

2015 - 2016 Report Card for Noble Academy-Columbus

SCHOOL GRADE

Coming in
2018



Achievement

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

COMPONENT GRADE

D

Performance Index

62.6%..... D

Indicators Met

6.3%..... F



Progress

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

COMPONENT GRADE

A

Value Added

Overall..... A

Gifted..... NR

Students with Disabilities..... NR

Lowest 20% in Achievement..... A



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

F

Annual Measurable Objectives

33.5%..... F



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

Not Rated

Graduation Rates

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



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

F

K-3 Literacy Improvement

3.8%..... F



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

Not Rated

Achievement



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

COMPONENT GRADE

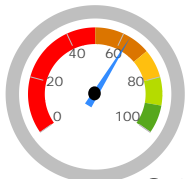
D

GRADE
D

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 the performance of all students, regardless of achievement level.

Performance Index

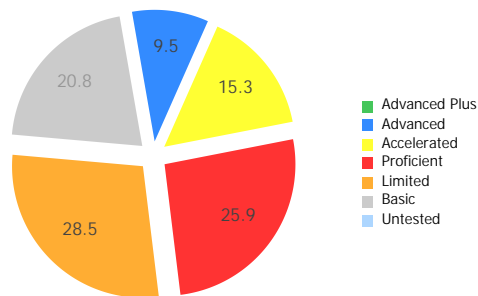


62.6%

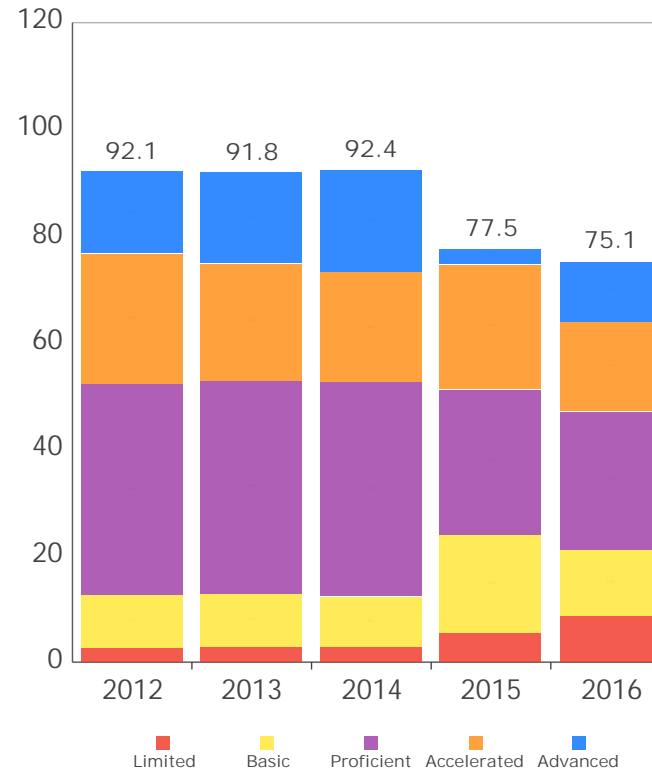
75.1 of a possible 120.0

- 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 | 9.5 | x 1.2 | = 11.4 |
| Accelerated | 15.3 | x 1.1 | = 16.8 |
| Proficient | 25.9 | x 1.0 | = 25.9 |
| Basic | 20.8 | x 0.6 | = 12.5 |
| Limited | 28.5 | x 0.3 | = 8.6 |
| Untested | 0.0 | x 0.0 | = 0.0 |
| | | | 75.1 |



Performance Index Trend



GRADE
F

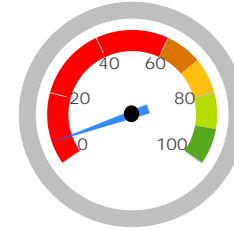
Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

Indicators Met %

6.3%
1 out of 16

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

| | | | |
|------------------|-----------------------|-------|---|
| 3rd Grade | English Language Arts | 51.6% | ✗ |
| | Mathematics | 67.7% | ✗ |
| 4th Grade | English Language Arts | 32.1% | ✗ |
| | Mathematics | 50.0% | ✗ |
| | Social Studies | 50.0% | ✗ |
| 5th Grade | English Language Arts | 48.0% | ✗ |
| | Mathematics | 37.5% | ✗ |
| | Science | 50.0% | ✗ |

Grades 6-8

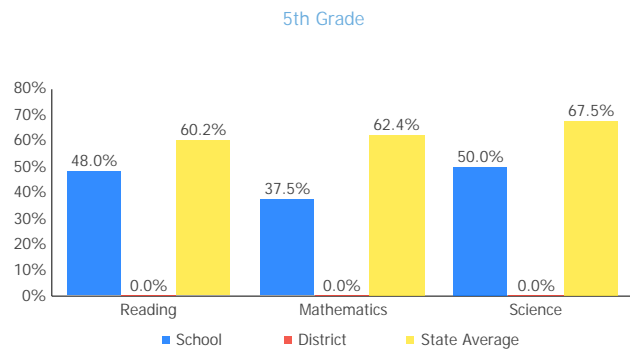
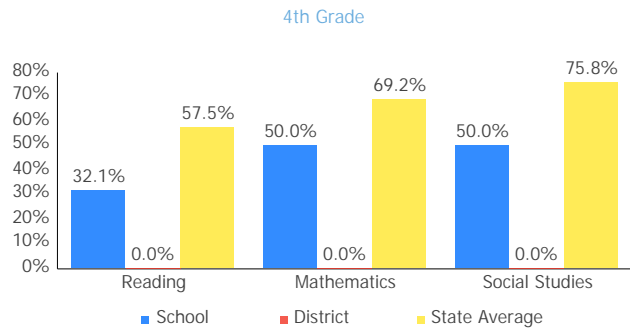
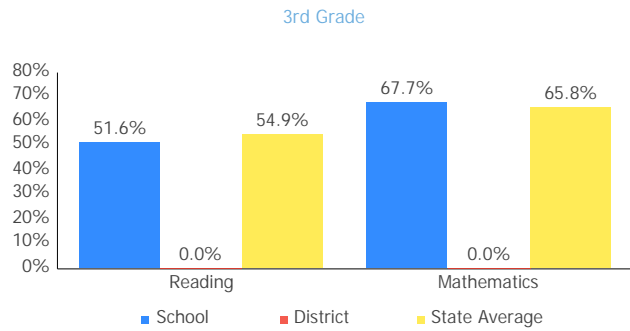
| | | | |
|------------------|-----------------------|-------|---|
| 6th Grade | English Language Arts | 42.1% | ✗ |
| | Mathematics | 52.6% | ✗ |
| 7th Grade | English Language Arts | 46.7% | ✗ |
| | Mathematics | 56.7% | ✗ |
| 8th Grade | English Language Arts | 40.0% | ✗ |
| | Mathematics | 78.6% | ✓ |
| | Science | 65.0% | ✗ |

High School

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

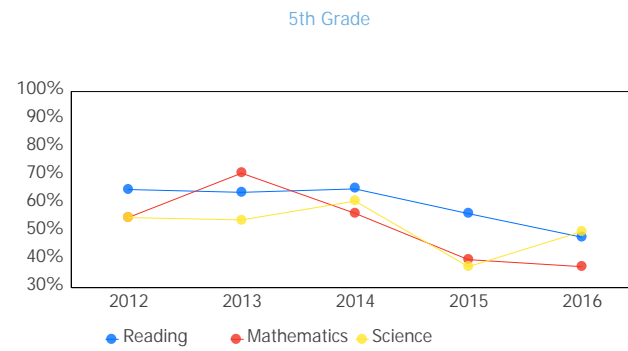
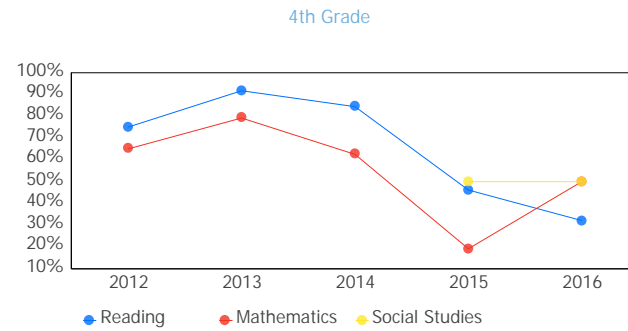
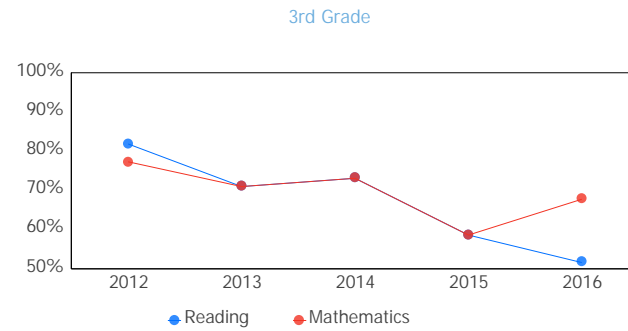
GIFTED INDICATOR NC

Achievement Levels by Grade

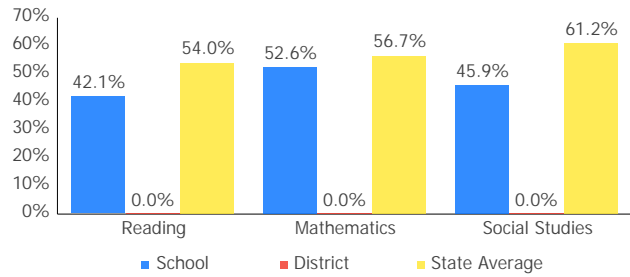


6th Grade

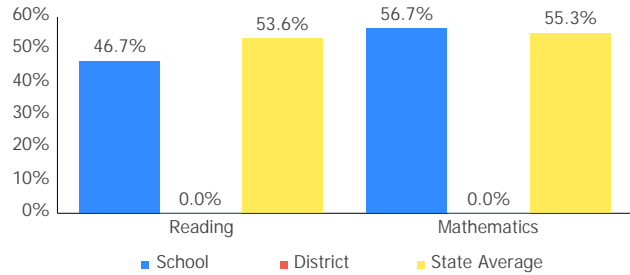
Proficient Percent Trend by Grade



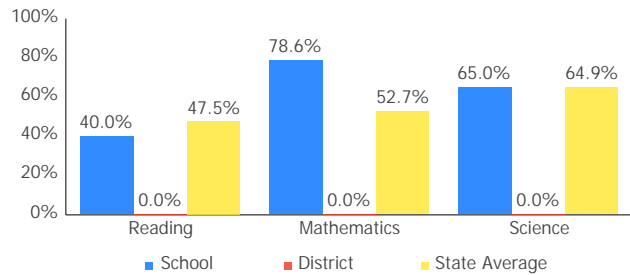
6th Grade



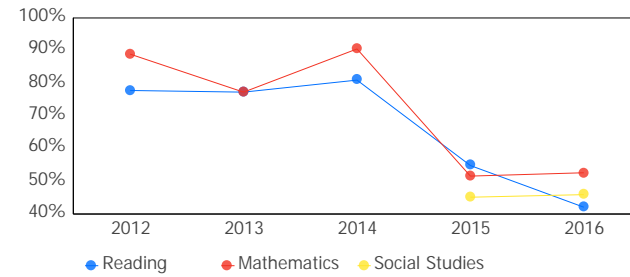
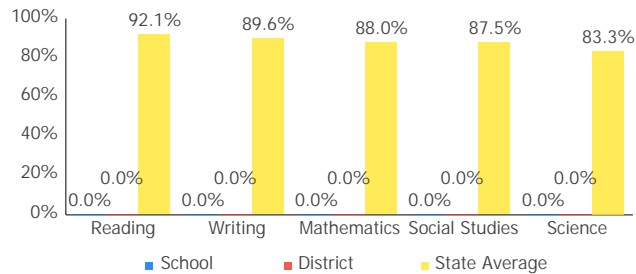
7th Grade



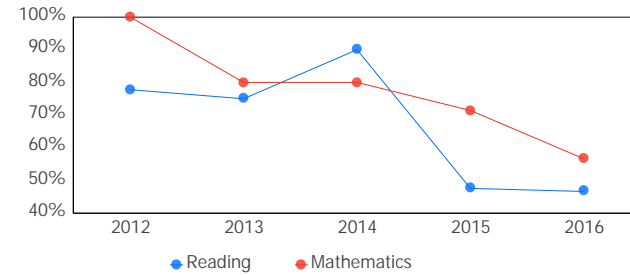
8th Grade



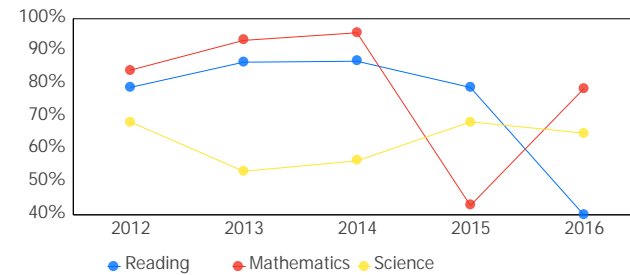
11th Grade Cumulative OGT



7th Grade



8th Grade



11th Grade Cumulative OGT

No data returned for this view. This might be because the applied filter excludes all data.

Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

NC

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade: NR
Value Added Met?: NC

Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.

Gifted Performance Index

Performance Index: 0.000
Performance Index Met?: NC

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points: 0.0
Gifted Inputs Met?: Not Met

Points are earned based on identification and services provided to gifted students. Schools must earn 60 or more points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

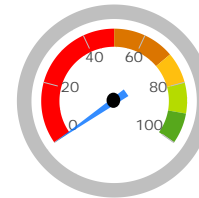
INDICATOR

NC

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.



0.0%

0.000 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 | 0.0 | x | 1.2 | = | 0.0 |
| Accelerated | 0.0 | x | 1.1 | = | 0.0 |
| Proficient | 0.0 | x | 1.0 | = | 0.0 |
| Basic | 0.0 | x | 0.6 | = | 0.0 |
| Limited | 0.0 | x | 0.3 | = | 0.0 |
| Untested | 0.0 | x | 0.0 | = | 0.0 |
| | | | | | 0.000 |

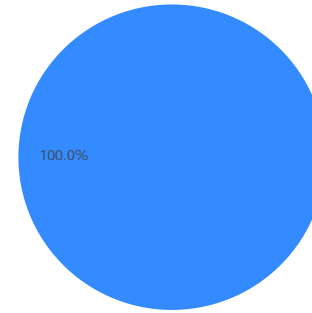
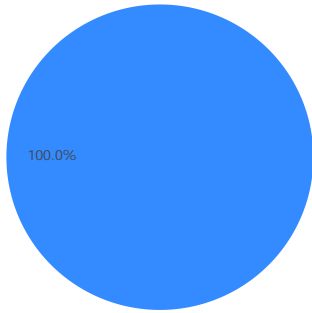
- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Gifted Indicator

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.

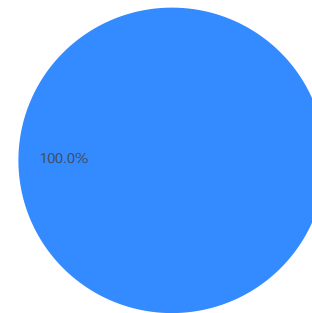
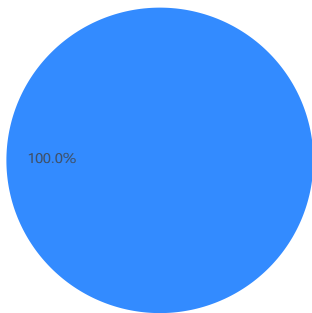
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities


Visual/Performing Arts and Creative Thinking





Disadvantaged Students

Minority Students



 Receiving Gifted Services

 Identified as Gifted, but not receiving services

 Not Identified as Gifted

Progress



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

COMPONENT GRADE

A

GRADE

A

Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE

NR

Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies 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, math, science or social studies achievement.

GRADE

NR

Students with Disabilities

This measures the progress for students with disabilities.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

| Test Grade | Progress Score | | | | |
|------------|-----------------------|-------------|----------------|---------|-----------|
| | English Language Arts | Mathematics | Social Studies | Science | All Tests |
| All Grades | 2.58 | 1.09 | 2.42 | 0.72 | 3.01 |
| 4th Grade | 0.32 | -3.82 | | | -2.07 |
| 5th Grade | 0.45 | 0.19 | | 0.54 | 0.62 |
| 6th Grade | 1.33 | 4.23 | 2.42 | | 4.15 |
| 7th Grade | 2.84 | 1.12 | | | 2.69 |
| 8th Grade | 0.88 | 0.99 | | 0.49 | 1.32 |

High School English Language Arts Value Added data is not available for this school

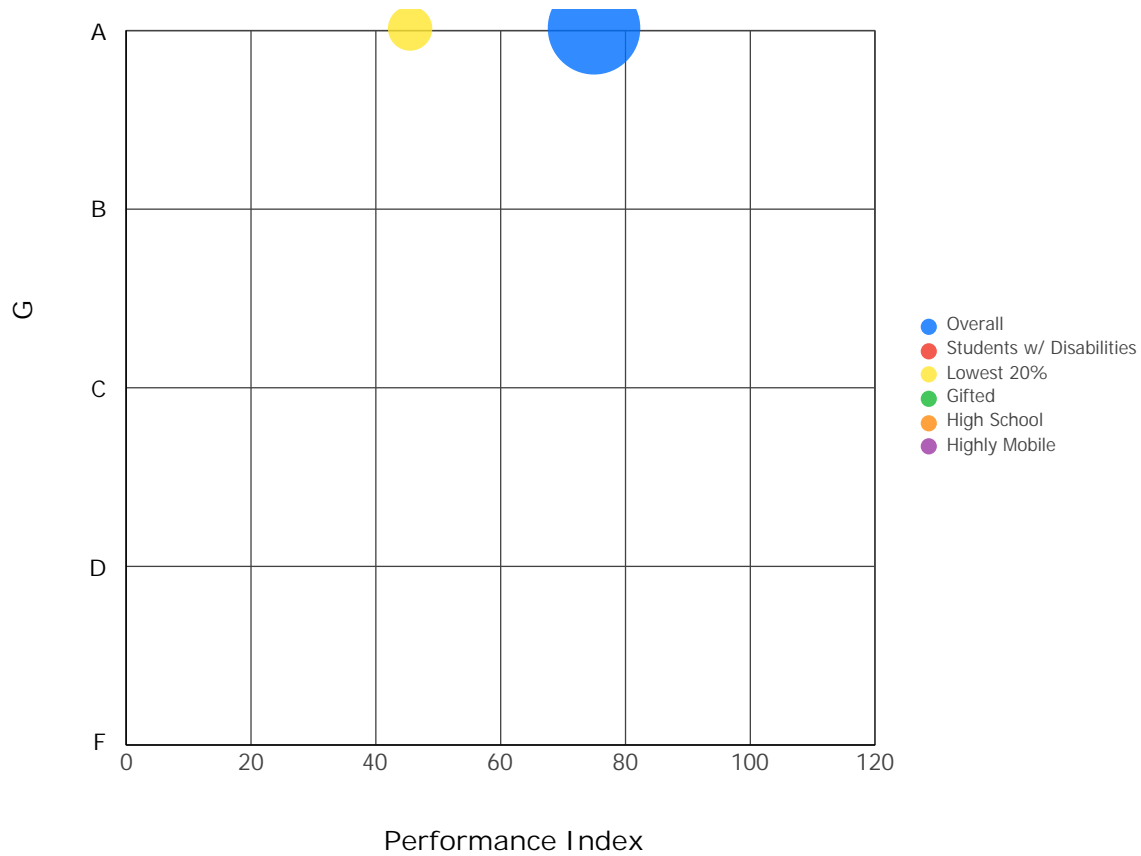
High School Math Value Added data is not available for this school

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 = 2.00 and up
 B = 1.00 to 1.99
 C = -1.00 to 0.99
 D = -2.00 to -1.01
 F = below -2.00

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



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

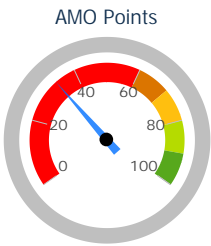
F

GRADE

F

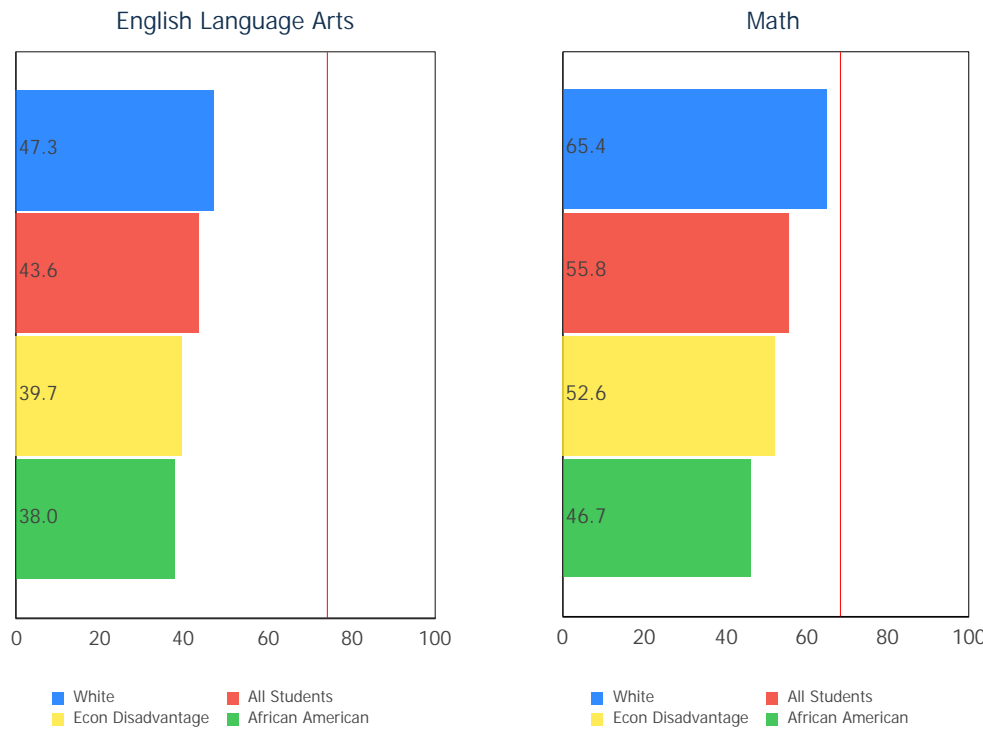
Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups 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.



33.5%

- 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%



Graduation Rate

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 74.2%, for Math is 68.5%, and for Graduation Rate is 82.8%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE
Not Rated

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.

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.

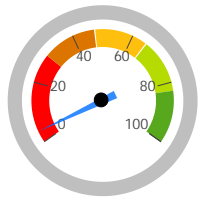
COMPONENT GRADE

F

GRADE

F

K-3 Literacy Improvement



3.8%

1 out of 26

A = 81.4 - 100.0%
 B = 62.6 - 81.3%
 C = 43.8 - 62.5%
 D = 25.0 - 43.7%
 F = 0.0 - 24.9%

In Your School...

< 10 kindergarten students were not on-track last year.

NC of those students improved to on-track in 1st grade.

< 10 first grade students were not on-track last year.

NC of those students improved to on-track in 2nd grade.

< 10 second grade students were not on-track last year.

NC of those students improved to on-track in 3rd grade.

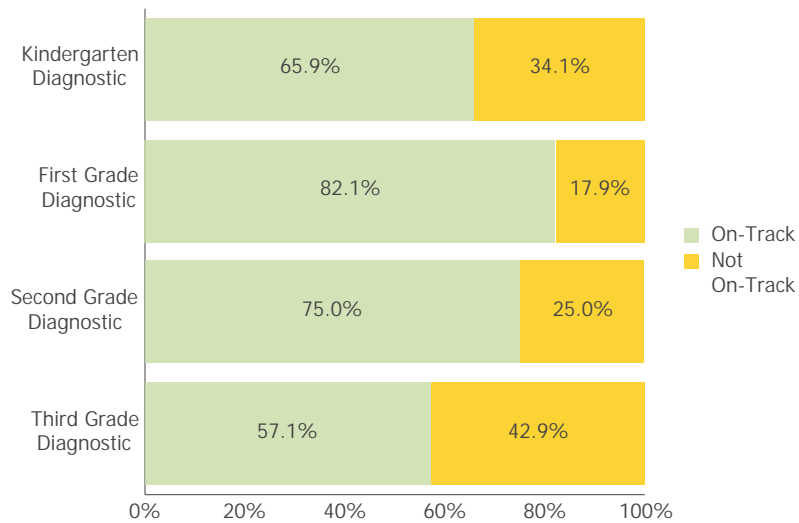
< 10 third grade students were not on-track this year.

NC of those students reached proficiency on the 3rd grade OAA.

Details of Measure

| Not On-Track at Point A | | Improving to On-Track at Point B | |
|--|------|----------------------------------|--|
| Kindergarten Reading Diagnostic, School Year 2014 - 2015 | < 10 | to | 1st Grade Reading Diagnostic, School Year 2015 - 2016 < 10 |
| 1st Grade Reading Diagnostic, School Year 2014 - 2015 | < 10 | to | 2nd Grade Reading Diagnostic, School Year 2015 - 2016 < 10 |
| 2nd Grade Reading Diagnostic, School Year 2014 - 2015 | < 10 | to | 3rd Grade Reading Diagnostic, School Year 2015 - 2016 < 10 |
| 3rd Grade Reading Diagnostic, School Year 2015 - 2016 | < 10 | to | 3rd Grade Reading OST, School Year 2015 - 2016 < 10 |
| Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan | | | < 10 |
| Totals | | 26 | 1 |

Percentage On-Track in Reading Diagnostic



This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2015-2016.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **84.0%**

How many third graders scored proficient on the state Reading test? **51.6%**

Prepared for Success



Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

Not Rated

COMPONENT GRADE

Not Rated

This data cannot be shown because there are not enough students in the graduating class of 2015 to evaluate.

How Prepared were Your 2014 and 2015 Graduating Classes?

ACT: Participation

ACT: Remediation Free

SAT: Participation

SAT: Remediation Free

Honors Diploma

Industry-Recognized
Credential

Advanced Placement:
Participation

AP: Exam Score of 3 or
Better

Dual Enrollment Credit

International
Baccalaureate

IB: Exam Score of 4 or
Better

This data cannot be shown because there are not enough students in the graduating class of 2015 to evaluate.

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides [district reports](#) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2013 Graduating Class Entered College within Two Years?

NC

This graph is not displayed because the result is Not Calculated.

What Percentage of the 2009 Graduating Class Graduated from College within Six Years of Leaving High School?

NC

This graph is not displayed because the result is Not Calculated.

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.



Principal: Abdulkadir Parlar
 Address: 1329 Bethel Rd
 Columbus OH 43220-2611

Phone: (614) 326-0687
 Career Technical
 Planning District: Columbus City CTPD

Directory information current as of the 2015-2016 Report Card publication date.

Your School's Students

Average Daily Enrollment:

316

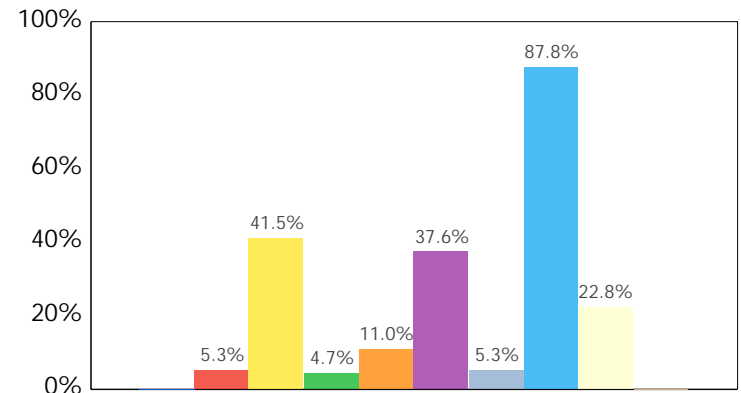
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

Enrollment by Subgroup

| | Enrollment # | Enrollment % |
|-----------------------------|--------------|--------------|
| Am. Indian / Alaskan Native | NC | |
| Asian or Pacific Islander | 17 | 5.3% |
| Black, Non-Hispanic | 131 | 41.5% |
| Hispanic | 15 | 4.7% |
| Multiracial | 35 | 11.0% |
| White, Non-Hispanic | 119 | 37.6% |
| Students with Disabilities | 17 | 5.3% |
| Economically Disadvantaged | 278 | 87.8% |
| Limited English Proficiency | 72 | 22.8% |
| Migrant | NC | |

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



- American Indian or Alaska...
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- Limited English Proficiency
- Migrant

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at <http://education.ohio.gov>.

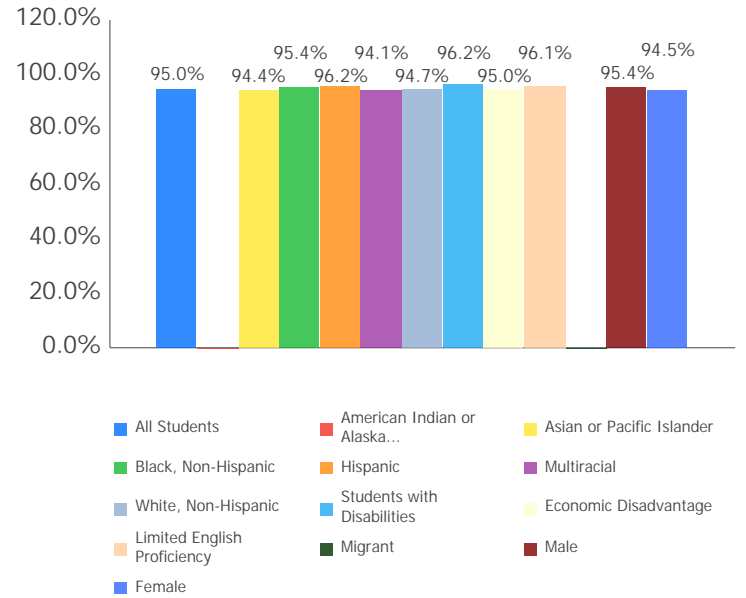
Attendance Rate

Chronic Absenteeism Rate:

14.3%

| | |
|-----------------------------|-------|
| All Students | 95.0% |
| Am. Indian / Alaskan Native | NC |
| Asian or Pacific Islander | 94.4% |
| Black, Non-Hispanic | 95.4% |
| Hispanic | 96.2% |
| Multiracial | 94.1% |
| White, Non-Hispanic | 94.7% |
| Students with Disabilities | 96.2% |
| Economic Disadvantage | 95.0% |
| Limited English Proficiency | 96.1% |
| Migrant | NC |
| Male | 95.4% |
| Female | 94.5% |

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



Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

| | Student Mobility % |
|-----------------------------|--------------------|
| All Students | 0.0% |
| Am. Indian / Alaskan Native | NC |
| Asian or Pacific Islander | 0.0% |
| Black, Non-Hispanic | 0.0% |
| Hispanic | 0.0% |
| Multiracial | 0.0% |
| White, Non-Hispanic | 0.0% |
| Students with Disabilities | 0.0% |
| Economically Disadvantaged | 0.0% |
| Limited English Proficiency | 0.0% |
| 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 | 37.9 | -- |
| Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers | 0 | -- |
| 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 | 0 | -- |
| Lead or Senior Teachers: | 0.0 | 0.0 |

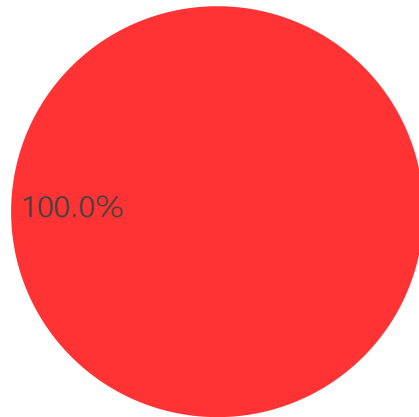
Number of Teachers by Program Area

| | # | State Avg per 1000 Students |
|---------------------------------|------|-----------------------------|
| General Education Teachers | 31.0 | 46.4 |
| Career-Technical Teachers | 0.0 | 2.3 |
| Special Education Teachers | 1.0 | 10.6 |
| Teacher Aides | 0.0 | 7.0 |
| Gifted Intervention Specialists | 0.0 | 0.6 |
| Fine Arts Teachers | 1.0 | 3.0 |
| Music Teachers | 0.0 | 2.5 |
| Physical Education Teachers | 1.0 | 2.9 |
| ELL Specialists | 0.0 | 0.3 |

A district's 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

Teacher Evaluations



- Accomplished
- Skilled
- Developing
- Ineffective
- Not Complete

Wellness and Physical Education

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

Moderate Success

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?

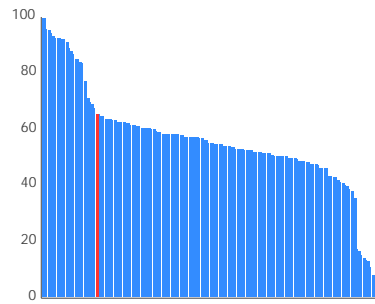
Comparison Group: Community Schools with Enrollment between 150 and 499

Classroom Spending Data

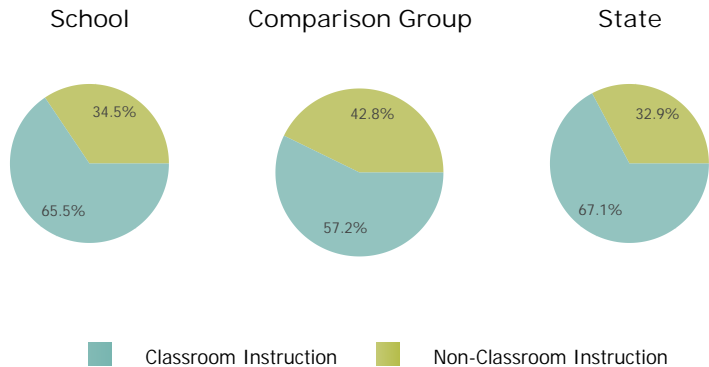
What percent of funds are spent on classroom instruction?
65.5%

How does this school rank in comparison to other schools of similar size?
35 out of 175

A rank of 1 indicates the highest percent spent on classroom instruction.



Rankings subject to change due to data appeals.



Spending per Pupil Data

| | School | State |
|------------------------------|---------|---------|
| Operating Spending per Pupil | \$7,088 | \$8,711 |
| Classroom Instruction | \$4,643 | \$5,845 |
| Non-Classroom Spending | \$2,445 | \$2,866 |



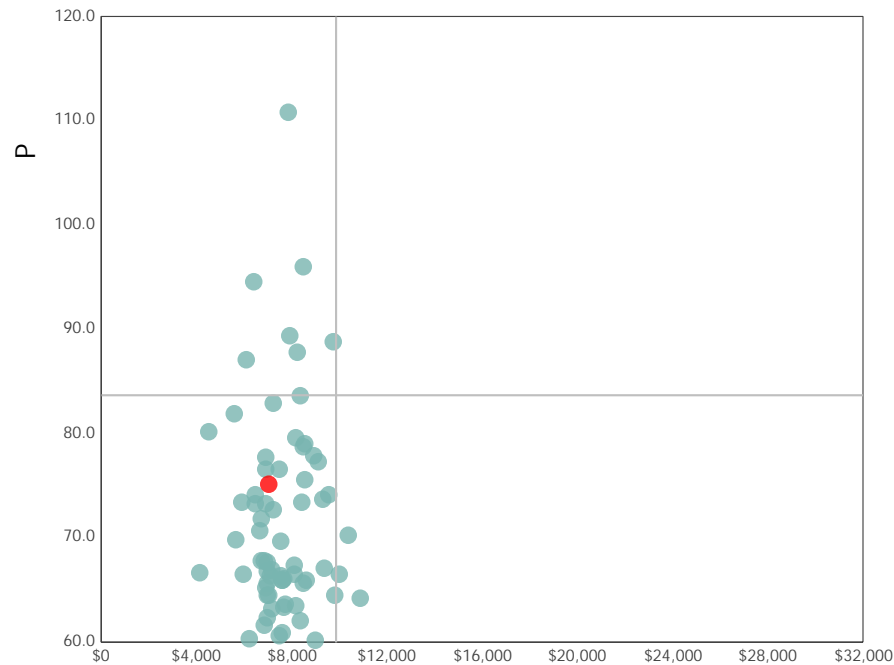
✘ Noble Academy-Columbus IS NOT among the 20% of traditional community schools with the lowest operating expenditures per pupil.

✔ Noble Academy-Columbus IS among the 20% of traditional community schools organizations with the highest academic performance index scores.

Spending and Performance

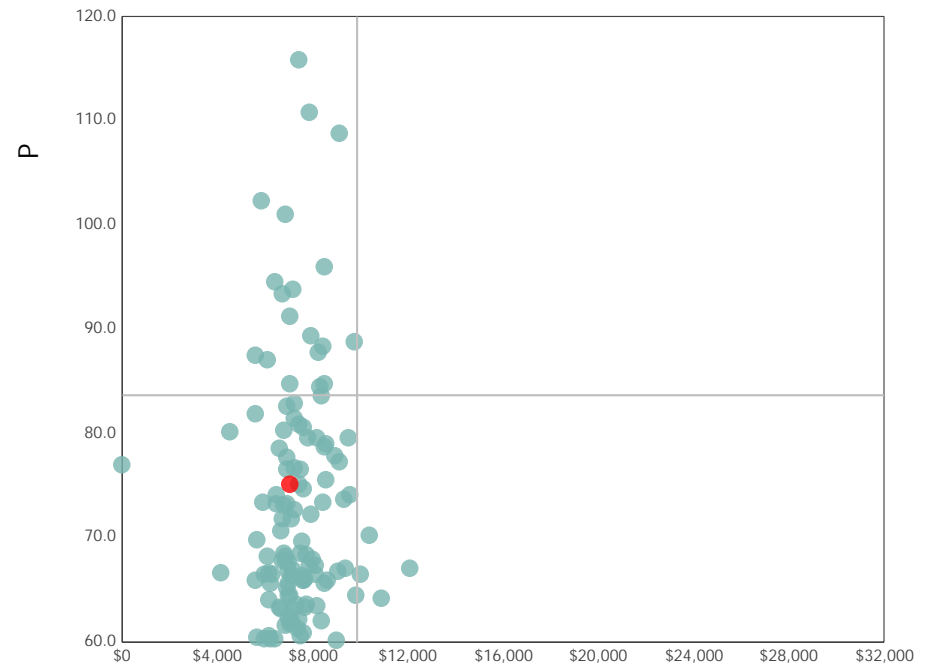
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Comparison Group



Spending per Pupil

All Community & STEM Schools



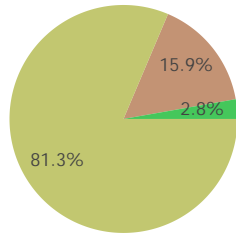
Spending per Pupil

The quadrant lines on these graphs represent the statewide average performance index score and the statewide average spending per pupil for all Community and STEM schools.

Source of Revenue

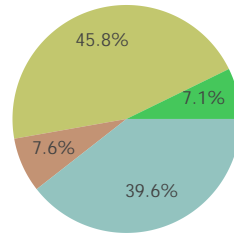
| Source of Funds | School | | State Total | |
|-----------------|-------------|--------|------------------|--------|
| Local | \$0 | 0.0% | \$8,636,050,030 | 39.6% |
| State | \$2,399,000 | 81.3% | \$9,988,118,791 | 45.8% |
| Federal | \$470,484 | 15.9% | \$1,656,488,620 | 7.6% |
| Other Non-Tax | \$83,099 | 2.8% | \$1,546,639,712 | 7.1% |
| Total | \$2,952,583 | 100.0% | \$21,827,297,153 | 100.0% |

School



Local State
Federal Other Non-Tax

State



Local Federal
State Other Non-Tax