Westerville-North High School

SCHOOL GRADE

Coming in
2018

Achievement

COMPONENT GRADE

D

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

Performance Index
70.6%.. C
Indicators Met
42.9%.. F

Progress

COMPONENT GRADE

B

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

Value Added
Overall...B
Gifted...C
Students with Disabilities...................................D
Lowest 20% in Achievement.............................A

Gap Closing

COMPONENT GRADE

F

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.

Annual Measurable Objectives
22.2%.. F

Graduation Rate

COMPONENT GRADE

B

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

Graduation Rates
90.5% of students graduated in 4 years............................B
93.7% of students graduated in 5 years............................B

K-3 Literacy

COMPONENT GRADE

Not Rated

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.

K-3 Literacy Improvement
NC.. NR

Prepared for Success

COMPONENT GRADE

C

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.

Achievement

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

COMPONENT GRADE

D

GRADE

C

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.
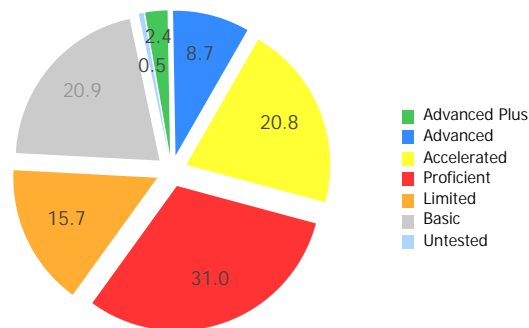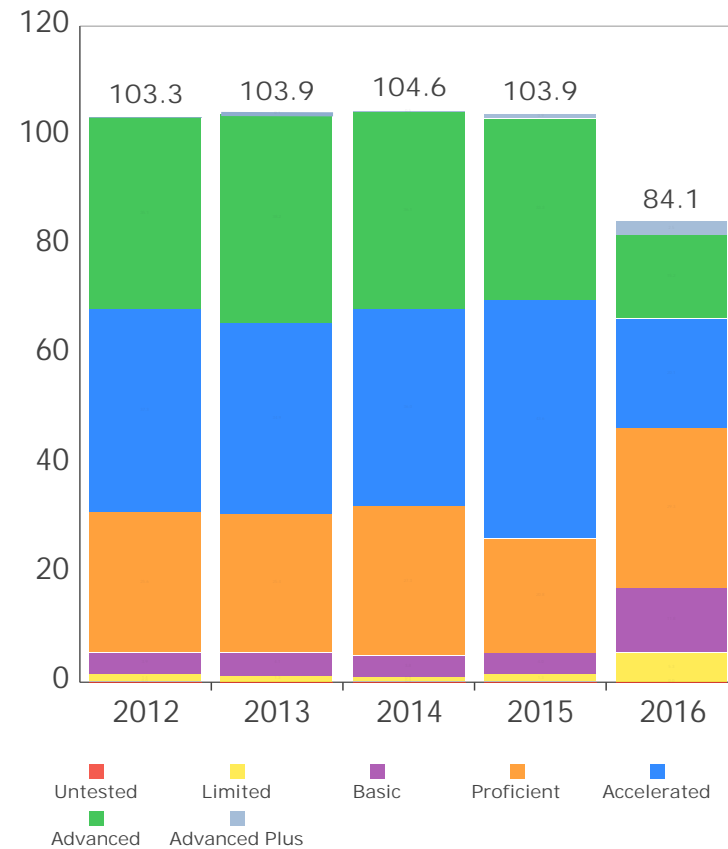
Performance Index
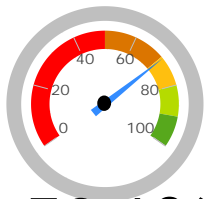
70.6%

84.7 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	2.4	x	1.3	=	3.1
Advanced	8.7	x	1.2	=	10.4
Accelerated	20.8	x	1.1	=	22.9
Proficient	31.0	x	1.0	=	31.0
Basic	20.9	x	0.6	=	12.6
Limited	15.7	x	0.3	=	4.7
Untested	0.5	x	0.0	=	0.0
					84.7

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

Performance Index Trend

Legend:
- Untested
- Limited
- Basic
- Proficient
- Accelerated
- Advanced
- Advanced Plus
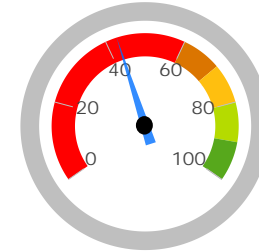
GRADE

F

Indicators Met

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

Indicators Met %

42.9%

6 out of 14

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

This school does not have enough test results in 3rd, 4th, or 5th grade to display this table.
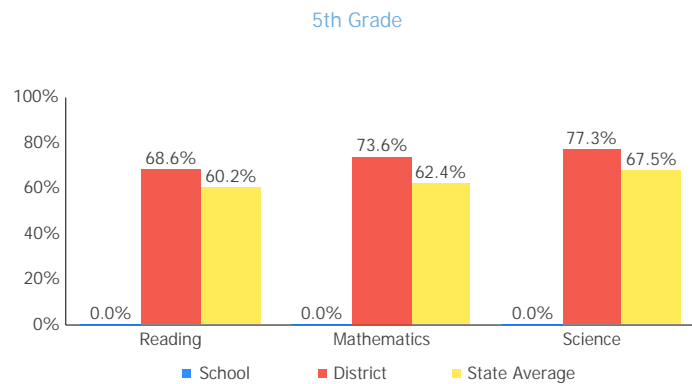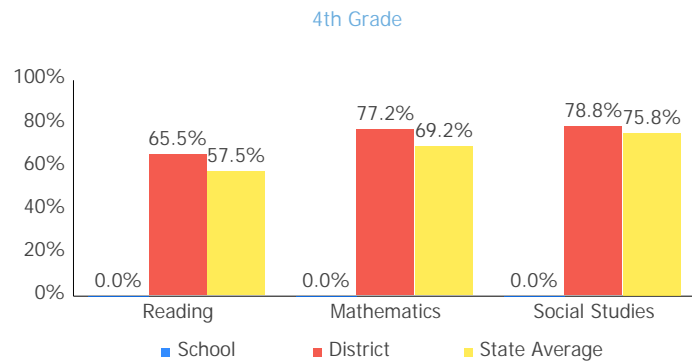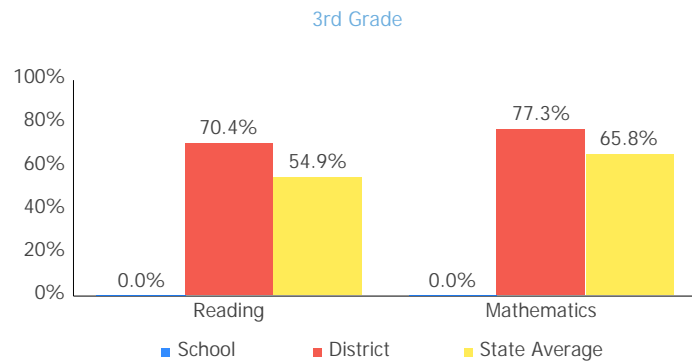
Grades 6-8

This school does not have enough test results in 6th, 7th, or 8th grade to display this table.

GIFTED INDICATOR ✘

High School

OGT, 11th Graders	Mathematics	93.8%	✔
	Reading	95.6%	✔
	Science	91.2%	✔
	Social Studies	95.0%	✔
	Writing	95.0%	✔
HS	Algebra I	51.0%	✘
	Biology	79.0%	✔
	English I	60.0%	✘
	English II	63.2%	✘
	Geometry	64.5%	✘
	Government	73.4%	✘
	History	69.7%	✘
	Physical Science	25.0%	✘

Achievement Levels by Grade

3rd Grade

Reading: School 0.0%, District 70.4%, State Average 54.9%
Mathematics: School 0.0%, District 77.3%, State Average 65.8%

■ School   ■ District   ■ State Average

4th Grade

Reading: School 0.0%, District 65.5%, State Average 57.5%
Mathematics: School 0.0%, District 77.2%, State Average 69.2%
Social Studies: School 0.0%, District 78.8%, State Average 75.8%

■ School   ■ District   ■ State Average

5th Grade

Reading: School 0.0%, District 68.6%, State Average 60.2%
Mathematics: School 0.0%, District 73.6%, State Average 62.4%
Science: School 0.0%, District 77.3%, State Average 67.5%

■ School   ■ District   ■ State Average

6th Grade

Proficient Percent Trend by Grade

3rd Grade

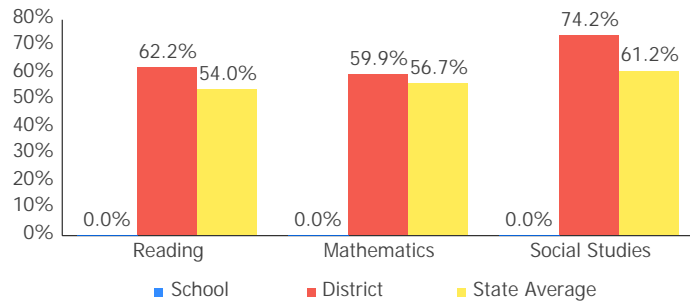No data returned for this view. This might be because the applied filter excludes all data.

4th Grade

No data returned for this view. This might be because the applied filter excludes all data.
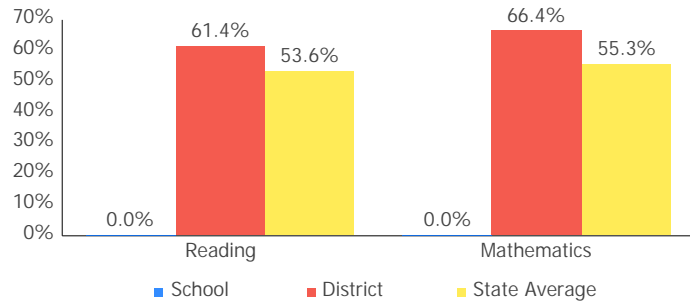
5th Grade

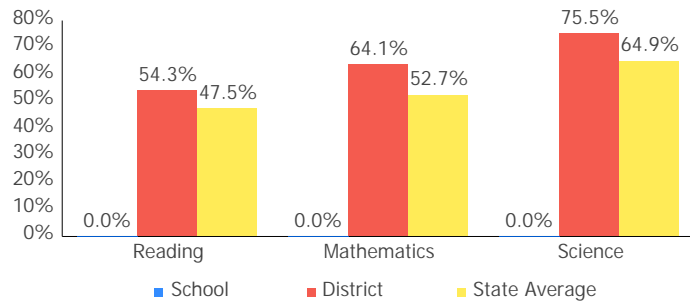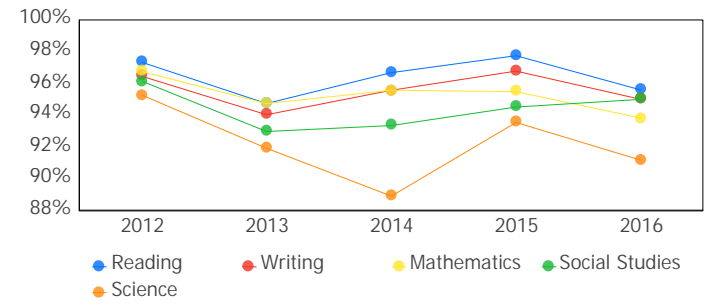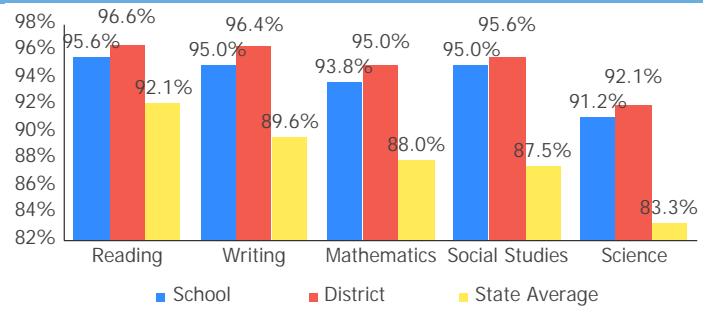No data returned for this view. This might be because the applied filter excludes all data.

6th Grade

80%
70% — 74.2%
62.2% 59.9% 56.7% 61.2%
54.0%
0.0% 0.0% 0.0%
Reading   Mathematics   Social Studies

■ School   ■ District   ■ State Average

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

7th Grade

70%
60% — 66.4%
61.4%
53.6% 55.3%
0.0% 0.0%
Reading   Mathematics

■ School   ■ District   ■ State Average

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

8th Grade

80%
70% — 75.5%
64.1% 64.9%
54.3% 52.7%
47.5%
0.0% 0.0% 0.0%
Reading   Mathematics   Science

■ School   ■ District   ■ State Average

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

11th Grade Cumulative OGT

Bar chart (School, District, State Average):

Subject	School	District	State Average
Reading	95.6%	96.6%	92.1%
Writing	95.0%	96.4%	89.6%
Mathematics	93.8%	95.0%	88.0%
Social Studies	95.0%	95.6%	87.5%
Science	91.2%	92.1%	83.3%

Line chart legend: Reading, Writing, Mathematics, Social Studies, Science (years 2012–2016)

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:	C
Value Added Met?:	Met

Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.

Gifted Performance Index

Performance Index:	110.615
Performance Index Met?:	Not Met

Schools 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:	78.0
Gifted Inputs Met?:	Met

Points are earned based on identification and services provided to gifted students. Schools must earn 60 or more 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

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.
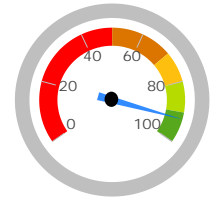
92.2%

110.615 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	12.3	x	1.3	=	16.0
Advanced	33.0	x	1.2	=	39.6
Accelerated	28.5	x	1.1	=	31.3
Proficient	21.2	x	1.0	=	21.2
Basic	3.9	x	0.6	=	2.3
Limited	0.6	x	0.3	=	0.2
Untested	0.6	x	0.0	=	0.0
					110.615

Legend:
- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested
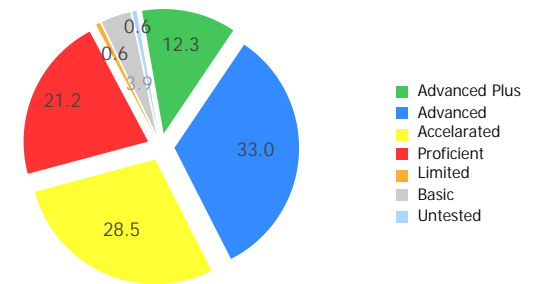
Gifted Indicator

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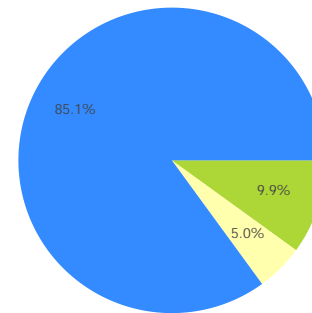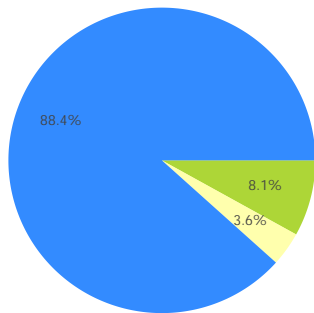
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking

65.9%

24.5%

9.6%

100.0%
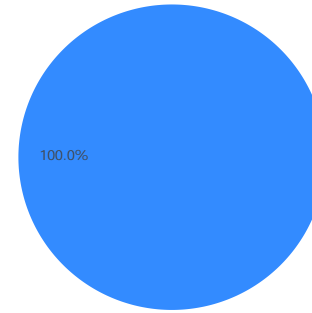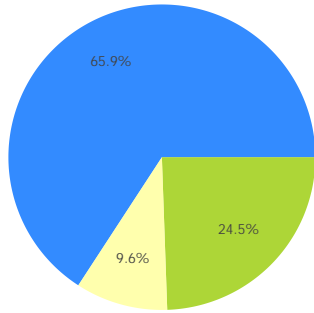
Disadvantaged Students

Minority Students

88.4%

8.1%

3.6%

85.1%
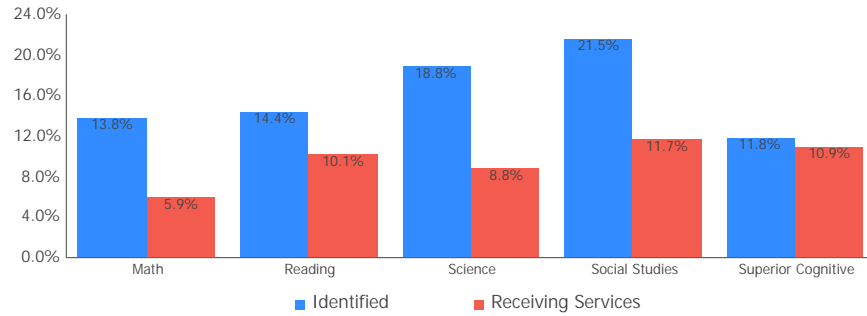
9.9%

5.0%

Receiving Gifted Services

Identified as Gifted, but
not receiving services

Not Identified as Gifted

Identification and Receiving Services

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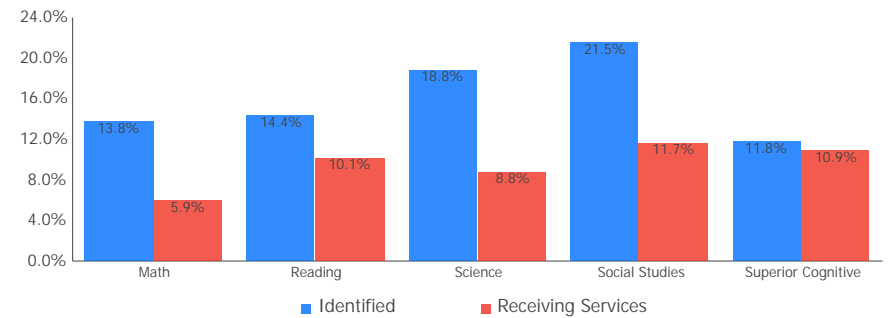
All Grades

Identified ■ | Receiving Services ■

Category	Identified	Receiving Services
Math	13.8%	5.9%
Reading	14.4%	10.1%
Science	18.8%	8.8%
Social Studies	21.5%	11.7%
Superior Cognitive	11.8%	10.9%

Grades K-3

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

Grades 4-8

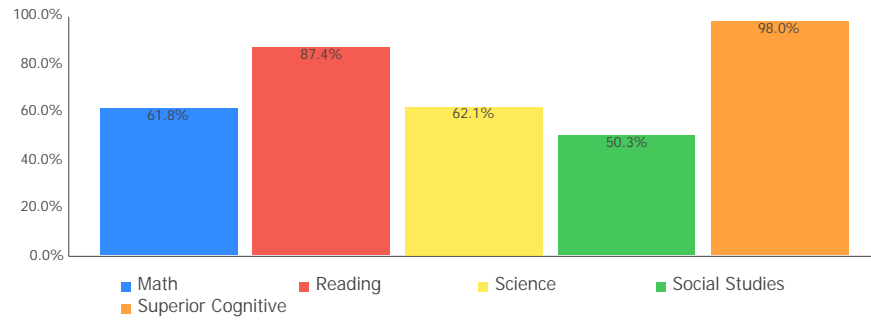This chart cannot be displayed because there were not enough students to evaluate.

Grades 9-12

Identified ■ | Receiving Services ■

Category	Identified	Receiving Services
Math	13.8%	5.9%
Reading	14.4%	10.1%
Science	18.8%	8.8%
Social Studies	21.5%	11.7%
Superior Cognitive	11.8%	10.9%

Identified and Receiving Services

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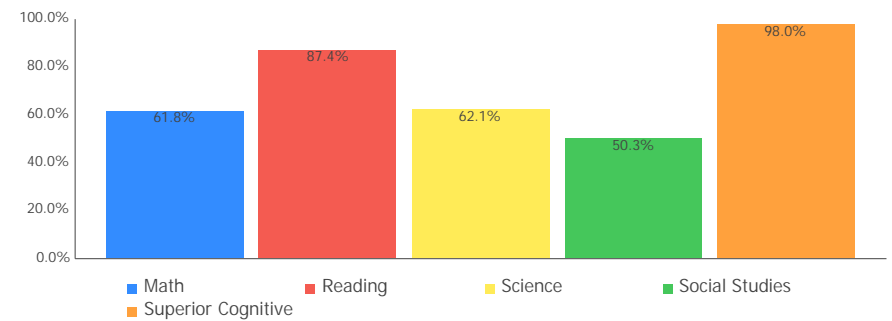
All Grades

Grades K-3

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

Grades 4-8

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

Grades 9-12

Progress

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

COMPONENT GRADE
B

GRADE
B

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
C

Gifted Students

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

GRADE
A

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
D

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	All Tests
All Grades	-3.72	6.38	1.30

Test Grade		Progress Score
High School	English I	-1.52
	English II	-3.84

Test Grade		Progress Score
High School	Algebra I	6.09
	Geometry	2.93

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.

Legend:
- Overall
- Students w/ Disabilities
- Lowest 20%
- Gifted
- High School
- Highly Mobile

Y-axis (G): A, B, C, D, F

X-axis (Performance Index): 0, 20, 40, 60, 80, 100, 120
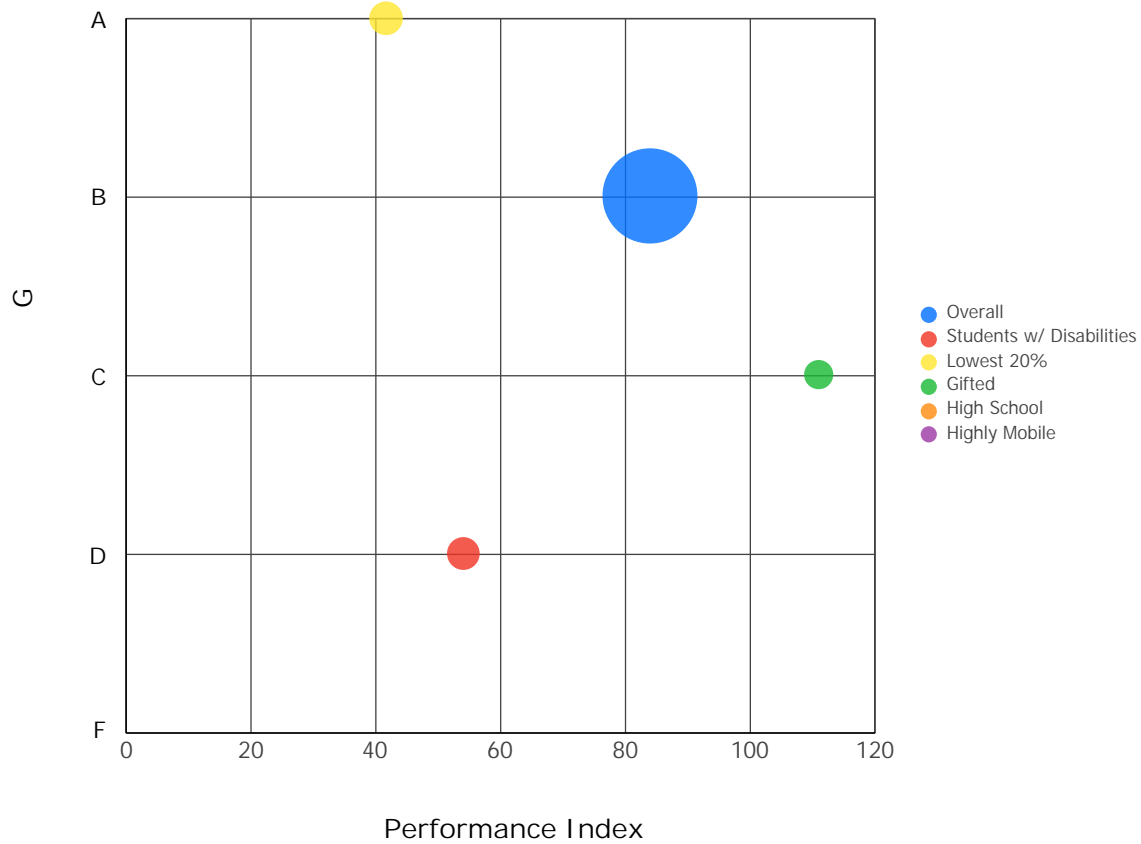
Gap Closing

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

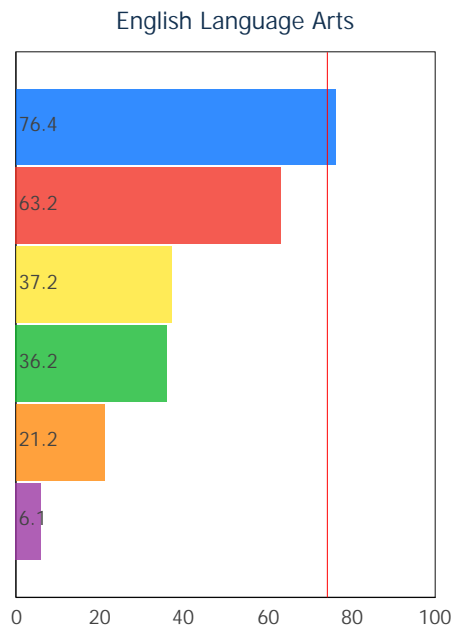COMPONENT GRADE

F

GRADE

F

Annual Measurable Objectives

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

AMO Points
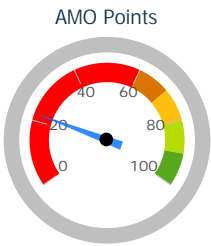
22.2%

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%

English Language Arts

Group	Value
White	76.4
All Students	63.2
Econ Disadvantage	37.2
African American	36.2
Students w/ Disab...	21.2
Limited English	6.1

Legend:
- White
- All Students
- Econ Disadvantage
- African American
- Students w/ Disab...
- Limited English

Math

Group	Value
White	75.8
All Students	64.5
African American	42.2
Econ Disadvantage	38.5
Students w/ Disa...	27.7
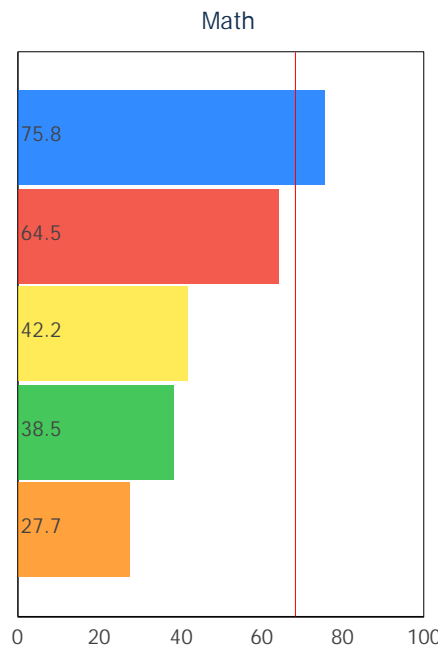
Legend:
- White
- All Students
- African American
- Econ Disadvantage
- Students w/ Disa...

Graduation Rate

Group	Value
White	96.6
All Students	90.5
Students w/ Disa...	78.9
African American	75.6
Econ Disadvantage	73.6
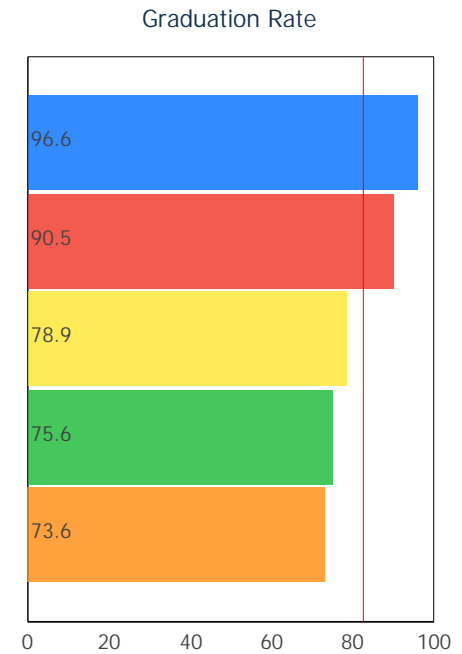
Legend:
- White
- All Students
- Students w/ Disa...
- African American
- Econ Disadvantage

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.
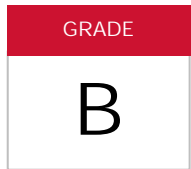
Graduation Rate

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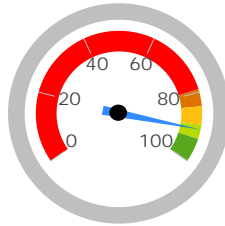
COMPONENT GRADE

B

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.
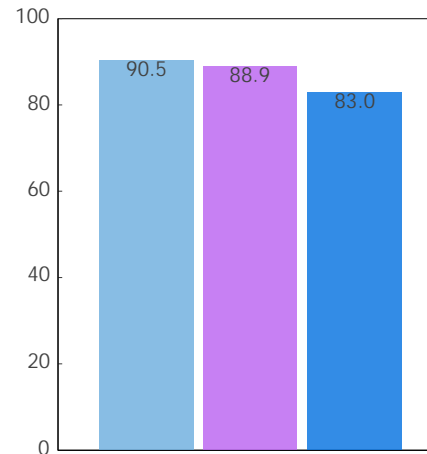
GRADE

B

90.5%

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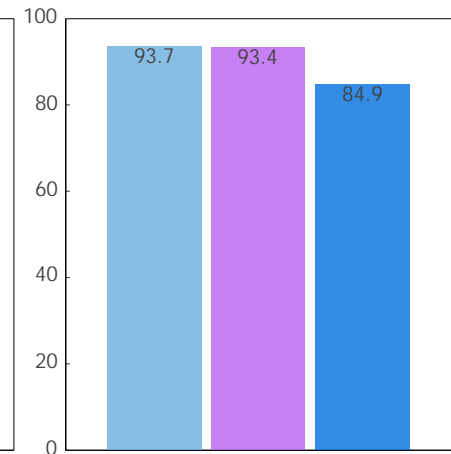C = 84.0 - 88.9%
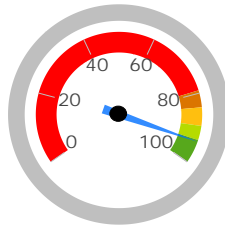D = 79.0 - 83.9%
F =   0.0 - 78.9%

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

B
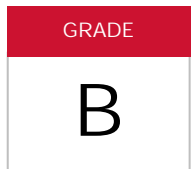
93.7%

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%

4-Year Rate

- School 90.5
- District 88.9
- State Average 83.0

5-Year Rate

- School 93.7
- District 93.4
- State Average 84.9

Legend:
- School
- District
- State Average

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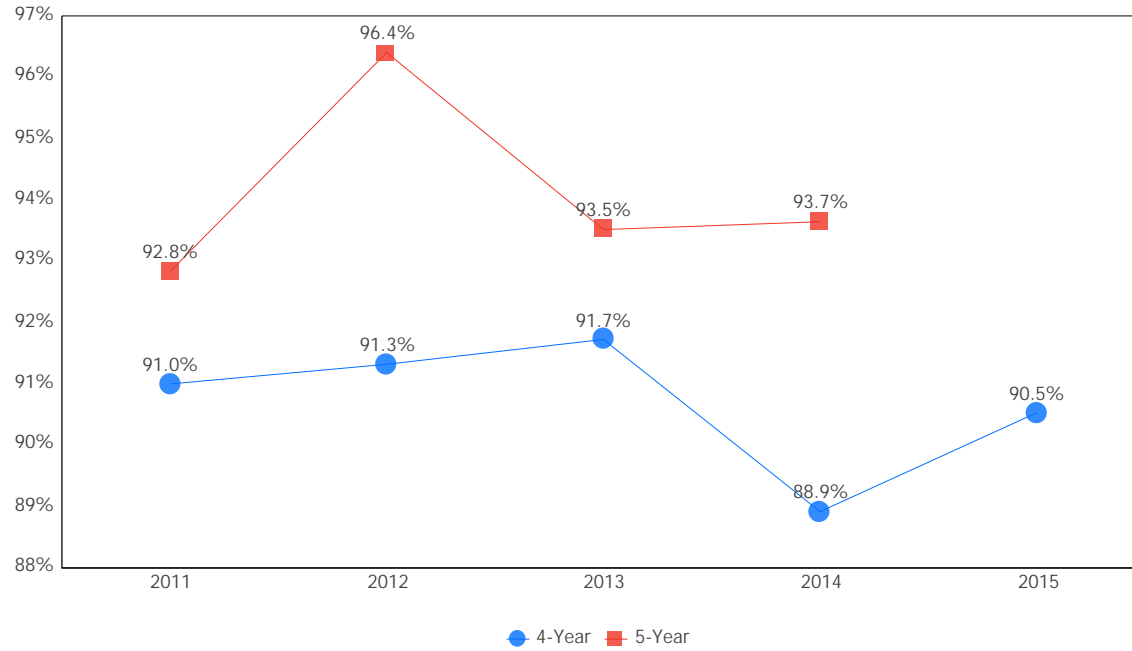
Note: The 5-year graduation rate does not appear in the final year of this graph because the
necessary data is not yet available to calculate the 5-year rate for that school year.

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 data is not displayed because there are not enough students to evaluate.

In Your School...

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Details of Measure

Not On-Track at Point A		Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2014 - 2015	< 10	1st Grade Reading Diagnostic, School Year 2015 - 2016	< 10
1st Grade Reading Diagnostic, School Year 2014 - 2015	< 10	2nd Grade Reading Diagnostic, School Year 2015 - 2016	< 10
2nd Grade Reading Diagnostic, School Year 2014 - 2015	< 10	3rd Grade Reading Diagnostic, School Year 2015 - 2016	< 10
3rd Grade Reading Diagnostic, School Year 2015 - 2016	< 10	3rd Grade Reading OST, School Year 2015 - 2016	< 10
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan			< 10
Totals	<10		<10

Percentage On-Track in Reading Diagnostic	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.

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

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

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

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

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.
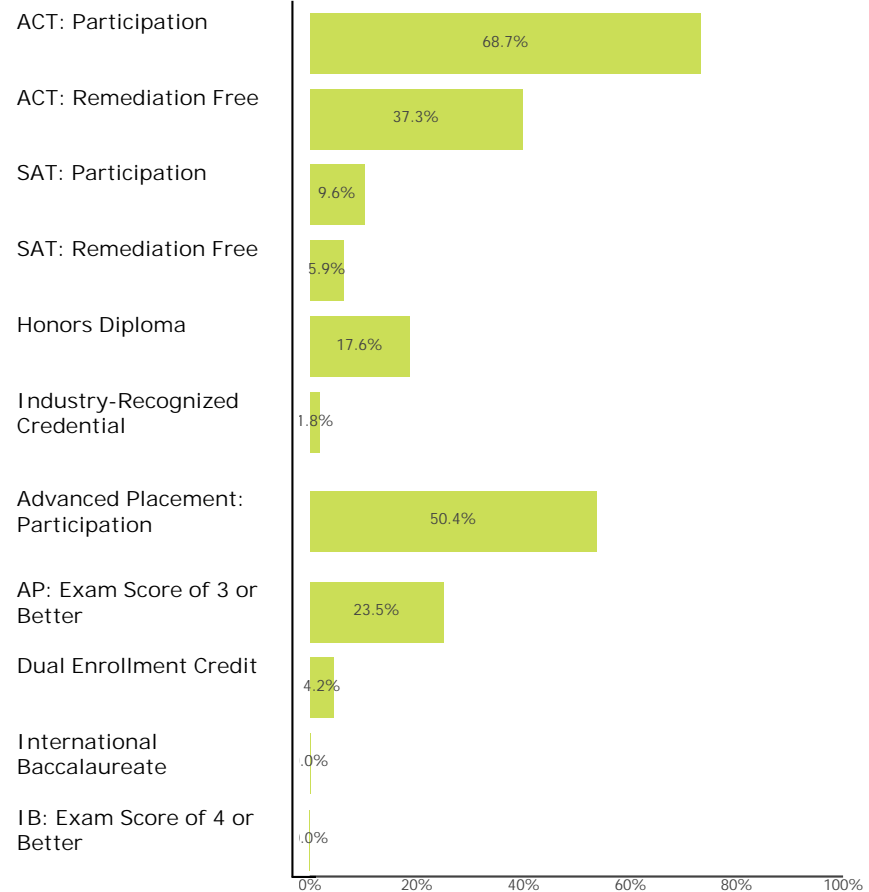
COMPONENT GRADE

C

COMPONENT GRADE

C
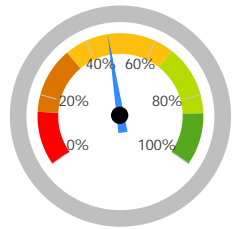
46.5%

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	281	1	281.0
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	157	0.3	47.1

Total Points: 328.1

Graduation Cohort: 706

Percentage: 46.5%

How Prepared were Your 2014 and 2015 Graduating Classes?

Category	Percentage
ACT: Participation	68.7%
ACT: Remediation Free	37.3%
SAT: Participation	9.6%
SAT: Remediation Free	5.9%
Honors Diploma	17.6%
Industry-Recognized Credential	1.8%
Advanced Placement: Participation	50.4%
AP: Exam Score of 3 or Better	23.5%
Dual Enrollment Credit	4.2%
International Baccalaureate	.0%
IB: Exam Score of 4 or Better	.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.

Outcomes after High School Graduation

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

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.
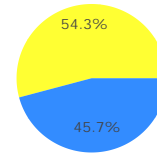
What Percentage of the 2013 Graduating Class Entered College within Two Years? **67.4%**

32.6%
67.4%
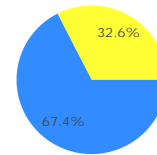
What Percentage of the 2009 Graduating Class Graduated from College within Six Years of Leaving High School? **45.7%**

54.3%
45.7%

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.

Principal: Kurt J. Yancey
Address: 950 County Line Rd
Westerville OH 43081-1000

Phone: (614) 797-6200
Career Technical
Planning District: Columbus City CTPD

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

Your School's Students

Enrollment by Subgroup
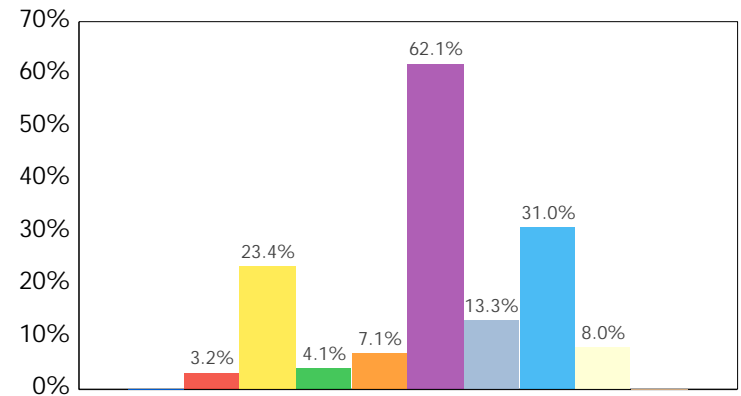
Average Daily Enrollment:

1,380

Number of Limited English Proficiency Students Excluded from Accountability Calculations:

19

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	44	3.2%
Black, Non-Hispanic	322	23.4%
Hispanic	57	4.1%
Multiracial	97	7.1%
White, Non-Hispanic	857	62.1%
Students with Disabilities	184	13.3%
Economically Disadvantaged	428	31.0%
Limited English Proficiency	110	8.0%
Migrant	NC	

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

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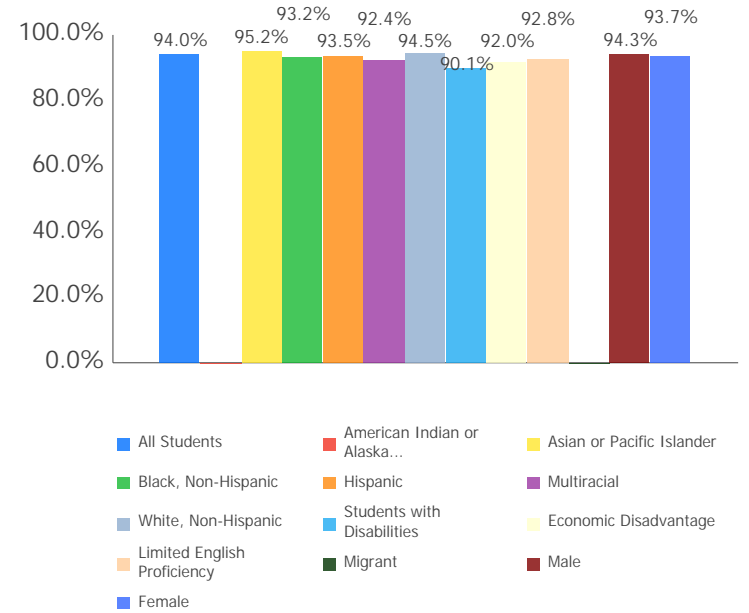
Attendance Rate

Chronic Absenteeism Rate:

14.6%

All Students	94.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	95.2%
Black, Non-Hispanic	93.2%
Hispanic	93.5%
Multiracial	92.4%
White, Non-Hispanic	94.5%
Students with Disabilities	90.1%
Economic Disadvantage	92.0%
Limited English Proficiency	92.8%
Migrant	NC
Male	94.3%
Female	93.7%

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

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

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

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.2%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	0.0%
Black, Non-Hispanic	0.0%
Hispanic	0.0%
Multiracial	0.0%
White, Non-Hispanic	0.3%
Students with Disabilities	0.0%
Economically Disadvantaged	0.0%
Limited English Proficiency	0.0%
Migrant	NC

NC = Not Calculated because there are fewer than 10 in the group
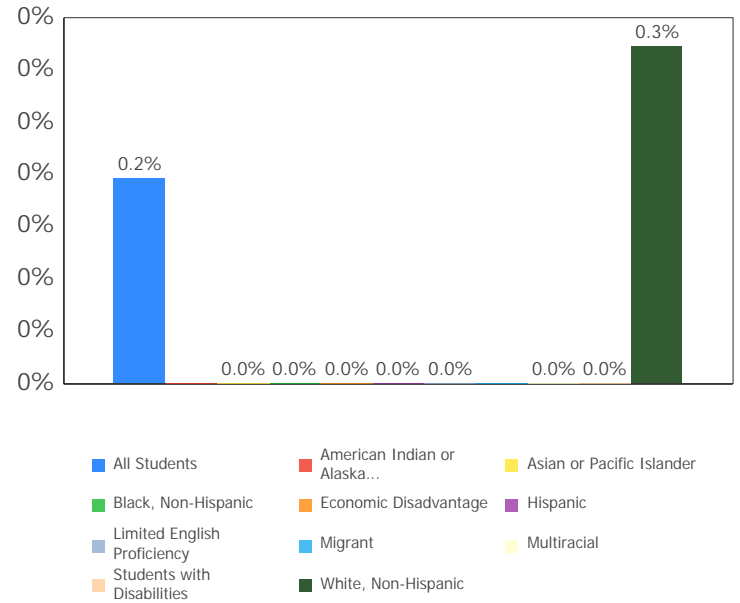
This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

Your School's Teachers

| Your School's Poverty Status: Medium-Low	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	99.9
Percentage of teachers with at least a Master's Degree	61.3	60.0
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	0.5
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	99.6
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	0
Lead or Senior Teachers:	1.0	1.0

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

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

Number of Teachers by Program Area

	#	State Avg per 1000 Students
General Education Teachers	60.0	46.4
Career-Technical Teachers	2.0	2.3
Special Education Teachers	14.0	10.6
Teacher Aides	0.0	7.0
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	3.0	3.0
Music Teachers	1.6	2.5
Physical Education Teachers	3.0	2.9
ELL Specialists	3.4	0.3

Teacher Evaluations

53.7%

2.4% 1.2%

42.7%
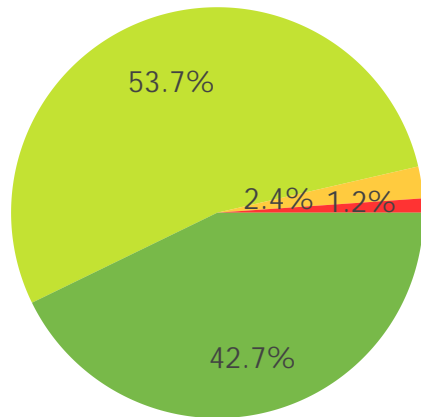
- ■ Accomplished   ■ Skilled   ■ Developing
- ■ Ineffective   ■ Not Complete

Wellness and Physical Education

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

Moderate Success

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?

Classroom Spending Data

What percent of funds are spent on classroom instruction?	71.5%

District

28.5%

71.5%

State

32.9%

67.1%

■ Classroom Instruction   ■ Non-Classroom Instruction
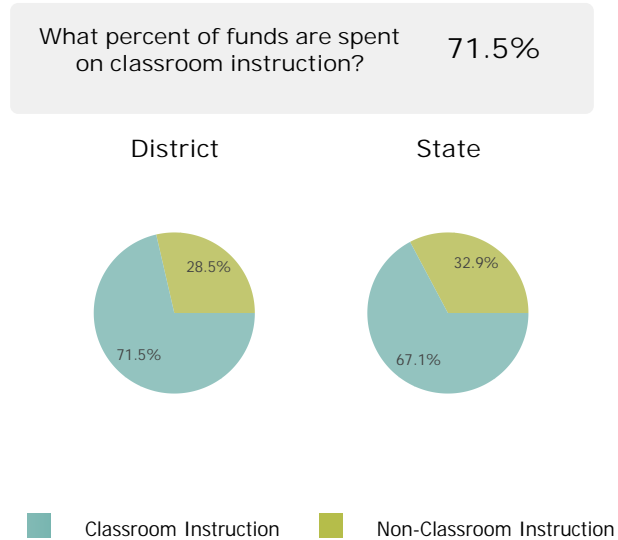
Spending per Pupil Data

	District	State
Operating Spending per Pupil	$8,844	$8,711
Classroom Instruction	$6,324	$5,845
Non-Classroom Spending	$2,520	$2,866

School

$6,324 $2,520

State

$5,845 $2,866

$0 $4,000 $8,000 $12,000