2015 - 2016 Report Card for

Upper Arlington City School District

DISTRICT GRADE

Coming in 2018

Achievement

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

COMPONENT GRADE

B

Performance Index
84.2%..... B

Indicators Met
93.1%..... A

Progress

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

COMPONENT GRADE

B

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

Gap Closing

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

COMPONENT GRADE

C

Annual Measurable Objectives
78.9%..... C

Graduation Rate

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

COMPONENT GRADE

A

Graduation Rates
98.3% of students graduated in 4 years..... A
98.7% of students graduated in 5 years..... A

K-3 Literacy

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

COMPONENT GRADE

Not Rated

K-3 Literacy Improvement
NC..... NR

Prepared for Success

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

COMPONENT GRADE

A

Achievement

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

COMPONENT GRADE

B

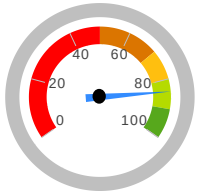
GRADE

B

Performance Index

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

Performance Index

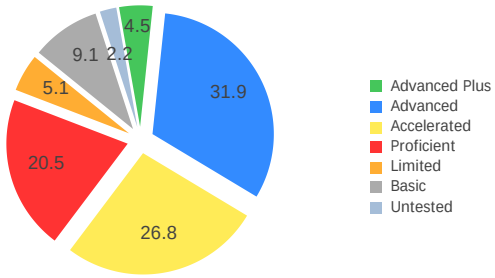


84.2%

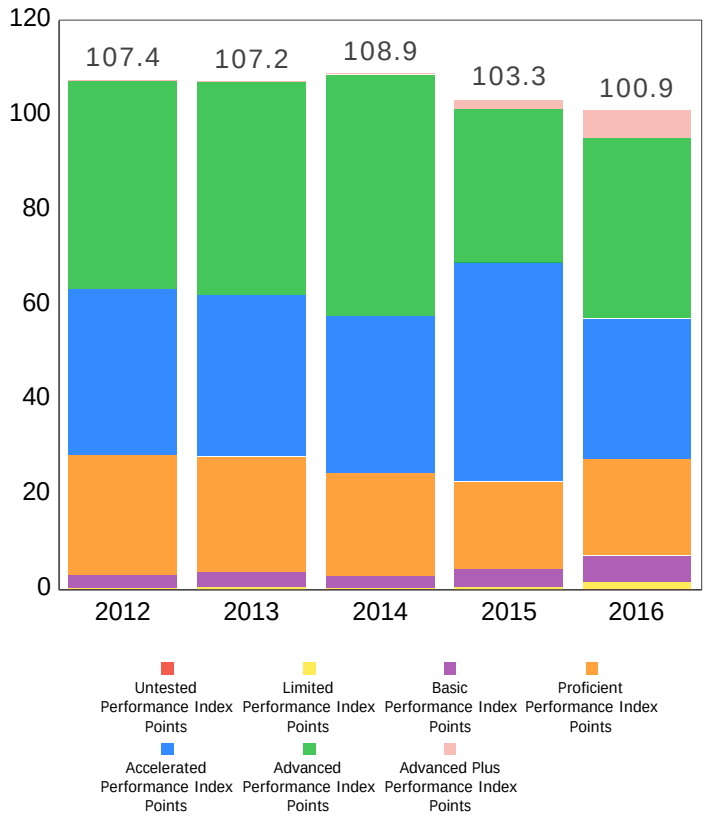
101.0 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	4.5	x	1.3	=	5.8
Advanced	31.9	x	1.2	=	38.3
Accelerated	26.8	x	1.1	=	29.5
Proficient	20.5	x	1.0	=	20.5
Basic	9.1	x	0.6	=	5.4
Limited	5.1	x	0.3	=	1.5
Untested	2.2	x	0.0	=	0.0
					101.0



Performance Index Trend



GRADE

A

Indicators Met

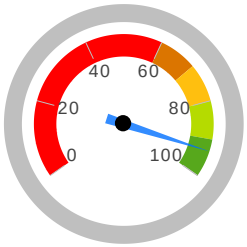
Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

Indicators Met %

93.1%

27 out of 29

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%



Grades 3-5

3rd Grade	English Language Arts	89.1%	✔
	Mathematics	84.2%	✔
4th Grade	English Language Arts	86.1%	✔
	Mathematics	92.6%	✔
	Social Studies	93.9%	✔
5th Grade	English Language Arts	87.4%	✔
	Mathematics	79.8%	✔
	Science	88.4%	✔

Grades 6-8

6th Grade	English Language Arts	78.9%	✔
	Mathematics	81.6%	✔
	Social Studies	85.6%	✔
7th Grade	English Language Arts	78.8%	✔
	Mathematics	85.5%	✔
8th Grade	English Language Arts	67.5%	✘
	Mathematics	84.7%	✔
	Science	85.5%	✔

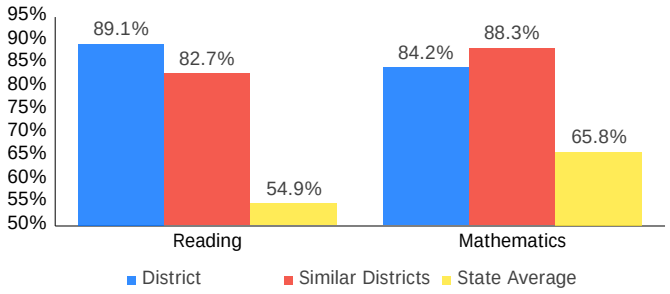
GIFTED INDICATOR ✘

High School

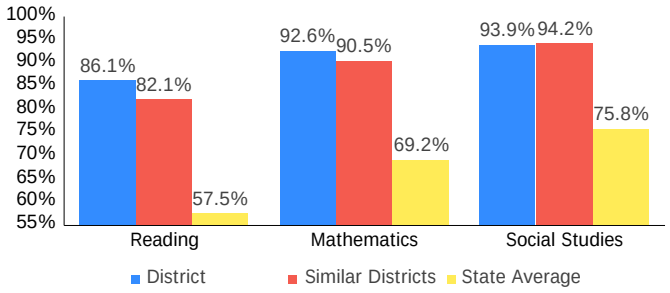
OGT, 11th Graders	Mathematics	98.0%	✔
	Reading	99.3%	✔
	Science	98.0%	✔
	Social Studies	99.0%	✔
	Writing	98.8%	✔
HS	Algebra I	92.2%	✔
	Biology	75.4%	✔
	English I	92.2%	✔
	English II	84.1%	✔
	Geometry	87.4%	✔
	Government	97.8%	✔
	History	97.2%	✔
	Physical Science	NC	

Achievement Levels by Grade

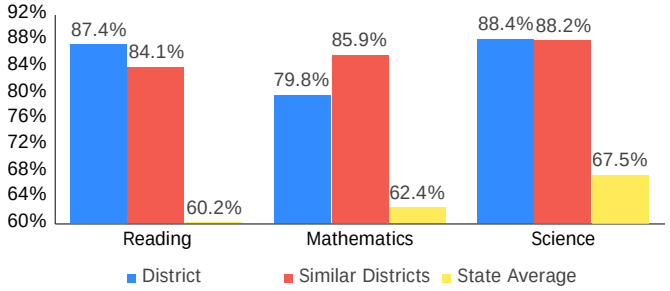
3rd Grade



4th Grade

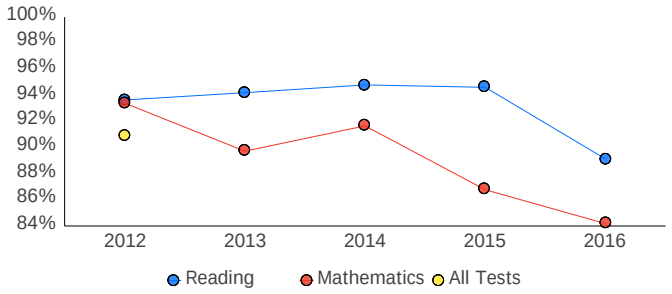


5th Grade

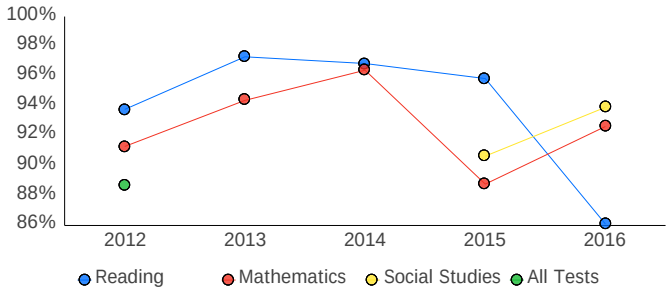


Proficient Percent Trend by Grade

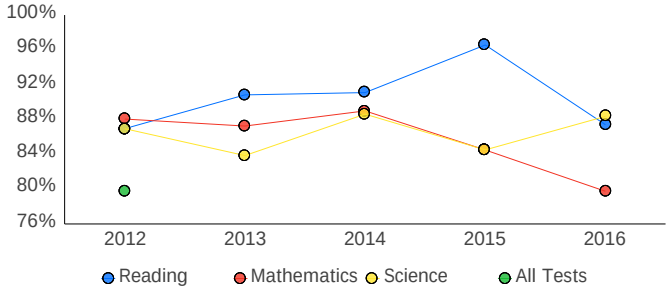
3rd Grade



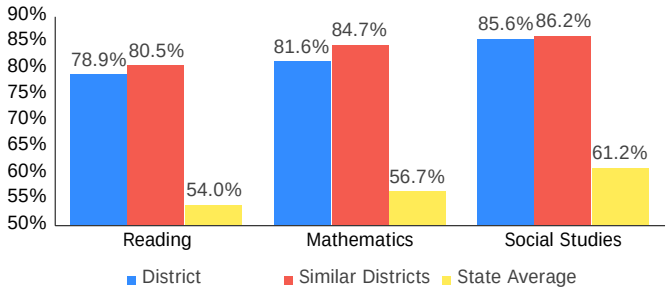
4th Grade



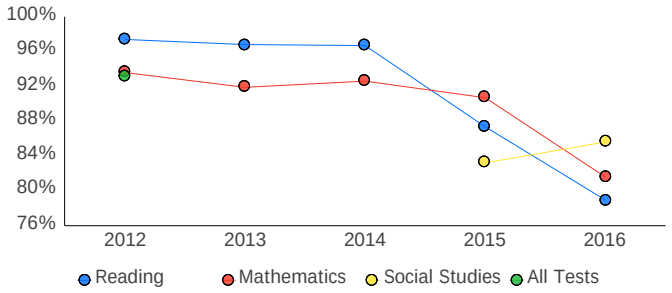
5th Grade



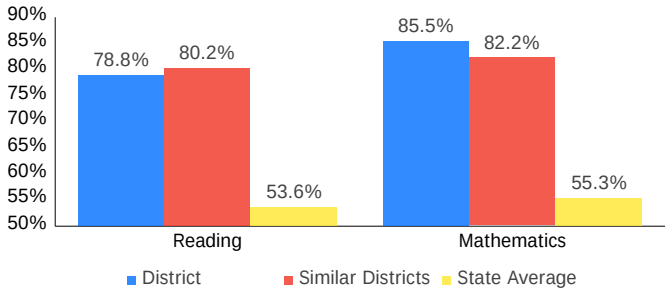
6th Grade



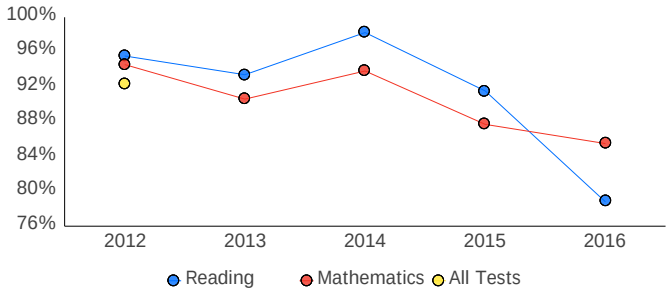
6th Grade



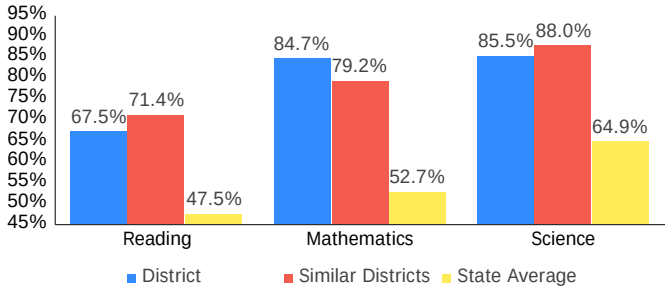
7th Grade



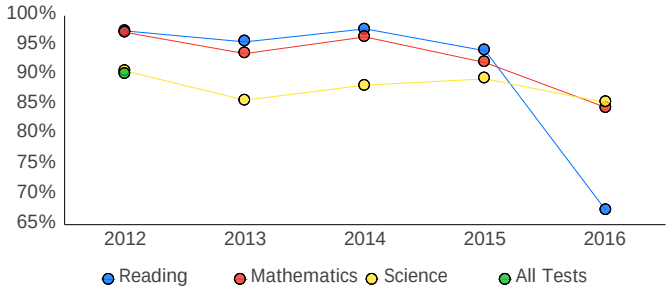
7th Grade



8th Grade

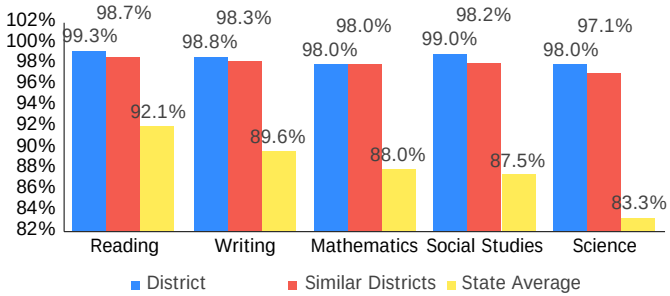


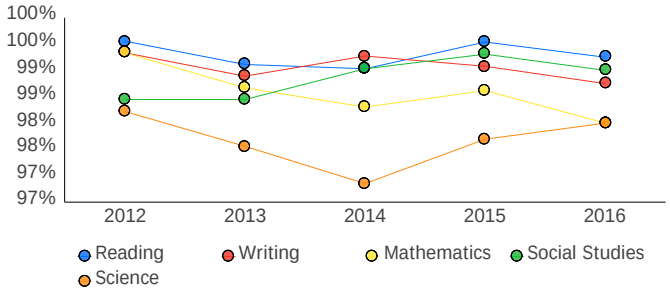
8th Grade



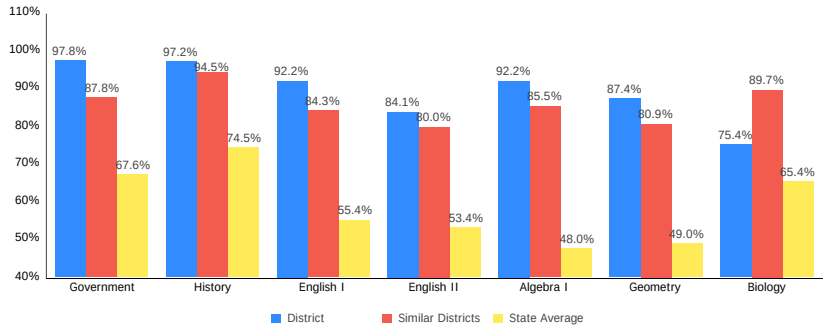
11th Grade Cumulative OGT

11th Grade Cumulative OGT

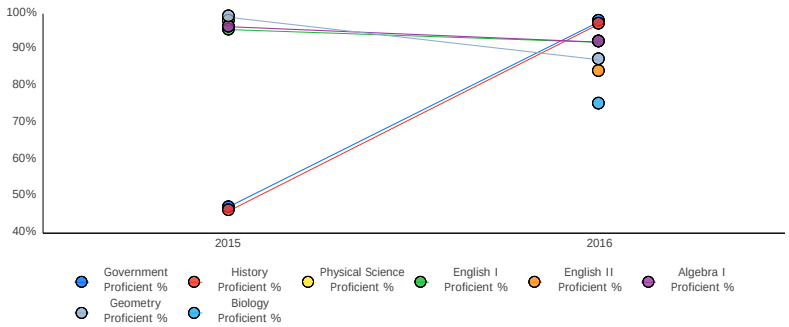




High School



High School



Gifted Students

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

INDICATOR

Not Met

Overview

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

Gifted Value Added

Value Added Grade:	A
Enrollment:	5,663
Value Added Met?	1

Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of "NR" results in Not Met if the district has an ADM of 600 or more.

Gifted Performance Index

Performance Index:	115.753
Performance Index Met?:	Not Met

Districts with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	43.0
Gifted Inputs Met?:	Not Met

Points are earned based on identification and services provided to gifted students. Districts must earn at least 60 points out of a possible 100 to meet the Gifted Inputs component.

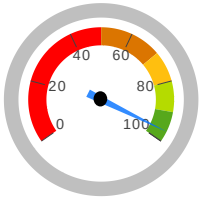
Gifted Indicator Final Result

INDICATOR

Not Met

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

Performance Index



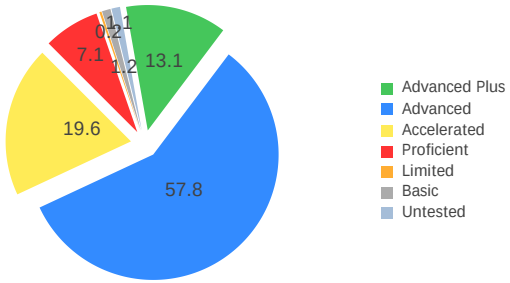
96.5%

115.753 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	13.1	x	1.3	=	17.1
Advanced	57.8	x	1.2	=	69.3
Accelerated	19.6	x	1.1	=	21.5
Proficient	7.1	x	1.0	=	7.1
Basic	1.2	x	0.6	=	0.7
Limited	0.2	x	0.3	=	0.1
Untested	1.1	x	0.0	=	0.0
					115.753

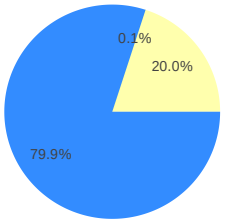


Gifted Indicator

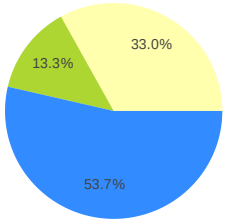
The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

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

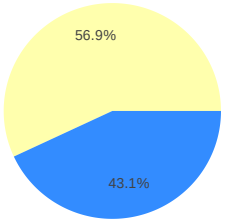
K-3



4-8

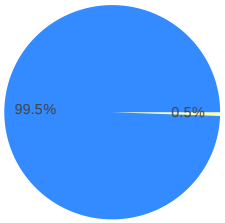


9-12

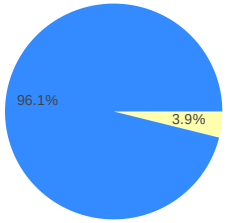


Visual/Performing Arts and Creative Thinking

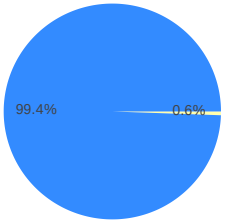
K-3



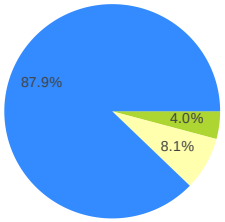
4-8



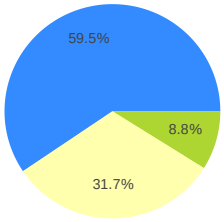
9-12



Disadvantaged Students



Minority Students



Receiving Gifted Services

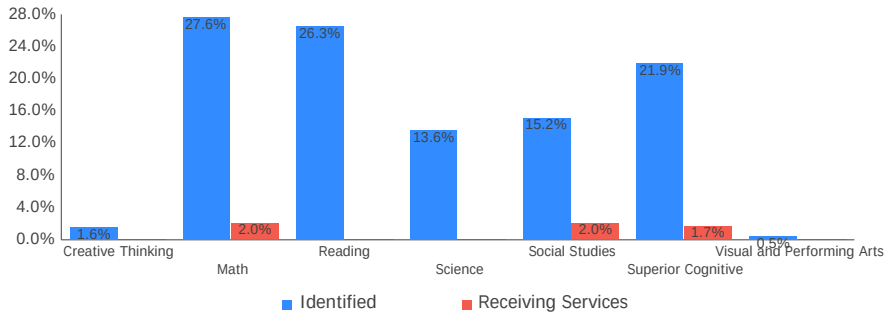
Identified as Gifted, but not receiving services

Not Identified as Gifted

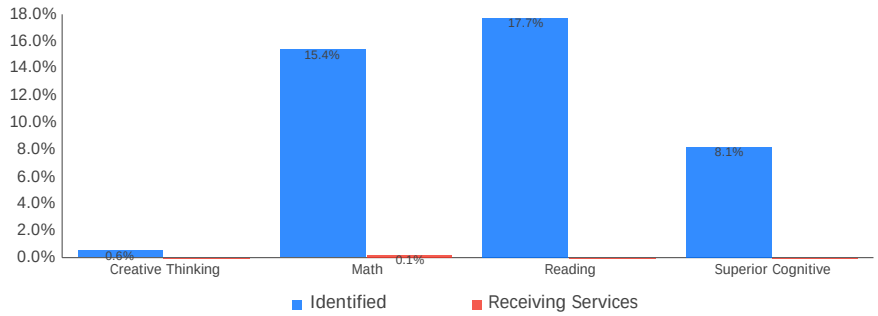
Identification and Services

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.

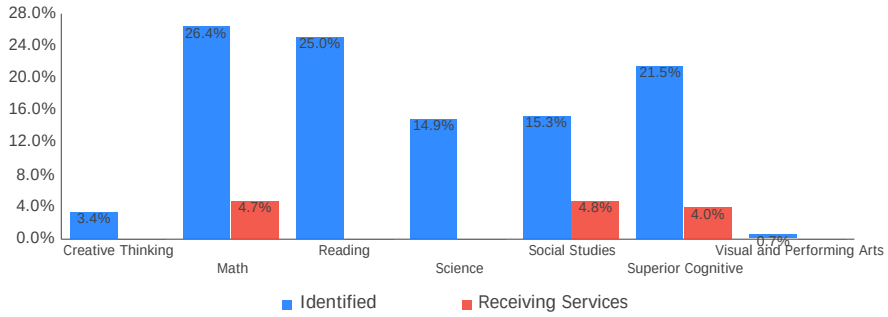
All Grades



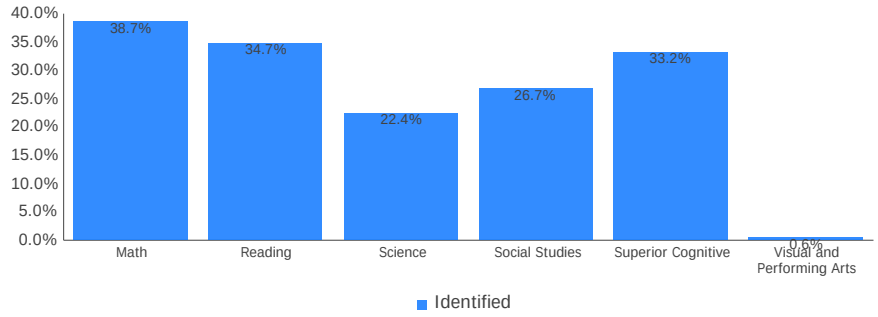
Grades K-3



Grades 4-8



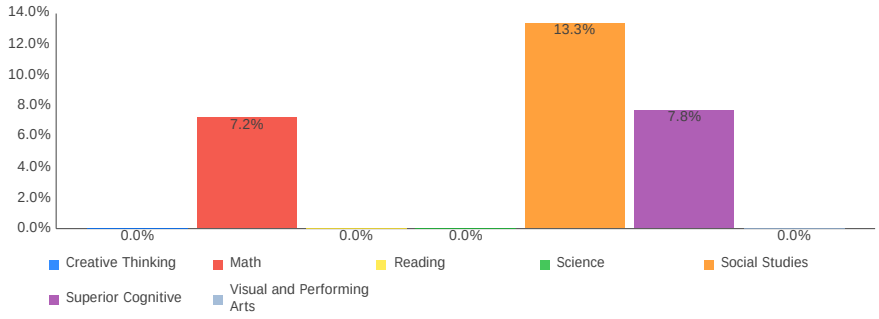
Grades 9-12



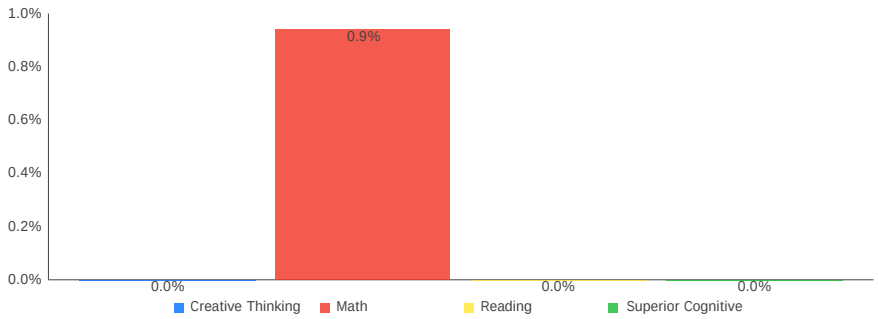
Identified and Receiving Services

These charts show, of the students identified as gifted, the percentage of students receiving gifted services.

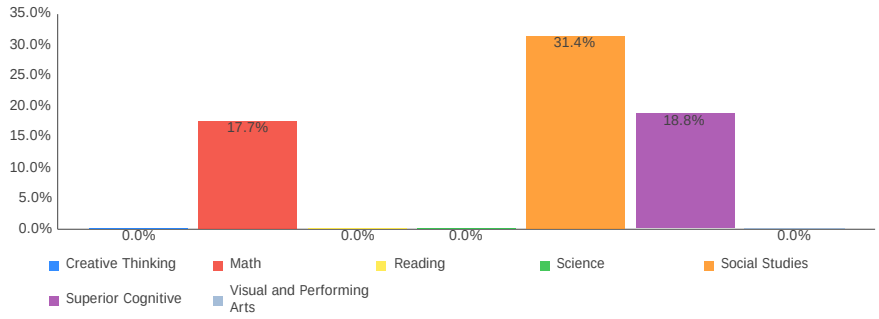
All Grades



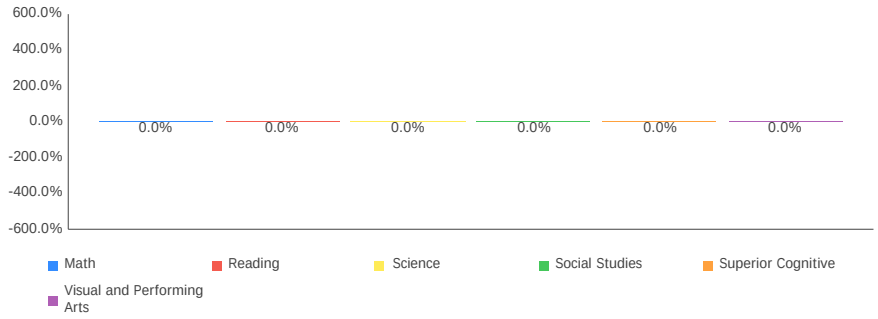
Grades K-3



Grades 4-8

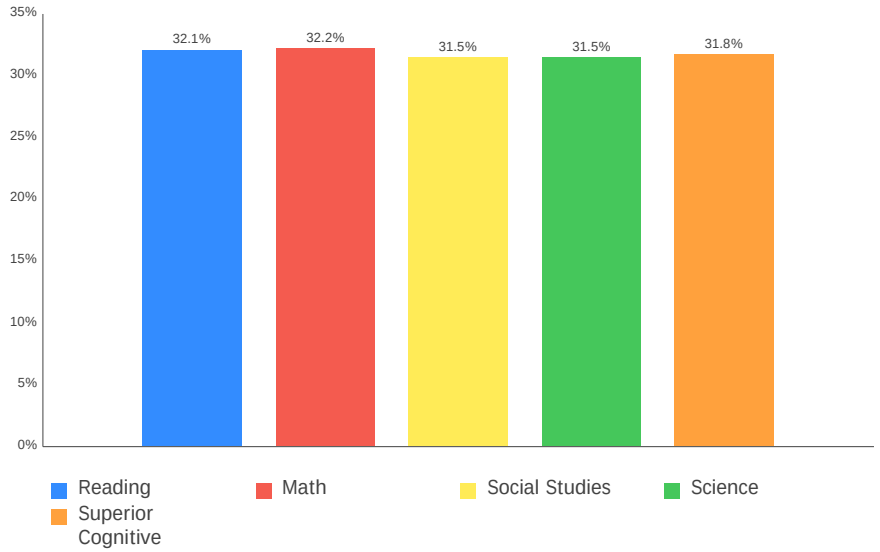


Grades 9-12



Screening

This chart shows the percentage of students screened for gifted abilities this school year.



Acceleration

Number of Subject Accelerated Students:

326

Number of Whole-Grade Accelerated Students:

0

Progress

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

COMPONENT GRADE

B

GRADE

A

Overall

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

GRADE

A

Gifted Students

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

GRADE

C

Students in the Lowest 20% in Achievement

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

GRADE

F

Students with Disabilities

This measures the progress for students with disabilities.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score			
	English Language Arts	Mathematics	Social Studies	Science
All Grades	-7.55	16.00	-5.64	-3.56
4th Grade	4.47	3.29		
5th Grade	-8.45	-11.55		-4.43
6th Grade	-10.79	-0.12	-5.64	
7th Grade	4.32	5.25		
8th Grade	-14.03	1.60		-0.89

Test Grade		Progress Score
High School	English I	6.82
	English II	1.02

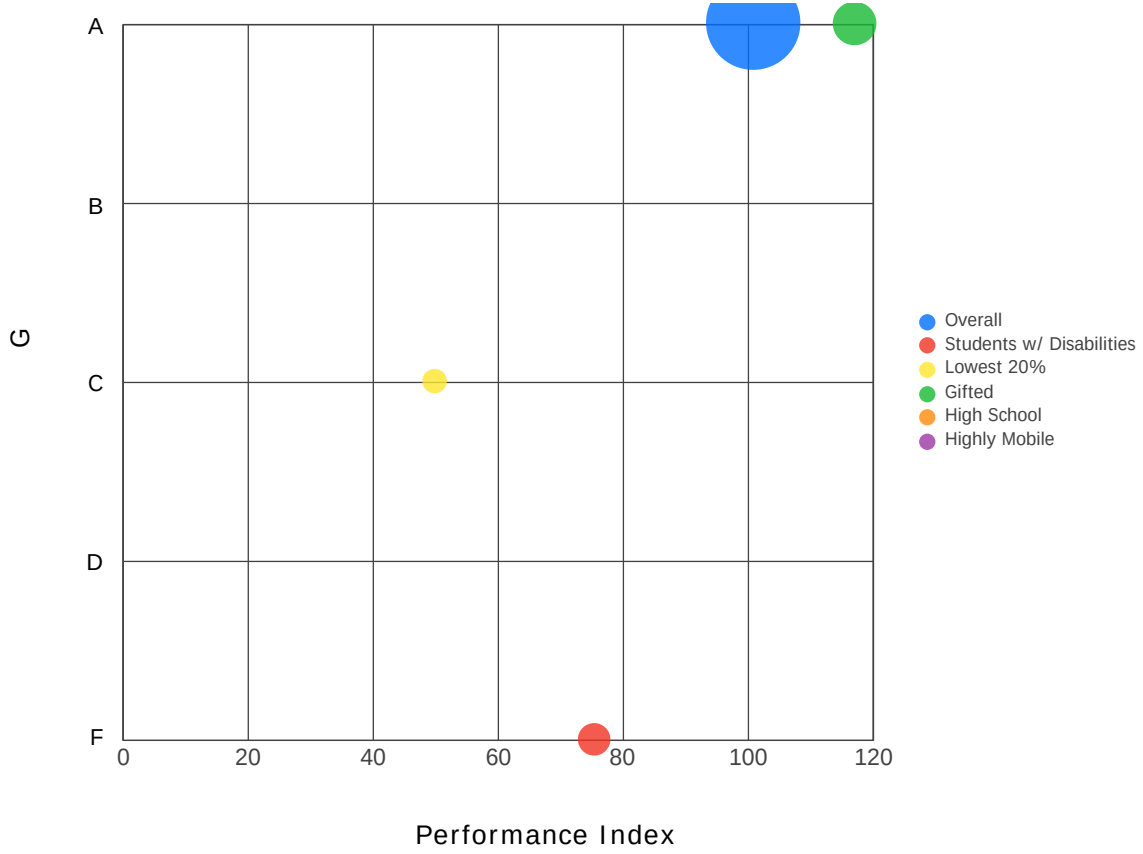
Test Grade		Progress Score
High School	Algebra I	27.91
	Geometry	23.02

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.00 and up
B = 1.00 to 1.99
C = -1.00 to 0.99
D = -2.00 to -1.01
F = below -2.00

Progress vs. Performance Index

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



Gap Closing

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

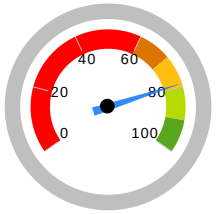
COMPONENT GRADE

C

GRADE

C

AMO Points



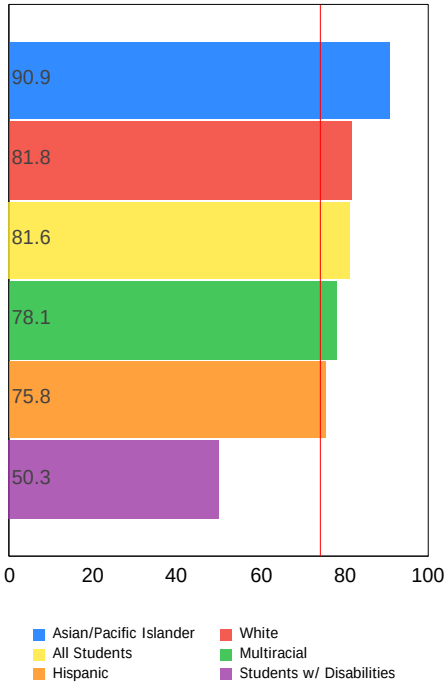
78.9%

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

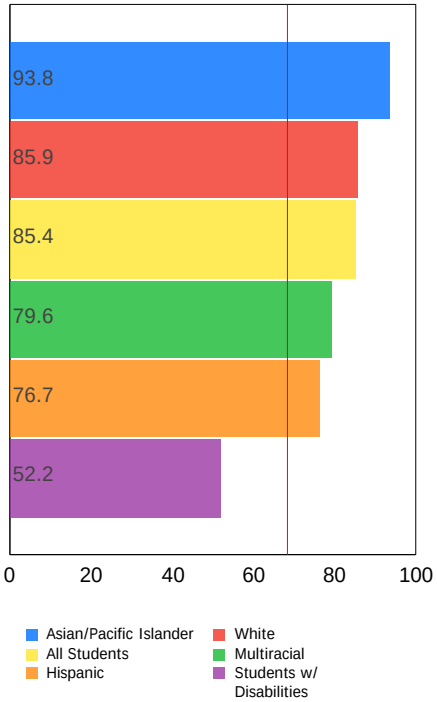
Annual Measurable Objectives

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

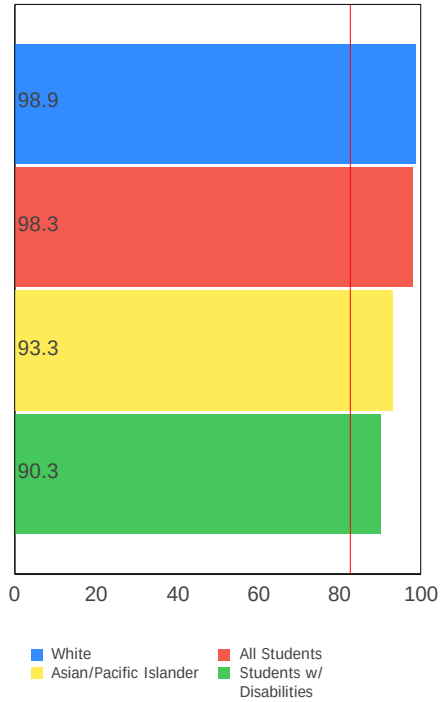
English Language Arts



Math



Graduation Rate



The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 74.2%, for Math is 68.5%, and for Graduation Rate is 82.8%.
Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate

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

COMPONENT GRADE

A

4-Year Graduation Rate

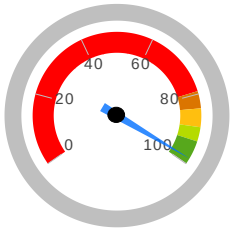
The 4-year graduation rate applies to the Class of 2015 who graduated within four years, i.e. students who entered the 9th grade in 2012 and graduated by 2015.

GRADE

A

98.3%

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



5-Year Graduation Rate

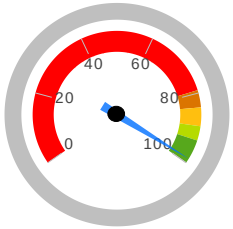
The 5-year graduation rate applies to the Class of 2014 who graduated within five years, i.e. students who entered the 9th grade in 2011 and graduated by 2015.

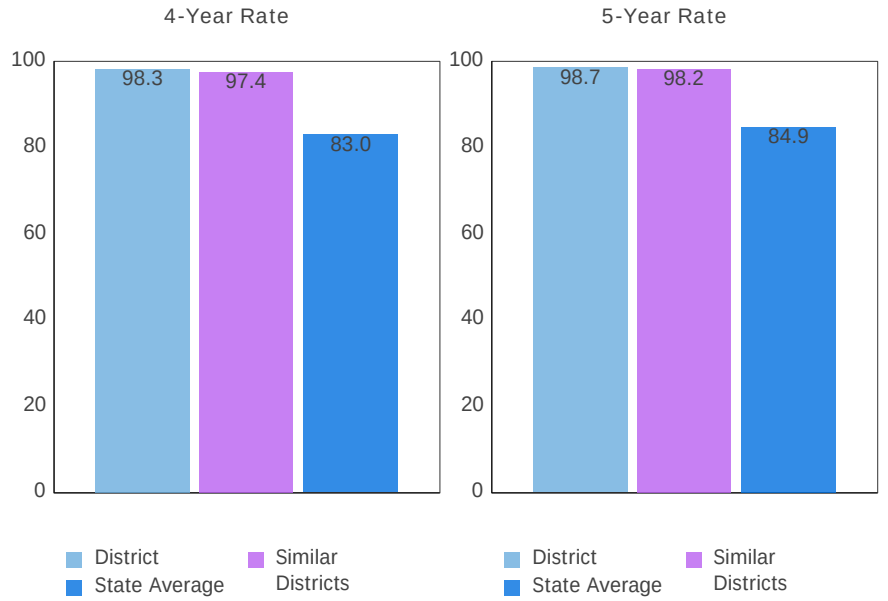
GRADE

A

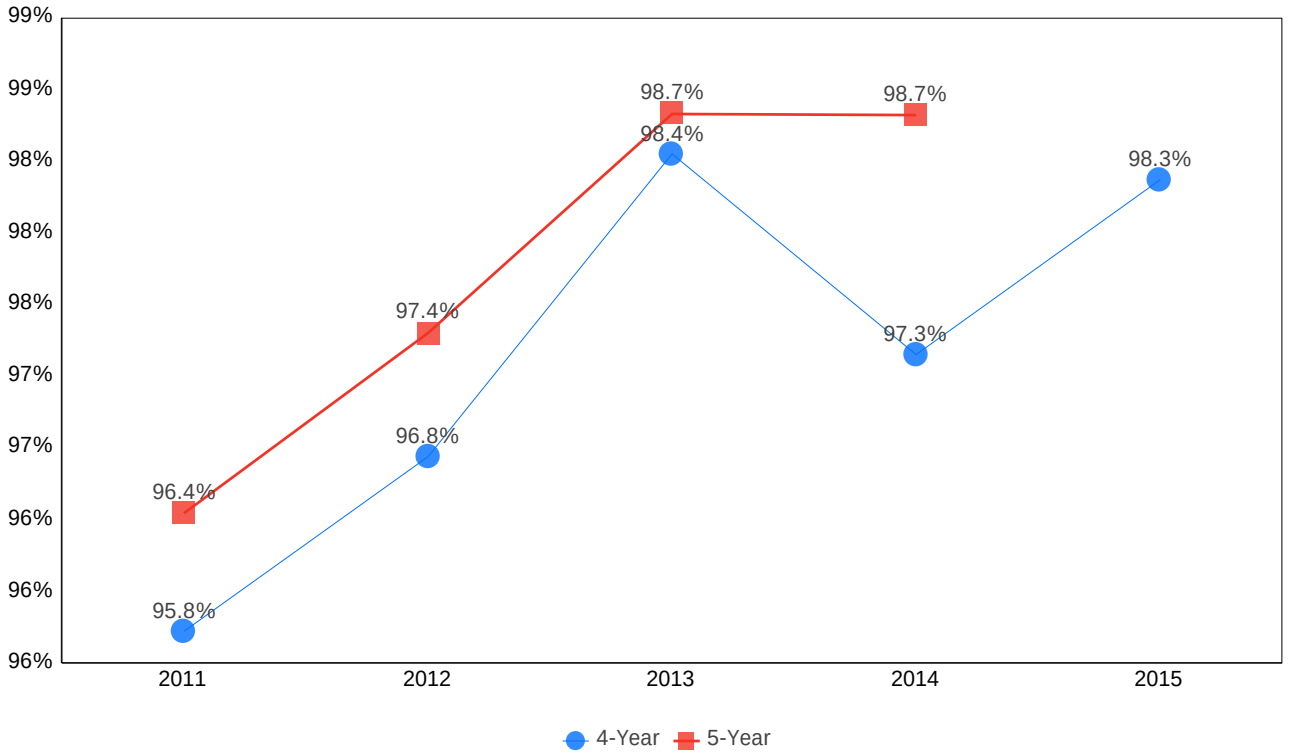
98.7%

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





Graduation Rate Trend



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

K-3 Literacy

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

COMPONENT GRADE

Not Rated

GRADE

NR

K-3 Literacy Improvement

This district has not been graded because less than 5% of kindergarten students are not on track this year.

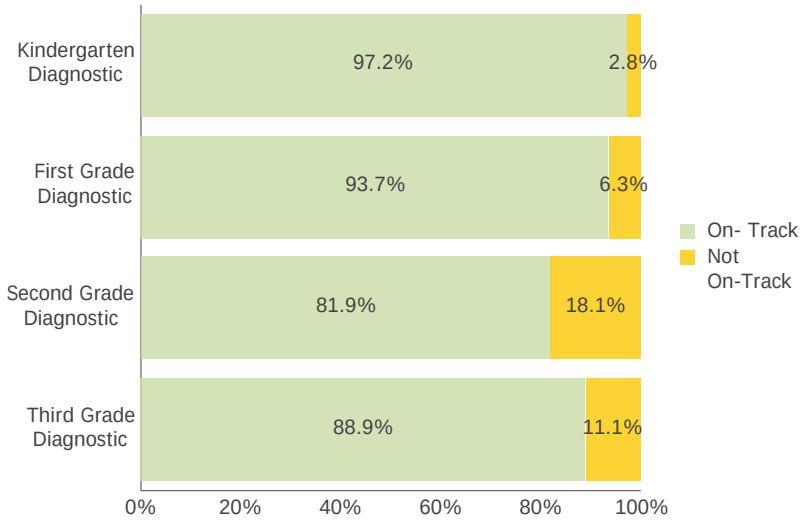
In Your District...

This district has not been graded because less than 5% of kindergarten students are not on-track this year.

Details of Measure

Not On-Track at Point A			Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2014 - 2015	34	to	1st Grade Reading Diagnostic, School Year 2015 - 2016	27
1st Grade Reading Diagnostic, School Year 2014 - 2015	51	to	2nd Grade Reading Diagnostic, School Year 2015 - 2016	33
2nd Grade Reading Diagnostic, School Year 2014 - 2015	81	to	3rd Grade Reading Diagnostic, School Year 2015 - 2016	46
3rd Grade Reading Diagnostic, School Year 2015 - 2016	47	to	3rd Grade Reading OST, School Year 2015 - 2016	22
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan				5
Totals	NC			NC

Percentage On-Track in Reading Diagnostic



This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2015-2016.

Third Grade Reading Guarantee

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

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?	99.5%
How many third graders scored proficient on the state Reading test?	89.1%

Prepared for Success

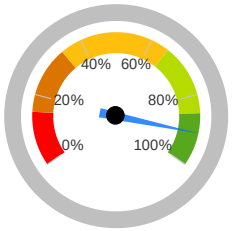
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

A

COMPONENT GRADE

A

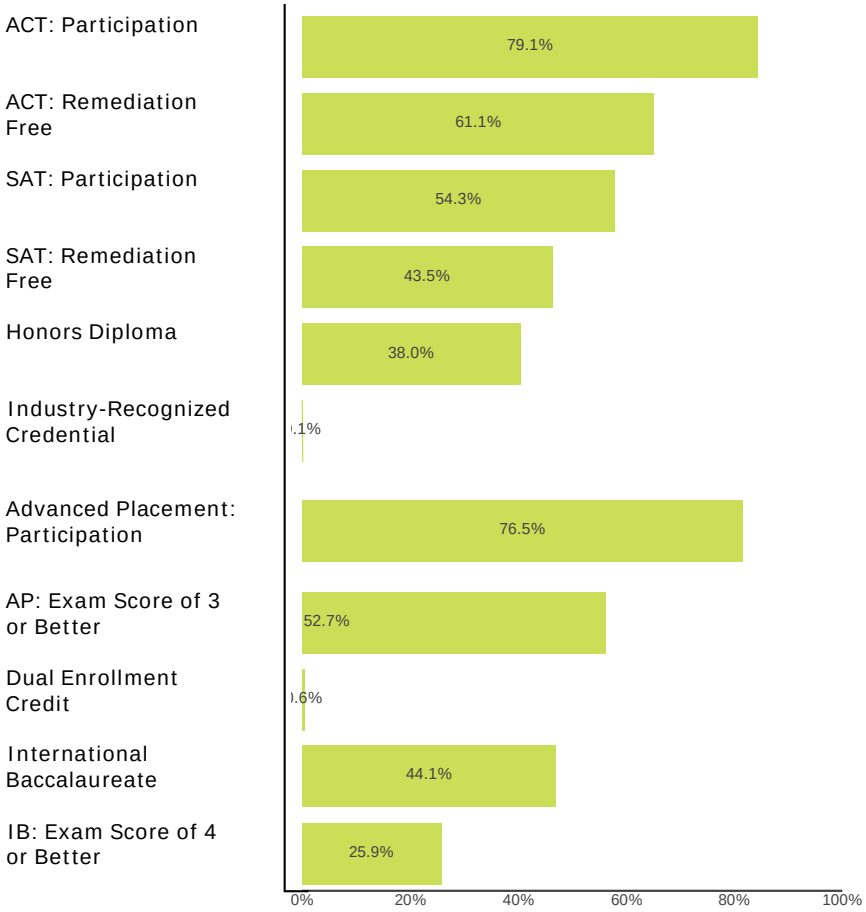


90.7%

A = 85.0% - 100.0%
B = 65.0% - 84.9%
C = 34.0% - 64.9%
D = 15.0% - 33.9%
F = 0.0% - 14.9%

	Number of Students	Point Value	Points Earne
Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential	629	1	629.0
The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school	498	0.3	149.4
		Total Points:	778.4
		Graduation Cohort:	858
		Percentage:	90.7%

How Prepared were Your 2014 and 2015 Graduating Classes?



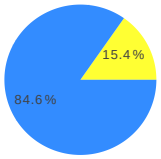
Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

How Prepared were Your 2014 and 2015 Graduating Classes?

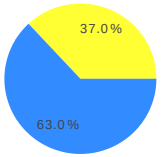
Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens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

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2013 Graduating Class Entered College within Two Years? **84.6 %**



What Percentage of the 2009 Graduating Class Graduated from College within Six Years of Leaving High School? **63.0 %**



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

Superintendent: Paul W. Imhoff
Address: 1950 N Mallway Dr
Upper Arlington OH 43221-4398

Directory information current as of the 2015-2016 Report Card publication date

Phone: (614) 487-5000
County: Franklin
Career Tech Planning District: Columbus City CTPD

Your District's Students

Average Daily Enrollment:

5,665

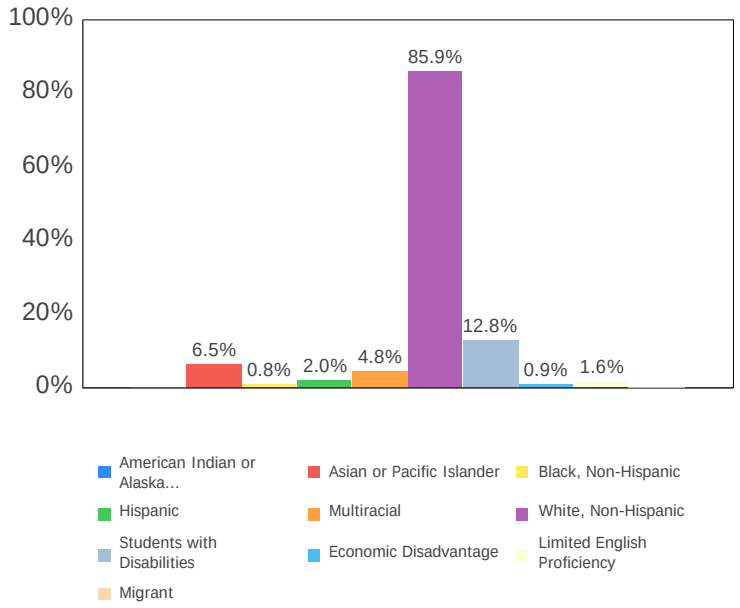
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

45

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	366	6.5%
Black, Non-Hispanic	48	0.8%
Hispanic	115	2.0%
Multiracial	269	4.8%
White, Non-Hispanic	4,865	85.9%
Students with Disabilities	726	12.8%
Economically Disadvantaged	49	0.9%
Limited English Proficiency	93	1.6%
Migrant	NC	

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



Enrollments of less than 10 students are not shown.

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

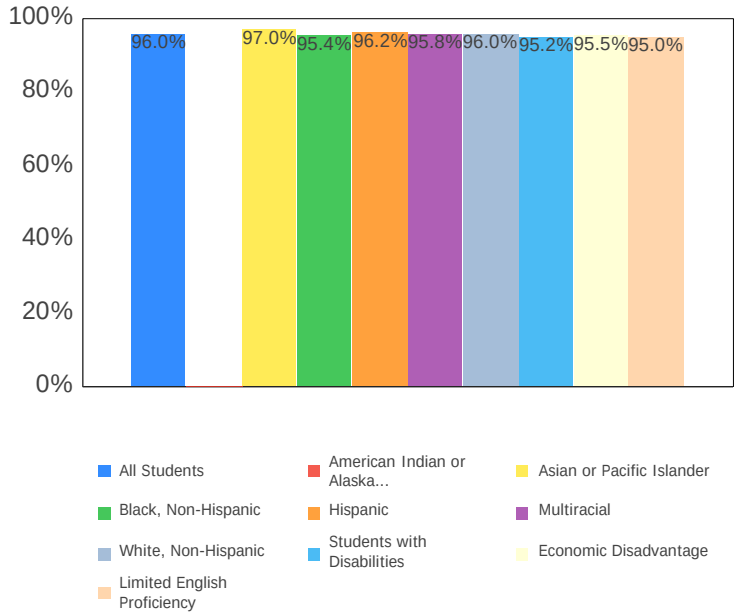
Attendance

Chronic Absenteeism Rate:

5.3%

	Attendance Rate
All Students	96.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	97.0%
Black, Non-Hispanic	95.4%
Hispanic	96.2%
Multiracial	95.8%
White, Non-Hispanic	96.0%
Students with Disabilities	95.2%
Economic Disadvantage	95.5%
Limited English Proficiency	95.0%
Migrant	NC
Male	96.1%
Female	95.9%

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

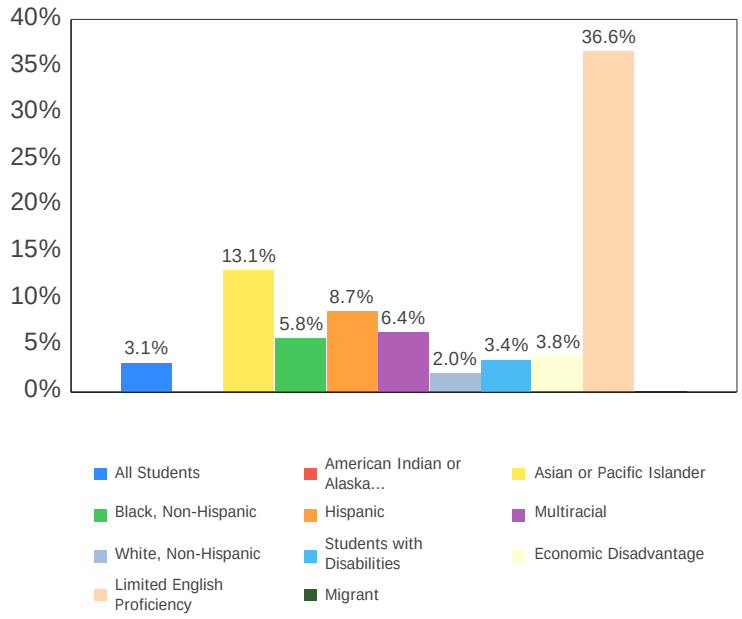


Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	District Mobility %
All Students	3.1%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	13.1%
Black, Non-Hispanic	5.8%
Hispanic	8.7%
Multiracial	6.4%
White, Non-Hispanic	2.0%
Students with Disabilities	3.4%
Economically Disadvantaged	3.8%
Limited English Proficiency	36.6%
Migrant	NC

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



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

Your District's Teachers

	All Schools in the District	High Poverty Schools	Low Poverty Schools
Percentage of teachers with at least a Bachelor's Degree	99.7	0.0	99.7
Percentage of teachers with at least a Master's Degree	78.8	0.0	78.8
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0.4	--	0.1
Percentage of core academic subject and elementary classes taught by properly certified teachers	99.6	--	99.9
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--	0

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile, or in neither quartile.

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

Attendance Rate
93.9%

Average Salary
$78,954

Average Years of Experience
15

Lead or Senior Teachers
14.0

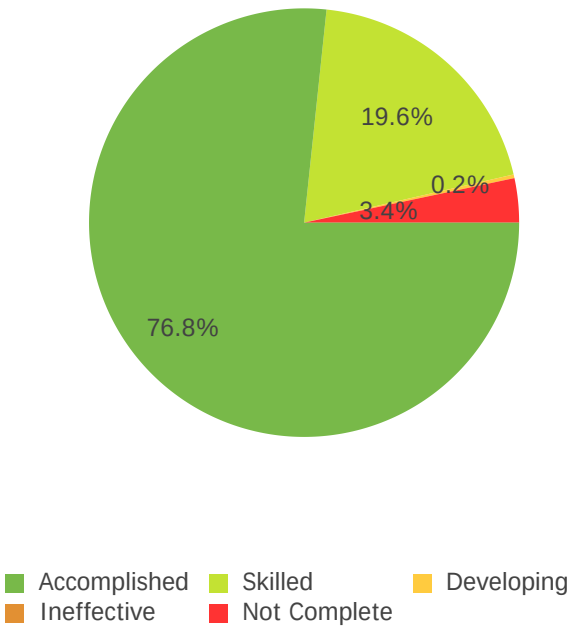
Educators in your District

	#	Per 1000 Students	State Avg per 1000 Students
School Counselors	17.1	3.0	2.3
School Nurses	7.0	1.2	1.1
School Psychologists	5.1	0.9	1.2
Interpreters	0.0	0.0	0.2
Library or Media Specialists	17.5	3.1	1.4
Audiologist	0.0	0.0	0.0
Physical/Occupational Therapist	5.3	0.9	0.8
Social Worker	0.0	0.0	0.2
General Education Teachers	291.7	51.5	46.4
Career-Technical Teachers	0.0	0.0	2.3
Special Education Teachers	58.3	10.3	10.6
Teacher Aides	0.6	0.1	7.0
Gifted Intervention Specialists	6.6	1.2	0.6
Fine Arts Teachers	19.0	3.4	3.0
Music Teachers	20.7	3.6	2.5
Physical Education Teachers	16.7	3.0	2.9
ELL Specialists	0.2	0.0	0.3
Adaptive Physical Education Teachers	0.9	0.2	0.0
Speech Language Pathologists	6.8	1.2	1.4

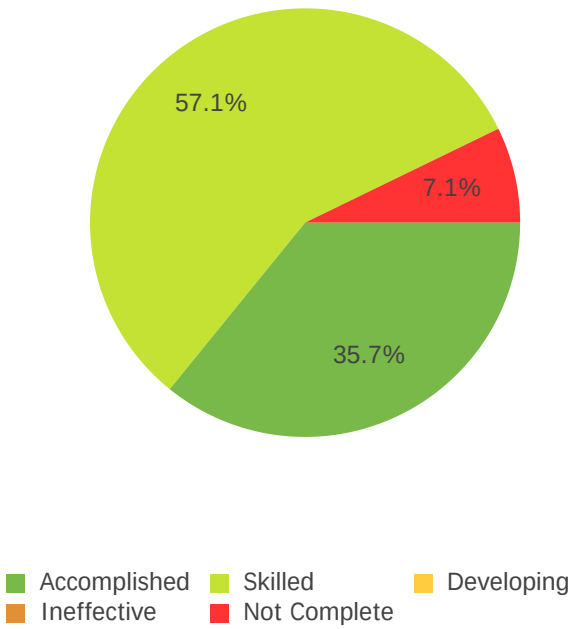
Your District's Principals

Percentage of principals with at least a Bachelor's Degree	100.0%
Percentage of principals with at least a Master's Degree	100.0%

Teacher Evaluations



Principal Evaluations



Wellness and Physical Education

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

School Choice Options: Place of Enrollment for Students Residing in the District

The School Choice Options data is a set of nine counts describing the place of enrollment for students residing in the school district, captured as a snapshot of a single day in the school year. Web links provide further information about certain options.

Districts and STEM Schools

- 5,891 students enrolled in the district where they lived
- 25 students enrolled in another public district through Open Enrollment
- 9 students enrolled in another public district by means other than Open Enrollment

Community Schools

- 14 students enrolled in an online community school
- 22 students enrolled in a site-based community school
- 4 students enrolled in a Dropout Prevention and Recovery Program (online or site-based)*

*Students included in Dropout Prevention and Recovery Program counts are also included in either the online or site-based community school counts.

Non-Public Schools*

- 0 students participated in the EdChoice Scholarship or Cleveland Scholarship Program
- 1 students participated in the EdChoice Expansion Program
- 30 students participated in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

*ODE does not collect and cannot report information on district residents who are non-voucher students attending a non-public school.

Financial Data

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

Comparison Group: Enrollment between 5000 and 9999

Classroom Spending Data

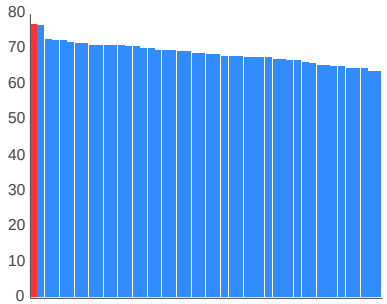
What percent of funds are spent on classroom instruction?

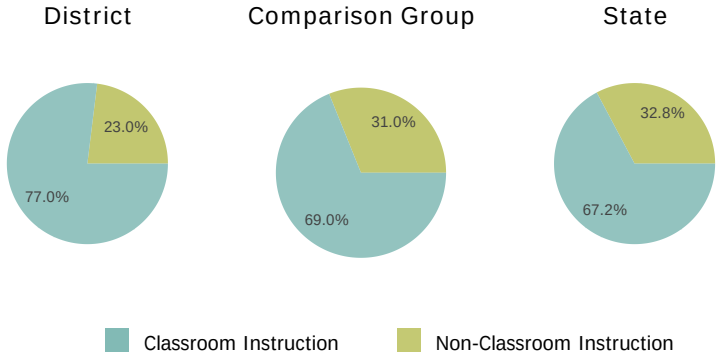
77.0%

How does this district rank in comparison to other districts of similar size?

1 out of 48

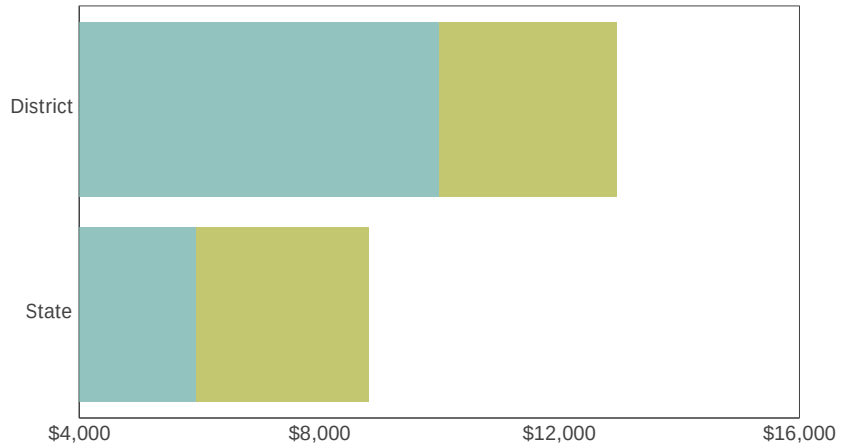
A rank of 1 indicates the highest percent spent on classroom instruction.





Spending per Pupil Data

	District	State
Operating Spending per Pupil	$12,967	$8,840
Classroom Instruction	$9,988	$5,942
Non-Classroom Spending	$2,979	$2,898



✘ Upper Arlington City IS NOT among the 20% of public districts with the lowest operating expenditures per pupil

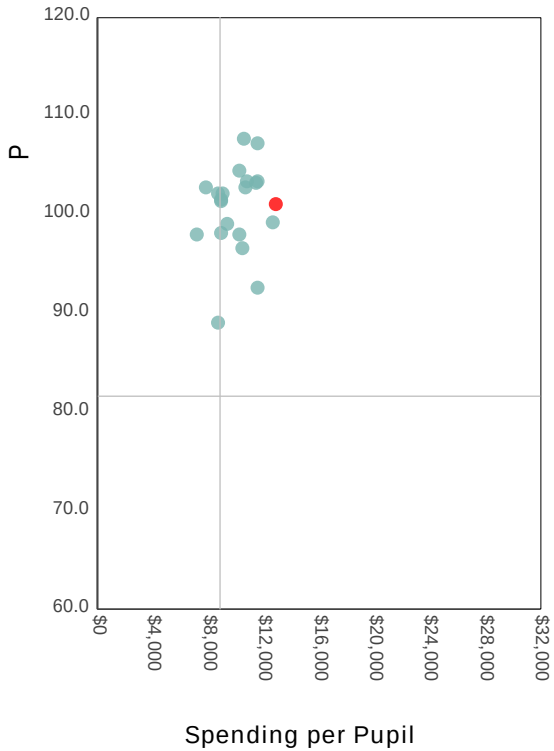
✔ Upper Arlington City IS among the 20% of public districts with the highest academic performance index scores.

Note: District financial data do not include data associated with community schools that are sponsored by the school district.

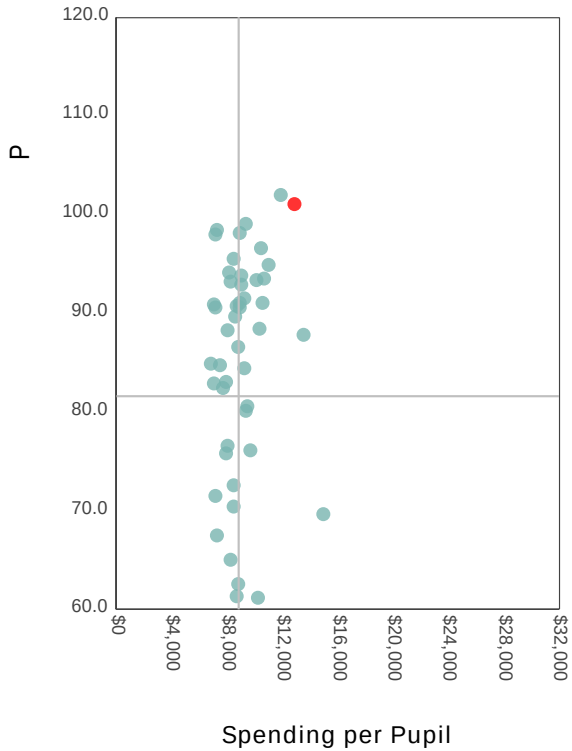
Spending and Performance

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

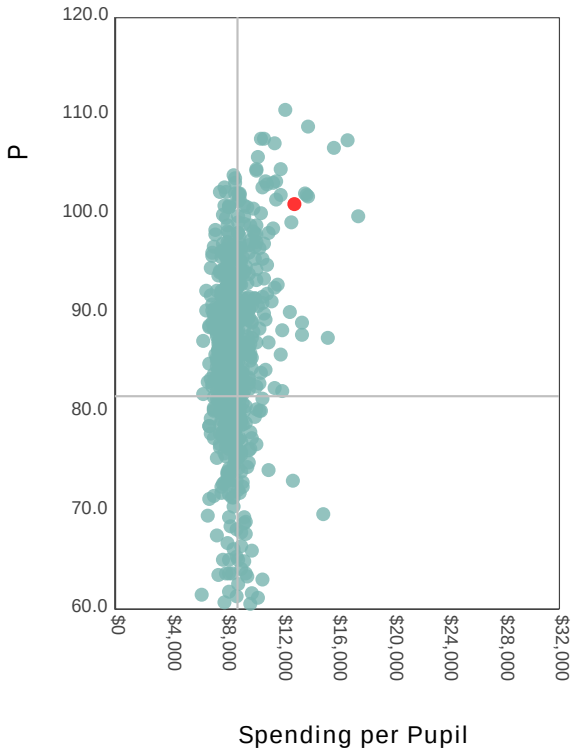
Similar Districts



Comparison Group



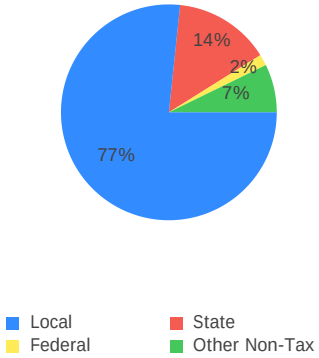
All Districts



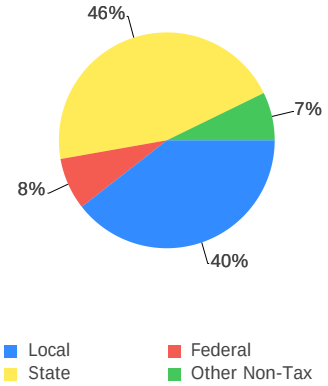
Source of Revenue

Source of Funds	District		State Total	
Local	$69,913,359	76.8%	$8,697,598,445	39.5%
State	$13,052,554	14.3%	$10,072,007,846	45.7%
Federal	$1,689,836	1.9%	$1,699,267,399	7.7%
Other Non-Tax	$6,434,866	7.1%	$1,562,415,185	7.1%
Total	$91,090,615	100.0%	$22,031,288,875	100.0%

District



State



Superintendent: Paul W. Imhoff
Address: 1950 N Mallway Dr
Upper Arlington OH 43221-4398
Phone: (614) 487-5000
County: Franklin

Your District's Schools

School	Achievement	Progress	Gap Closing	Graduation Rate	K-3 Literacy	Prepared for Success
Barrington Road Elementary School	B	F	F	NR	C	NR
Greensview Elementary School	A	D	A	NR	NR	NR
Hastings Middle School	C	D	F	NR	NR	NR
Jones Middle School	B	D	C	NR	NR	NR
Tremont Elementary School	B	B	C	NR	NR	NR
Upper Arlington High School	B	B	C	A	NR	A
Wickliffe Elementary School	D	D	F	NR	NR	NR
Windermere Elementary School	A	D	A	NR	NR	NR

No data returned for this view. This might be because the applied filter excludes all data.