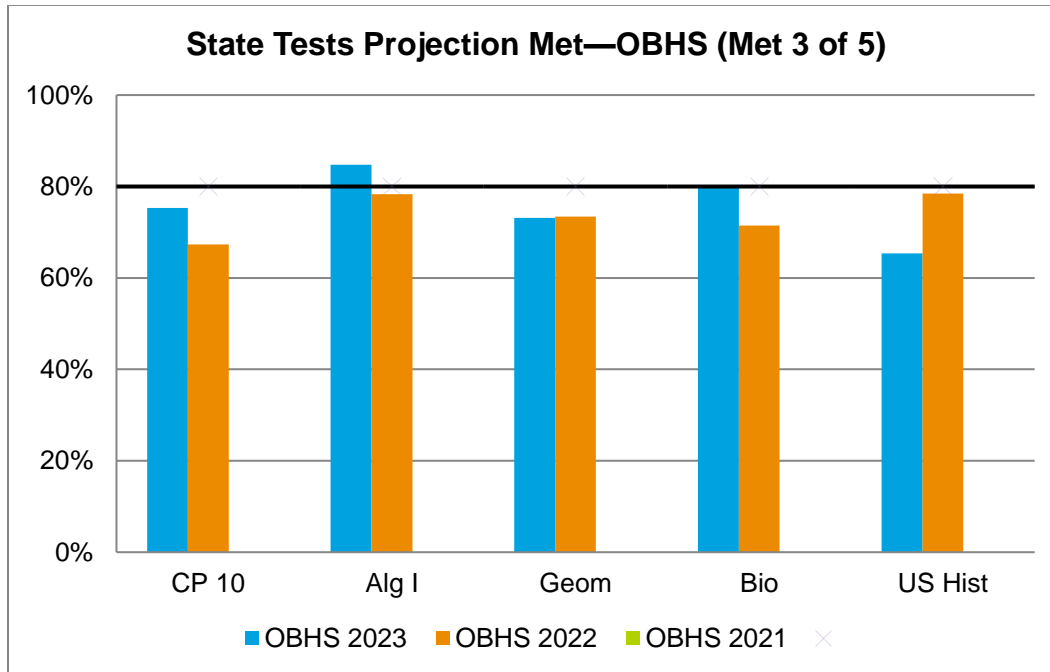
Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
MET—All 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 41% to 40%.
- ACT mean scores will increase or remain high at 25.
MET—ACT mean scores increased from 22.8 to 23.2.
- 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 requirements decreased from 80.6% to 86.0%.
- 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.
NOT MET—Not ranked in the top 500 high schools in the nation by US News and World Report.

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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.
MET—3 of 5 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	CP 10	Alg I	Geom	Bio	US Hist
OBHS 2023	75.3%	84.7%	73.1%	80.0%	65.4%
OBHS 2022	67.3%	78.3%	73.4%	71.5%	78.5%
OBHS 2021	N/A	N/A	N/A	N/A	N/A
N Matched (2023)	259	177	283	210	208

2023 ANNUAL REPORT
OLENTANGY BERLIN 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.

- 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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

OBHS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	1.18	0.04	5.08	0.15	9.04	0.34	3.07	0.05

OBHS	CP 10		Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	1.18	0.04	2.58	0.12	4.54	0.17

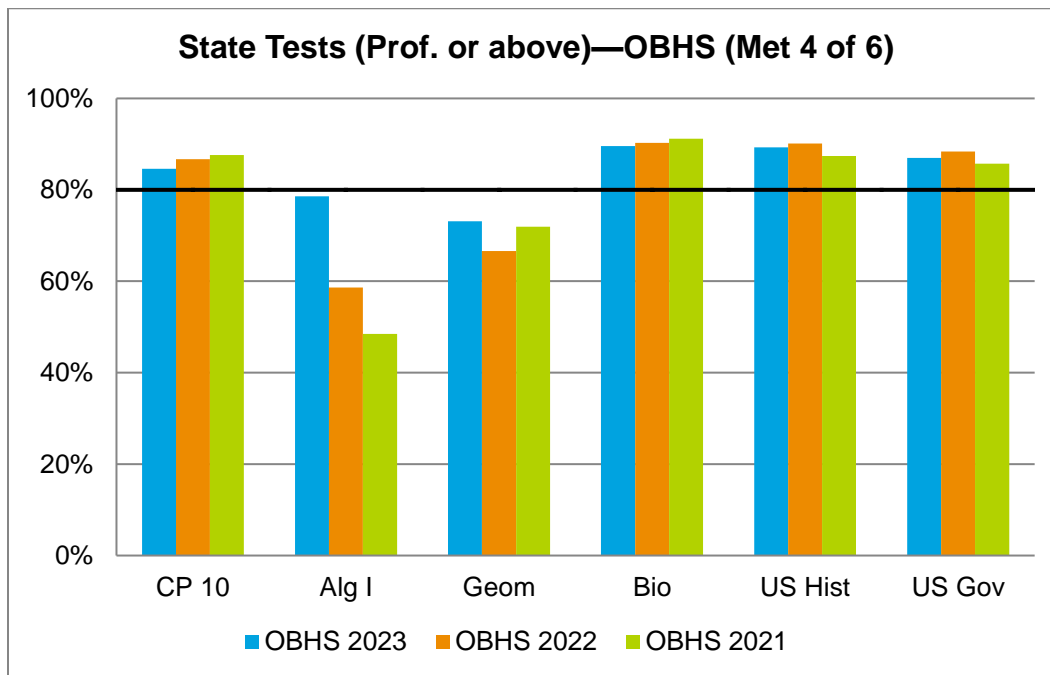
OBHS	Bio		US Hist		US Gov	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	9.04	0.34	2.05	0.08	-13.92	-0.59

■	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—Only 4 of 6 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 96.8 to 99.3 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 62.5% with a five-star rating.



State Tests (Prof. or above)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OBHS 2023	84.6%	78.6%	73.1%	89.6%	89.3%	87.0%
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%

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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	22-23	21-22	20-21	19-20	18-19
Olentangy Berlin High School	99.3	96.8	90.8	N/A	100.2

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).

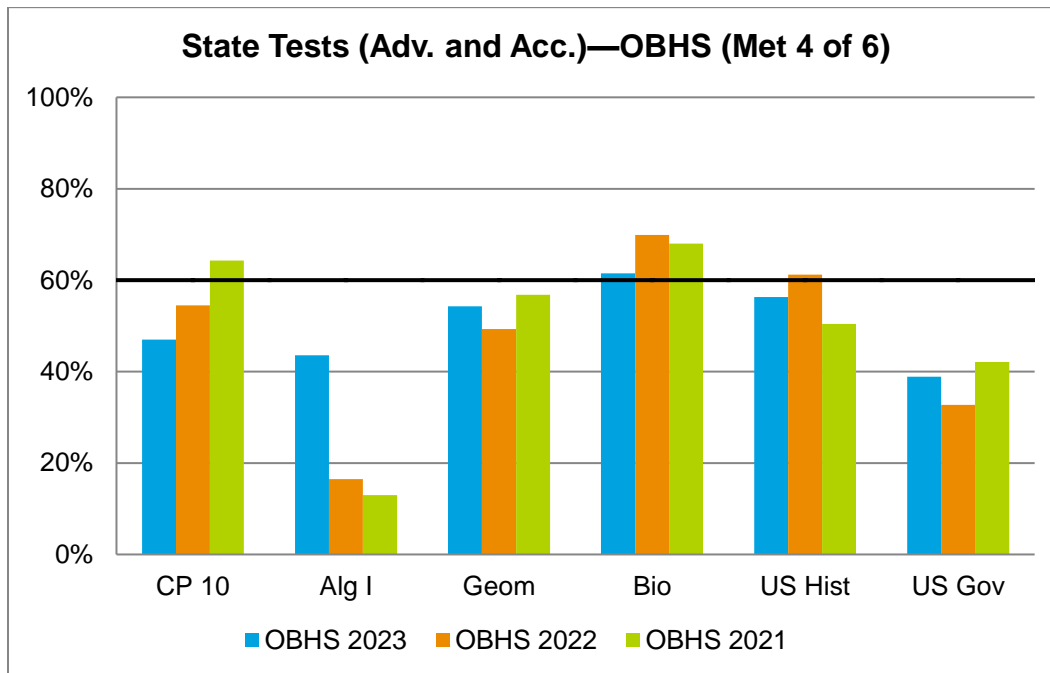
22-23 AMO Goals—OBHS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	98.8	80.9	100.0	1	0.43
Economic Disadvantage	73.1	66.1	83.8	1	-0.86
Asian or Pacific Islander	109.5	87.6	95.8	1	1.71
Black, Non-Hispanic	80.9	57.2	79.7	1	0.31
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	NR	68.1	84.4	NR	NR
Multiracial	95.9	73.1	88.0	1	0.59
White, Non-Hispanic	99.4	85.1	92.4	1	-0.59
Students with Disabilities	70.0	53.2	76.3	1	-0.87
English Learner	NR	64.6	80.9	NR	NR

22-23 AMO Goals—OBHS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	94.3	74.3	100.0	1	4.71
Economic Disadvantage	75.0	57.5	84.0	1	1.08
Asian or Pacific Islander	109.1	84.8	98.8	1	2.93
Black, Non-Hispanic	76.4	47.0	78.5	1	0.03
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	86.5	59.9	84.6	1	0.13
Multiracial	93.0	63.7	87.6	1	0.15
White, Non-Hispanic	95.2	78.4	93.1	1	4.44
Students with Disabilities	70.2	48.4	76.8	1	2.97
English Learner	NR	59.2	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—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—Only 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 increased from the top 10.6% to the top 8.3% in the State.
- 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 79.2% to 81.5%.

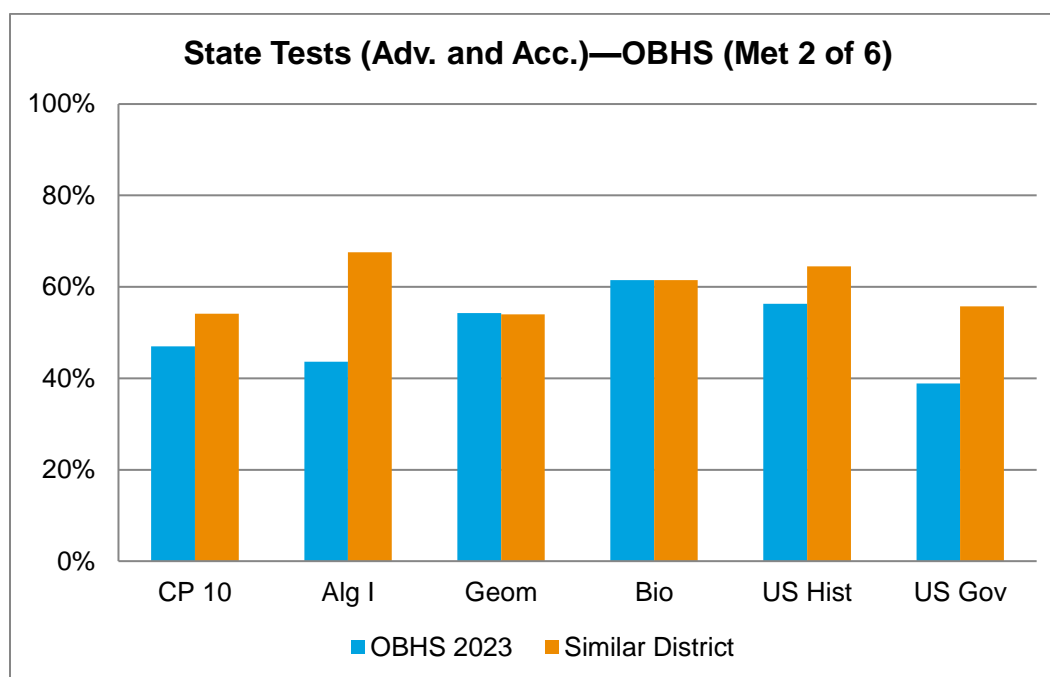


State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OBHS 2023	47.0%	43.6%	54.3%	61.5%	56.3%	38.9%
OBHS 2022	54.5%	16.5%	49.3%	69.9%	61.2%	32.7%
OBHS 2021	64.3%	13.0%	56.8%	68.0%	50.4%	42.1%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OBHS 2023	47.0%	43.6%	54.3%	61.5%	56.3%	38.9%
Similar District	54.1%	67.6%	54.0%	61.5%	64.5%	55.7%

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 629 high schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OBHS rank among all buildings	52	66	N/A	N/A	42
OBHS within top % of the State	8.3%	10.6%	N/A	N/A	6.9%

Advanced Placement

Advanced Placement	22-23	21-22	20-21	19-20	18-19
OBHS % students taking AP exams	53.5%	47.7%	55.2%	57.1%	52.2%
OBHS % students scoring 3, 4, or 5 on AP exams	81.5%	79.2%	72.9%	79.9%	81.0%

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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—All 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 41% to 40%.
- ACT mean scores will increase or remain high at 25.
MET—ACT mean scores increased from 22.8 to 23.2.
- 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 requirements decreased from 80.6% to 86.0%.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
N/A—Class of 2021 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.
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	2023	2022	2021
Did OBHS provide a safe, caring, respectful environment?	96.9%	92.8%	91.4%
Did OBHS prepare you for what you want to do after graduation?	96.2%	90.0%	88.7%
Were you encouraged to attempt advanced coursework?	93.5%	85.3%	84.8%
Did your teachers have high expectations for quality work?	96.9%	96.0%	96.7%
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	91.4%	87.3%	85.4%
Did OBHS facilitate maximum learning for you?	91.1%	91.2%	80.1%
% Choosing Highest 2 Ratings	2023	2022	2021
Overall, my math courses were challenging.	94.8%	93.9%	93.3%
Overall, my science courses were challenging.	92.8%	92.2%	94.0%
Overall, my social studies courses were challenging.	86.2%	80.0%	77.6%
Overall, my English courses were challenging.	86.2%	84.5%	85.1%
OBHS actively partners with parents and community.	85.9%	72.2%	67.2%
OBHS offers a focused and challenging curriculum.	93.4%	89.0%	88.8%
Staff at OBHS work together to improve student achievement.	93.1%	86.1%	82.1%
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	86.2%	80.8%	70.1%
Instruction in my classes was focused on students being actively involved in understanding the material.	86.9%	83.3%	76.9%
Student input is sought by teachers and administrators when making decisions how the school operates.	81.7%	71.8%	60.4%

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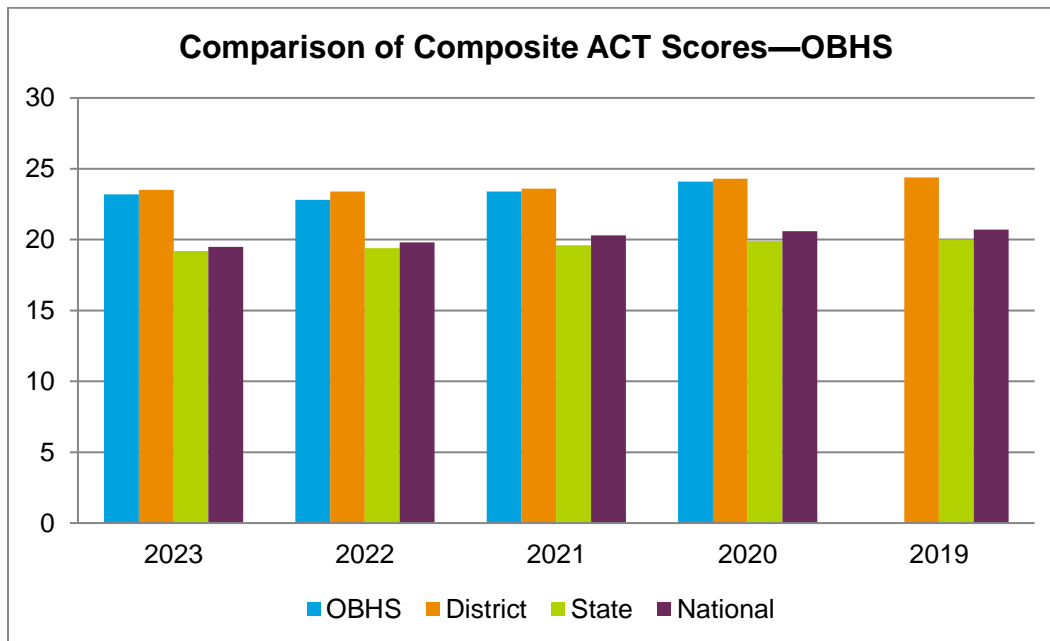
ACT College Readiness Benchmark

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)
2023	40%	77%	55%	62%	57%
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

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

ACT Mean Score



ACT Mean Scores	2023	2022	2021	2020	2019
OBHS	23.2	22.8	23.4	24.1	N/A
District	23.5	23.4	23.6	24.3	24.4
State	19.2	19.4	19.6	19.9	20.0
National	19.5	19.8	20.3	20.6	20.7

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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	22-23	21-22	20-21	19-20	18-19
% students who met the requirement	86.0%	80.6%	84.0%	85.2%	72.6%

*18-19 juniors' data only

Regents Data

The Department of Higher Education publishes an annual remediation report including many points of data about high school graduates/freshman college students. Class of 2021 data was not reported for OBHS.

National High School Rankings

Ranking List	Publisher	2023 Ranking	Ranking Criteria
Best High Schools	US News and World Report	570	Overall score: 96.78
Top STEM High Schools	Newsweek	N/A	
Challenge Index	Jay Mathews (formerly	N/A	
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.

MET—3 of 5 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.

- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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—Only 4 of 6 subjects above 80% proficiency.

- State Performance Index will maintain the highest possible designation or increase from the previous year.

MET—Performance Index was 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 66.7% 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.
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 5.1% in the State.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
NOT MET—Percentage of students scoring a 3 or higher maintained 77.9%.

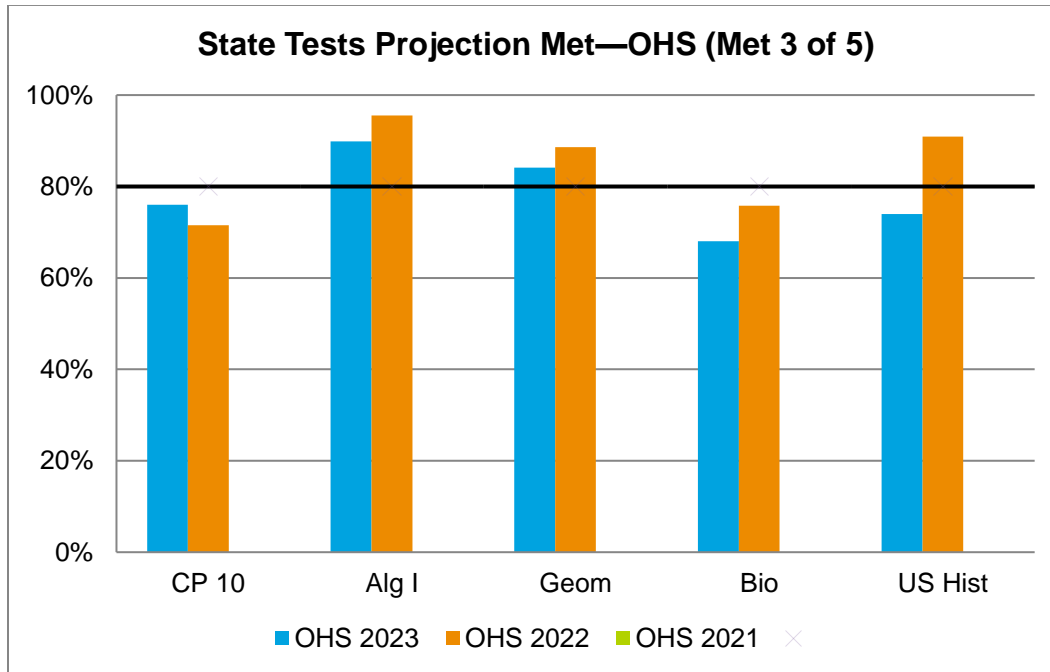
Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
MET—All 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 maintained 44%.
- ACT mean scores will increase or remain high at 25.
MET—ACT mean scores increased from 23.5 to 23.9.
- 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 requirements increased from 82.5% to 85.2%.
- 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 8.7% to 6.6%.
- 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.
MET—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.
MET—3 of 5 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	CP 10	Alg I	Geom	Bio	US Hist
OHS 2023	76.0%	89.9%	84.1%	68.0%	74.0%
OHS 2022	71.6%	95.5%	88.6%	75.8%	90.9%
OHS 2021	N/A	N/A	N/A	N/A	N/A
N Matched (2023)	275	158	302	266	200

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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

OHS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	2.41	0.09	23.70	0.71	7.17	0.26	20.90	0.34

OHS	CP 10		Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	2.41	0.09	11.17	0.55	21.15	0.79

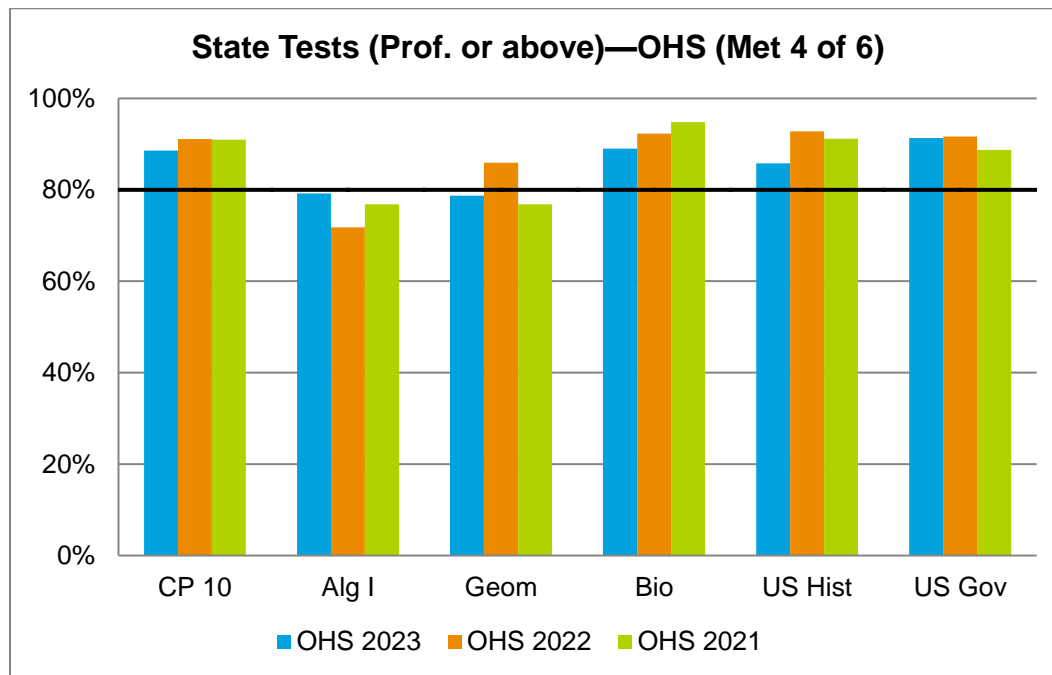
OHS	Bio		US Hist		US Gov	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	7.17	0.26	7.70	0.33	2.07	0.09

	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—Only 4 of 6 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index was 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 66.7% with a five-star rating.



State Tests (Prof. or above)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OHS 2023	88.6%	79.2%	78.7%	89.0%	85.8%	91.3%
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%

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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	22-23	21-22	20-21	19-20	18-19
Olentangy High School	102.3	104.1	97.3	N/A	104.5

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).

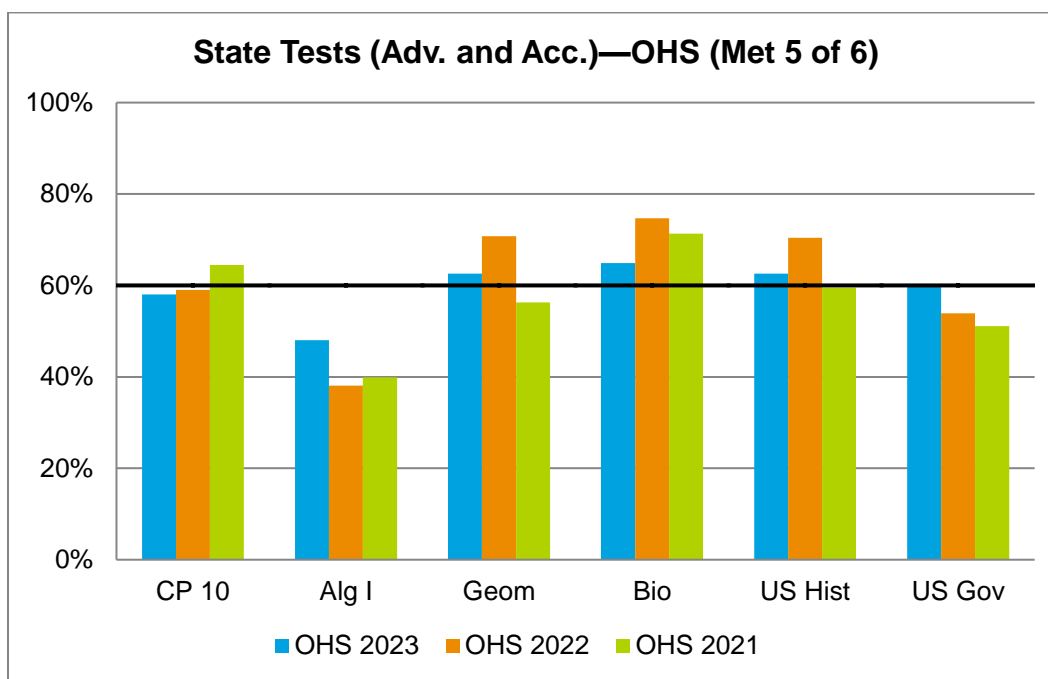
22-23 AMO Goals—OHS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	102.9	80.9	100.0	1	1.84
Economic Disadvantage	86.4	66.1	83.8	1	-0.30
Asian or Pacific Islander	108.9	87.6	95.8	1	2.02
Black, Non-Hispanic	89.5	57.2	79.7	1	1.49
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	NR	68.1	84.4	NR	NR
Multiracial	102.0	73.1	88.0	1	-0.63
White, Non-Hispanic	102.6	85.1	92.4	1	0.95
Students with Disabilities	75.1	53.2	76.3	1	-1.52
English Learner	NR	64.6	80.9	NR	NR

22-23 AMO Goals—OHS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	99.1	74.3	100.0	1	16.55
Economic Disadvantage	86.2	57.5	84.0	1	4.50
Asian or Pacific Islander	107.2	84.8	98.8	1	8.36
Black, Non-Hispanic	89.0	47.0	78.5	1	4.20
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	86.0	59.9	84.6	1	2.18
Multiracial	100.4	63.7	87.6	1	3.89
White, Non-Hispanic	99.4	78.4	93.1	1	13.00
Students with Disabilities	65.8	48.4	76.8	1	2.63
English Learner	NR	59.2	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.
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 5.1% in the State.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.
NOT MET—Percentage of students scoring a 3 or higher maintained 77.9%.

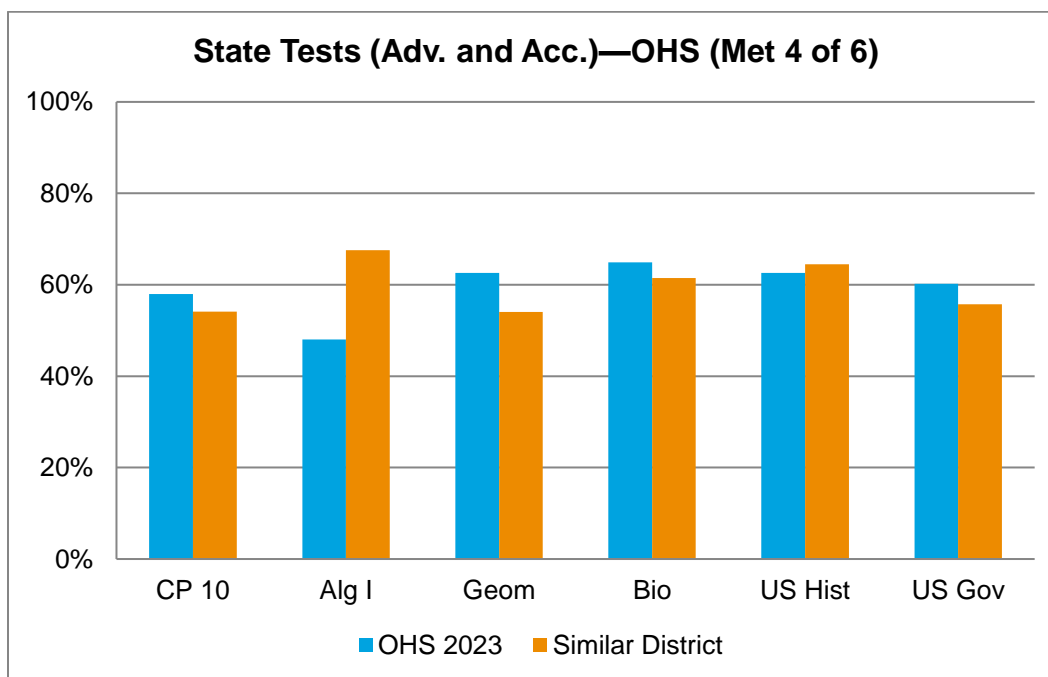


State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OHS 2023	58.0%	48.0%	62.6%	64.9%	62.6%	60.2%
OHS 2022	59.0%	38.1%	70.8%	74.7%	70.4%	53.9%
OHS 2021	64.5%	39.9%	56.3%	71.3%	59.5%	51.1%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OHS 2023	58.0%	48.0%	62.6%	64.9%	62.6%	60.2%
Similar District	54.1%	67.6%	54.0%	61.5%	64.5%	55.7%

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 629 high schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OHS rank among all buildings	31	13	N/A	N/A	10
OHS within top % of the State	5.1%	2.1%	N/A	N/A	1.6%

Advanced Placement

Advanced Placement	22-23	21-22	20-21	19-20	18-19
OHS % students taking AP exams	59.5%	56.4%	53.6%	60.1%	58.3%
OHS % students scoring 3, 4, or 5 on AP exams	77.9%	77.9%	75.6%	77.0%	84.9%

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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—All 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 maintained 44%.
- ACT mean scores will increase or remain high at 25.
MET—ACT mean scores increased from 23.5 to 23.9.
- 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 requirements increased from 82.5% to 85.2%.
- 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 8.7% to 6.6%.
- 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.
MET—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	2023	2022	2021
Did OHS provide a safe, caring, respectful environment?	94.6%	85.9%	84.6%
Did OHS prepare you for what you want to do after graduation?	92.5%	81.2%	78.7%
Were you encouraged to attempt advanced coursework?	84.9%	78.0%	79.8%
Did your teachers have high expectations for quality work?	95.7%	93.7%	92.0%
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	84.9%	76.5%	71.3%
Did OHS facilitate maximum learning for you?	90.3%	79.2%	74.5%
% Choosing Highest 2 Ratings	2023	2022	2021
Overall, my math courses were challenging.	93.4%	90.8%	88.6%
Overall, my science courses were challenging.	92.3%	88.0%	81.6%
Overall, my social studies courses were challenging.	81.3%	71.2%	62.7%
Overall, my English courses were challenging.	79.1%	72.8%	66.5%
OHS actively partners with parents and community.	69.2%	54.8%	56.8%
OHS offers a focused and challenging curriculum.	90.1%	80.4%	76.2%
Staff at OHS work together to improve student achievement.	85.7%	73.6%	70.3%
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	79.1%	72.0%	64.9%
Instruction in my classes was focused on students being actively involved in understanding the material.	85.7%	71.2%	64.3%
Student input is sought by teachers and administrators when making decisions how the school operates.	68.1%	54.8%	47.0%

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ACT College Readiness Benchmark

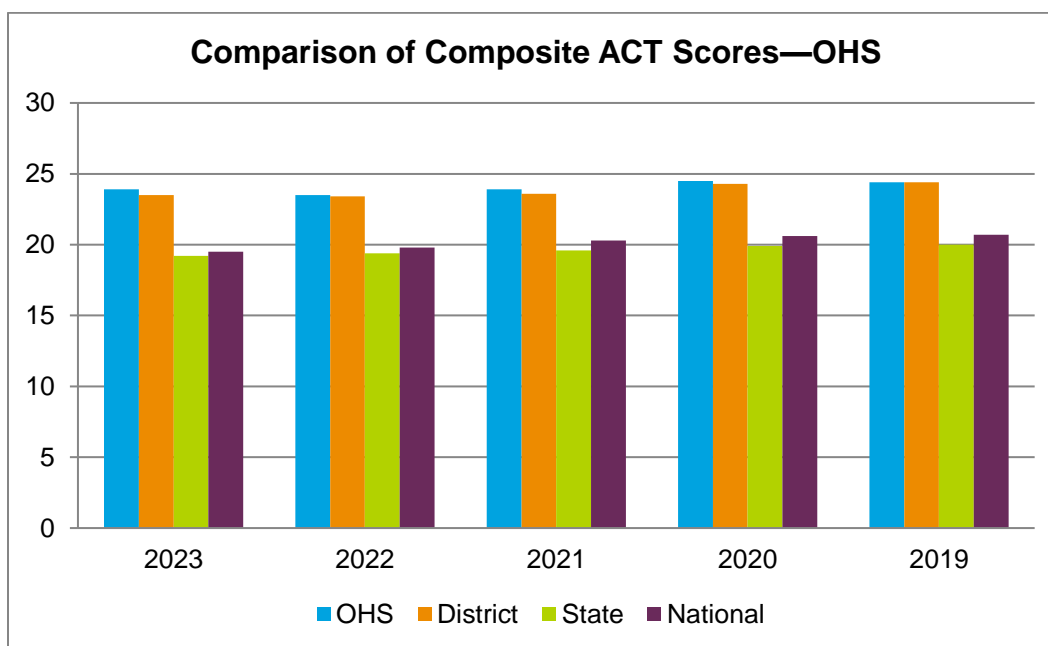
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. 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)
2023	44%	73%	62%	65%	57%
2022	44%	77%	60%	62%	56%
2021	47%	81%	66%	68%	61%
2020	51%	84%	70%	71%	63%
2019	52%	79%	67%	68%	65%

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

ACT Mean Score



ACT Mean Scores	2023	2022	2021	2020	2019
OHS	23.9	23.5	23.9	24.5	24.4
District	23.5	23.4	23.6	24.3	24.4
State	19.2	19.4	19.6	19.9	20.0
National	19.5	19.8	20.3	20.6	20.7

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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	22-23	21-22	20-21	19-20	18-19
% students who met the requirement	85.2%	82.5%	84.6%	83.7%	79.9%

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 2021 report details performance of high school graduates in 2021 enrolling as first-time college students in Fall 2021.

% Taking Developmental Coursework in Ohio Public College	
OHS Class 21	6.6%
OHS Class 20	8.7%
OHS Class 19	9.6%*
OHS Class 18	9%
OHS Class 17	15%

*First time reported to the tenths digit.

National High School Rankings

Ranking List	Publisher	2023 Ranking	Ranking Criteria
Best High Schools	US News and World Report	392	Overall score: 97.78
Top STEM High Schools	Newsweek	N/A	
Challenge Index	Jay Mathews (formerly	N/A	
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.
MET—4 of 5 subjects increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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 was 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 69.1% 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—Only 3 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 1.9% in the State.
- 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 88.9% to 89.0%.

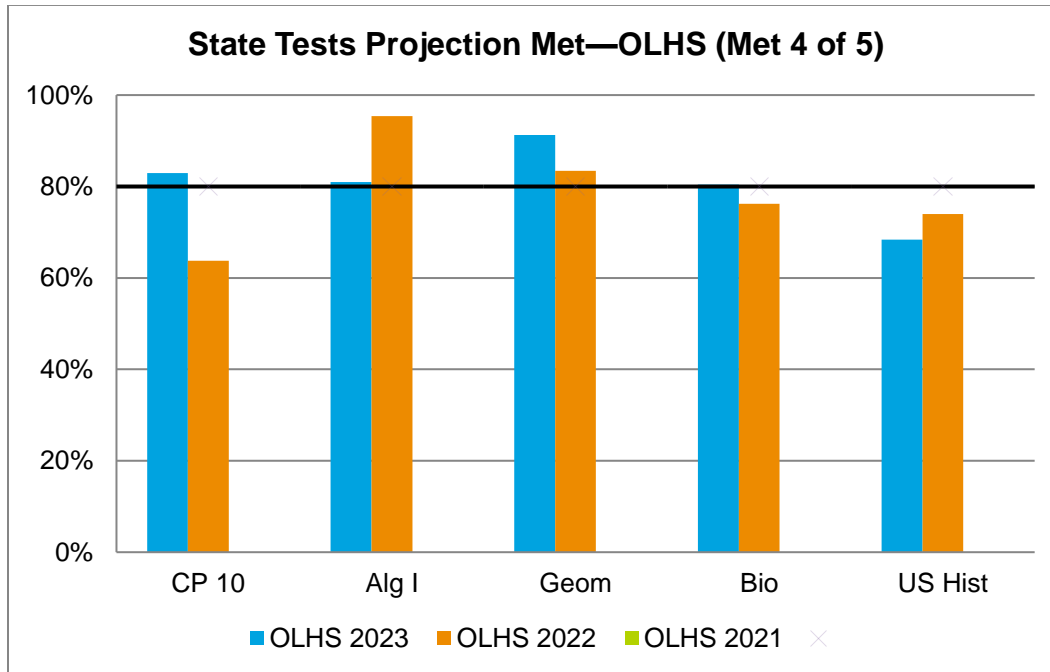
Benchmark 5: Graduates prepared for educational/vocational pursuit of their choice

- 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.
MET—Percentage meeting all four benchmarks maintained 51%.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores decreased from 24.3 to 24.1.
- 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 84.8% to 87.1%.
- 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 11.7% to 9.2%.
- 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.
MET—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.
MET—4 of 5 subjects increased from the previous year or maintained 80%.



State Tests Projection Met	CP 10	Alg I	Geom	Bio	US Hist
OLHS 2023	83.0%	81.0%	91.3%	80.4%	68.3%
OLHS 2022	63.7%	95.4%	83.4%	76.2%	74.0%
OLHS 2021	N/A	N/A	N/A	N/A	N/A
N Matched (2023)	264	189	310	281	218

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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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
 N/A—Not rated for 22-23 school year.

OLHS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	0.75	0.03	23.88	0.68	15.43	0.55	12.78	0.20

OLHS	CP 10		Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	0.75	0.03	8.34	0.38	23.36	0.85

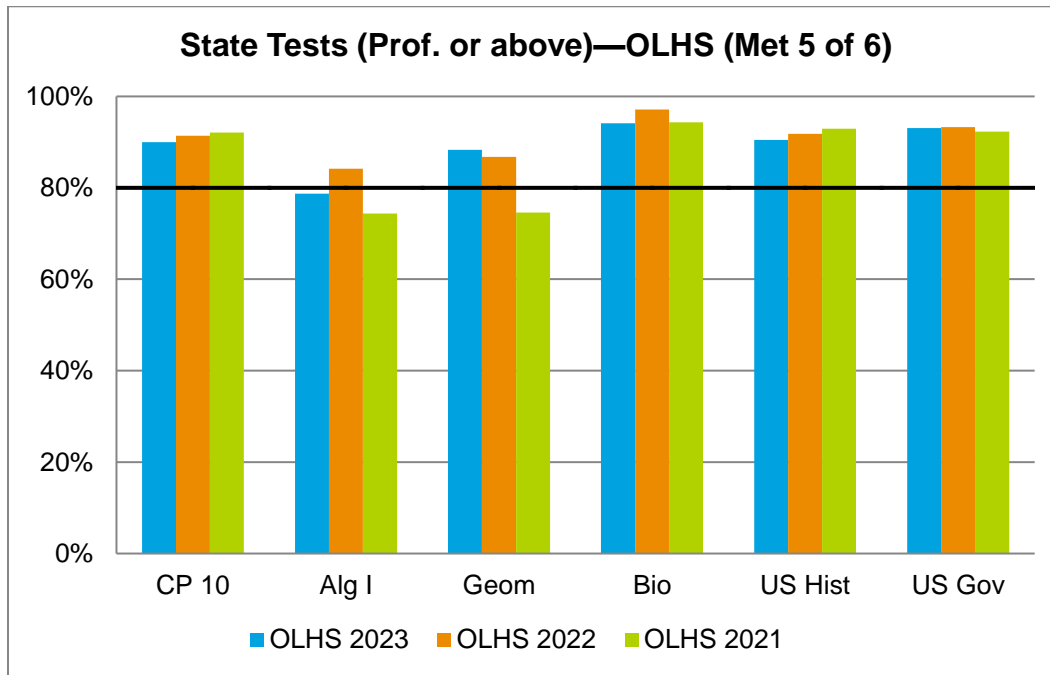
OLHS	Bio		US Hist		US Gov	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	15.43	0.55	-0.91	-0.03	-16.07	-0.61

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 was 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 69.1% with a five-star rating.



State Tests (Prof. or above)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLHS 2023	90.0%	78.7%	88.3%	94.1%	90.5%	93.1%
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%

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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	22-23	21-22	20-21	19-20	18-19
Olentangy Liberty High School	104.9	104.9	99.0	N/A	103.7

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).

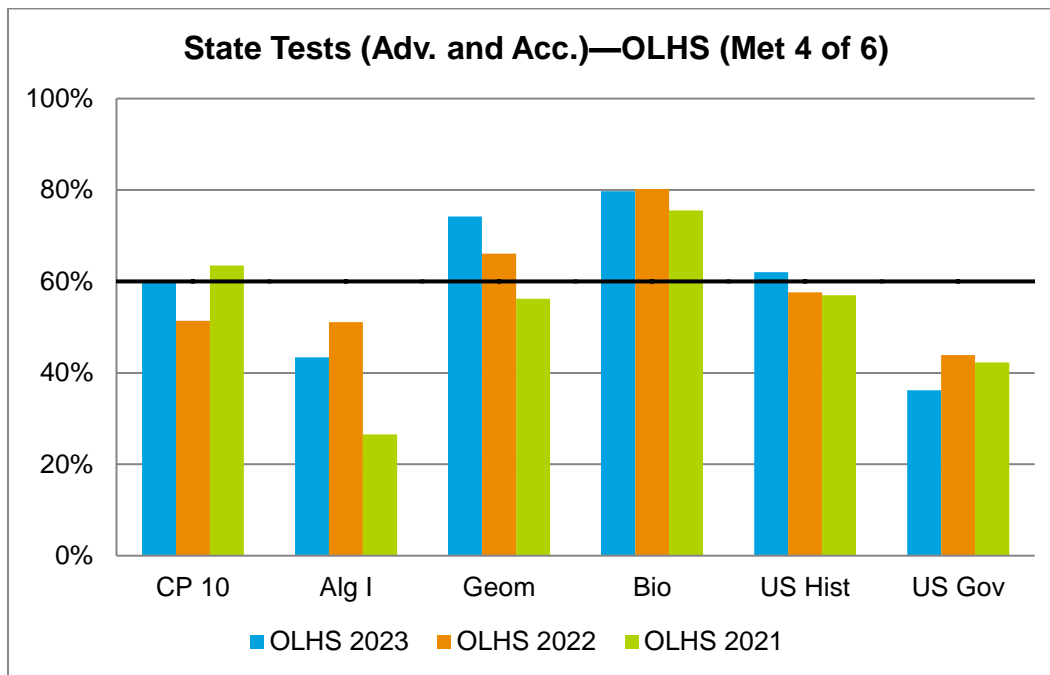
22-23 AMO Goals—OLHS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	104.2	80.9	100.0	1	1.65
Economic Disadvantage	95.6	66.1	83.8	1	0.91
Asian or Pacific Islander	109.9	87.6	95.8	1	1.60
Black, Non-Hispanic	NR	57.2	79.7	NR	NR
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	96.5	68.1	84.4	1	-0.40
Multiracial	111.8	73.1	88.0	1	0.84
White, Non-Hispanic	103.1	85.1	92.4	1	0.79
Students with Disabilities	65.4	53.2	76.3	1	-0.66
English Learner	NR	64.6	80.9	NR	NR

22-23 AMO Goals—OLHS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	103.0	74.3	100.0	1	18.95
Economic Disadvantage	87.3	57.5	84.0	1	2.82
Asian or Pacific Islander	114.8	84.8	98.8	1	8.15
Black, Non-Hispanic	87.0	47.0	78.5	1	NR
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	100.7	59.9	84.6	1	2.82
Multiracial	100.4	63.7	87.6	1	3.12
White, Non-Hispanic	102.3	78.4	93.1	1	16.16
Students with Disabilities	65.1	48.4	76.8	1	3.83
English Learner	NR	59.2	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—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—Only 3 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 1.9% in the State.
- 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 88.9% to 89.0%.

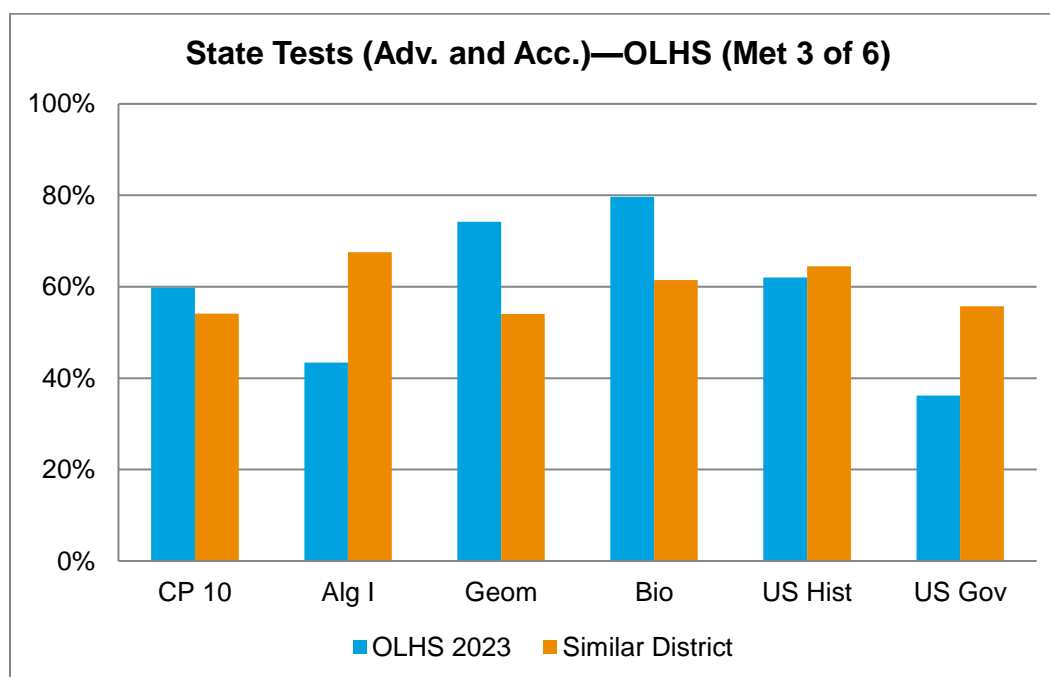


State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLHS 2023	59.8%	43.4%	74.2%	79.7%	62.0%	36.2%
OLHS 2022	51.4%	51.1%	66.1%	80.2%	57.6%	43.9%
OLHS 2021	63.5%	26.5%	56.2%	75.5%	57.0%	42.3%

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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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OLHS 2023	59.8%	43.4%	74.2%	79.7%	62.0%	36.2%
Similar District	54.1%	67.6%	54.0%	61.5%	64.5%	55.7%

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 629 high schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OLHS rank among all buildings	12	9	N/A	N/A	16
OLHS within top % of the State	1.9%	1.4%	N/A	N/A	2.6%

Advanced Placement

Advanced Placement	22-23	21-22	20-21	19-20	18-19
OLHS % students taking AP exams	49.5%	48.6%	50.2%	55.5%	54.1%
OLHS % students scoring 3, 4, or 5 on AP exams	89.0%	88.9%	87.7%	84.6%	88.1%

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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.
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.
MET—Percentage meeting all four benchmarks maintained 51%.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores decreased from 24.3 to 24.1.
- 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 84.8% to 87.1%.
- 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 11.7% to 9.2%.
- 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.
MET—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	2023	2022	2021
Did OLHS provide a safe, caring, respectful environment?	90.6%	88.8%	85.3%
Did OLHS prepare you for what you want to do after graduation?	91.5%	86.5%	84.0%
Were you encouraged to attempt advanced coursework?	83.2%	85.3%	78.7%
Did your teachers have high expectations for quality work?	94.0%	93.8%	90.7%
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	84.8%	82.7%	73.3%
Did OLHS facilitate maximum learning for you?	85.4%	80.7%	80.0%
% Choosing Highest 2 Ratings	2023	2022	2021
Overall, my math courses were challenging.	91.0%	89.5%	90.5%
Overall, my science courses were challenging.	91.2%	89.3%	88.3%
Overall, my social studies courses were challenging.	77.7%	75.2%	79.6%
Overall, my English courses were challenging.	74.1%	70.6%	78.1%
OLHS actively partners with parents and community.	64.1%	57.9%	62.8%
OLHS offers a focused and challenging curriculum.	86.8%	84.3%	86.9%
Staff at OLHS work together to improve student achievement.	80.8%	75.2%	76.6%
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	74.7%	67.5%	68.6%
Instruction in my classes was focused on students being actively involved in understanding the material.	78.9%	73.2%	72.3%
Student input is sought by teachers and administrators when making decisions how the school operates.	63.7%	53.4%	59.1%

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ACT College Readiness Benchmark

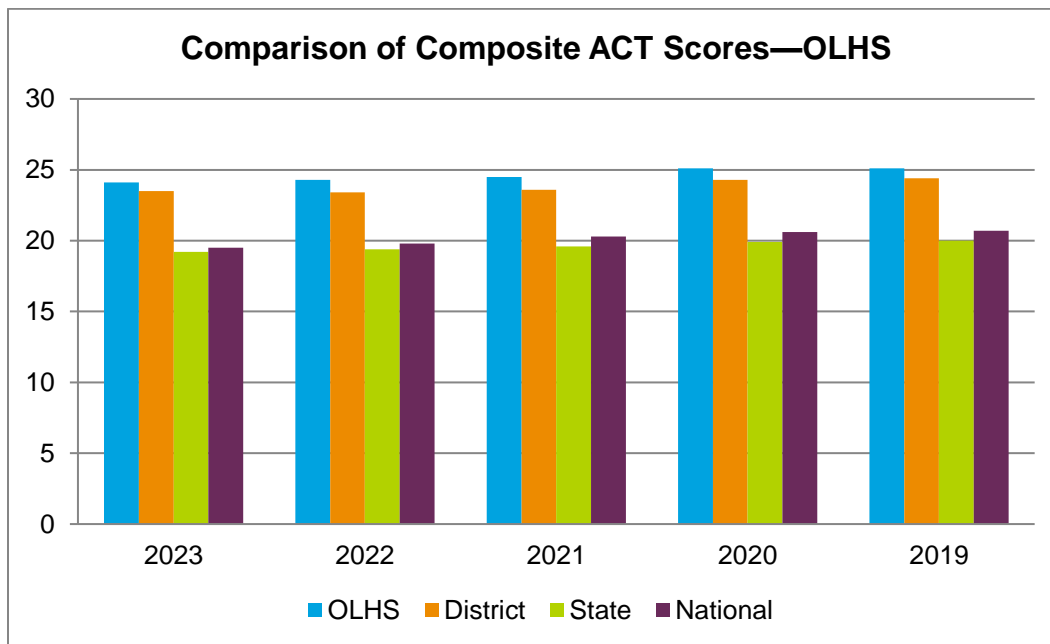
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. 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)
2023	51%	79%	65%	68%	65%
2022	51%	83%	65%	71%	66%
2021	52%	81%	68%	67%	67%
2020	56%	85%	74%	70%	69%
2019	55%	85%	72%	72%	68%

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

ACT Mean Score



ACT Mean Scores	2023	2022	2021	2020	2019
OLHS	24.1	24.3	24.5	25.1	25.1
District	23.5	23.4	23.6	24.3	24.4
State	19.2	19.4	19.6	19.9	20.0
National	19.5	19.8	20.3	20.6	20.7

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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	22-23	21-22	20-21	19-20	18-19
% students who met the requirement	87.1%	84.8%	83.9%	83.6%	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 2021 report details performance of high school graduates in 2021 enrolling as first-time college students in Fall 2021.

% Taking Developmental Coursework in Ohio Public College	
OLHS Class 21	9.2%
OLHS Class 20	11.7%
OLHS Class 19	11.2%*
OLHS Class 18	13%
OLHS Class 17	15%

*First time reported to the tenths digit.

National High School Rankings

Ranking List	Publisher	2023 Ranking	Ranking Criteria
Best High Schools	US News and World Report	333	Overall score: 98.12
Top STEM High Schools	Newsweek	N/A	
Challenge Index	Jay Mathews (formerly	N/A	
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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.

NOT MET—Only Algebra I increased from the previous year or maintained 80%.

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 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—Only 4 of 6 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
NOT MET—Performance Index decreased from 98.0 to 97.6 with a four-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
NOT MET—English learners did not meet AMO in ELA. The component percentage was 62.3% 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.
NOT MET—Only 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—Only Biology surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
NOT MET—Performance Index ranking decreased from the top 8.5% to the top 10.3% in the State.
- 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 77.1% to 85.1%.

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

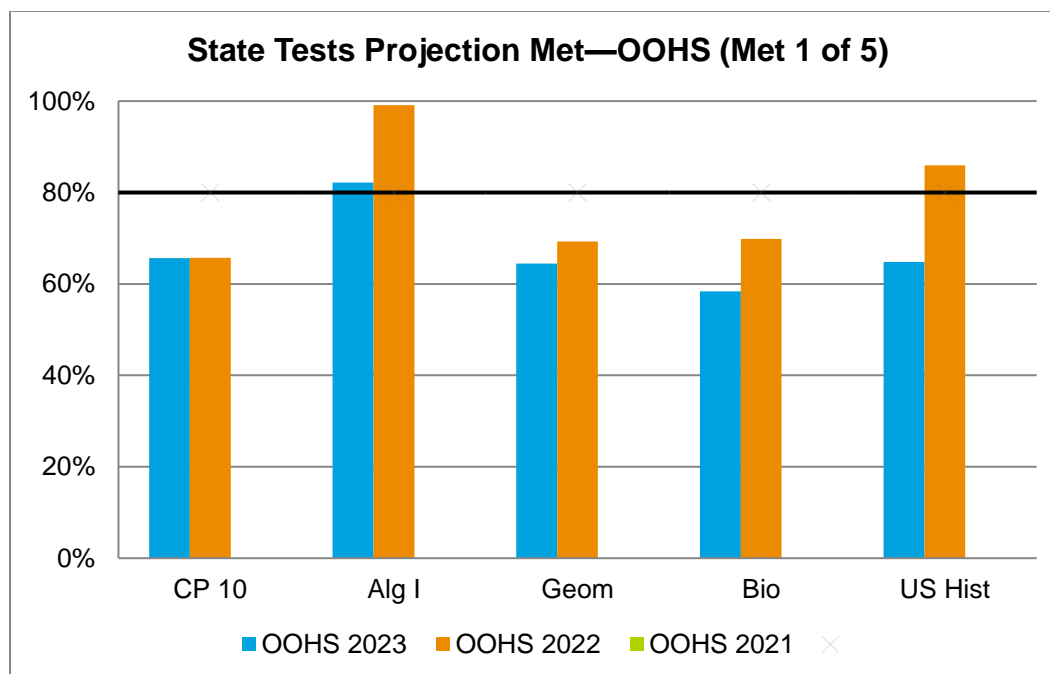
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MET—Majority of items showed an increase in percentage or maintained above 90% of seniors giving top two ratings.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
NOT MET—Percentage meeting all four benchmarks decreased from 40% to 39%.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores decreased from 22.8 to 22.7.
- 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.
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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.
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.

NOT MET—Only Algebra I increased from the previous year or maintained 80%.



State Tests Projection Met	CP 10	Alg I	Geom	Bio	US Hist
OOHS 2023	65.7%	82.1%	64.5%	58.4%	64.8%
OOHS 2022	65.7%	99.1%	69.3%	69.8%	85.9%
OOHS 2021	N/A	N/A	N/A	N/A	N/A
N Matched (2023)	297	168	301	233	219

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 22-23 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 22-23 school year.
- Students with disabilities will meet or exceed a year's worth of growth.
N/A—Not rated for 22-23 school year.

OOHS	ELA		Math		Science		All Tests	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size	Index	Effect Size
All grades	-2.80	-0.09	6.81	0.19	2.56	0.09	4.87	0.07

OOHS	CP 10		Alg I		Geom	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	-2.80	-0.09	9.24	0.43	1.81	0.06

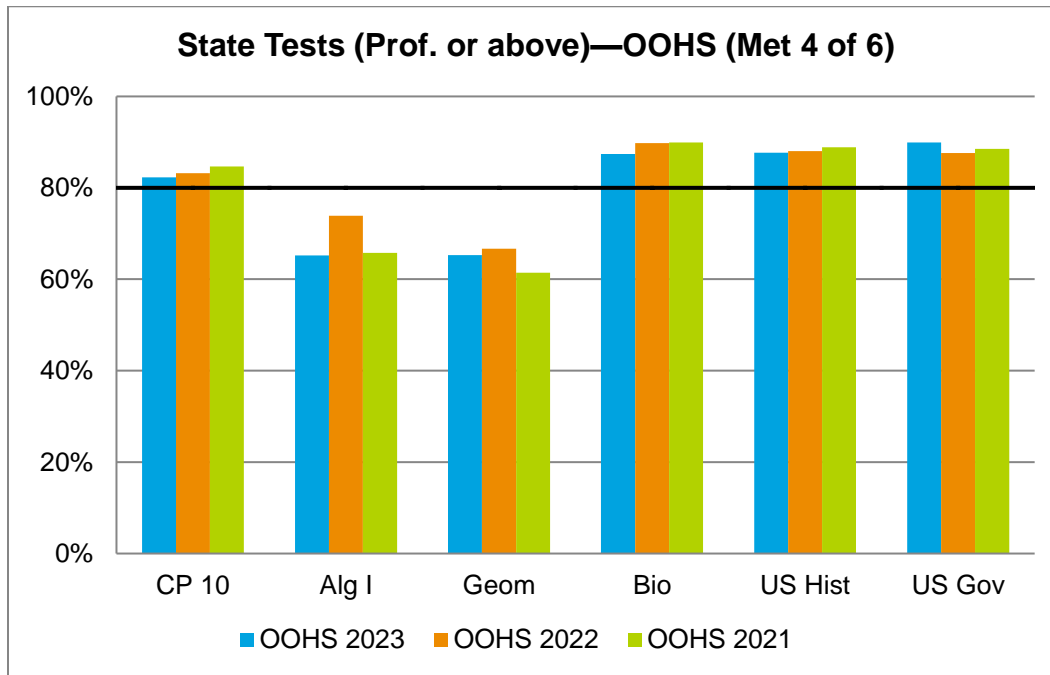
OOHS	Bio		US Hist		US Gov	
Test Grade	Index	Effect Size	Index	Effect Size	Index	Effect Size
High School	2.56	0.09	7.26	0.29	-3.59	-0.13

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—Only 4 of 6 subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
NOT MET—Performance Index decreased from 98.0 to 97.6 with a four-star rating.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
NOT MET—English learners did not meet AMO in ELA. The component percentage was 62.3% with a five-star rating.



State Tests (Prof. or above)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OOHS 2023	82.3%	65.2%	65.3%	87.4%	87.7%	89.9%
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%

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	22-23	21-22	20-21	19-20	18-19
Olentangy Orange High School	97.6	98.0	86.4	N/A	98.6

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).

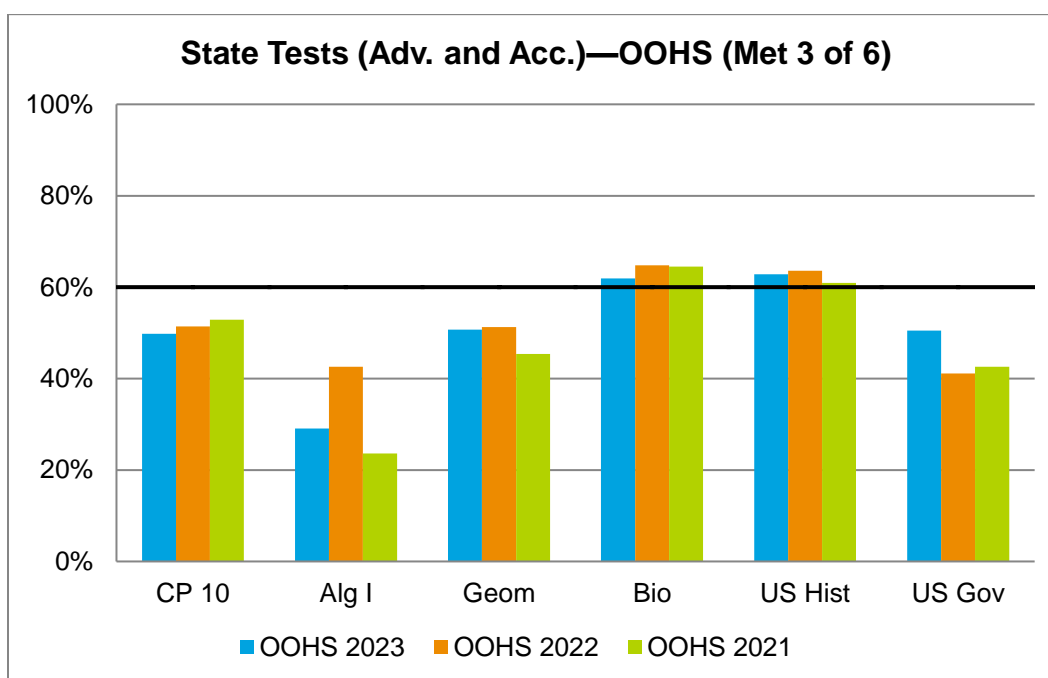
22-23 AMO Goals—OOHS		ELA			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	98.0	80.9	100.0	1	-3.33
Economic Disadvantage	85.2	66.1	83.8	1	-0.77
Asian or Pacific Islander	102.8	87.6	95.8	1	-0.14
Black, Non-Hispanic	85.8	57.2	79.7	1	-0.10
American Indian or Alaskan Native	NR	71.3	88.1	NR	NR
Hispanic	91.1	68.1	84.4	1	0.50
Multiracial	95.9	73.1	88.0	1	-0.04
White, Non-Hispanic	100.2	85.1	92.4	1	-4.24
Students with Disabilities	61.3	53.2	76.3	1	-1.69
English Learner	58.2	64.6	80.9	0	NR

22-23 AMO Goals—OOHS		Math			
Student Group	Achievement	Current Goal	Long-Term Goal	Points	Growth
All Students	87.2	74.3	100.0	1	3.38
Economic Disadvantage	70.4	57.5	84.0	1	1.05
Asian or Pacific Islander	98.2	84.8	98.8	1	1.46
Black, Non-Hispanic	70.1	47.0	78.5	1	0.12
American Indian or Alaskan Native	NR	62.9	87.1	NR	NR
Hispanic	71.7	59.9	84.6	1	0.17
Multiracial	81.2	63.7	87.6	1	-0.23
White, Non-Hispanic	92.0	78.4	93.1	1	3.61
Students with Disabilities	58.5	48.4	76.8	1	0.24
English Learner	60.6	59.2	83.4	1	-0.83

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Benchmark 4: Top of State and Nation

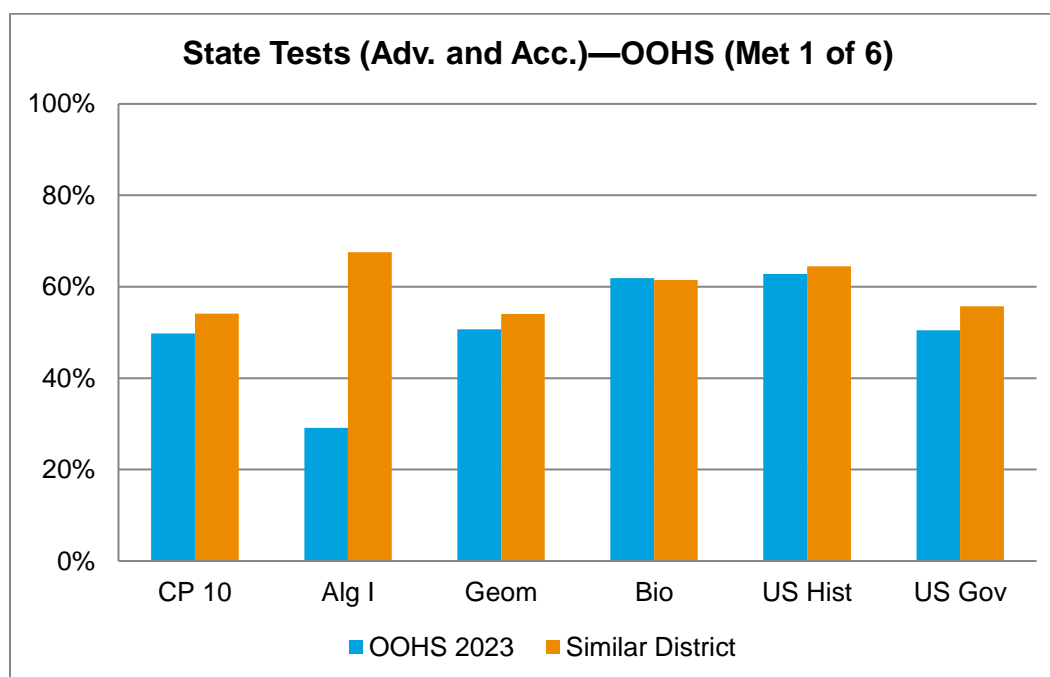
- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
NOT MET—Only 3 of 6 subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
NOT MET—Only Biology surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
NOT MET—Performance Index ranking decreased from the top 8.5% to the top 10.3% in the State.
- 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 77.1% to 85.1%.



State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OOHS 2023	49.8%	29.1%	50.7%	61.9%	62.8%	50.5%
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%

OLENTANGY ORANGE HIGH SCHOOLSimilar 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): Mason City, New Albany-Plain Local, Dublin City, Sycamore Community City, Upper Arlington City, Hudson City, Springboro Community City, Lakota Local, and Forest Hills Local.



State Tests (Adv. and Acc.)	CP 10	Alg I	Geom	Bio	US Hist	US Gov
OOHS 2023	49.8%	29.1%	50.7%	61.9%	62.8%	50.5%
Similar District	54.1%	67.6%	54.0%	61.5%	64.5%	55.7%

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 629 high schools with similar grade span and available data at the time of this report.

Performance Index	22-23	21-22	20-21	19-20	18-19
OOHS rank among all buildings	65	53	N/A	N/A	58
OOHS within top % of the State	10.3%	8.5%	N/A	N/A	9.5%

Advanced Placement

Advanced Placement	22-23	21-22	20-21	19-20	18-19
OOHS % students taking AP exams	49.4%	48.4%	54.7%	54.7%	61.7%
OOHS % students scoring 3, 4, or 5 on AP exams	85.1%	77.1%	72.0%	85.6%	86.0%

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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 40% to 39%.
- ACT mean scores will increase or remain high at 25.
NOT MET—ACT mean scores decreased from 22.8 to 22.7.
- 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 79.8% to 78.3%.
- 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 13.7% to 11.0%.
- 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	2023	2022	2021
Did OOHS provide a safe, caring, respectful environment?	90.6%	89.9%	82.9%
Did OOHS prepare you for what you want to do after graduation?	85.7%	81.2%	76.4%
Were you encouraged to attempt advanced coursework?	77.4%	79.3%	80.0%
Did your teachers have high expectations for quality work?	91.3%	91.6%	92.5%
Did your teachers provide you with frequent feedback to show you where and how you needed to improve your achievement?	80.0%	79.3%	78.9%
Did OOHS facilitate maximum learning for you?	77.4%	78.3%	74.3%
% Choosing Highest 2 Ratings	2023	2022	2021
Overall, my math courses were challenging.	88.9%	86.3%	89.8%
Overall, my science courses were challenging.	79.3%	84.5%	84.3%
Overall, my social studies courses were challenging.	67.4%	69.6%	74.9%
Overall, my English courses were challenging.	79.3%	76.3%	87.5%
OOHS actively partners with parents and community.	56.7%	56.6%	56.9%
OOHS offers a focused and challenging curriculum.	79.7%	80.0%	83.1%
Staff at OOHS work together to improve student achievement.	69.0%	73.3%	72.2%
Teachers and counselors used information about my learning to drive decisions about my course selection and opportunities.	60.2%	63.1%	67.5%
Instruction in my classes was focused on students being actively involved in understanding the material.	72.4%	70.1%	71.4%
Student input is sought by teachers and administrators when making decisions how the school operates.	59.4%	55.1%	52.9%

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ACT College Readiness Benchmark

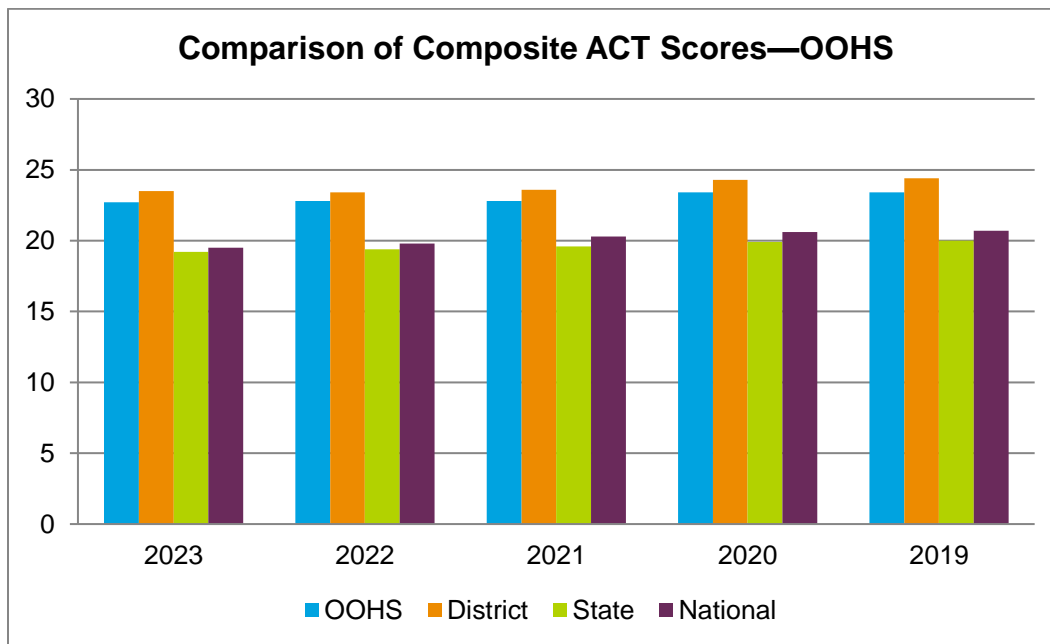
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, and Biology. 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)
2023	39%	70%	52%	61%	53%
2022	40%	70%	53%	62%	55%
2021	42%	72%	57%	61%	55%
2020	43%	77%	59%	63%	54%
2019	43%	79%	60%	61%	58%

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

ACT Mean Score



ACT Mean Scores	2023	2022	2021	2020	2019
OOHS	22.7	22.8	22.8	23.4	23.4
District	23.5	23.4	23.6	24.3	24.4
State	19.2	19.4	19.6	19.9	20.0
National	19.5	19.8	20.3	20.6	20.7

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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	22-23	21-22	20-21	19-20	18-19
% students who met the requirement	78.3%	79.8%	81.2%	83.6%	78.8%

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 2021 report details performance of high school graduates in 2021 enrolling as first-time college students in Fall 2021.

% Taking Developmental Coursework in Ohio Public College	
OOHS Class 21	11.0%
OOHS Class 20	13.7%
OOHS Class 19	11.6%*
OOHS Class 18	16%
OOHS Class 17	16%

*First time reported to the tenths digit.

National High School Rankings

Ranking List	Publisher	2023 Ranking	Ranking Criteria
Best High Schools	US News and World Report	601	Overall score: 96.6
Top STEM High Schools	Newsweek	N/A	
Challenge Index	Jay Mathews (formerly	N/A	
High School Rankings	The Washington Post)		