

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**  
**A**



### 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
<b>Performance Index</b> 93.0%.....A	Advanced Plus	11.8	X	1.3	=	15.3
	Advanced	42.4	X	1.2	=	50.9
	Accelerated	28.3	X	1.1	=	31.1
	Proficient	13.2	X	1.0	=	13.2
	Basic	3.3	X	0.6	=	2.0
<b>Indicators Met</b> 94.7%.....A	Limited	1.8	X	0.3	=	0.5
	Untested	0.0	x	0.0	=	0.0
					=	111.6



### 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.*

**COMPONENT GRADE**  
**B**

	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)
<b>Reading</b>	84	82	-2	54.7%	79.1%
<b>Math</b>	82	82	0	63.9%	81.6%



### 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**

	Group	Reading	Math
<b>Annual Measurable Objectives</b> 100%.....A	All students	110.78 (85.8)	113.72 (86.2)
	Black, Non-Hispanic	101.24 (65.4)	105.61 (63.5)
	Hispanic	106.40 (73.4)	107.92 (73.8)
	Multiracial	113.64 (79.5)	112.42 (78.9)
	White, Non-Hispanic	114.74 (87.1)	117.76 (88.3)
	Students with Disabilities	104.07 (59.6)	107.04 (60.5)
	English Learners	NR (67.5)	NR (71.8)
	English Learner Progress	NR (54%)	

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



### Improving At Risk K-3 Readers

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**  
**C**

<b>K-3 Literacy Improvement</b> 55.6%.....C	Not On-Track at Point A		Improving to On-Track at Point B		
	3 <sup>rd</sup> Grade Reading Diagnostic, School Year 2017-2018	<20	to	3 <sup>rd</sup> Grade Reading OST, School Year 2018-2019	<10
<i>**100% of 3<sup>rd</sup> Graders met the requirements of the Third Grade Reading Guarantee.</i>	Deduction for 3 <sup>rd</sup> 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	467	
Am Indian/Alaskan Native	NC	
Asian or Pacific Islander	14	2.9%
Black, Non-Hispanic	124	26.6%
Hispanic	25	5.4%
Multiracial	33	7.1%
White, Non-Hispanic	271	58.0%
Students with Disabilities	28	6.0%
Economic Disadvantage	467	100%
Limited English Proficiency	13	2.8%
Migrant	NC	

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

### Attendance

	Attendance Rate
All Students	94.80%
Am Indian/Alaskan Native	NC
Asian or Pacific Islander	96.63%
Black, Non-Hispanic	95.00%
Hispanic	95.02%
Multiracial	92.99%
White, Non-Hispanic	94.82%
Students with Disabilities	NR
Economic Disadvantage	94.80%
Limited English Proficiency	NR
Migrant	NC
Male	94.75%
Female	94.86%

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

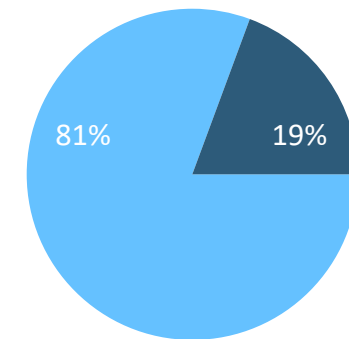
**Chronic Absenteeism Rate: 6.6%**

**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