

Metro High School: An Emerging STEM School Community



Volume II *Research Data*

Monica S. Hunter & Robert Agranoff
A PAST Foundation Research Project

Supported by a grant from
The Battelle Center for Mathematics & Science
Education Policy
The Ohio State University

METRO High School:

An Emerging STEM Community



Volume II

Research Data

Submitted by
Monica S. Hunter, PhD & Robert Agranoff, PhD

Research Team
Michael McGuire, PhD, Jill Greenbaum EdD, Janice Morrison,
Maria Cohen, Jing Liu

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Kathryn D. Sullivan, PhD, Director
Tricia Kerr, PhD, Project Manager

Cover Image: ‘Young Captains’ depicts Metro High School students who participated in a summer field program in partnership with Thunder Bay National Marine Sanctuary to record a portion of the wreck of the *Joseph Fay*.

FOREWORD

In the spring of 2006, the PAST Foundation began working closely with the Metro High School in Columbus, Ohio in the areas of curricula design, project-based learning and teacher professional development. Metro was the first STEM (Science, Technology, Engineering, and Math) High School, in Ohio. We worked with design teams as the educational philosophy for the new STEM school was evolving. Once the doors at Metro opened and the first students were admitted PAST watched the faculty, students, families and local community embrace the experiment that Metro represented in educational reform. During the first year, as the PAST staff of anthropologists and educators observed the variety and richness of the STEM school experiment unfold, there appeared overwhelming public support that quickly led to a broad-based push for *more Metro like* schools across the state. This movement to expand STEM across Ohio prompted PAST to request permission to conduct a community and networks research study of the Metro School.

Metro High School – An Emerging STEM School Community Study is the first step in establishing a new approach to understanding how educationally oriented public/private partnerships form and operate. The goal of this case study is to systematically explore the principles, processes and expectations associated with the Metro High School Network. Unlike raw student assessment, this case study examines how to optimize the network, recognize the network's strengths through systematic social science analysis, and identify community and network processes that are present in a given place and situation. The larger goal of understanding the Metro network is to identify the key mechanisms that ensure sustainability, and to enable others to propagate the Metro High School model in different locales where STEM education is emerging.

The PAST Foundation's role in this effort was to 1) use our anthropological perspective to define new dimensions of school education reform so that other communities can use this study to discover their organization's strengths and connections and propagate them within their own educational environment, and 2) to lead these efforts away from traditional educational assessments and towards the 21st century approach to understanding the optimization of networks and the methods for strengthening community dynamics. It is our belief that an organization can achieve both success and sustainability once it knows *what* makes a network strong and *how to* engender a cultural framework of effective innovative practices.

While Volume I, *Study Findings* reviews the data and interprets the study research Volume II, *Research Data* presents the statistical information collected during the study along with summaries and tallies of the interview responses, as well as a copy of Governor Strickland's letter that set much of the process in motion.

We want to recognize and thank Kathy Sullivan, Director at the Battelle Center for Mathematics and Science Education Policy for partnering in this pioneering effort. This study could not have been successful without the supportive efforts of the Metro High School staff, students, faculty and parents, as well as the Metro Partnership Group for allowing us to study their community.



Annalies Corbin
PAST Executive Director



Judge Teresa Liston, Ret.
PAST Board of Trustees, President

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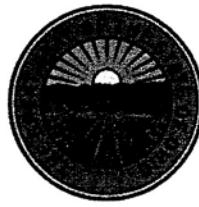
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9.0 INTRODUCTION

Metro High School – An Emerging STEM School Community Study (ESSC) focuses on the Metro High School community and network in Columbus, Ohio. It is the first step in establishing a new approach to understanding how these educationally oriented, public networks form community and operate. The goal of this case study is to systematically explore the principles, processes, structure and expectations associated with the Metro High School community and network. Unlike raw student assessment, this case study examines how to optimize community building processes as well as the networks. In this way it is possible to recognize the strengths of each through systematic social science analysis, and identify community and network processes that are present in a given place and situation. The larger goal of understanding the Metro networked community is to identify the key mechanisms that ensure sustainability, and enable others to propagate the Metro High School model in different locales where STEM education is emerging.

In combining anthropological ethnography and public policy, we set out to conduct a research-based investigation to better understand effective education reform. In this approach, the study becomes a vehicle for providing information about the fundamental components of a learning community. This differs from the typical formal assessment and evaluation of educational programs that focus simply on whether the model is working or not. This study provides the opportunity to consider the foundational mechanisms, linkages and potentialities that will sustain the school as a system and contribute to the overall community's growth. In essence, this study does not assess, but instead points to ways that further strengthen relationships, inculcate good practices, and nurture long-term, sustainable processes. The study is presented in two volumes; *Study Findings and Research Data*.

In Volume II *Research Data* the statistical demographics from Franklin County School Districts along with the statistical summaries of numerous interview questions are presented. The Franklin County data gives quantitative views of the entire county reviewing breakdowns for students and teachers, as well as the published report cards for the districts. The study summaries breakout how different Metro groups responded to specific questions and the tallies explore in depth the overall varying range of responses collected during the interviews.



May 1, 2007

Dear colleagues and fellow Ohioans:

Over the past year, many of us have been introduced to an exciting innovation in how we can educate our young people and build our economy at the same time. It is called “STEM” – which stands for science, technology, engineering and mathematics. But, in reality, STEM is more than an acronym – and, to be sure, with the guidance and support of the Bill & Melinda Gates Foundation, it is a long-term vision challenging students to be problem-solvers and innovators.

STEM is sweeping the country and the world around us. And it is very much part of the budget deliberations which are underway in the State House. Hence, we are now hearing about things like STEM literacy, STEM schools and STEM scholarships. In fact each of the undersigned are presently working together to respond to a recent RFP issued by the National Governor’s Association to define Ohio’s strategy for STEM-driven economic growth.

Nothing captures the STEM vision better than visiting one of the schools in which STEM has infused the culture and learning environment. The students are eager to learn – and they learn, both personally and as a community, with smiles on their faces. And the teachers and staff focus all their attention on the success of each of their students.

Several of us had an opportunity in recent weeks to visit some of the most promising STEM public schools in the country, including one here in Ohio called the Metro School. While so many of our “traditional” schools in this state are doing extraordinary work under challenging circumstances, we were enormously impressed with what we saw at these STEM schools.

Unfortunately, not all of you will be able to tour a true STEM school during the weeks ahead while the budget is in process, so we thought you would be interested in the next best thing. The enclosed “View Book” was prepared by the Ohio Business Roundtable and their affiliate, the Business Alliance for Higher Education and the Economy, in collaboration with their colleagues from the Bill & Melinda Gates Foundation and the Cleveland Foundation.

We invite your attention to some of these world-class STEM schools and the students who attend them. If you want to learn more, please visit www.ohiostem.org where you will find links to each of the schools and additional information about the world of STEM.

Sincerely,

Handwritten signature of Ted Strickland.

Ted Strickland
Governor
State of Ohio

Handwritten signature of Bill Harris.

Bill Harris
President
Ohio Senate

Handwritten signature of Jon Husted.

Jon Husted
Speaker
Ohio House of Representatives

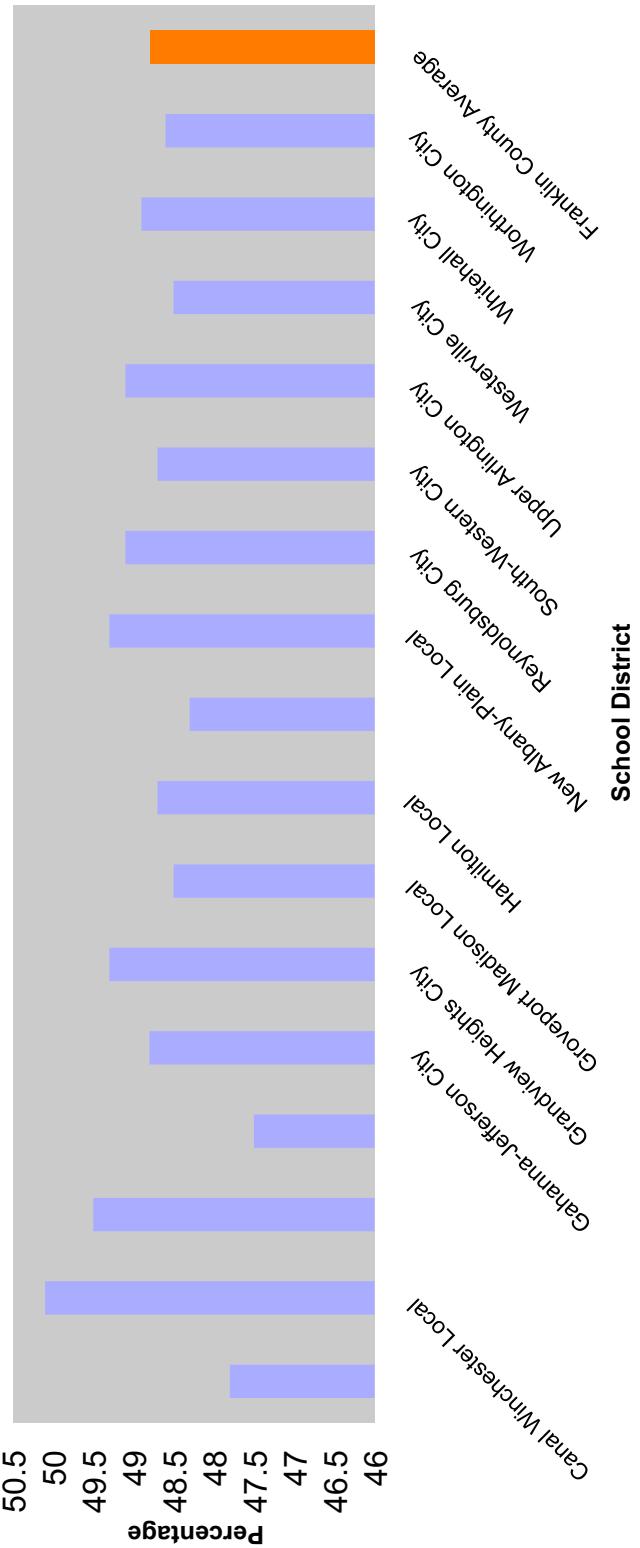
Handwritten signature of Teresa Fedor.

Teresa Fedor
Minority Leader
Ohio Senate

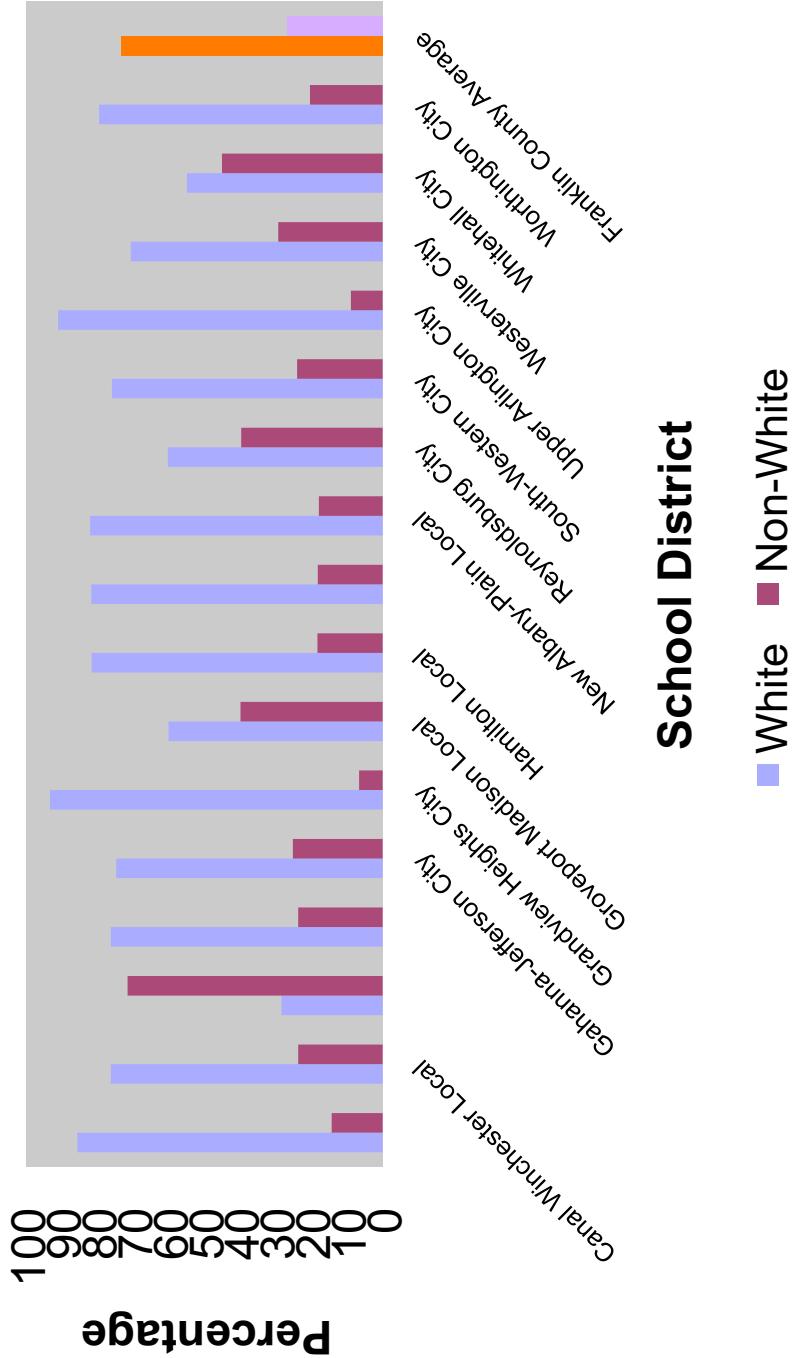
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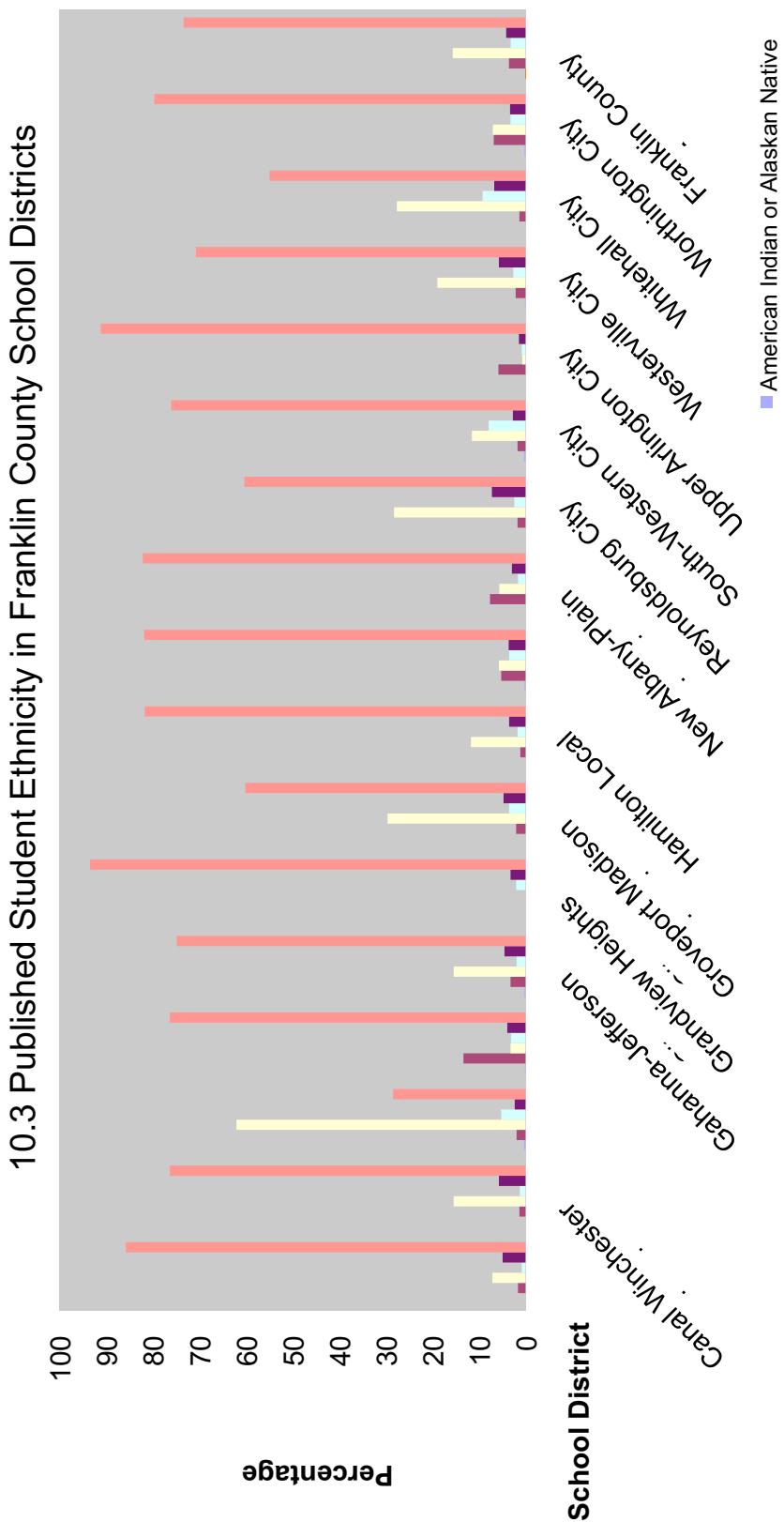
Joyce Beatty
Minority Leader
Ohio House of Representatives

10.1 Percentage of Female Students in Franklin County

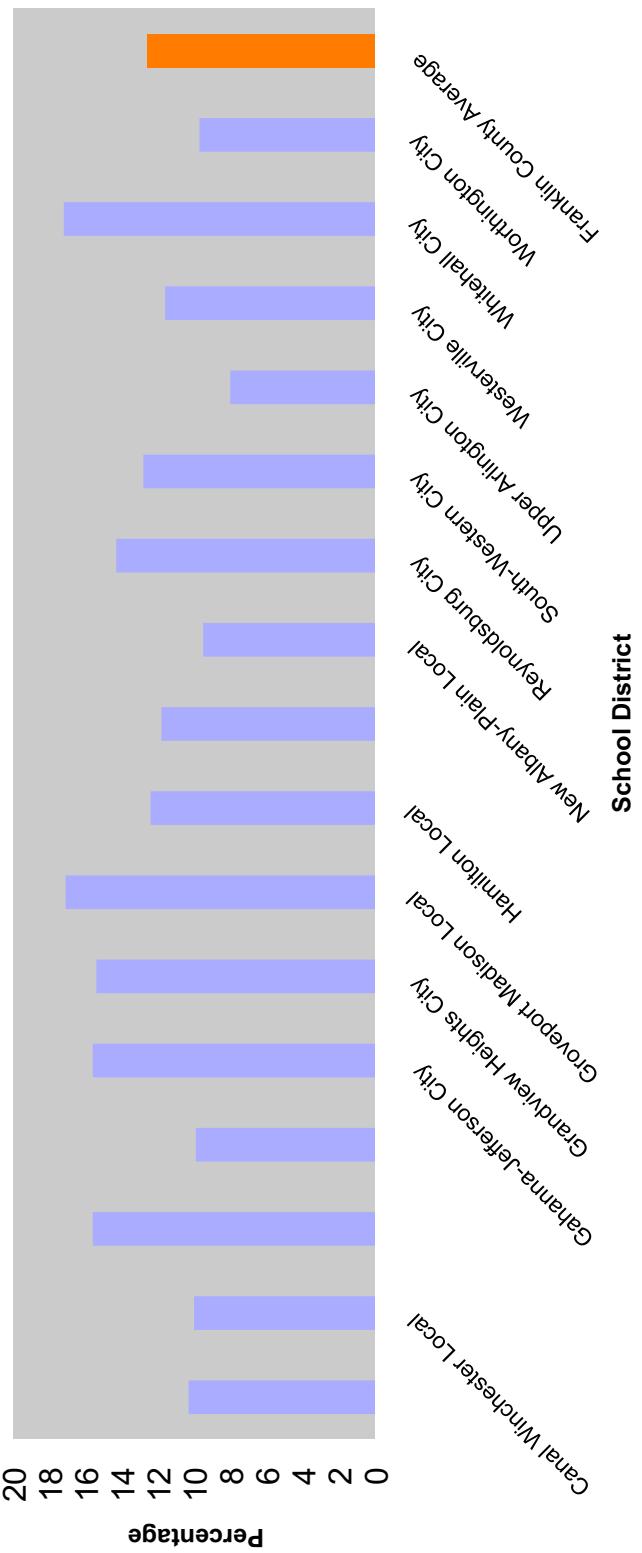


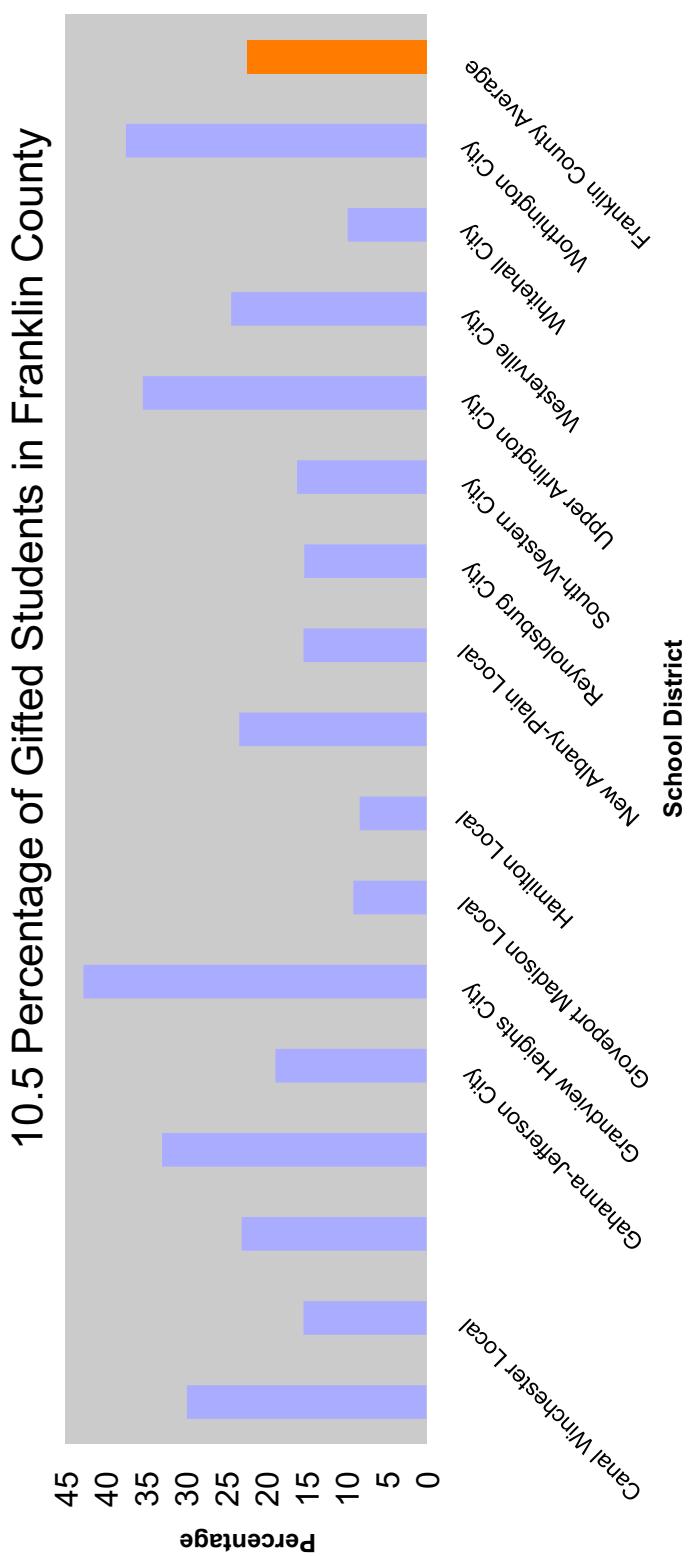
10.2 Published Student Ethnicity in Franklin County School Districts



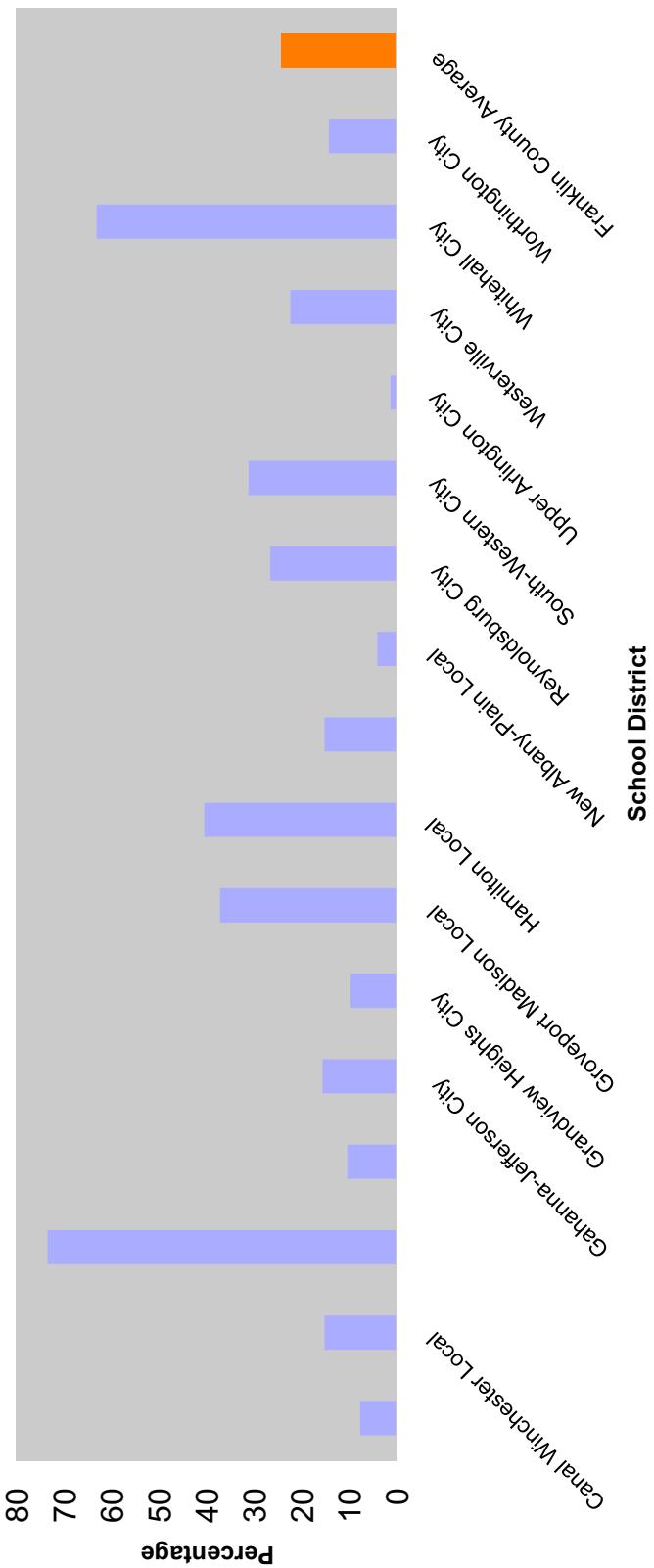


10.4 Percentage of Disabled Students in Franklin County

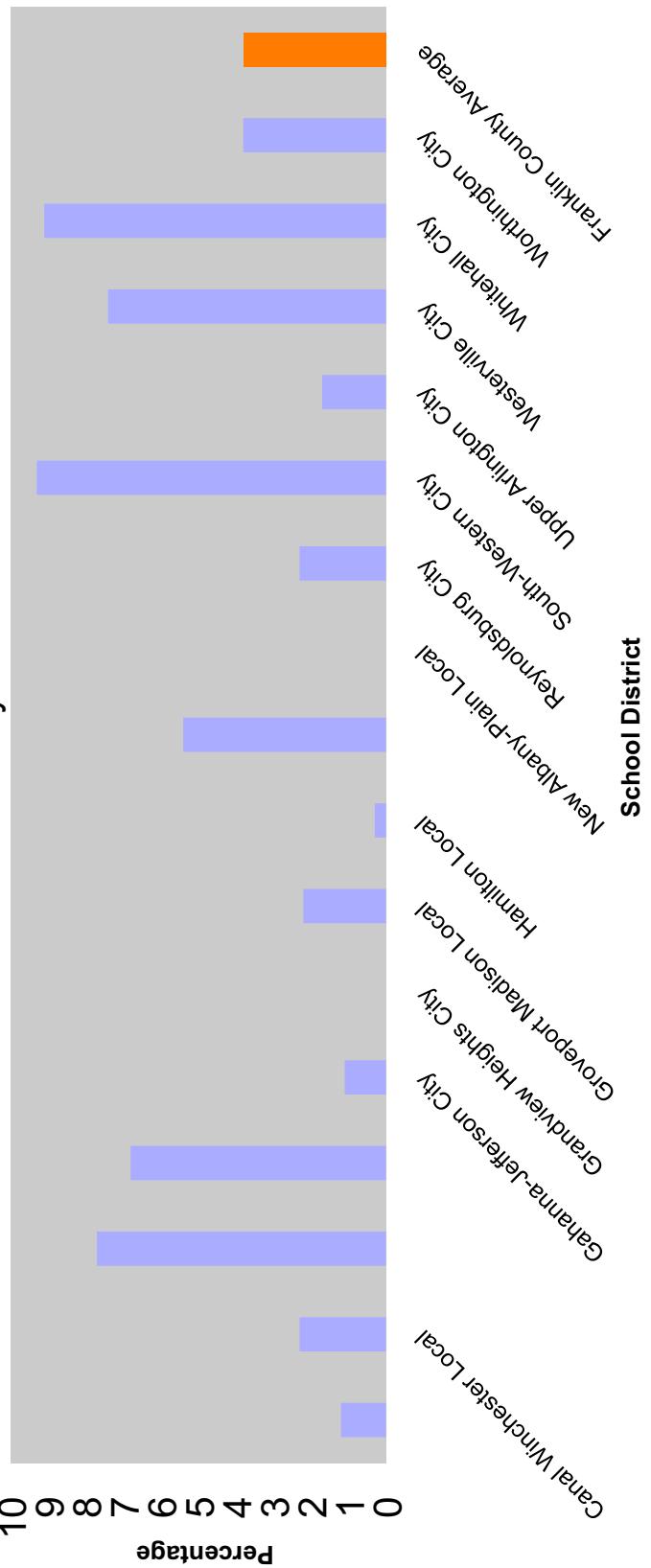




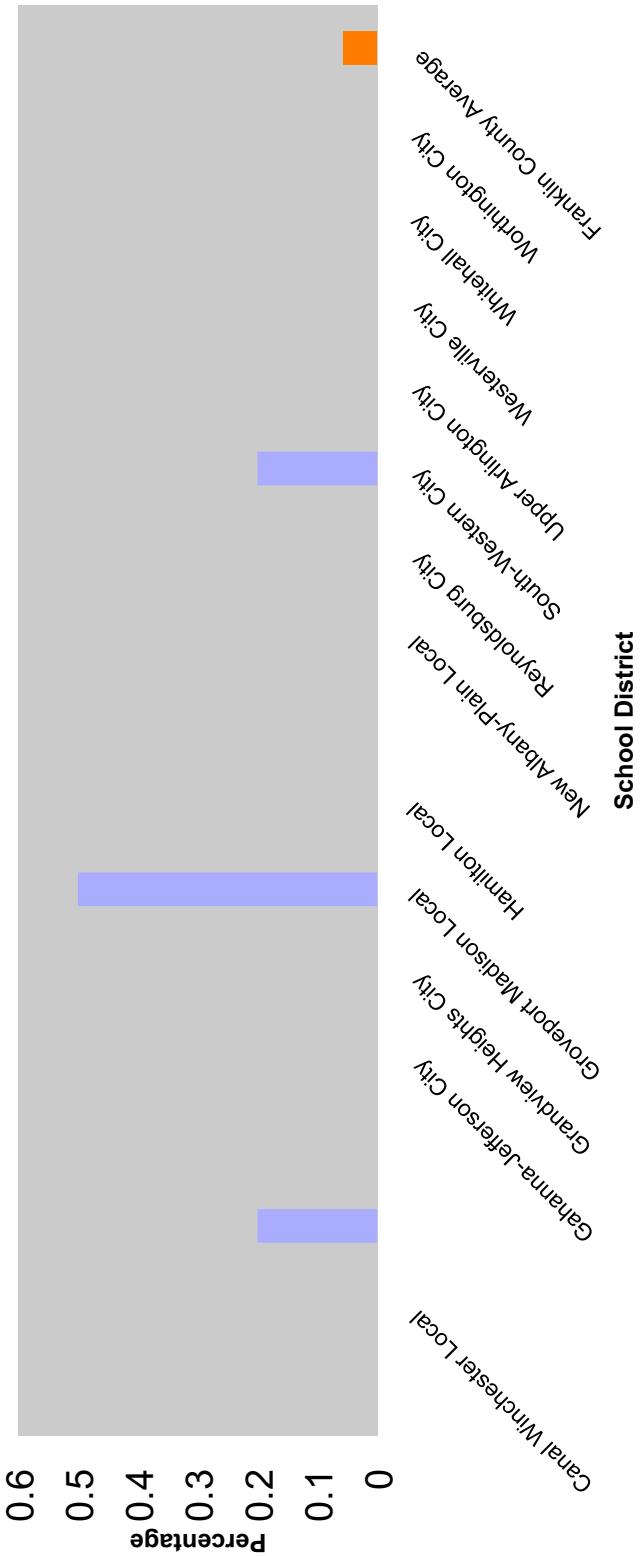
10.6 Percentage of Economically Disadvantaged Students in Franklin County



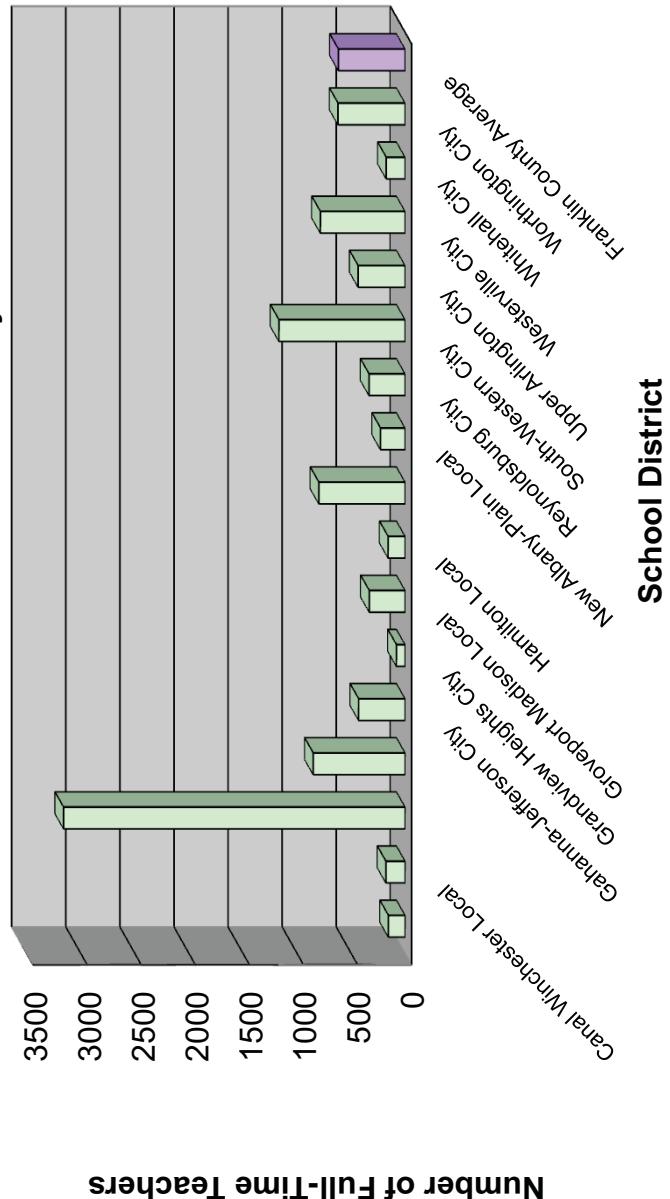
10.7 Percentage of Students with Limited English Proficiency in Franklin County



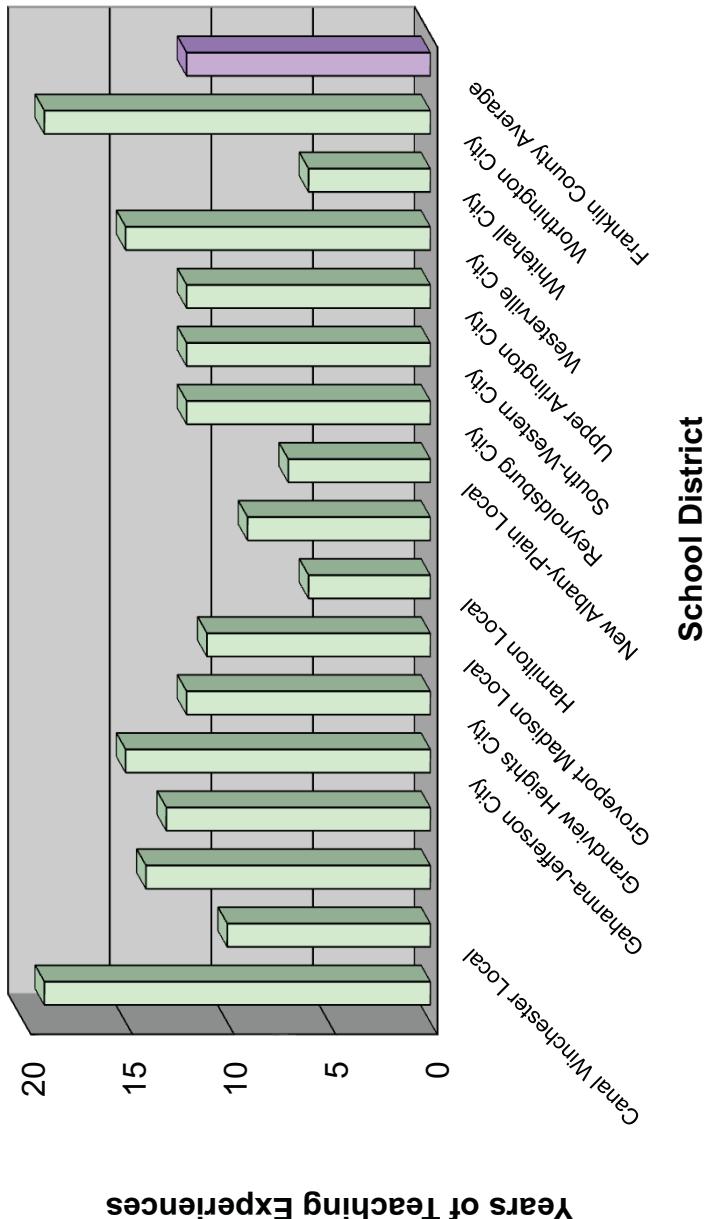
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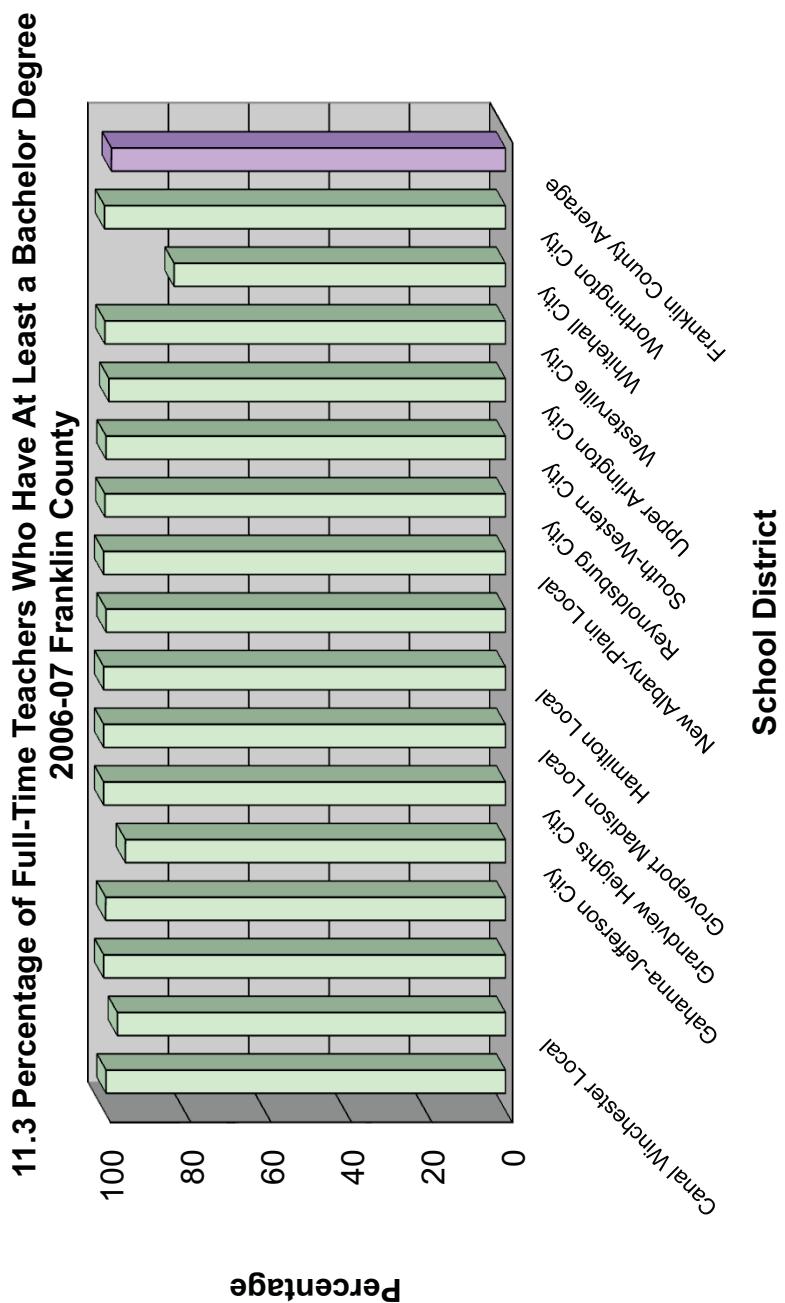


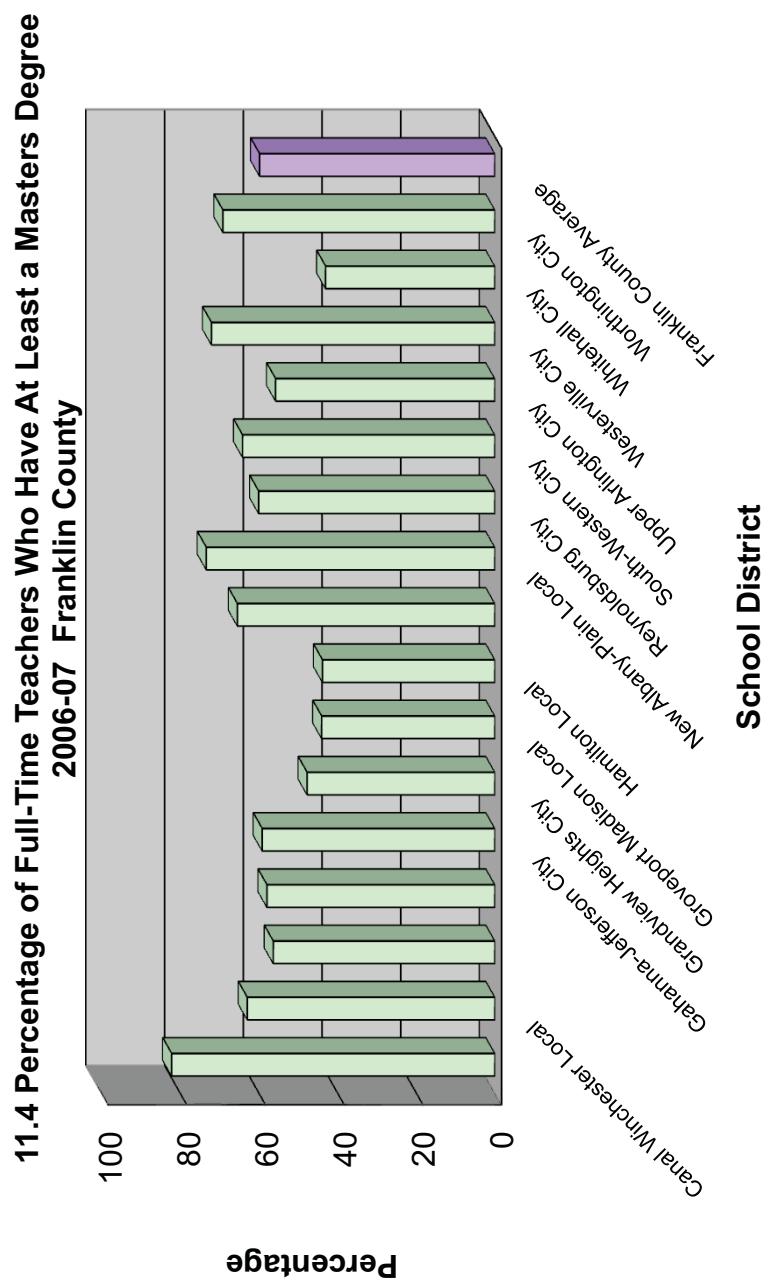
**11.1 Number of Full-Time Teachers
2006-07 Franklin County**

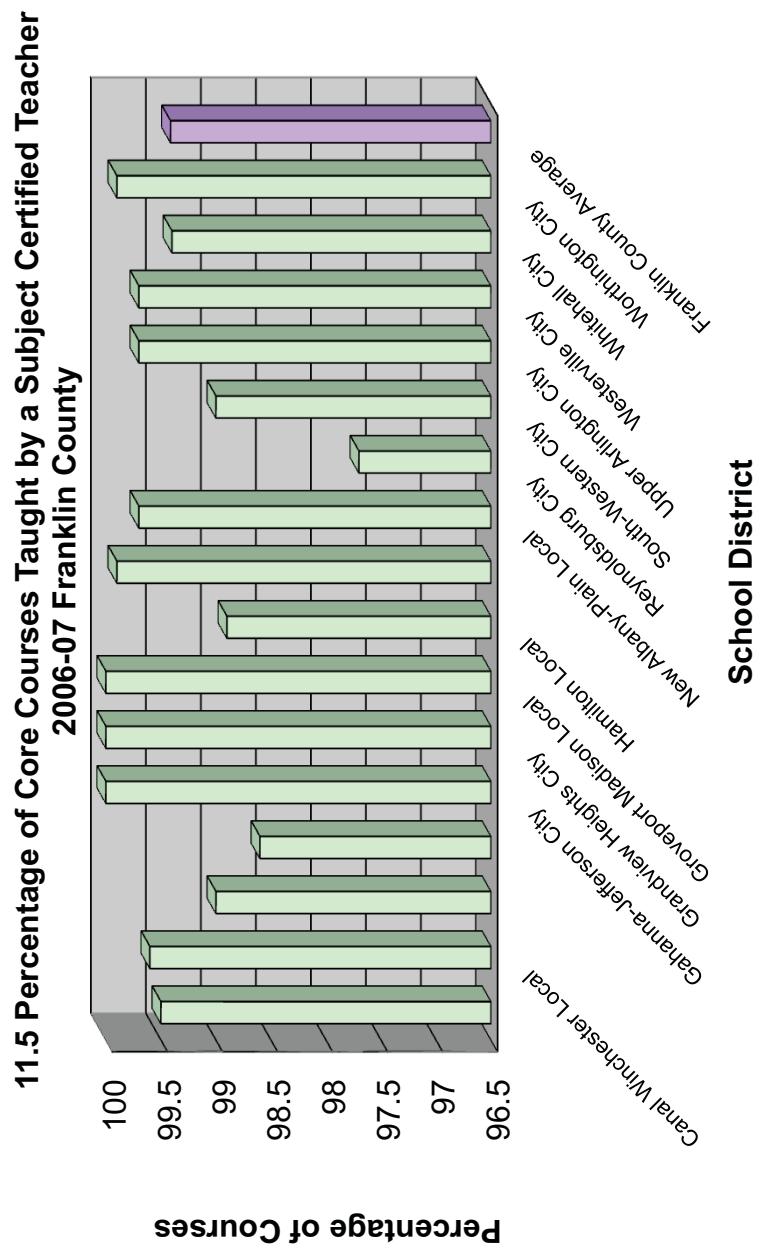


**11.2 Average Years of Teaching Experiences
2006-07 Franklin County**

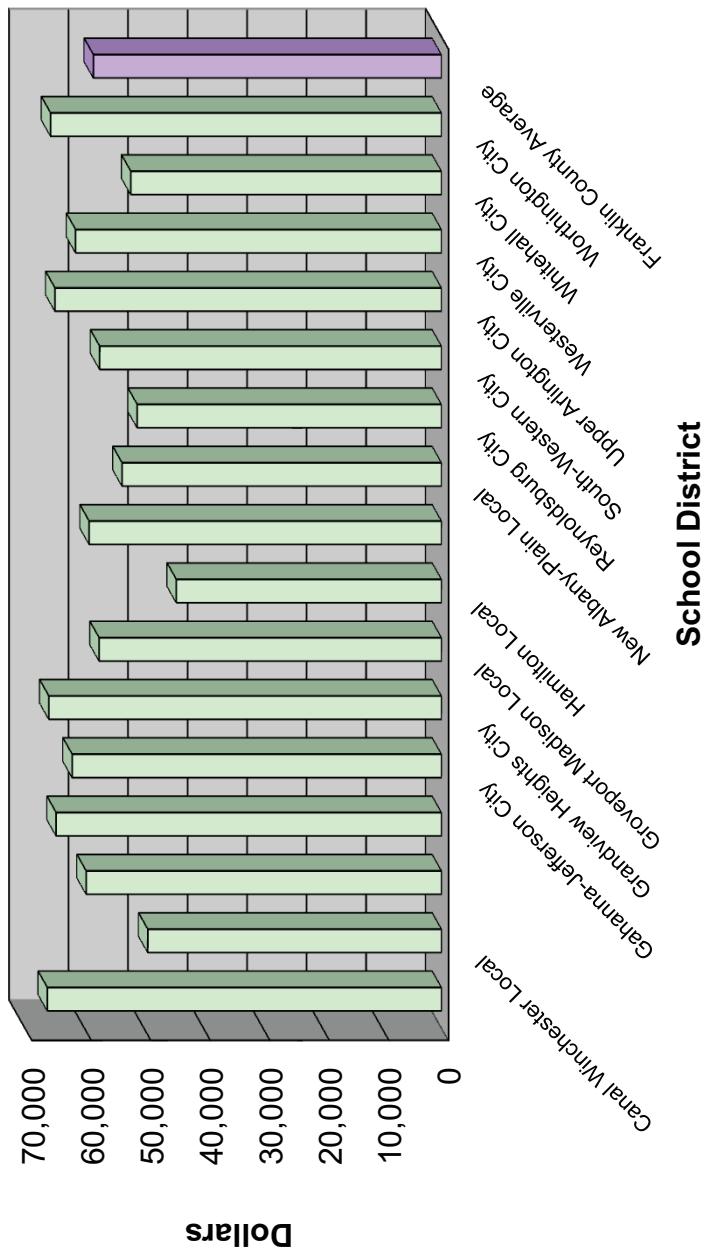




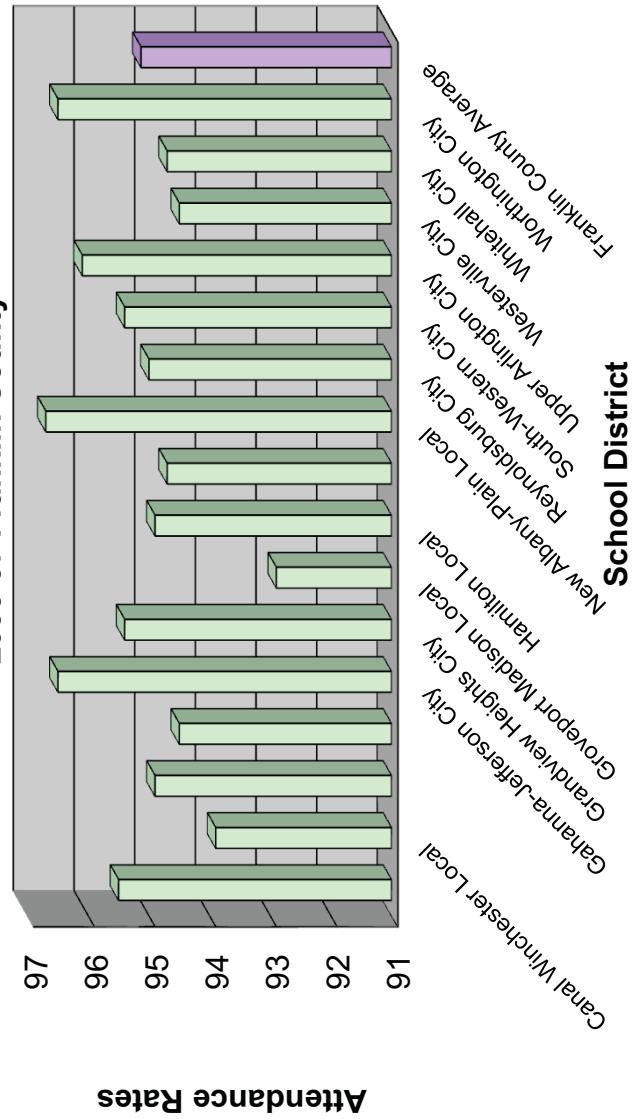




**11.6 Average Teachers' Salary
2006-07 Franklin County**



**11.7 Teachers Attendance Rate
2006-07 Franklin County**



Franklin County School Districts Proficiency Report Cards

District Name	Designation	Number of standards met (out of 30)	Enrollment	Read 3rd grade 2006-07 % at or above proficient	Read 3rd grade 2005-06 % at or above proficient	Read 3rd grade 2004-05 % at or above proficient
				85.7	90.3	91.0
Bexley	Excellent	30	2069	85.7	90.3	91.0
Canal Winchester	Continuous Improvement	21	3024	89.0	82.7	86.9
Columbus Public Schools	Continuous Improvement	5	53674	62.6	52.3	58.0
Dublin	Excellent	29	12675	90.0	90.0	88.2
Gahanna-Jefferson	Effective	26	6979	88.1	85.3	83.8
Grandview Heights	Excellent	28	1119	95.7	90.9	93.3
Groveport Madison	Continuous Improvement	11	5567	72.8	69.0	75.3
Hamilton Local Schools	Continuous Improvement	16	2931	78.0	85.9	77.4
Hilliard	Continuous Improvement	28	14217	85.8	82.2	81.1
New Albany-Plain Local	Excellent	29	3500	95.0	90.8	91.1
Reynoldsburg	Effective	26	6470	85.7	83.5	89.7
South-Western	Continuous Improvement	15	20496	72.4	68.0	70.2
Upper Arlington	Excellent	29	5492	94.4	89.1	90.5
Westerville	Effective	26	13479	87.5	86.6	84.9
Whitehall	Continuous Improvement	10	2628	65.7	62.1	68.0
Worthington	Continuous Improvement	29	8911	90.5	86.0	88.9

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Math 3rd grade 2006-07 % at or above proficient		Math 3rd grade 2005-06 % at or above proficient		Math 3rd grade 2004-05 % at or above proficient		Read 4th grade 2006-07 % at or above proficient		Read 4th grade 2005-06 % at or above proficient	
		86.9	84.8	86.7	78.2	71.5	53.2	90.8	82.4	90.6	88.6
Bexley	Excellent										
Canal Winchester	Continuous Improvement	86.7	78.2	71.5	53.2	90.8	82.4	90.6	82.3	90.4	88.6
Columbus Public Schools	Continuous Improvement										
Dublin	Excellent	86.7	78.2	71.5	53.2	90.8	82.4	90.6	82.3	90.4	88.6
Gahanna-Jefferson	Effective										
Grandview Heights	Excellent	86.7	78.2	71.5	53.2	90.8	82.4	90.6	82.3	90.4	88.6
Groveport Madison	Continuous Improvement	86.7	78.2	71.5	53.2	90.8	82.4	90.6	82.3	90.4	88.6
Hamilton Local Schools	Continuous Improvement										
Hilliard	Continuous Improvement	86.7	78.2	71.5	53.2	90.8	82.4	90.6	82.3	90.4	88.6
New Albany-Plain Local	Excellent	86.7	78.2	71.5	53.2	90.8	82.4	90.6	82.3	90.4	88.6
Reynoldsburg	Effective										
South-Western	Continuous Improvement	86.7	78.2	71.5	53.2	90.8	82.4	90.6	82.3	90.4	88.6
Upper Arlington	Excellent	86.7	78.2	71.5	53.2	90.8	82.4	90.6	82.3	90.4	88.6
Westerville	Effective										
Whitehall	Continuous Improvement	86.7	78.2	71.5	53.2	90.8	82.4	90.6	82.3	90.4	88.6
Worthington	Continuous Improvement										

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Read 4th grade 2004-05 % at or above	Math 4th grade 2006-07 % at or above	Math 4th grade 2005-06 % at or above	Math 4th grade 2004-05 % at or above	Write 4th grade 2006-07 % at or above
		proficient	proficient	proficient	proficient	proficient
Bexley	Excellent	89.6	90.9	95.2	84.4	90.8
Canal Winchester	Continuous Improvement	80.3	72.8	72.8	56.5	87.3
Columbus Public Schools	Continuous Improvement	54.6	61.9	52.9	50.0	74.6
Dublin	Excellent	90.5	86.7	85.9	76.9	91.0
Gahanna-Jefferson	Effective	88.6	82.3	85.2	75.8	89.0
Grandview Heights	Excellent	94.1	87.7	94.7	88.2	85.2
Groveport Madison	Continuous Improvement	67.7	73.1	73.0	52.7	74.8
Hamilton Local Schools	Continuous Improvement	61.0	73.7	77.9	46.9	83.5
Hilliard	Continuous Improvement	82.1	83.1	85.2	75.0	85.1
New Albany-Plain Local	Excellent	94.1	89.8	94.1	87.4	93.0
Reynoldsburg	Effective	83.7	84.4	88.5	74.3	89.3
South-Western	Continuous Improvement	70.8	70.1	76.1	65.3	79.7
Upper Arlington	Excellent	90.6	89.8	92.8	88.6	90.0
Westerville	Effective	87.8	84.9	85.7	72.4	86.2
Whitehall	Continuous Improvement	63.9	76.1	81.1	54.9	76.1
Worthington	Continuous Improvement	90.7	87.4	89.3	82.3	92.5

Franklin County School Districts Proficiency Report Cards

District Name	Designation	Write 4th grade 2005-06 % at or above proficient	Write 4th grade 2004-05 % at or above proficient	Read 5th grade 2006-07 % at or above proficient	Read 5th grade 2005-06 % at or above proficient	Read 5th grade 2004-05 % at or above proficient
		96.0	90.8	95.3	90.3	94.1
Bexley	Excellent	90.6	83.4	81.0	77.7	85.3
Canal Winchester	Continuous Improvement	76.6	63.6	63.6	53.4	54.3
Columbus Public Schools	Continuous Improvement	95.2	91.9	92.1	90.4	91.2
Dublin	Excellent	94.8	89.8	90.6	85.7	86.9
Gahanna-Jefferson	Effective	96.0	89.7	89.0	93.2	93.1
Grandview Heights	Excellent	77.1	70.1	72.6	67.5	68.2
Groveport Madison	Continuous Improvement	84.8	66.2	70.5	59.7	76.8
Hamilton Local Schools	Continuous Improvement	89.2	85.4	90.4	85.3	86.5
Hilliard	Continuous Improvement	96.9	96.3	93.2	92.3	93.2
New Albany-Plain Local	Excellent	93.3	88.4	87.3	80.6	84.5
Reynoldsburg	Effective	84.4	77.9	78.9	72.5	72.1
South-Western	Continuous Improvement	94.1	94.2	92.9	92.6	92.4
Upper Arlington	Excellent	90.2	87.6	88.2	85.4	83.9
Westerville	Effective	79.7	68.4	75.8	65.1	68.1
Whitehall	Continuous Improvement	92.8	92.3	90.9	89.8	90.4
Worthington	Continuous Improvement					

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Math 5th grade 2006-07 % at or above proficient	Math 5th grade 2005-06 % at or above proficient	Social Studies 5th grade 2006-07 % at or above proficient	Science 5th grade 2006-07 % at or above proficient	Read 6th grade 2006-07 % at or above proficient
Bexley	Excellent	87.5	74.9	76.6	87.5	93.9
Canal Winchester	Continuous Improvement	45.7	54.6	59.5	70.0	79.9
Columbus Public Schools	Continuous Improvement	45.3	38.5	30.8	39.6	52.9
Dublin	Excellent	78.5	80.4	76.9	85.6	92.1
Gahanna-Jefferson	Effective	70.8	70.3	71.4	78.2	87.5
Grandview Heights	Excellent	73.2	79.5	73.2	75.6	90.7
Groveport Madison	Continuous Improvement	46.1	47.2	41.1	53.7	71.2
Hamilton Local Schools	Continuous Improvement	56.0	59.0	68.0	73.3	71.8
Hilliard	Continuous Improvement	76.3	75.0	70.0	81.7	88.8
New Albany-Plain Local	Excellent	76.3	80.4	79.7	85.4	92.5
Reynoldsburg	Effective	74.1	77.1	69.4	77.6	80.8
South-Western	Continuous Improvement	59.5	64.1	51.4	62.4	75.1
Upper Arlington	Excellent	84.2	87.4	74.0	84.7	93.3
Westerville	Effective	67.0	69.0	68.9	75.1	81.1
Whitehall	Continuous Improvement	51.2	57.5	43.2	50.0	56.8
Worthington	Continuous Improvement	77.0	83.3	79.4	84.6	93.1

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Read 6th grade 2005-06 % at or above proficient	Read 6th grade 2004-05 % at or above proficient	Math 6th grade 2006-07 % at or above proficient	Math 6th grade 2005-06 % at or above proficient	Math 6th grade 2004-05 % at or above proficient
Bexley	Excellent	95.8	83.6	90.9	84.9	77.4
Canal Winchester	Continuous Improvement	87.8	78.1	73.4	67.7	82.4
Columbus Public Schools	Continuous Improvement	58.6	48.1	50.4	40.4	41.7
Dublin	Excellent	94.6	83.8	91.3	89.4	82.7
Gahanna-Jefferson	Effective	91.2	82.4	82.5	74.8	74.0
Grandview Heights	Excellent	95.7	85.5	89.3	91.3	82.9
Groveport Madison	Continuous Improvement	76.9	58.5	63.7	54.4	34.9
Hamilton Local Schools	Continuous Improvement	83.0	67.0	67.9	60.8	59.2
Hilliard	Continuous Improvement	91.9	84.1	88.1	84.2	81.8
New Albany-Plain Local	Excellent	92.9	83.8	92.5	85.8	77.6
Reynoldsburg	Effective	88.4	73.4	81.4	75.3	60.6
South-Western	Continuous Improvement	82.1	67.4	77.0	68.6	57.2
Upper Arlington	Excellent	95.3	86.4	92.9	87.4	91.2
Westerville	Effective	89.1	76.4	78.5	75.9	71.6
Whitehall	Continuous Improvement	77.0	51.2	60.5	43.9	40.1
Worthington	Continuous Improvement	95.4	84.2	91.6	84.6	83.0

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Read 7th grade 2006-07 % at or above proficient		Math 7th grade 2005-06 % at or above proficient		Math 7th grade 2004-05 % at or above proficient	
		93.1	94.4	85.6	78.5	81.4	65.6
Bexley	Excellent	75.2	85.6	67.6	63.1	40.7	31.8
Canal Winchester	Continuous Improvement	56.9	55.6	49.5	85.1	85.8	
Columbus Public Schools	Continuous Improvement	92.4	93.8	92.8	81.9	77.4	
Dublin	Excellent	88.2	91.1	80.2	95.5	95.1	72.5
Gahanna-Jefferson	Effective	96.6	96.3	65.5	63.7	34.9	34.3
Grandview Heights	Excellent	72.6	72.9	79.8	66.4	49.3	44.8
Groveport Madison	Continuous Improvement	87.9	91.1	86.6	79.7	77.6	
Hamilton Local Schools	Continuous Improvement	93.0	93.7	89.5	87.0	75.4	
Hilliard	Continuous Improvement	82.1	81.9	79.4	58.8	59.8	
New Albany-Plain Local	Excellent	73.6	78.6	66.2	60.4	59.2	
Reynoldsburg	Effective	94.2	95.4	89.1	91.1	90.1	
South-Western	Continuous Improvement	84.6	87.8	84.0	80.5	74.1	
Upper Arlington	Excellent	68.8	64.7	70.5	71.4	40.5	
Westerville	Effective	89.3	88.9	84.4	82.4	84.1	
Whitehall	Continuous Improvement						
Worthington	Continuous Improvement						

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Write 7th grade 2006-07 % at or above proficient	Read 8th grade 2006-07 % at or above proficient	Read 8th grade 2005-06 % at or above proficient	Read 8th grade 2004-05 % at or above proficient	Math 8th grade 2006-07 % at or above proficient
Bexley	Excellent	92.5	93.4	89.3	91.3	89.6
Canal Winchester	Continuous Improvement	81.9	82.4	80.9	84.9	73.1
Columbus Public Schools	Continuous Improvement	64.0	64.2	55.8	56.9	50.5
Dublin	Excellent	93.4	92.7	91.6	93.0	87.7
Gahanna-Jefferson	Effective	91.2	89.6	92.4	88.6	84.0
Grandview Heights	Excellent	97.8	97.4	91.2	96.8	94.9
Groveport Madison	Continuous Improvement	76.6	77.7	67.6	73.8	51.4
Hamilton Local Schools	Continuous Improvement	80.3	79.1	76.1	81.5	70.9
Hilliard	Continuous Improvement	89.0	89.5	88.8	90.1	86.4
New Albany-Plain Local	Excellent	95.7	93.5	92.2	93.4	88.1
Reynoldsburg	Effective	84.7	83.7	85.2	85.9	76.3
South-Western	Continuous Improvement	73.5	77.1	77.1	74.8	70.6
Upper Arlington	Excellent	95.6	94.8	93.0	96.4	95.0
Westerville	Effective	86.6	87.5	85.8	89.1	83.4
Whitehall	Continuous Improvement	74.6	58.5	59.5	64.8	62.0
Worthington	Continuous Improvement	92.3	90.5	92.1	90.0	86.2

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Math 8th grade 2005-06 % at or above proficient	Math 8th grade 2004-05 % at or above proficient	Social Studies 8th grade 2006-07 % at or above proficient	Science 8th grade 2006-07 % at or above proficient	Read OGT 2006-07 % at or above proficient
Bexley	Excellent	87.5	79.6	80.3	82.5	96.3
Canal Winchester	Continuous Improvement	76.8	73.6	56.7	68.9	87.1
Columbus Public Schools	Continuous Improvement	43.2	33.0	24.4	34.2	34.9
Dublin	Excellent	89.6	83.8	71.9	83.7	96.3
Gahanna-Jefferson	Effective	85.3	78.3	62.9	74.1	94.7
Grandview Heights	Excellent	87.3	91.4	89.7	94.9	99.0
Groveport Madison	Continuous Improvement	43.7	33.3	41.8	47.2	80.7
Hamilton Local Schools	Continuous Improvement	76.5	64.8	64.1	62.3	89.1
Hilliard	Continuous Improvement	84.5	79.4	65.0	79.5	93.8
New Albany-Plain Local	Excellent	85.6	70.9	68.9	85.7	99.6
Reynoldsburg	Effective	76.3	69.2	52.1	67.1	92.1
South-Western	Continuous Improvement	68.7	63.3	49.1	59.7	85.0
Upper Arlington	Excellent	93.0	88.6	80.5	88.6	97.8
Westerville	Effective	80.2	77.5	59.8	69.4	90.8
Whitehall	Continuous Improvement	53.8	45.4	24.2	36.7	80.7
Worthington	Continuous Improvement	87.1	83.7	67.9	81.2	95.5

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Read OGT 2005-06 % at or above proficient	Read OGT 2004-05 % at or above proficient	Math OGT 2006-07 % at or above proficient	Math OGT 2005-06 % at or above proficient	Math OGT 2004-05 % at or above proficient
Bexley	Excellent	98.5	98.9	93.0	95.4	95.6
Canal Winchester	Continuous Improvement	93.3	95.3	85.7	85.2	92.9
Columbus Public Schools	Continuous Improvement	85.4	87.4	71.2	72.3	67.5
Dublin	Excellent	98.0	98.5	95.0	96.5	94.6
Gahanna-Jefferson	Effective	95.3	95.1	90.4	90.2	91.0
Grandview Heights	Excellent	100.0	99.0	97.0	97.0	98.0
Groveport Madison	Continuous Improvement	82.3	89.1	72.5	75.6	71.2
Hamilton Local Schools	Continuous Improvement	91.4	89.0	91.3	89.6	65.7
Hilliard	Continuous Improvement	95.4	95.5	93.4	92.9	88.9
New Albany-Plain Local	Excellent	99.1	98.2	92.6	95.7	95.2
Reynoldsburg	Effective	95.0	94.2	87.4	93.9	88.4
South-Western	Continuous Improvement	89.0	91.1	80.8	84.7	79.6
Upper Arlington	Excellent	98.1	98.9	94.8	96.9	97.7
Westerville	Effective	94.6	95.5	86.5	90.6	91.3
Whitehall	Continuous Improvement	86.1	88.3	68.8	76.6	66.8
Worthington	Continuous Improvement	96.5	96.5	93.1	95.0	93.4

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Write OGT 2006-07 % at or above proficient	Write OGT 2005-06 % at or above proficient	2004-05 % at or above proficient	Write OGT OGT 2006-07 % at or above proficient	Social Studies OGT 2005-06 % at or above proficient
Bexley	Excellent	96.8	96.4	98.4	92.0	95.4
Canal Winchester	Continuous Improvement	88.6	88.4	91.8	83.8	87.9
Columbus Public Schools	Continuous Improvement	84.6	84.0	67.7	64.5	65.8
Dublin	Excellent	98.3	96.9	95.9	95.4	96.6
Gahanna-Jefferson	Effective	95.3	94.6	92.1	87.3	88.0
Grandview Heights	Excellent	97.0	93.9	98.0	94.0	97.0
Groveport Madison	Continuous Improvement	85.7	80.9	75.7	66.3	68.7
Hamilton Local Schools	Continuous Improvement	94.0	90.8	79.0	81.4	79.9
Hilliard	Continuous Improvement	94.8	94.8	88.9	89.3	88.9
New Albany-Plain Local	Excellent	99.1	97.0	91.1	91.7	96.1
Reynoldsburg	Effective	93.0	94.3	89.8	81.8	89.7
South-Western	Continuous Improvement	89.5	88.3	82.9	73.4	77.8
Upper Arlington	Excellent	98.3	95.4	97.1	95.4	96.3
Westerville	Effective	93.7	92.7	86.3	83.8	89.6
Whitehall	Continuous Improvement	82.0	84.8	71.4	64.7	65.2
Worthington	Continuous Improvement	96.0	94.7	94.8	89.2	92.4

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Social Studies OGT 2004-05 % at or above proficient	Science OGT 2006-07 % at or above proficient	Science OGT 2004-05 % at or above proficient	Read 11th grade 2006-07 % at or above proficient
Bexley	Excellent	95.6	91.4	93.4	95.6
Canal Winchester	Continuous Improvement	88.8	78.1	80.4	85.3
Columbus Public Schools	Continuous Improvement	63.8	54.5	48.6	45.8
Dublin	Excellent	95.5	92.5	93.1	93.9
Gahanna-Jefferson	Effective	88.6	83.6	82.4	82.6
Grandview Heights	Excellent	97.0	94.0	97.0	94.9
Groveport Madison	Continuous Improvement	65.2	59.5	62.0	59.1
Hamilton Local Schools	Continuous Improvement	65.6	73.4	73.0	61.7
Hilliard	Continuous Improvement	89.2	86.6	86.0	86.5
New Albany-Plain Local	Excellent	91.6	89.6	92.6	88.1
Reynoldsburg	Effective	86.8	77.9	83.7	80.4
South-Western	Continuous Improvement	77.5	68.9	69.1	71.8
Upper Arlington	Excellent	95.6	92.4	95.0	95.8
Westerville	Effective	89.9	79.0	83.8	84.3
Whitehall	Continuous Improvement	63.9	54.8	52.2	54.4
Worthington	Continuous Improvement	92.5	89.0	91.0	90.9

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Read 11th grade 2005-06 % at or above	Math 11th grade 2006-07 % at or above	Math 11th grade 2005-06 % at or above	Math 11th grade 2006-07 % at or above	Write 11th grade 2005-06 % at or above	Write 11th grade 2006-07 % at or above
		proficient	proficient	proficient	proficient	proficient	proficient
Bexley	Excellent	98.9	96.8	98.3	98.4	98.9	98.9
Canal Winchester	Continuous Improvement	95.7	94.3	96.3	95.7	95.0	95.0
Columbus Public Schools	Continuous Improvement	88.2	82.2	78.2	91.6	84.9	84.9
Dublin	Excellent	98.7	98.3	97.9	99.6	98.6	98.6
Gahanna-Jefferson	Effective	97.6	94.8	95.7	98.1	97.8	97.8
Grandview Heights	Excellent	99.0	97.0	99.0	99.0	99.0	99.0
Groveport Madison	Continuous Improvement	91.5	87.6	87.4	91.8	91.6	91.6
Hamilton Local Schools	Continuous Improvement	94.6	93.4	83.2	93.9	89.8	89.8
Hilliard	Continuous Improvement	98.1	96.1	96.6	98.0	97.0	97.0
New Albany-Plain Local	Excellent	99.4	97.8	94.9	99.6	92.4	92.4
Reynoldsburg	Effective	96.5	93.3	96.4	97.2	97.5	97.5
South-Western	Continuous Improvement	92.9	90.0	89.7	93.3	92.5	92.5
Upper Arlington	Excellent	99.4	98.3	99.0	98.3	99.2	99.2
Westerville	Effective	96.4	93.5	94.4	96.5	95.8	95.8
Whitehall	Continuous Improvement	91.8	84.5	82.0	93.3	86.2	86.2
Worthington	Continuous Improvement	97.5	97.2	96.8	98.4	96.8	96.8

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Social Studies 11th grade 2006-07 % at or above proficient	Social Studies 11th grade 2005-06 % at or above proficient	Science 11th grade 2006-07 % at or above proficient	Science 11th grade 2005-06 % at or above proficient	Attendance 2006-07
Bexley	Excellent	97.3	98.3	97.3	98.3	95.6
Canal Winchester	Continuous Improvement	95.7	94.4	90.5	90.7	95.1
Columbus Public Schools	Continuous Improvement	78.9	73.6	66.9	62.5	94.0
Dublin	Excellent	98.3	98.3	97.6	97.6	95.6
Gahanna-Jefferson	Effective	94.9	94.3	90.2	92.7	96.1
Grandview Heights	Excellent	97.0	98.0	97.0	96.0	95.7
Groveport Madison	Continuous Improvement	85.8	83.4	77.6	76.1	93.7
Hamilton Local Schools	Continuous Improvement	92.3	78.2	85.6	78.4	93.9
Hilliard	Continuous Improvement	95.2	94.6	93.3	93.6	95.6
New Albany-Plain Local	Excellent	98.7	91.6	97.0	91.1	96.3
Reynoldsburg	Effective	92.6	93.9	88.5	90.6	95.7
South-Western	Continuous Improvement	87.8	85.7	82.6	82.8	94.3
Upper Arlington	Excellent	97.9	97.1	97.3	98.1	96.1
Westerville	Effective	93.8	94.1	90.4	91.5	95.6
Whitehall	Continuous Improvement	81.2	78.9	69.6	71.6	93.7
Worthington	Continuous Improvement	97.2	95.6	95.9	94.3	95.8

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Attendance 2005-06	Attendance 2004-05	Final graduation rate 2005-06	Graduation rate 2004-05	Graduation rate 2003-04
Bexley	Excellent	94.8	96.0	99.4	98.6	98.2
Canal Winchester	Continuous Improvement	95.1	95.0	96.1	93.2	97.0
Columbus Public Schools	Continuous Improvement	93.5	93.2	72.9	68.6	60.6
Dublin	Excellent	95.7	95.7	97.6	96.5	97.4
Gahanna-Jefferson	Effective	96.0	96.0	95.0	92.3	91.3
Grandview Heights	Excellent	95.5	95.5	98.1	97.0	97.8
Groveport Madison	Continuous Improvement	92.3	92.3	85.7	88.0	85.3
Hamilton Local Schools	Continuous Improvement	94.0	93.9	93.2	90.2	85.4
Hilliard	Continuous Improvement	95.3	95.3	94.7	96.4	94.1
New Albany-Plain Local	Excellent	95.5	95.5	99.4	97.8	100.0
Reynoldsburg	Effective	95.7	95.9	98.6	98.7	94.0
South-Western	Continuous Improvement	94.1	94.0	86.4	87.1	86.9
Upper Arlington	Excellent	95.8	95.7	96.2	99.6	95.5
Westerville	Effective	95.4	95.4	94.6	94.6	93.3
Whitehall	Continuous Improvement	94.1	94.3	90.9	87.2	80.1
Worthington	Continuous Improvement	95.7	95.8	96.3	97.9	96.6

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	Performance Index Score	Performance Index Score	2004-05	2007 Attendance	2007 Graduation
				2006-07	2005-06	AYP
Bexley	Excellent	103.9	104.1	101.8	Met	Met
Canal Winchester	Continuous Improvement	93.2	95.4	93.9	Met	Met
Columbus Public Schools	Continuous Improvement	80.5	79.2	73.7	Met	Met
Dublin	Excellent	103.7	104.8	101.6	Met	Met
Gahanna-Jefferson	Effective	99.1	100.5	97.9	Met	Met
Grandview Heights	Excellent	105	106.2	103.1	Met	Met
Groveport Madison	Continuous Improvement	85.3	82.9	79.3	Met	Met
Hamilton Local Schools	Continuous Improvement	92	91.5	84.5	Met	Met
Hilliard	Continuous Improvement	100.2	101	97.3	Met	Met
New Albany-Plain Local	Excellent	102.8	104.6	101.3	Met	Met
Reynoldsburg	Effective	96.9	98.6	94.1	Met	Met
South-Western	Continuous Improvement	90.1	92.6	88	Met	Met
Upper Arlington	Excellent	105	106.4	105.2	Met	Met
Westerville	Effective	97.7	99.8	96.2	Met	Met
Whitehall	Continuous Improvement	83.9	86.7	79.5	Met	Met
Worthington	Continuous Improvement	102.4	104	102.6	Met	Met

**Franklin County School Districts
Proficiency Report Cards**

District Name	Designation	2007 Reading AYP		2007 Math AYP		2007 Overall AYP		2008 District Improvement Status (based on 2006-07 data)	Total Number of Graduates 2005-06
		Met	Not Met	Met	Not Met	Met	Not Met		
Bexley	Excellent	Met	Not Met	Met	Not Met	Met	Not Met	OK	180
Canal Winchester	Continuous Improvement	Met	Met	Met	Met	Met	Not Met	Improvement Year 1	195
Columbus Public Schools	Continuous Improvement	Met	Not Met	Met	Met	Met	Not Met	Improvement Year 3 (Delay)	2769
Dublin	Excellent	Not Met	Not Met	Met	Met	Not Met	Not Met	At Risk	903
Gahanna-Jefferson	Effective	Not Met	Met	Met	Met	Not Met	Not Met	At Risk	511
Grandview Heights	Excellent	Met	Met	Met	Met	Met	Met	OK	105
Groveport Madison	Continuous Improvement	Not Met	Not Met	Met	Met	Not Met	Not Met	Improvement Year 3	382
Hamilton Local Schools	Continuous Improvement	Not Met	Not Met	Met	Met	Not Met	Not Met	Improvement Year 3	150
Hilliard	Continuous Improvement	Not Met	Not Met	Met	Met	Not Met	Not Met	Improvement Year 1	977
New Albany-Plain Local	Excellent	Not Met	Met	Met	Met	Not Met	Not Met	At Risk	178
Reynoldsburg	Effective	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Improvement Year 1	364
South-Western	Continuous Improvement	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Improvement Year 4	1166
Upper Arlington	Excellent	Not Met	Met	Met	Met	Not Met	Not Met	At Risk	457
Westerville	Effective	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk	986
Whitehall	Continuous Improvement	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk	149
Worthington	Continuous Improvement	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk	772

Franklin County School Districts Proficiency Report Cards

District Name	Designation	Mean ACT Score 2005-06	% Graduates Participating in ACT 2005-06	Mean SAT Score 2005-06 in SAT 2005-06	% Graduates Participating in SAT 2005-06	% Graduates Graduating with Honors Diploma 2005-06
Bexley	Excellent	23.9	54.4	1127	89.4	36.1
Canal Winchester	Continuous Improvement	22.0	61.5	1023	9.7	17.9
Columbus Public Schools	Continuous Improvement	17.8	51.6	970.1	14.1	4.8
Dublin	Excellent	24.0	71.5	1130	60.7	43.9
Gahanna-Jefferson	Effective	22.3	71.4	1105	29.0	26.2
Grandview Heights	Excellent	25.0	55.2	1161	61.0	33.3
Groveport Madison	Continuous Improvement	20.0	44.2	951.3	3.9	8.1
Hamilton Local Schools	Continuous Improvement	19.9	34.0	1160	2.0	7.3
Hilliard	Continuous Improvement	22.8	65.3	1062	48.5	29.5
New Albany-Plain Local	Excellent	23.5	73.6	1110	80.9	41.6
Reynoldsburg	Effective	21.4	73.1	1085	21.7	16.8
South-Western	Continuous Improvement	20.6	51.4	1031	6.0	0.1
Upper Arlington	Excellent	25.1	75.3	1168	86.7	50.3
Westerville	Effective	22.8	70.2	1096	34.3	28.3
Whitehall	Continuous Improvement	18.2	34.2	990.0	7.4	8.7
Worthington	Continuous Improvement	24.2	65.2	1144	65.0	38.2

Franklin County School Districts Proficiency Report Cards

District Name	Designation	Percent of Graduates Participating in an Academic Core Curriculum					
		Number of Graduates Participating in an AP Test	% AP Test Takers with an AP score of 3 or above	AP score of 3 or above	one Tech Prep Course 2005-06	one PSEO Course 2005-06	taking at least one PSEO Course 2005-06
Bexley	Excellent	184	73.9	2	6	6	
Canal Winchester	Continuous Improvement	88	46.6	12	0	0	
Columbus Public Schools	Continuous Improvement	765	27.5	0	0	0	
Dublin	Excellent	707	73.7	10	0	0	
Gahanna-Jefferson	Effective	131	71.0	58	0	0	
Grandview Heights	Excellent	50	78.0	0	0	0	
Groveport Madison	Continuous Improvement	84	27.4	21	0	0	
Hamilton Local Schools	Continuous Improvement	46	NC	5	0	0	
Hilliard	Continuous Improvement	406	71.7	20	9	9	
New Albany-Plain Local	Excellent	190	51.1	2	1	1	
Reynoldsburg	Effective	208	59.6	6	0	0	
South-Western	Continuous Improvement	340	45.9	212	0	0	
Upper Arlington	Excellent	260	91.5	0	1	1	
Westerville	Effective	528	72.0	1	0	0	
Whitehall	Continuous Improvement	30	36.7	5	0	0	
Worthington	Continuous Improvement	470	86.2	11	0	0	

13.1 Number of Students from Public Schools

District Name	Number of Metro School Students	%
Bexley City	3	1.5%
Canal Winchester Local	7	3.4%
Columbus City	119	58.3%
Dublin City	7	3.4%
Gahanna-Jefferson City	6	2.9%
Grandview Heights City	2	1.0%
Groveport Madison Local	6	2.9%
Hamilton Local	0	0.0%
Hilliard City	9	4.4%
New Albany-Plain Local	6	2.9%
Reynoldsburg City	5	2.5%
South-Western City	12	5.9%
Upper Arlington City	4	2.0%
Westerville City	9	4.4%
Whitehall City	3	1.5%
Worthington City	6	2.9%
Total	204	100%

13.2 Percentage of Female Students

District Name	Public Schools	Metro School
Bexley City	47.8%	33.3%
Canal Winchester Local	50.1%	57.1%
Columbus City	49.5%	38.7%
Dublin City	47.5%	28.6%
Gahanna-Jefferson City	48.8%	0.0%
Grandview Heights City	49.3%	50.0%
Groveport Madison Local	48.5%	66.7%
Hamilton Local	48.7%	/
Hilliard City	48.3%	33.3%
New Albany-Plain Local	49.3%	16.7%
Reynoldsburg City	49.1%	20.0%
South-Western City	48.7%	25.0%
Upper Arlington City	49.1%	50.0%
Westerville City	48.5%	44.4%
Whitehall City	48.9%	66.7%
Worthington City	48.6%	16.7%
Average	48.8%	36.8%

13.3 Percentage of Male Students

District Name	Public Schools	Metro School
Bexley City	52.2%	66.7%
Canal Winchester Local	49.9%	42.9%
Columbus City	50.5%	60.5%
Dublin City	52.5%	71.4%
Gahanna-Jefferson City	51.2%	100.0%
Grandview Heights City	50.7%	50.0%
Groveport Madison Local	51.5%	33.3%
Hamilton Local	51.3%	/
Hilliard City	51.7%	66.7%
New Albany-Plain Local	50.7%	83.3%
Reynoldsburg City	50.9%	80.0%
South-Western City	51.3%	75.0%
Upper Arlington City	50.9%	50.0%
Westerville City	51.5%	55.6%
Whitehall City	51.1%	33.3%
Worthington City	51.4%	83.3%
Average	51.2%	62.7%

13.4 Percentage of Economically Disadvantaged Students

District Name	Public Schools	Metro School
Bexley City	7.5%	0.0%
Canal Winchester Local	15.0%	0.0%
Columbus City	73.3%	19.3%
Dublin City	10.2%	14.3%
Gahanna-Jefferson City	15.4%	0.0%
Grandview Heights City	9.5%	0.0%
Groveport Madison Local	37.0%	0.0%
Hamilton Local	40.3%	/
Hilliard City	15.0%	11.1%
New Albany-Plain Local	3.9%	0.0%
Reynoldsburg City	26.4%	0.0%
South-Western City	31.0%	0.0%
Upper Arlington City	1.1%	0.0%
Westerville City	22.2%	0.0%
Whitehall City	63.0%	0.0%
Worthington City	14.1%	0.0%
Average	24.1%	12.3%

Note: Number of Economically disadvantaged students were measured as the number of students having full lunch subsidy.

13.5 Percentage of Ethnically White Students

District Name	Public Schools	Metro School
Bexley City	85.7%	100.0%
Canal Winchester Local	76.3%	85.7%
Columbus City	28.4%	53.8%
Dublin City	76.3%	85.7%
Gahanna-Jefferson City	74.8%	66.7%
Grandview Heights City	93.4%	100.0%
Groveport Madison Local	60.1%	83.3%
Hamilton Local	81.7%	/
Hilliard City	81.8%	66.7%
New Albany-Plain Local	82.1%	83.3%
Reynoldsburg City	60.3%	60.0%
South-Western City	76.0%	83.3%
Upper Arlington City	91.1%	100.0%
Westerville City	70.7%	100.0%
Whitehall City	54.9%	0.0%
Worthington City	79.6%	100.0%
Average	73.3%	65.2%

13.6 Percentage of Ethnically Non-White Students

District Name	Public Schools	Metro School
Bexley City	14.3%	0.0%
Canal Winchester Local	23.7%	14.3%
Columbus City	71.6%	46.2%
Dublin City	23.7%	14.3%
Gahanna-Jefferson City	25.2%	33.3%
Grandview Heights City	6.6%	0.0%
Groveport Madison Local	39.9%	16.7%
Hamilton Local	18.3%	/
Hilliard City	18.2%	33.3%
New Albany-Plain Local	17.9%	16.7%
Reynoldsburg City	39.7%	40.0%
South-Western City	24.0%	16.7%
Upper Arlington City	8.9%	0.0%
Westerville City	29.3%	0.0%
Whitehall City	45.1%	100.0%
Worthington City	20.4%	0.0%
Average	26.7%	34.8%

Metro School Students' Demographics

14.1 Breakout by Grade	Total	%
9th Grade	117	57.4%
10th Grade	87	42.6%

14.2 Breakout by Sex	Total	%
Male	128	62.7%
Female	75	36.8%
SexUnknown	1	0.5%

14.3 Breakout by Ethnicity	Total	%
Black	49	24.0%
Asian	8	3.9%
White	133	65.2%
Hawaii	7	3.4%
Multiracial	6	2.9%
RaceUnknown	1	0.5%

14.4 Breakout by Eligibility for Free & Reduced Lunch	Total	%
Lunch Free	52	25.0%
Lunch Paid	128	63.0%
Lunch Reduced	24	12.0%

Metro School Demographics

14.5 Breakout by Home Schools	Total	%
Bexley	3	1.5%
Canal Winchester	7	3.4%
CCS	119	58.3%
Dublin	7	3.4%
Gahanna	6	2.9%
Grandview	2	1.0%
Groveport	6	2.9%
Hamilton	0	0.0%
Hilliard	9	4.4%
New Albany	6	2.9%
Reynoldsburg	5	2.5%
South-Western	12	5.9%
Upper Arlington	4	2.0%
Westerville	9	4.4%
Whitehall	3	1.5%
Worthington	6	2.9%
Beechcroft HS	2	1.0%
Bexley HS	3	1.5%
Briggs HS	3	1.5%
Brookhaven HS	10	4.9%
Ft Hayes	1	0.5%
Canal Winchester Hs	7	3.4%
Centennial	16	7.8%
Central Crossing HS	3	1.5%
Dublin Coffman HS	4	2.0%
Dublin Jerome HS	2	1.0%
Dublin Scioto HS	1	0.5%
East HS	4	2.0%
Eastmoor Academy	1	0.5%
Franklin Heights HS	3	1.5%
Gahanna HS	2	1.0%
Gahanna Lincoln HS	4	2.0%
Grandview HS	2	1.0%
Grove City HS	4	2.0%
Groveport HS	6	2.9%
Hilliard Darby HS	6	2.9%
Hilliard Davidson HS	3	1.5%
Independence HS	4	2.0%
Linden McKinley HS	10	4.9%
Marion Franklin HS	9	4.4%
Mifflin HS	7	3.4%
New Albany HS	6	2.9%
Northland HS	3	1.5%

14.5 Breakout by Home Schools	Total	%
Reynoldsburg HS	5	2.5%
South HS	3	1.5%
South Urban Academy	2	1.0%
Thomas Worthington HS	3	1.5%
Upper Arlington HS	4	2.0%
Unknown	3	1.5%
Walnut Ridge HS	10	4.9%
West HS	14	6.9%
Whetstone HS	16	7.8%
Westerville Central	1	0.5%
Westland HS	2	1.0%
Westerville North HS	4	2.0%
Westerville South HS	4	2.0%
Whitehall HS	3	1.5%
Whitehall Yearling HS	1	0.5%
Worthington Kilbourne HS	3	1.5%

15.1 Summary of Description of Metro Community from Question 10: All Respondents

		Y1 is better									
		Academic					Evolving				
		Good T, TS Relations		Facility and technology			Nontraditional		Good T, TS Relations		
		Engaging, hands on	Socially academic	Democratic	Nontraditional	Evolving	Engaging, hands on	Socially academic	Democratic	Nontraditional	Evolving
		Fun, exciting, cool	Diverse	Facility and technology	Good T, TS Relations	Academic	Engaging, hands on	Socially academic	Democratic	Nontraditional	Evolving
Group											
9th Grade Female		3	5	10	0	1	2	1	3	4	0
(n=23)		13%	22%	43%	0%	4%	9%	4%	13%	17%	0%
9th Grade Male		2	6	12	4	3	2	2	0	4	3
(n=31)		6%	19%	39%	13%	10%	6%	6%	0%	13%	10%
10th Grade Female		4	3	4	1	0	1	4	3	0	0
(n=23)		17%	13%	17%	4%	0%	4%	17%	13%	4%	0%
10th Grade Male		1	7	5	0	0	1	0	6	1	0
(n=31)		3%	23%	16%	0%	0%	3%	0%	19%	3%	0%
Total		10	21	31	5	4	4	14	6	5	8
(n=108)		9%	19%	29%	5%	4%	4%	13%	6%	5%	18%
		7%	3%	7%	5%	18%	7%	3%	7%	5%	6%
		2%	4%	2%	6%	2%	4%	4%	6%	4%	13%
		3%	3%	3%	3%	3%	3%	3%	3%	3%	3%

15.2 Summary of Description of Metro Community from Question 10: By Grade

Group	9th Grade (n=54)	10th Grade (n=54)	Y1 is better													
			Social/Family	Social/Academic	Safe	Open	Cliqueish	Diverse	Engaging, hands on	Socially academic	Democratic	Nontraditional	Facility and technology	Good T, T/S Relations	Evolving	Academic
Family	5	11	22	4	2	3	4	3	8	7	3	5	2	4	2	7
Small, close, comfortable	5	10	9	1	0	2	1	10	3	2	11	0	3	2	3	7
Friendly, caring, helpful, nice	9%	20%	41%	7%	4%	6%	7%	6%	15%	13%	6%	9%	6%	4%	4%	0%
Interdependent	19%	17%	2%	0%	4%	2%	19%	6%	4%	20%	2%	0%	6%	4%	6%	4%
Trust	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Cliqueish	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Working Together	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Theft, distrust	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Diverse	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Fun, exciting, cool	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Engaging, hands on	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Socially academic	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Democratic	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Nontraditional	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Facility and technology	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Good T, T/S Relations	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Evolving	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2
Academic	9%	10%	10%	3%	2%	1%	3%	1%	11	3	2	3	2	3	2	2

15.3 Summary of Description of Metro Community from Question 10: By Sex

Group	Female (n=46)	Male (n=62)	Social/Family	Social/Academic
Family	7 15%	3 5%	Small, close, comfortable Friendly, caring, helpful, nice	Interdependent Safe Open Trust Cliqueish Working Together Theft, distrust
Safe	8 17%	13 21%	Safe Independent	Diverse Fun, exciting, cool Engaging, hands on Socially academic Democratic Nontraditional Facility and technology Good T, T/S Relations Evolving
Open	1 30%	4 27%	Open Trust	Academic Y1 is better
Trust	1 4%	3 5%		
Cliqueish	2 9%	2 3%		
Working Together	4 9%	8 13%		
Theft, distrust	4 9%	1 2%		
Diverse	9 20%	3 16%		
Fun, exciting, cool	0 0%	2 10%		
Engaging, hands on	0 0%	3 16%		
Socially academic	7 15%	2 3%		
Democratic	2 4%	4 6%		
Nontraditional	4 9%	3 5%		
Facility and technology	0 0%	2 3%		
Good T, T/S Relations	2 4%	4 6%		
Evolving	2 4%	4 6%		
Academic	4 9%	2 3%		
Y1 is better	1 2%	3 5%		

15.4 Description of Metro Community Tally of Question 10 Responses

Code		Description of Metro Community									
Sex		9th Grade Girls									
G	101	Everyone is nice; S input valued; honor system and trusting of one another.		1		1					
G	102	Good, except for occasional theft; lively, diverse, fun, and exciting			1	1	1				
G	103	Fun, exciting, safe				1		1			
G	104	Close, "family like"; fun, fabulous		1	1			1			
G	105	"Work in progress"; working together to fix				1			1		
G	106	Smaller, know more students		1							
G	107	Good environment; diverse				1					
G	108	Still HS with HS "drama"; smaller, which means "you have to know who your enemies are"		1							
G	109	OK		1							
G	110	Good; everybody gets along; lie "one big family"		1							
G	111	Diversified by different "types of intelligences" with common goal of success				1			1		
G	112	Family; friends; caring; helpful; academic [listed words]		1	1			1			
G	113	Good; quiet; it's easy to get work done							1		
G	114	Unique; diverse; cultivating environment				1		1			
G	115	Close; everyone knows everyone and gets along; best HS community		1	1						
G	116	Nice (when compared to a lot of other HS)		1							
G	117	Very nice; most; everyone; is friends and gets along; democracy [is input valued]			1			1			
G	118	Indescribable S engaging with each other intellectually; everyone has fun				1		1			
G	119	Friends; "but not always trustworthy" several thefts; helpful			1						
G	120	"Not quite as dramatic as normal HS"; petty thefts (wants lockers and traditional HS experience)				1		1			
G	121	Very close; Y2 help Y1; S "comfortable" w/Ts (to get help); encouraging		1	1				1		
G	122	Friendly, helpful S; difficult; some helpful Ts			1	1		1			
G	123	Friendly; dishonest (like any HS)			1		1				
Total:		3	5	10	0	1	2	1	3	4	0
											0

15.4 Description of Metro Community Tally of Question 10 Responses

		Description of Metro Community		9th Grade Boys		Social/Family		Social/Academic		Academic	
Code	Sex										
B	201	Almost no fights, actual learning; everyone is "dressed for success"			1						
B	202	Good; everyone helpful and nice (only a few "bad kids")			1						
B	203	Everyone friendly; like one big family"			1						
B	204	Small; everyone friendly, diverse. 5' body with unique people			1						
B	205	"Big family"; everyone nice			1						
B	206	"Not much like a community"; 5 don't mix outside of their groups			1						
B	207	Open and engaged learning environment			1						
B	208	"I don't really see anything bad happen" [safe]			1						
B	209	Open; trusting; modern building; feeling of "comfort and openness"; feels more like community than "jail"			1						
B	210	Nice; cool; likes THM			1						
B		Engaging; fun; hands-on; building atmosphere is of business with many expectations"									
B	211	"Indifferent"									
B	212	Too academic... no life									
B	213	"Indifferent... no life"									
B	214	Excellent TS; variety of S (enjoy socializing with most)				1					
B	215	Active				1					
B	216	Nonskient									
B	217	good; except for the TS									
B	218	Similar to other HS; we all want to make it better				1					
B	219	"Right community" includes everyone, even TS			1						
B	220	Small; close; we are all friends and that helps us learn"			1	1	1				
B	221	Diverse; we have problems, but we get through them				1	1				
B	222	"It sucks, no one communicates"									
B	223	Not unified					1				
B	224	We get along well with each other; people can depend on each other.			1	1					
B	225	"I think deep down the S like it. M think much; S smart and likable			1						
B	226	Good; we depend on each other more than normal HS; lot of responsibility			1	1					
B	227	Closed "in pocket"; lot of close-knit groups (cliques)			1						
B	228	Secure, trusting				1	1				
B	229	Great; fun; friendly; exciting			1						
B	230	Closely-knit; interdependent; helpful; kind; caring; understanding;			1	1	1				
B	231	Nice; caring; helpful; creating friends by helping each other			1						
Total:		2	6	12	4	3	2	2	0	4	0

15.4 Description of Metro Community Tally of Question 10 Responses

		Description of Metro Community		Year 1 is better		Social/Family		Social/Academic		Academic	
Sex	Code	10th Grade Girls									
G	301	"Y1 was better [know everyone], more laid back, more F]"				1	1	1	1	better Y1, more F's more laid back	
G	302	Close									
G	303	Diverse; unique; not unified			1	1	1	1	not unified	diverse	
G	304	Academic, social (connections made outside school) and professional (connections made to workplace)									
G	305	Sharing, helpful, respectful of each other; "we're all about making an idea and putting it in action to share with the rest of the school"; less conflict than traditional HS		1	1						
G	306	Very open, friendly, welcoming; "only big family"		1	1						
G	307	"One big family"; working toward mutual respect; learned to approach problems together		1		1					
G	308	Cliques; but most S get along better than at other HS; most S can be trusted, but not all		1		1	1			most S get along; cliquish family with cliques; working together	
G	309	"Split up by cliques, but inside those cliques we are family"; "when needed we all come together"		1		1					
G	310	"bet sure how to describe"									
G	311	"Depends"									
G	312	To some like a family, but not to all; personally views it "as a family of S who want to do well and succeed"		1		1					
G	313	Diverse (no two people are even close to being the same)		1		1					
G	314	Diverse ("has all different types of people"); some work better with others, some work better alone				1					
G	315					1					
G	316	Very diverse ("we get a chance to work with people from other countries")				1					
G	317	Cool that I know everyone here (email)		1							
G	318	Caring.		1							
G	319	Everyone very friendly; work well with each other mostly; more connected than other HS		1	1	1				friendly; nice work together; everyone knows everyone; theft	
G	320	Good; most everyone knows everyone else; problem with theft (trust)		1		1					
G	321	"We are humans so we can't have this crazy anti-HS community"; tries to be "well integrated"; but ends up with cliques and "segregation"					1				
G	322	"Could use some work"; problem with S negative attitude							1		
G	323	We get a lot done; have to see if things we do affect the community in anyway								get a lot done	
Total:		4	3	4	1	0	1	1	4	3	1
						0	0	3	0	2	0
						0	0	1	1	1	1

15.4 Description of Metro Community Tally of Question 10 Responses

Code	Sex	Description of Metro Community	Year 1 is better										Social/Family										Social/Academic														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
		10th Grade Boys																																			
B	401	Not much different than other HS, just more "self-policed", sometimes we set what we want with "democratic solution"																																			
B	402	Education and success are #1, S have a say																																			
B	403	N/A																																			
B	404	"Non-trusting"																																			
B	405	Friendly and fun																																			
B	406	Very good; close knit; (compares traditional HS to factory and M to "small, independent owned shop that makes unique one-of-a-kind things (students)!"																																			
B	407	Small; very divided at times but can also come together; many cliques																																			
B	408	Very separated by groups																																			
B	409	Like a normal HS; cliques; mixed races, drugs, peer pressure, drama																																			
B	410	Divided "segregated" - "not a family like we used to be"																																			
B	411	Diverse (socio-economically)																																			
B	412	Close knit; help each other																																			
B	417	N/A																																			
B	413	"low level", not beneficial to learning; has improved																																			
B	414	Very diverse, different kinds of S "involved" in M (which makes it interesting)																																			
B	415	Open, friendly; "far from perfect" but better than traditional HS; easy to find good S and classes if you look for them																																			
B	416	Isolated																																			
B	417	N/A																																			
B	418	Very friendly; "can fit in without changing yourself"																																			
B	419	All right; some cool S, OK's																																			
B	420	Close; everyone knows everyone and T's get along w/S																																			
B	421	Small "but S know what to do when they need to"																																			
B	422	Small; easy to make friends; no freedom, hard to stay focused on work																																			
B	423	Harder than any other HS																																			
B	424	Some S like to learn; some T's easy/hard; meaningful; (academic diversity improves learning)																																			
B	425	Good; sort of a family																																			
B	426	Melting pot; different cultures; and backgrounds																																			
B	427	Great community																																			
B	428	Close with different groups																																			
B	429	Decent multicultural; lets S connect to S with different backgrounds																																			
B	430	Was great; has grown apart																																			
B	431	Divided																																			
			Total:	1	7	5	0	1	0	6	0	1	6	1	0	0	2	1	0	1	6	2	1	3	2	3	1	3	0	2	1	3	1				
			Total:	10	21	31	5	4	4	14	6	5	19	8	3	7	5	6	2	6	4	13	2	3	1	3	0	2	1	3	1	3	1				

Groups		Positive		Neg		
		9th Grade Female (n=23)	9th Grade Male (n=31)	10th Grade Female (n=23)	10th Grade Male (n=31)	Total (n=108)
Best Option (Better Ed)	STEM Interest	4 9%	3 10%	3 13%	6 19%	28 26%
Mastery (4.0)	Opportunities	2 4%	5 16%	0 0%	2 6%	14 13%
Accelerated Own Pace	Early College	1 2%	7 23%	2 7%	1 3%	10 9%
Unique Innovative	Small	6 17%	10 32%	5 19%	6 19%	37 34%
Atmosphere	Media Portrayal	2 9%	2 6%	2 9%	0 0%	6 5%
Friendly Diverse	Fun and Easy	2 9%	1 3%	0 0%	0 0%	3 3%
Smart S-fitting in	Not fitting in	0 0%	1 3%	2 9%	4 17%	7 30%
Boring and hard						

16.2 Summary of Student Choice for Metro from Questions 3 & 4: By Grade

Groups	Positive		Neg	
	9th Grade (n=54)	10th Grade (n=54)	9th Grade (n=54)	10th Grade (n=54)
Best Option (Better Ed)	14 26%	5 9%	5 9%	5 9%
STEM Interest	5 9%	5 9%	6 11%	3 6%
Challenge	9 17%	9 17%	16 30%	11 20%
Mastery (4.0)	5 11%	9 17%	4 7%	1 2%
Accelerated Own Pace	9 17%	16 30%	4 7%	6 11%
Opportunities	6 11%	16 30%	5 9%	1 2%
Early College	16 30%	16 30%	4 7%	1 2%
Unique Innovative	4 7%	4 7%	5 9%	0 0%
Small	4 7%	5 9%	4 7%	0 0%
Atmosphere	5 9%	5 9%	4 7%	0 0%
Media Portrayal	4 7%	4 7%	3 6%	0 0%
Friendly Diverse	3 6%	3 6%	2 4%	0 0%
Fun and Easy	2 4%	2 4%	5 9%	0 0%
Smart S-fit in	2 4%	2 4%	5 9%	0 0%
Not fitting in	4 7%	4 7%	5 9%	0 0%
Boring and hard	10 19%	10 19%	4 7%	0 0%

16.3 Summary of Student Choice for Metro from Questions 3 & 4: By Sex

Groups	Positive		Neg	
	Female (n=46)	Male (n=62)	Female (n=46)	Male (n=62)
Best Option (Better Ed)	12	5	1	4
STEM Interest	26%	11%	7%	2%
Challenge	10	10	7	16
Mastery (4.0)	16	16	3	16
Accelerated Own Pace	9	11	4	9
Opportunities	20%	24%	9%	9%
Early College	4	4	2	2
Unique Innovative	9%	9%	4%	4%
Small	4	4	2	4
Atmosphere	9%	4%	4%	9%
Media Portrayal	2	2	2	4
Friendly Diverse	0%	0%	0%	11%
Fun and Easy	5	0	5	0%
Smart S-fitting in	10	5	5	11%
Boring and hard	5	10	5	22%

16.4 Student Choice for Metro Tally from Questions 3 & 4

Sex	Code	Student	Parent	Both	Why?	Best Option (Better Education)		Challenging		Accelerated/DOwn pace		Opportunities		Unique/innovative		Atmosphere		Media portrayal		Friendly Diverse		Fun and Easy		Smart S-fit ting in		Not fitting in		Boring and hard		
						STEM interest	Mastery (4.0)	Small	Early College	Opportunities	Accele rated/DOwn pace	Media portrayal	Friendly Diverse	Fun and Easy	Smart S-fit ting in	Not fitting in	Boring and hard													
G	101	1		better opportunities than home HS; EC			1																							
G	102	1		(had 2nd thoughts, mother made her come) hard, boring																										
G	103			"obvious I would go even if I didn't want to"; hard, boring																										
G	104	1		(flipped a coin), hard, boring, really smart																										
G	105	1		EC; motivated students																										
G	106	1		liked Metro atmosphere; cool opportunities																										
G	107	1		small; mastery; work at own pace; more options than home HS			1																							
G	108	1		influenced by newspaper articles; "thought it would be perfect picture of an ideal American education"																										
G	109	1		portrayed as good, small school																										
G	110			good; EC; being on OSU campus																										
G	111	1		unique opps; thought it was EC and academically selective																										
G	112	1		overall atmosphere; friendly S & ST																										
G	113	1		loves math; college preparation																										
G	114			worried about missing "true HS exp", about not fitting in, not being comfortable, about being one of a "few colored students"																										
G	115			small; everyone gets along; smaller rooms; more "control" for Ts																										
G	116	1		high tech and hard																										
G	117	1		thought it would be boring																										
G	118	1		small classes; advisory; EC w/o paying for it																										
G	119	1		didn't get into other choices, better than home HS																										
G	120			get a start on engineering; faster pace; wouldn't be at school w/friends anyway																										
G	121			better than home HS; thought it was selective and hard w/"really accelerated students"; boring																										
G	122	1		sister already here; "herd school", hard, stressful																										
G	123			different than "average HS", unable to relate to math & science																										
B	201	1		bored w/home HS; wanted accelerated pace; thought it would be easy and fun																										

16.4 Student Choice for Metro Tally from Questions 3 & 4

Sex	Code	Student	Parent	Both	Why?	Best Option (Better Education)											
						Mastery (4.0)	Accelerated/Own Pace	Opportunities	Early College	Unique/Innovative	Small	Atmosphere	Media Portrayal	Friendly/Diverse	Fun and Easy	Smart S - fitting in	Boring and hard
B	202	1			"I thought it was the same thing it turned out to be. The descriptions are the same as the real thing"												
B	203	1			have to adjust to Metro												
B	204	1			afraid wouldn't fit in: hard, smart, serious, professional												
B	205	1			sounded cool, fun; finish HS early												
B	206	1			lots of opportunities for the future; S very "free w/each other and the Ts"												
B	207	1			like private school w/accelerated pace; wanted better education	1											
B	208	1			thought it would be hard												
B	209	1			more beneficial than other options; more opportunities; better education	1											
B	210	1			better than home HS; "exactly what I needed"		1										
B	211	1			thought Metro was "real slick, totally intellectual school"												
B	212	1			finish HS early; accelerated classes												
B	213	1			EC; graduate w/4.0; can redo work until you get it												
B	214	1			Metro as "new, innovative"; "fast track to success", great opportunity to earn a lot of HS credits												
B	215	1			would get me into college						1						
B	216	1			nice, small school w/Ts "who knew what they were doing"; positive and bright vibe												
B	217	1			"normal school"; EC; "nerdy"												
B	218	1			better than other options; "controlled environment"; Ts work individually w/S on their own time												
B	219	1			better than home HS; thought there would be more freedom and "free credit"												
B	220	1			knew it was special because in the news												
B	221	1			encouraged by M S T to be competitive and challenged												
B	222	1			wanted better grade to get into college; be a better S												
B	223	1			had no idea what Metro would be like												

16.4 Student Choice for Metro Tally from Questions 3 & 4

Sex	Code	Student	Parent	Both	Why?
B	224	1			EC; great way to get into college
B	225	1			better than other options; tougher and more fun than home HS
B	226	1			better ed than home HS; EC; thought "not a lot of people would be forced to go"
B	227	1			private school; accelerated
B	228	1			heard about Metro on field trip; STEM
B	229	1			hates public school; focus on math and science
B	230	1			EC; challenging, intensive school for mathematically inclined S
B	231	1			missing out on home HS exp, better off in the long run; 1 on 1 attention; strict, hard, advanced
G	301	1			connection to OSU
G	302	1			engineering; challenging
G	303	1			hard; diverse; family thought it was what she needed
G	304	1			thought it was engineering (not interested in engineering)
G	305	1			better than other options
G	306	1			good opps; wanted to be engineer
G	307	1			better option; great opps; 1 on 1 attention
G	308	1			filled w/nerds and geeks, boring (more hands-on than she thought)
G	309	1			thought it was a good school
G	310	1			no idea
G	311	1			lots of opps; hands-on learning
G	312	1			better option; math & science; thought it would be "normal"
G	313	1			accelerated classes; EC
G	314	1			thought it was great opp (told "false info"--not what she expected); way out of home HS
G	315	1			did not know what to expect
G	316	1			get "college experience" in HS; finish HS early; meet new people and have dif. exp

16.4 Student Choice for Metro Tally from Questions 3 & 4

Sex	Code	Student	Parent	Both	Why?	Best Option (Better Education)	Unique/Innovative	Early College	Accelerated/Own Pace	Mastery (4.0)	Challenge	STEM Interest	Opportunities	Uniqueness/Innovative	Small	Atmosphere	Media portrayal	Friendly Diverse	Fun and Easy	Smart S-fit ting in	Not fitting in	Boring and hard			
G	317	1			different than home HS; tough, thought wouldn't like	1																			
G	318	1			didn't like where she was; thought it would be more relaxed and "less like school than it is"	1																			
G	319	1			wanted more challenge than previous school; EC; accelerated	1																			
G	320	1			great opportunities; hard	1																			
G	321	1			good place to come to school; thought would have to compete w/super brainiacs	1																			
G	322	1			opportunity to learn in new ways; personalized; thought all S wanted to be here; take college courses; do real-world activities	1																			
G	323	1			EC; opportunities	1																			
B	401	1			EC; place for smart people	1																			
B	402	1			cool; technological	1																			
B	403	1			accelerated; help "get into the college I want to go to"	1																			
B	404	1			individualized learning; 1 on 1 w/Ts; little homework because of class blocks and time to work on it w/Ts	1																			
B	405	1			nice, clean place to learn; comfortable atmosphere; "I won't have to worry about much outside of academics"	1																			
B	406	1			math and science; afraid of losing contact w/home HS friends	1																			
B	407	1			better than home HS; EC; "thought it would be prototype for HS all over the US"	1																			
B	408	1			didn't want to come, thought it "sucked"	1																			
B	409	1			geeky, boring, dress code would "suck"	1																			
B	410	1			MS T persuaded him to come	1																			
B	411	1			better education than home HS; science based; nicer and newer things; "best up-to-date Ts"	1	1																		
B	412	1			thought it would be fun, exciting, interesting, unique	1																			
B	413	1			individualized pace; new and relevant-only curriculum	1																			
B	414	1			science and tech; hands-on learning; greater opportunities	1																			

16.4 Student Choice for Metro Tally from Questions 3 & 4

Sex	Code	Student	Parent	Both	Why?
B	415	1			awesome educational opportunity; "a school that could get me ahead"
B	416	1			thought there would be internships and courses in cinematography ("was a lie"); personalized learning; pursue career goals
B	417	1			wanted new, different learning environment; didn't like old school
B	418	1			"last resort", better than home HS; would get extra help
B	419	1			"so I go to college"; looked nerdy, crazy, unorganized
B	420	1			new school w/in depth classes; hands-on; better for his special needs; scared of older S; wanted something more out of school
B	421	1			would help financially because not pay as much for college; thought it would be geeky, not fun, preppy
B	422	1			friend asked me to come; thought it would be good for me (didn't know about mastery)
B	423	1			involve a lot of science
B	424	1			math & science school; college preparation; 4.0 GPA
B	425	1			individualized, personalized experience; accelerated
B	426	1			free education.; STEM; diverse; free and open environment
B	427	1			didn't want to leave home school; reach and excell
B	428	1			personalized; accelerated; tailored to career goals
B	429	1			different; challenge; advanced; (like) private, school; uniforms
B	430	1			STEM; bunch of smart, white kids
B	431	1			high tech; small class size; nice Ts; on par w/private school
Totals:		66	15	27	
					28 15 13 8 20 12 27 12 5 11 4 6 7 13

17.1 Summary of Likes Most/Likes Least from Questions 6 & 7: All Respondents

Groups	Class size/choice/length	Small school/Open environment	Mastery (4.0)	Early College/Financial value/Future	Teachers helpful/caring/engaged	Opportunities/Field Trips/ECA/LPs/tech	Accelerated/own pace/hands-on	Freedom/independence/Responsibility	Voice	Friends/Student body close/diverse	Nothing or N/A	Disorganized/inconsistent/Poor communication	Too small/restrictive/nontraditional	Theft/distrust/cubbies	Too much work/hard	Class/term length/pace	Grading system/mastery	Limited ECA/class choice	Food/Dress Code	Not selective/buying in/y1 better	Misrepresents itself	Some T/S/Classes/Advisory	Likes Least	
9th Grade Female (n=23)	4	5	3	6	2	7	2	3	5	0	4	1	2	3	5	2	2	6	1	1	4	4	4%	17%
9th Grade Male (n=31)	12	6	4	1	9	7	4	2	5	7	0	4	1	3	3	5	3	5	0	1	1	1	3%	3%
10th Grade Female (n=23)	4	3	2	1	5	9	4	2	8	1	4	1	4	6	0	2	2	3	1	3	3	3	3%	3%
10th Grade Male (n=31)	4	0	5	2	9	7	3	5	1	6	2	0	6	2	8	2	5	3	1	5	5	5	3%	3%
Total (n=108)	24	14	14	13	18	32	17	10	23	9	14	8	7	18	10	17	9	18	7	4	13	13	4%	12%

Groups	Class size/choice/length	Small school/Open environment	Safe/Comfortable	Early College/Financial value/Future	Teachers helpful/caring/engaged	Opportunities/Field Trips/ECA/LPs/tech	Accelerated/Own Pace/Hands-on	Challenging	Voice	Friends/Student body close/diverse	Nothing or N/A	Disorganized/inconsistent/poor communication	Too small/restrictive/nontraditional	Theft/distrust/cubbies	Too much work/hard	Class/term length/place	Grading system/mastery	Limited ECA/class choice	Food/Dress Code	Not selective/buying in/Y1 better	Misrepresents itself	Some T/S/Classes/Advisory	
9th Grade (n=54)	16 30%	11 20%	7 13%	14 26%	11 11%	5 9%	10 19%	7 13%	4 9%	8 11%	7 13%	5 9%	11 20%	1 2%	1 2%	1 4%	2 9%	5 11	5 7	5 7	1 2	1 2	1 2
10th Grade (n=54)	8 15%	3 6%	7 13%	6 11%	11 13%	7 13%	7 20%	18 33%	11 33%	5 4%	13 19%	10 24%	10 4%	12 19%	2 7%	10 22%	4 7%	10 19%	2 7%	4 13%	7 11%	7 11%	2 4%

17.2 Summary of Likes Most/Likes Least from Questions 6 & 7: By Grade

Groups	Female (n=46)	Male (n=62)	Total (n=108)
Class size/choice/length	8 17%	7 11%	15% 15%
Small school/Open environment	8 17%	6 9%	13% 15%
Safe/Comfortable	5 11%	6 9%	10% 10%
Mastery (4.0)	7 15%	11 18%	18% 18%
Early College/Financial value/Future	5 11%	11 18%	16% 16%
Teachers helpful/caring/engaged	7 15%	11 18%	13% 13%
Opportunities/Field Trips/ECA/LPs/tech	6 13%	10 16%	10% 10%
Accelerated/Own Pace/Hands-on	6 13%	11 18%	13% 13%
Challenging	5 11%	11 18%	17% 17%
Freedom/Independence/Responsibility	5 11%	6 10%	13% 13%
Voice	2 4%	6 10%	8% 8%
Friends/Student body close/diverse	13 28%	10 16%	13% 13%
Nothing or N/A	8 17%	10 16%	13% 13%
Disorganized/inconsistent/poor communication	8 17%	6 10%	13% 13%
Too small/restrictive/nontraditional	2 4%	1 2%	5% 5%
Theft/distrust/clubbies	6 13%	5 8%	11% 11%
Too much work/hard	9 20%	5 8%	14% 14%
Class/term length/pace	9 20%	5 8%	14% 14%
Grading system/mastery	4 9%	5 8%	9% 9%
Limited ECA/class choice	4 9%	5 8%	9% 9%
Food/Dress Code	8 17%	5 8%	13% 13%
Not selective/buying in/y1 better	4 9%	2 3%	6% 6%
Misrepresents itself	2 4%	2 3%	4% 4%
Some T/S/Classes/Advisory	2 4%	2 3%	4% 4%

17.3 Summary of Likes Most/Likes Least from Questions 6 & 7: By Sex

17.4 Student Likes Most/Likes Least Tally from Questions 6 & 7

		Likes Most		Likes Least			
		9th Grade Girls					
	Code	Sex					
G 101		smaller classes; eat lunch anywhere (open, informal)	1	1	theft of computers; have to share computers with classmates	1	
G 102		friends; mastery	1		schoolwork too time-consuming; no time for sports	1	1
G 103		fellow students			1 food; advisory		1
G 104		"A's look good to colleges (mastery)	1		lunch; no vegan options		1
G 105		free summer camp; free college credits		1	inconsistent, unorganized; wasteful (school resources); advisory; lottery system (should be more selective)	1	1
G 106		outside activities; early college		1	too much homework	1	1
G 107		small school	1		time compression of course work		1
G 108		being with new people			1 no uniform interpretation of rules; food	1	1
G 109		small size of school	1		disorganization	1	
G 110		opportunities; early college		1	some teachers; work can be overwhelming	1	1
G 111		pace of the classes			"I hate the fact that the school often advertises what it is not"		1
G 112		opportunities are phenomenal		1	not enough ECA; sports, arts, bands and theatre	1	
G 113		math; friends; teachers are helpful	1	1	1 too open (makes it unsafe)	1	
G 114		comfortable; "learning how to be independent and use my resources;" small classes; help accessible	1	1	1 (nontraditional order of classes)	1	
G 115		mastery; early college		1	1 lunch	1	
G 116		"everyone is respectful to one another!"			1 grading system (mastery)	1	

17.4 Student Likes Most/LikesLeast Tally from Questions 6 & 7

G	117	Code	Sex	Likes Most	Likes Least	Some TS/Classes/Advisory
G	118	field trips with advisory; travel opportunities	G	early college; size of school; easy to make friends	1 grading scale; hard to obtain mastery	Misrepresents itself
G	119	early college	G	1	1	Not selective/buying in/VI better
G	120	allows individual acceleration	G	1	1	Food/Dress Code
						Limited ECA/class choice
						Grading system/mastery
						Class/term length/place
						Too much work/hard
						Theft/distrust/cubbies
						Too small/restrictive/inconsistent/poor communication
						Disorganized/inconsistant/poor communication
						Nothing or N/A

17.4 Student Likes Most/LikesLeast Tally from Questions 6 & 7

Likes		Likes Least									
Code	Sex										
G 121	freedom and independence; field studies to Battelle and OSU						1	1	2 hour classes get tiring		
G 122	opportunities						1		social disconnection; fast pace of classes		
G 123	3 classes a day (easier and better focus)						1		dress code		
Total:		4	5	3	6	2	7	2	3	5	4
9th Grade Boys											
B 201	challenge; 2 hour classes						1		being on OSU schedule (family vacation difficult)		1
B 202	small and advanced classes; small school is easier socially						1		missing traditional HS experiences	1	
B 203	"everything is ok but...hard"						1		mastery too hard	1	
B 204	small student population is good socially						1		dress code		1
B 205	"teachers love what they teach;" small; nice people						1		1 N/A	1	
B 206	opportunities; mastery; "the intellectuality of students/teachers;" good environment						1	1	1 "nothing really"	1	

17.4 Student Likes Most/LikesLeast Tally from Questions 6 & 7

Sex	Code	Likes Most		Likes Least		
B	207	accelerated course; open atmosphere	1			
B	208	teachers; students; classes	1			
		2 hour class periods (learn more, accomplish more); interaction with				
B	209	important LPs	1			
		class setup; class choice; career shadow	1			
B	210	day				
		2 hour class blocks; engaged and fun				
B	211	teachers				
B	212	3 classes a trimester	1			
B	213	getting a 4.0		1		
B	214	caring teachers;		1		
B	215	advanced classes			1	
B	216	ok to challenge teachers				
B	217	my friends				
B	218	unique but still feels like normal HS	1			
B	219	opportunities		1		
B	220	early college (save money); opportunities for good career		1	1	
						not enough ECA; sports and band
B	221	"I like that we engage in enriching discussions"			1	
B	222	getting good grades		1		
B	223	gaming lab		1		
B	224	freedom; trust given to us; more choices than home HS	1			
						mastery (repetitive work)
						1

17.4 Student Likes Most/Likes Least Tally from Questions 6 & 7

		Likes Most												Likes Least													
Code	Sex																										
B 225	small classes ("although they are not as small as they boasted they were"); Ts	1												"seems like we are test subjects;" (from Q5: Metro misrepresents itself)												1	
B 226	small class sizes	1												mastery (grading scale)													1
B 227	class choices	1												stress of school work													1
B 228	mastery	1												N/A													1
B 229	the size	1												not enough science													1
B 230	interaction between faculty and students; closeness of student body	1												1 doesn't dislike anything													1
B 231	dedicated teachers; ECA opportunities	1												dress code													1
		Total: 12 6 4 1 9 7 4 2 5												Total: 7 0 4 1 3 3 5 3 5 0 1 1													
10th Grade Girls																											
G 301	close knit; chances to redo work	1												1 lack of organization causes stress													1
G 302	field studies	1												N/A													1
G 303	academic rigor; advanced pace of colloquium	1												confusion about Metro credits for home HS; students not recognized enough												1	
G 304	opportunities	1												uncertainty factor													1
G 305	small; accessible and helpful teachers	1												"B" is not enough; some students lunch												1	
G 306	work at own pace	1																									1
G 307	small sense of community: "we are like a big family;" t/s cares about each other and the school	1												Not all students are motivated (not buying in)												1	
G 308	hands on experiences; opportunities; applied learning	1												cubbies; no sports; geographic distance												1	
G 309	help with mastery; able to start own clubs	1												no breakfast; no lockers												1	
G 310	opportunities	1												some racist staff and students												1	
G 311	the people; opportunities (y1 better)	1												workload; pace												1	

17.4 Student Likes Most/LikesLeast Tally from Questions 6 & 7

		Likes Most		Likes Least			
Sex	Code						
G	312	opportunities; early college		unorganized, last-minute			
G	313	diverse student body		cubbies can't be trusted			
G	314	a lot of friends; little discrimination		1 workload; high expectation			
G	315	2 hour classes; involved and helpful teachers	1	amount of work given over breaks			
G	316	opportunities	1	no art; nontraditional order of classes			
G	317	my friends		"I am behind in classes"			
G	318	getting "A's is "good security"	1	math class			
G	319	great, nice and helpful teachers; challenging work	1	not able to finish HS in 2 years			
G	320	so many friends; classes; field trips	1	1 cubbies, things have been stolen			
G	321	openness; exposure to variety of students and curriculum	1	1 missing traditional HS experiences			
G	322	job shadowing days		1			
G	323	small classes; course work	1	amount of time spent on school work			
		Total: 4 3 2 1 5 9 4 2		Total: 1 4 1 4 6 0 2 2	Total: 3 1 3	10th Grade Boys	
B	401	challenge; getting stuff done	1	disorganization	1		
B	402	opportunities; people we meet		work gets stressful	1		
B	403	opportunities	1	work	1		
B	404	people; mastery	1	1 homework load; mastery system	1		
B	405	practically everything		food	1		
B	406	friends; English	1	engineering is shoved down our throats all the time"	1		
B	407	small class size (easier to learn, get more attention)	1	weird schedule	1		
B	408	friends; credits	1	1 a teacher; grading scale	1		

17.4 Student Likes Most/Likes Least Tally from Questions 6 & 7

Sex	Code	Likes Most	Likes Least
B	409	chance to redo work	dress code
B	410	N/A	N/A
B	411	grading scale; chance to redo work	lunch
B	412	promise of future	difficulty; people not empathetic to others at disadvantages
B	413	"uber flexible" (scheduling/assignments); customized; fast paced"	1 N/A hard work; too much homework; some of the teachers
B	414	challenging; hands on; great opportunities	1 1 1 unorganized (first year guinea pigs)
B	415	early college; individual acceleration	1 no arts or elective classes; wants a tech class; not using resources; food; dress code; wants "to feel like a HS student"
B	416	"I like how we're lead to believe students actually have a say in anything" (S admits to being sarcastic)	1 1 "too much out for a good look," not right to give college credits if students do not truly earn them
B	417	small class sizes; sense of community	1 1 1 1 making friends from other parts of Columbus
B	418		1 too many rules (treated like 5th graders)
B	419	not very much; some kids are cool	1 long classes; teachers; hard work
B	420	opportunities; early college; field trips	1 dress code; food; mastery
B	421	opportunities; college visits; college credits; internships	1 mastery takes a lot of work
B	422	field studies and field trips	1 misled by teachers and principal on progress, but getting mastery
B	423	opportunities	1 grading system
B	424	understanding and helpful teachers	1 some kids don't care about Metro
B	425	accelerated program	1 lack of communication between teachers

17.4 Student Likes Most/LikesLeast Tally from Questions 6 & 7

Code	Sex	Likes Most	Likes Least	Nothing or N/A	Disorganized/inconsistent/poor communication	Too small/restrictive/nontraditional	Their/distrust/cubbies	Too much work/hard	Classes/term length/pace	Grading system/mastery	Limited ECA/class choice	Food/dress Code	Not selective/buying in/VI better	Misrepresents itself	Some TS/Classes/Advisory	
B 426		move at own pace; individual acceleration														
B 427		an early college school; prepare for future														
B 428		pace, able to move fast														
B 429		most teachers are friends and understand teenagers														
B 430		freedom; responsibility; opportunity is phenomenal														
B 431		small classes, more attention; technology										mastery				
			Total:	4	0	5	5	2	9	7	3	5				
			Totals:	24	14	14	13	18	32	17	10	23				
					9	14	8	7	18	10	17	9	18	7	4	13

18.0 Summary Strongest & Weakest Aspects of Metro Community from Interviews

Groups	Strongest Aspects		Weakest Aspects	
	Parents (n=6)	Teachers (n=14)	Students (n=12)	Total (n=32)
Staff/Caring Ts/Good Relationships	3 50%	2 33%	2 33%	7 25%
OSU Involvement/LPs	3 33%	2 21%	1 0%	5 8%
Innovated/Motivated S	2 33%	1 0%	0 0%	1 0%
Accelerated/Ec/Mastery	1 17%	1 7%	1 7%	4 25%
Class Size/Length/Type	1 17%	1 7%	0 0%	2 8%
STEM/Techology Access	1 33%	1 7%	0 0%	1 3%
Opportunities/Field Trips	2 33%	2 14%	3 36%	7 22%
New/Flexible/Exciting/Professional Growth	2 33%	1 7%	1 7%	4 12%
FAMILY/Close/Small/Diverse	1 33%	1 7%	3 36%	5 16%
Safe/Open/Intellectual/Voice	1 33%	1 7%	1 7%	3 9%
Metro Not Meeting its Mission	0 0%	1 7%	0 0%	1 3%
Time/Work/Pulled too Many Directions	1 17%	0 0%	1 17%	2 6%
Limited ECA/Nontraditonal	0 0%	1 7%	1 17%	1 3%
Fragmented/Self-Segregated	1 17%	0 0%	1 17%	2 6%
Advisory	0 0%	1 17%	1 17%	1 3%
Mastery	0 0%	1 17%	0 0%	1 3%
Disorganized/Poor Communication	1 17%	1 17%	1 17%	3 9%
No Buy-in/No Collaboration/Not all Ts care	0 0%	1 17%	1 17%	1 3%
Evolving/Growing Pains	1 17%	0 0%	1 17%	1 3%

