

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.

OVERALL GRADE
B



Achievement

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

COMPONENT GRADE
A

Performance Index

93.8%.....A

Indicators Met

88.9%.....B

| Achieve. Level | % Students | | Points | = | Points Rcvd |
|----------------|------------|---|--------|---|-------------|
| Advanced Plus | 11.9 | X | 1.3 | = | 15.5 |
| Advanced | 42.0 | X | 1.2 | = | 50.4 |
| Accelerated | 28.1 | X | 1.1 | = | 31.0 |
| Proficient | 13.2 | X | 1.0 | = | 13.2 |
| Basic | 3.7 | X | 0.6 | = | 2.2 |
| Limited | 1.0 | X | 0.3 | = | 0.3 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | | 112.6 |



Progress

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

***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 | 85 | 84 | -1 | 61.2% | 84.0% |
| Math | 83 | 83 | 0 | 60.2% | 81.5% |

COMPONENT GRADE
C



Gap Closing

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

COMPONENT GRADE
A

Annual Measurable Objectives

100%.....A

| Group | Reading | Math |
|----------------------------|---------------|---------------|
| All students | 111.03 (93.8) | 114.53 (84.2) |
| Black, Non-Hispanic | 102.4 (63.4) | 107.91 (61.3) |
| Hispanic | 114.24 (71.8) | 111.74 (72.3) |
| Multiracial | 110.26 (78.3) | 110.91 (77.7) |
| White, Non-Hispanic | 107.52 (86.3) | 117.99 (87.6) |
| Students with Disabilities | 109.48 (57.3) | 108.62 (58.2) |
| Limited English Proficient | 109.34 (65.6) | 115.84 (70.1) |
| English Learner Progress | 96.8% (51%) | |

State target performance index indicated in parentheses . Data not reported to calculate Gap Closing for Economically Disadvantaged, American Indian/Native, or Asian/Pacific Islander.



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.

K-3 Literacy Improvement
54.5%.....C

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

COMPONENT GRADE
C

| Not On-Track at Point A | Improving to On-Track at Point B |
|--|--|
| 3 rd Grade Reading Diagnostic, School Year 2017-2018 | 3 rd Grade Reading OST, School Year 2018-2019 |
| 11 | <10 |
| 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 | 454 | |
| Am Indian/Alaskan Native | NC | |
| Asian or Pacific Islander | 14 | 3.2% |
| Black, Non-Hispanic | 114 | 25.9% |
| Hispanic | 23 | 5.2% |
| Multiracial | 29 | 6.6% |
| White, Non-Hispanic | 260 | 59.1% |
| Students with Disabilities | 23 | 5.1% |
| Economic Disadvantage | 454 | 100% |
| Limited English Proficiency | 31 | 6.8% |
| Migrant | NC | |

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

Attendance

| | Attendance Rate |
|-----------------------------|-----------------|
| All Students | 94.07% |
| Am Indian/Alaskan Native | NC |
| Asian or Pacific Islander | 96.75% |
| Black, Non-Hispanic | 93.35% |
| Hispanic | 92.92% |
| Multiracial | 91.34% |
| White, Non-Hispanic | 94.63% |
| Students with Disabilities | 92.67% |
| Economic Disadvantage | 94.07% |
| Limited English Proficiency | 96.63% |
| Migrant | NC |
| Male | 93.89% |
| Female | 94.25% |

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

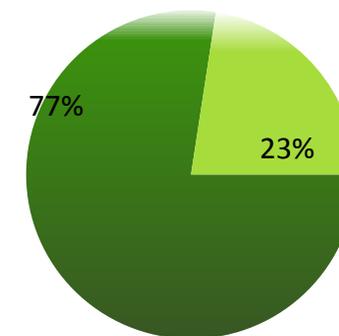
Chronic Absenteeism Rate: 15.4%

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 | 96.8 |
| Percentage of teachers with at least a Master's Degree | 68.6 | 63.3 |
| Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers | 0 | 2.3 |
| 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 |

Teacher Evaluations



■ Accomplished ■ Skilled
■ Developing ■ Ineffective