

2012-2013 Report Card for Columbus Collegiate Academy

SCHOOL GRADE

Coming in
2015



Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

Performance Index

77.8% C

Indicators Met

57.1% D

COMPONENT GRADE

Coming in
2015



Progress

This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

Value Added

Overall..... A

Gifted..... NR

Students with Disabilities..... C

Lowest 20% in Achievement..... A

COMPONENT GRADE

Coming in
2015



Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

Annual Measurable Objectives

25.0% F

COMPONENT GRADE

Coming in
2015



Graduation Rate

This grade answers the question – How many ninth graders graduate in four years or five years?

Graduation Rates

This school is not evaluated for graduation rate because there are not enough students in the graduating class.

COMPONENT GRADE

Coming in
2015



K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade? The 2014 report card will report some results. The 2015 report card will display one grade for kindergarten through grade 3.

COMPONENT GRADE

Coming in
2015



Prepared for Success

This grade answers the question – Are students who graduate from our district ready for college or a career? There are six ways to show that graduates are prepared. In the 2014 school year, the report card will show results for the six areas. The 2015 report card will display one grade combining the results of all six ways of showing graduates are prepared.

COMPONENT GRADE

Coming in
2015

Achievement



This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in
2015

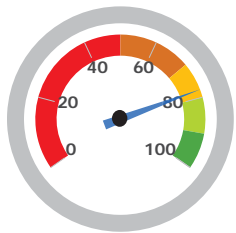
GRADE

C

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving performance.

Performance Index

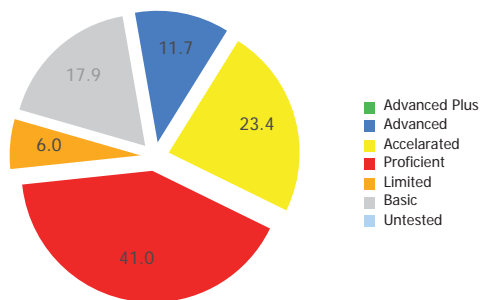


77.8%

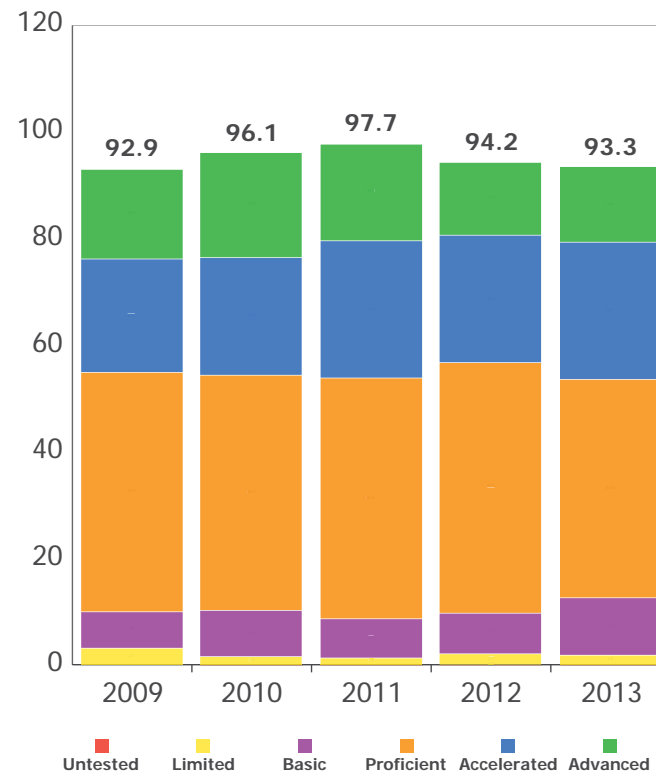
93.3 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	11.7	x	1.2	=	14.0
Accelerated	23.4	x	1.1	=	25.7
Proficient	41.0	x	1.0	=	41.0
Basic	17.9	x	0.6	=	10.8
Limited	6.0	x	0.3	=	1.8
Untested	0.0	x	0.0	=	0.0
					93.3



Performance Index Trend



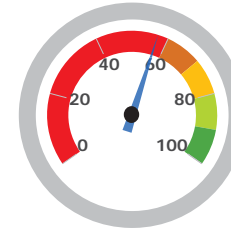
GRADE
D
Indicators Met

Indicators Met measures how many students have passed the state tests at a minimum level, called proficient, or higher. Test results are reported for each student in a grade and subject. At least 75 percent of students must pass to get credit for the indicator. Starting in the 2013-14 school year, a district or school needs to have 80 percent of their students pass at a minimum level or higher in order to "meet" an indicator.

Indicators Met %
57.1%

4.0 out of 7.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%


Grades 3-5

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

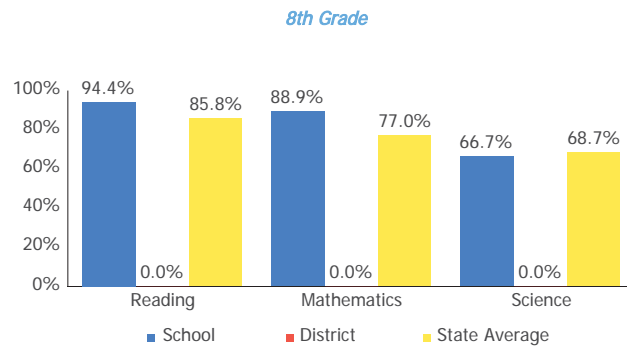
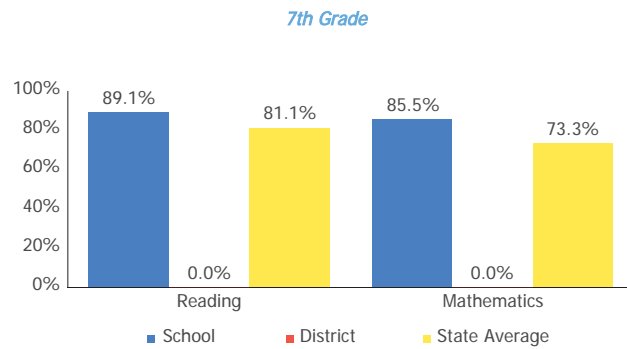
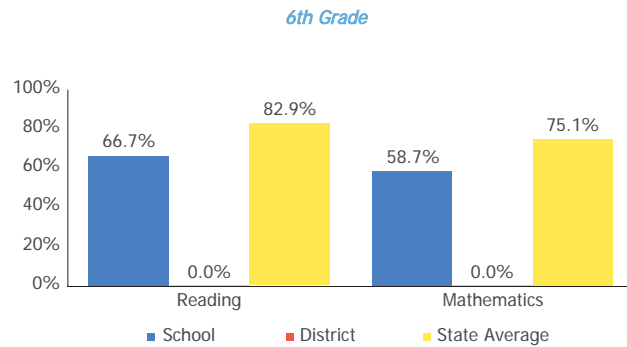
Grades 6-8

6th Grade	Mathematics	58.7%	✗
	Reading	66.7%	✗
7th Grade	Mathematics	85.5%	✓
	Reading	89.1%	✓
8th Grade	Mathematics	88.9%	✓
	Reading	94.4%	✓
	Science	66.7%	✗

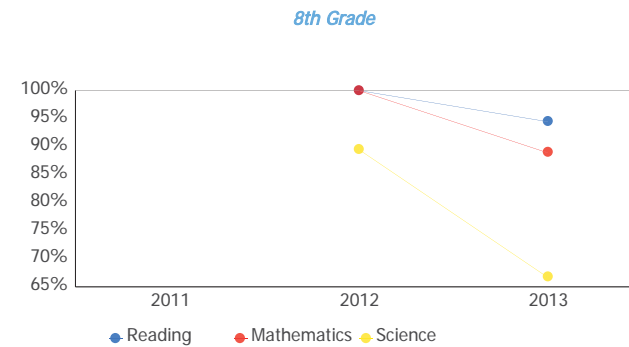
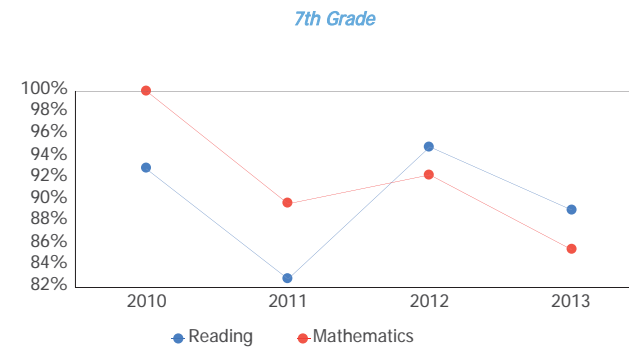
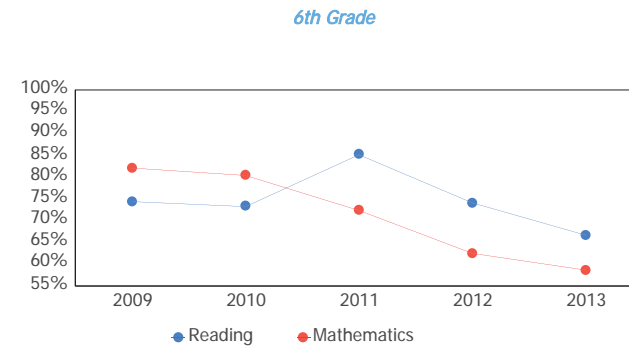
Ohio Graduation Test

This school does not have enough Ohio Graduation Test results to display this table.

Proficiency Percent Comparison by Grade



Proficient Percent Trend by Grade



Progress



This is your school's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE

Coming in
2015

GRADE

A

Overall

This measures the progress for all students in math and reading, grades 4-8.

GRADE

NR

Gifted Students

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

GRADE

A

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

GRADE

C

Students with Disabilities

This measures the progress for students with disabilities.

GRADE

Coming
in 2016

High School

A High School measure of progress will be implemented in the 2015-16 school year.

Progress Details

This table shows the Progress scores by test grade and subject.

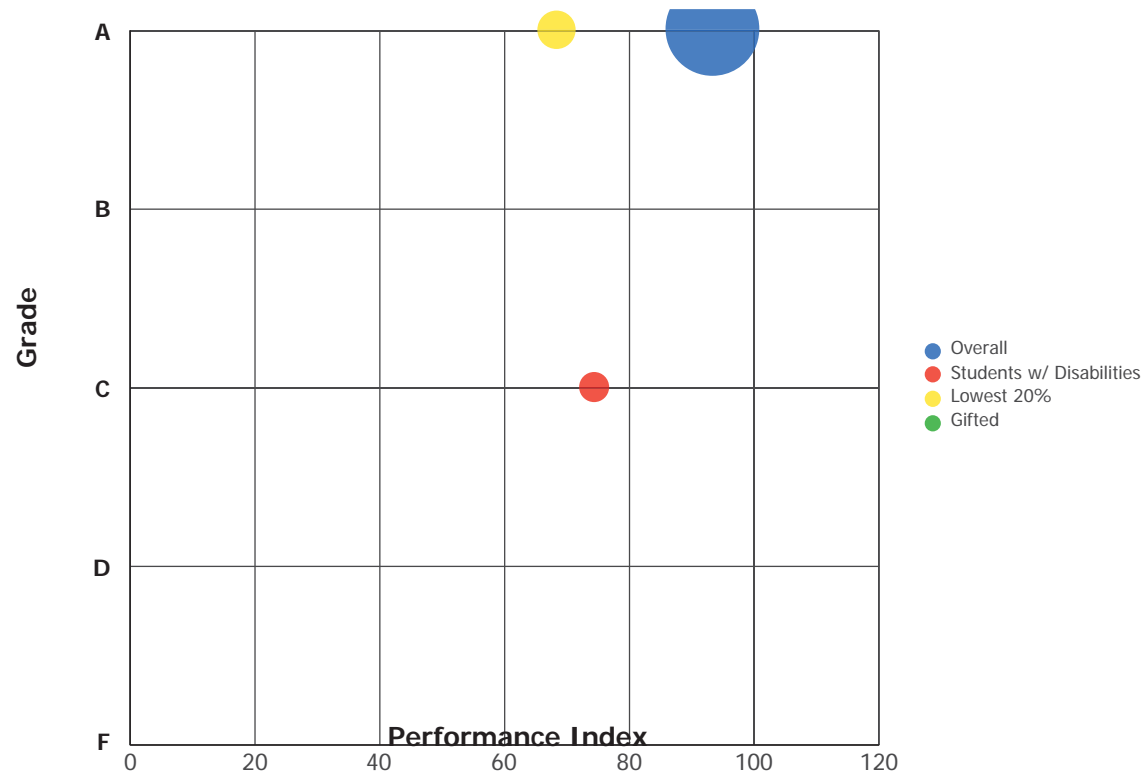
Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	4.5	3.3	5.2
6th Grade	5.6	7.5	8.4
7th Grade	2.0	2.4	3.0
8th Grade	0.8	-2.0	-0.7

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.0 and up
B = 1.0 to 1.9
C = -1.0 to 0.9
D = -2.0 to -1.1
F = below -2.0

Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's performance index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



Gap Closing



This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

COMPONENT GRADE

Coming in
2015

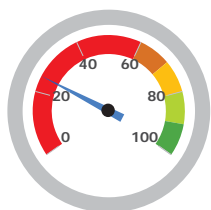
GRADE

F

Annual Measurable Objectives

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

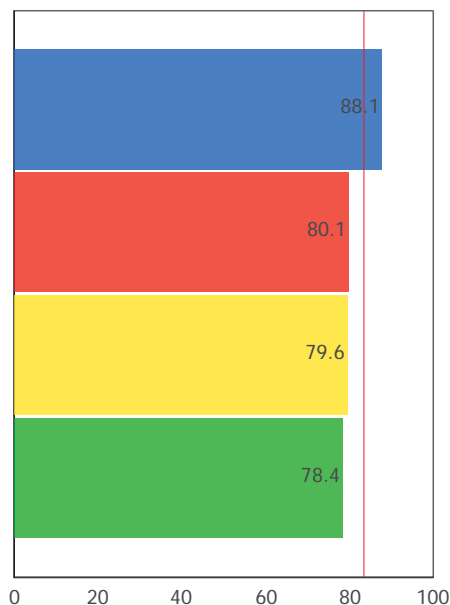
AMO Points



25.0%

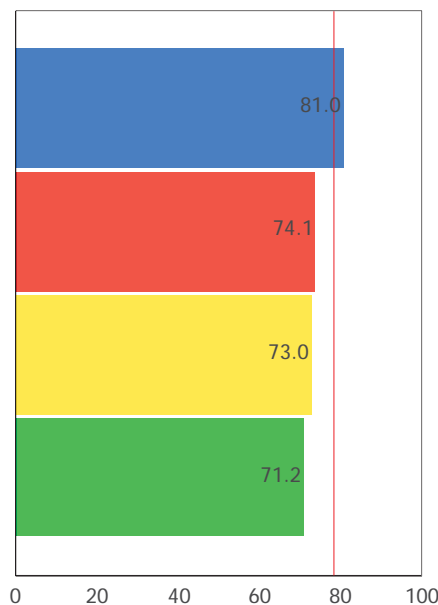
A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 60.0 - 69.9%
F = 0.0 - 59.9%

Reading



■ Hispanic ■ All Students
■ Econ Disadvantage ■ African American

Math



■ Hispanic ■ All Students
■ Econ Disadvantage ■ African American

Graduation Rate

This school has no no Annual Measurable Objectives for Graduation Rate because there were not enough students to evaluate.

The red line on each graph identifies the Annual Measurable Objective. The 2013 AMO for Reading is 83.4%, for Math is 78.5%, and for Graduation Rate is 75.9%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in
2015

*This school has not been assigned
a grade for Graduation Rate
because there were not enough
students to evaluate.*

The Graduation Rate graph that would appear in this space cannot be displayed because there were not enough students to evaluate.

2012-2013 Report Card for Columbus Collegiate Academy



Principal: Ben R. Pacht

Phone: (614) 299-5284

Address: 1469 E Main St
Columbus OH 43205-2152

Directory information current as of the 2012-2013 Report Card publication date

Your School's Students

**Average
Daily
Enrollment:**

184

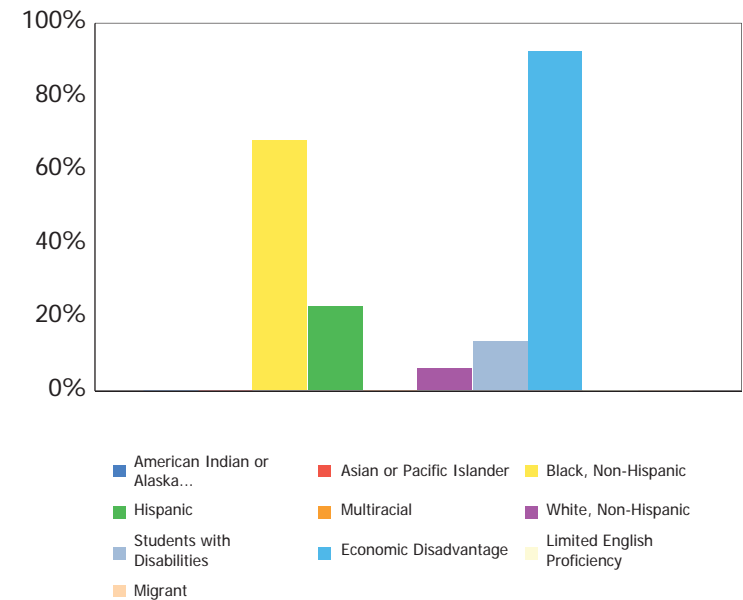
**Number of
Limited
English
Proficiency
Students
Excluded from
Accountability
Calculations:**

--

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	126	68.4%
Hispanic	42	22.8%
Multiracial	NC	
White, Non-Hispanic	11	6.1%
Students with Disabilities	25	13.4%
Economically Disadvantaged	169	92.3%
Limited English Proficiency	NC	
Migrant	NC	

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



Mobility Rates by Subgroup

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

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

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

Your School's Teachers

Your School's Poverty Status: High	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	--
Percentage of teachers with at least a Master's Degree	10.0	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	10.3	--
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	17.2	--

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

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

Wellness and Physical Education

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

Less than 10 students to evaluate

Financial Data



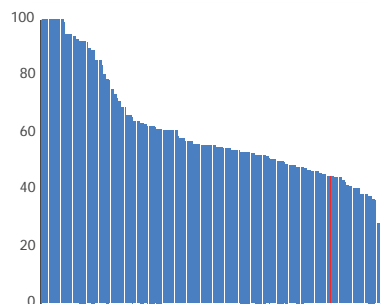
These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Enrollment between 150 and 499

Classroom Spending Data

Percentage Spent on
Classroom Instruction
45.3%

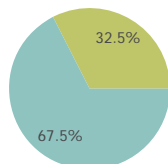
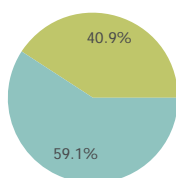
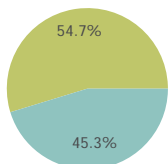
Rank in comparison group
for highest % spent
128 out of 162



School

Comparison Group

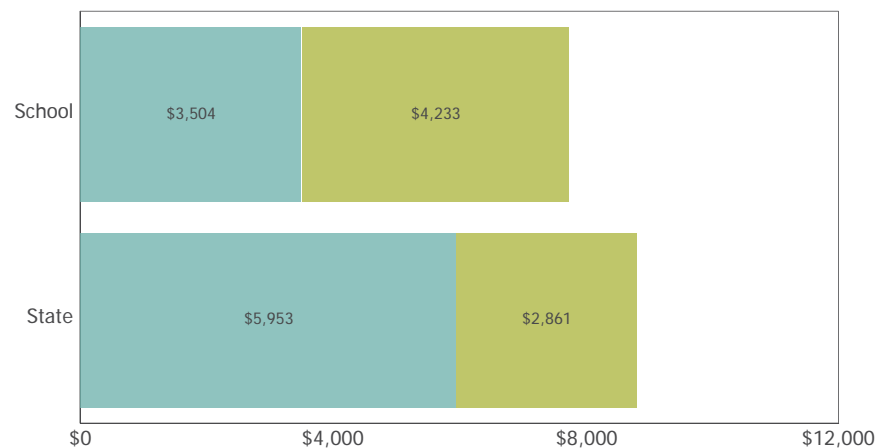
State



Classroom Instruction Non-Classroom Instruction

Spending per Pupil Data

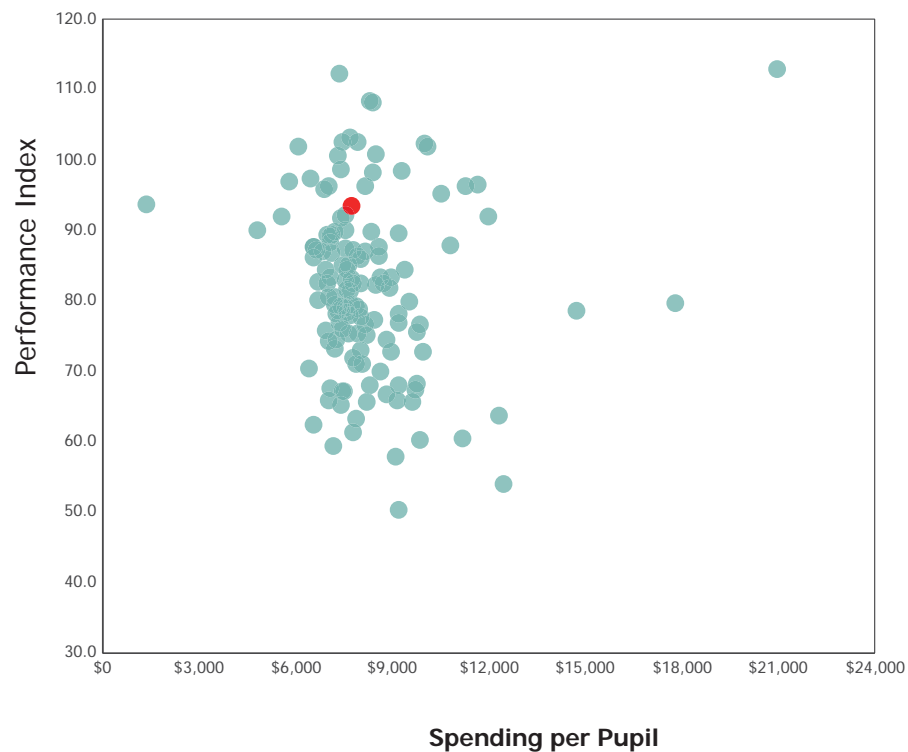
	School	State
Operating Spending per Pupil	\$7,737	\$8,814
Classroom Instruction	\$3,504	\$5,953
Non-Classroom Spending	\$4,233	\$2,861



Spending and Performance

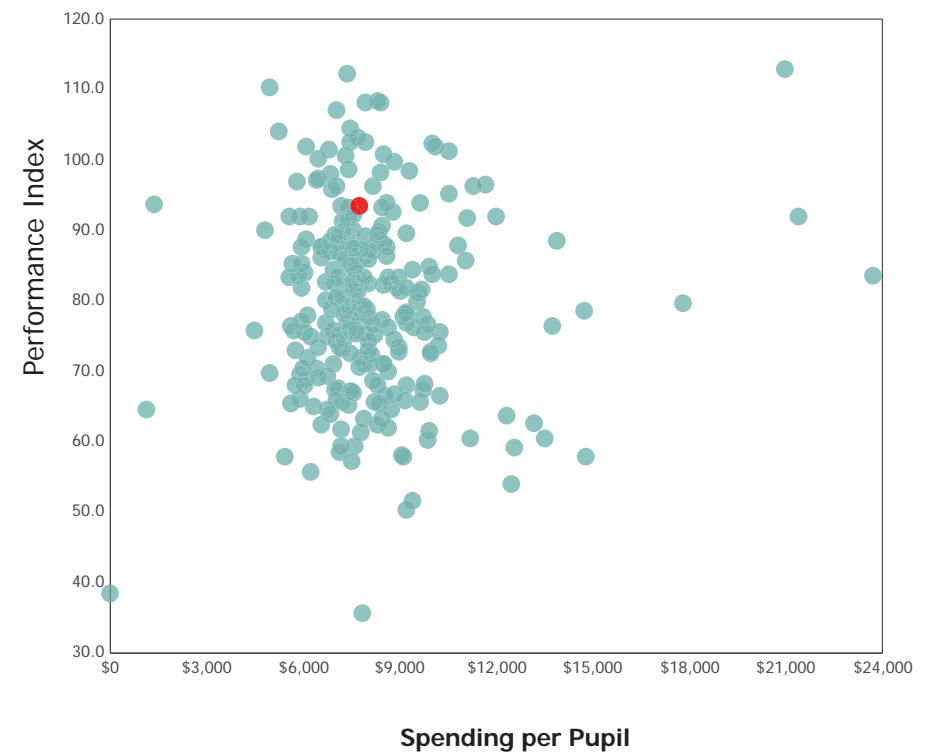
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Comparison Group



✓ Columbus Collegiate Academy IS among the 20% of traditional community schools organizations with the highest academic performance index scores.

All Community & STEM Schools

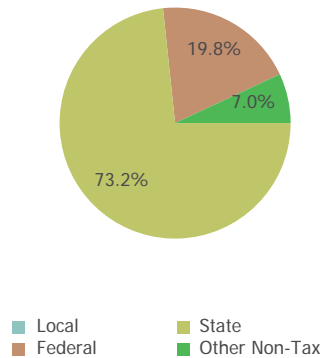


✗ Columbus Collegiate Academy IS NOT among the 20% of traditional community schools with the lowest operating expenditures per pupil.

Source of Revenue

Source of Funds	School		State Total	
Local	\$0	0.0%	\$7,953,216,862	40.1%
State	\$1,212,610	73.2%	\$8,725,275,316	44.0%
Federal	\$327,958	19.8%	\$1,701,436,355	8.6%
Other Non-Tax	\$116,315	7.0%	\$1,442,122,710	7.3%
Total	\$1,656,883	100.0%	\$19,822,051,242	100.0%

School



State

