

Each year, the Ohio Department of Education (ODE) issues a report card for districts and schools throughout the state based on student achievement data and other information collected throughout the year. Because Columbus Gifted Academy (CGA) is a program and not an independent school, student outcomes are attached to students' home schools, and ODE does not generate a report card specific to CGA. In an effort to continually reflect on the effectiveness of our programming, Columbus City Schools has generated a simulated report card using the same data and calculation methods as ODE, unless otherwise noted.



Achievement

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

COMPONENT GRADE

A

	Achieve. Level	% Students		Points	=	Points Rcvd
Performance Index 92.5%.....A	Advanced Plus	8.2	X	1.3	=	10.7
	Advanced	44.6	X	1.2	=	53.5
	Accelerated	30.0	X	1.1	=	33.0
	Proficient	11.2	X	1.0	=	11.2
	Basic	4.0	X	0.6	=	2.4
Indicators Met 95%.....A	Limited	0.8	X	0.3	=	0.2
	Untested	1.3	x	0.0	=	0.0
						111.0

**When calculated only with students tested, performance index is 112.4.



Progress

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

COMPONENT GRADE

B

***Because of the complex nature of Ohio's progress formula, it cannot be calculated for CGA. Alternatively, progress was measured using MAP test data and a grade simulated using the scale from ODE based on mean standard error of measure distance from projected growth targets on MAP testing from fall to spring.*

	Fall MAP %ile	Spring MAP %ile	Mean %ile Change	% of students meeting MAP growth goals (no SEM)	% of students meeting MAP growth goals (w/ SEM)
Reading	99	99	0	63.1%	81.8%
Math	99	99	0	73.6%	89.4%



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

A

Annual Measurable Objectives	Group	Reading (74.2%)	Math (68.5%)
100%.....A	All students	92.6%	96.4%
	Asian/Pacific Islander	84.6%	100%
	Black, Non-Hispanic	84.0%	89.7%
	Multiracial	95.2%	97.8%
	White, Non-Hispanic	97.4%	98.0%
	Students with Disabilities	85.7%	85.7%
	Limited English Proficient	100%	100%

State target percentage proficient or higher indicated in parentheses in subject headings. Data not available to calculate Gap Closing for Economically Disadvantaged.



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

B

K-3 Literacy Improvement
62.5%.....B

***100% of 3rd Graders met the requirements of the Third Grade Reading Guarantee.*

Not On-Track at Point A		Improving to On-Track at Point B	
3 rd Grade Reading Diagnostic, School Year 2016-2017	<10	to	3 rd Grade Reading OST, School Year 2016-2017
Deduction for 3 rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan			NC

**Prepared for Success and Graduation Rate Components not rated due to grade levels of the program.



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Your School's Students

Enrollment

	Enrollment #	Pct
All Students	366	
Am Indian/Alaskan Native	NC	
Asian or Pacific Islander	12	3.3%
Black, Non-Hispanic	93	25.5%
Hispanic	18	4.9%
Multiracial	24	6.6%
White, Non-Hispanic	217	59.6%
Students with Disabilities	11	3.0%
Economic Disadvantage	366	100%
Limited English Proficiency	24	6.6%
Migrant	NC	

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

Attendance

	Attendance Rate
All Students	94.77%
Am Indian/Alaskan Native	NC
Asian or Pacific Islander	95.57%
Black, Non-Hispanic	95.14%
Hispanic	93.84%
Multiracial	92.80%
White, Non-Hispanic	94.74%
Students with Disabilities	92.67%
Economic Disadvantage	94.77%
Limited English Proficiency	96.63%
Migrant	NC
Male	95.03%
Female	94.56%

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

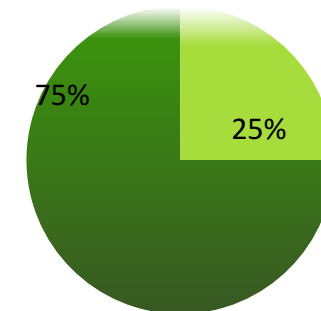
Chronic Absenteeism Rate: 1.9%

Number of Limited English Proficiency Excluded from Accountability Calculations: 0%

Your School's Teachers

Your School's Poverty Status: High	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100	98.1
Percentage of teachers with at least a Master's Degree	78.6	65.8
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	3
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	98.9
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	0	2.0

Teacher Evaluations



■ Accomplished ■ Skilled
■ Developing ■ Ineffective