

2013 - 2014 Report Card for Horizon Science Academy Dayton High School

SCHOOL GRADE

Coming in
2016



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	61.2%	D
Indicators Met	15.0%	F

COMPONENT GRADE

Coming in
2016



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		F
Overall		F
Gifted		NR
Students with Disabilities		D
Lowest 20% in Achievement		F

COMPONENT GRADE

Coming in
2016



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, ethnicity, or disability?

Annual Measurable Objectives	NC	F
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COMPONENT GRADE

Coming in
2016



Graduation Rate

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

Graduation Rates		F
46.0% of students graduated in 4 years		F
81.8% of students graduated in 5 years		D

COMPONENT GRADE

Coming in
2016



K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade?

K-3 Literacy
NC - Provisional Data
A number of districts have identified reporting errors with their submitted data which will affect the grades for all districts. This grade will be released as soon as it is determined to be accurate.

COMPONENT GRADE

Coming in
2016



Prepared for Success

This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in
2016

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
2016

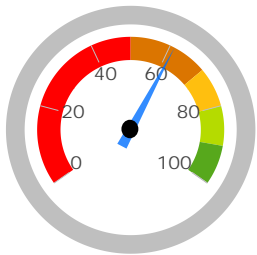
GRADE

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 performance.

Performance Index

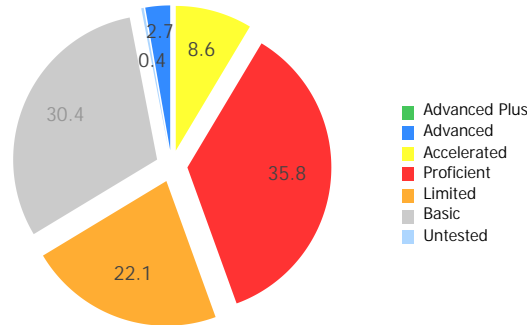


61.2%

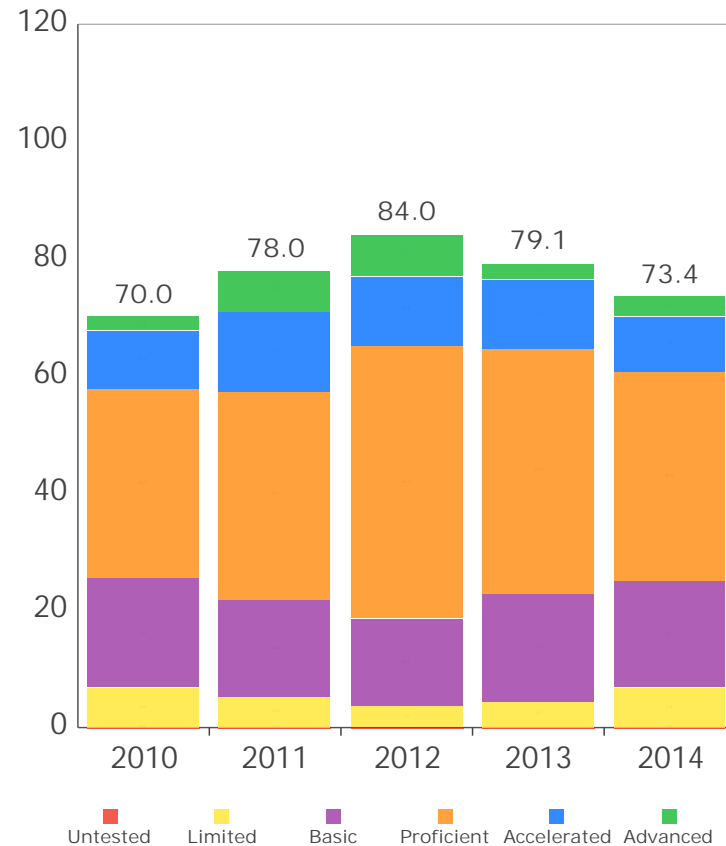
73.4 of a possible 120.0

- 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	2.7	x	1.2	=	3.2
Accelerated	8.6	x	1.1	=	9.5
Proficient	35.8	x	1.0	=	35.8
Basic	30.4	x	0.6	=	18.2
Limited	22.1	x	0.3	=	6.6
Untested	0.4	x	0.0	=	0.0
					73.4



Performance Index Trend



GRADE
F

Indicators Met

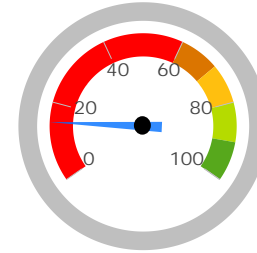
Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %

15.0%

3.0 out of 20.0

- 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

3rd Grade	Mathematics	NC	
	Reading	NC	
4th Grade	Mathematics	NC	
	Reading	NC	
5th Grade	Mathematics	25.0%	X
	Reading	30.0%	X
	Science	25.0%	X

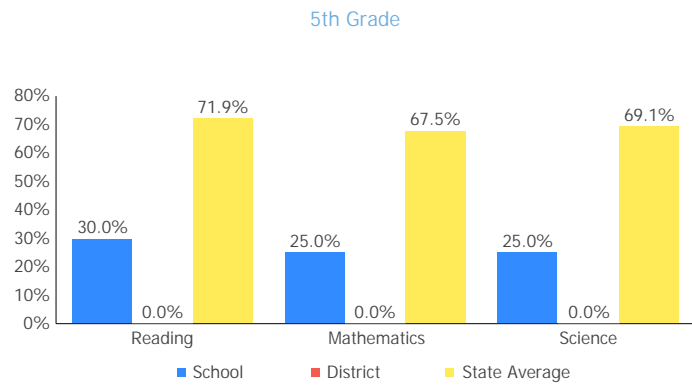
Grades 6-8

6th Grade	Mathematics	19.0%	X
	Reading	42.9%	X
7th Grade	Mathematics	15.8%	X
	Reading	44.7%	X
8th Grade	Mathematics	44.7%	X
	Reading	75.0%	X
	Science	13.2%	X

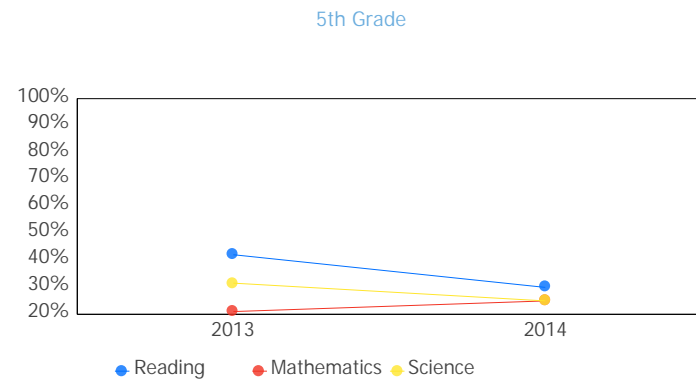
Ohio Graduation Test

OGT, 10th Graders	Mathematics	65.4%	X
	Reading	75.0%	X
	Science	36.5%	X
	Social Studies	50.0%	X
	Writing	76.9%	X
OGT, 11th Graders	Mathematics	86.8%	✓
	Reading	94.7%	✓
	Science	65.8%	X
	Social Studies	84.2%	X
	Writing	92.1%	✓

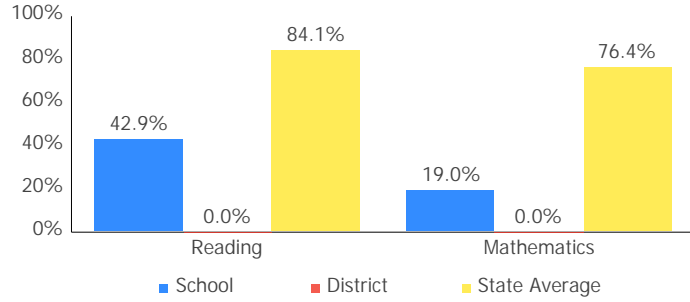
Achievement Levels by Grade



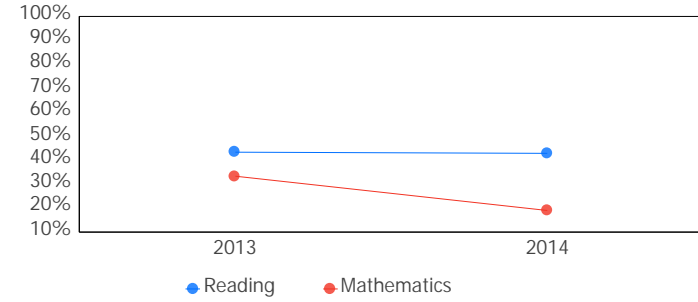
Proficient Percent Trend by Grade



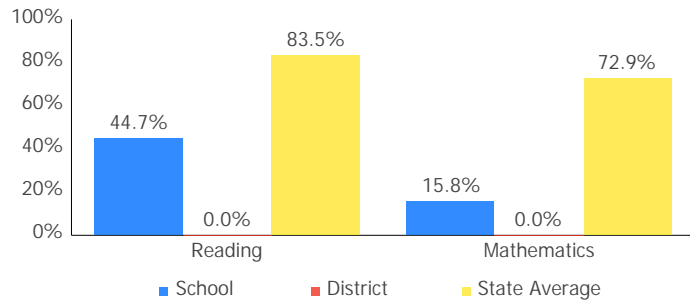
6th Grade



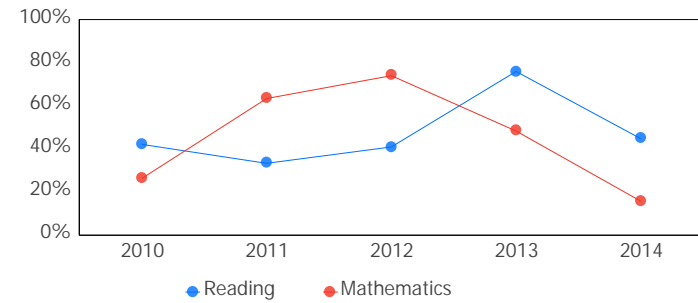
6th Grade



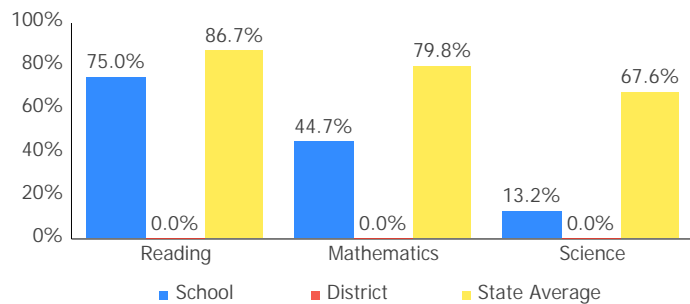
7th Grade



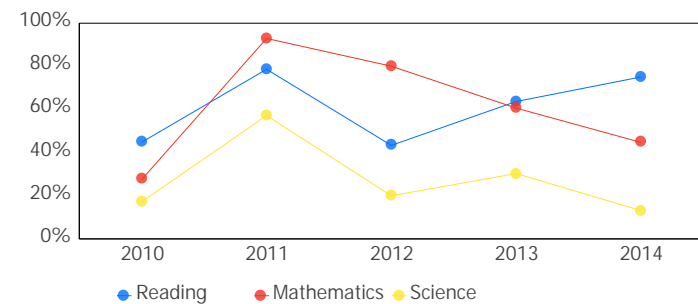
7th Grade



8th Grade



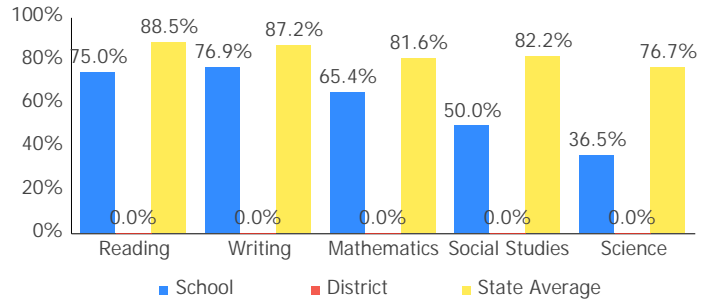
8th Grade



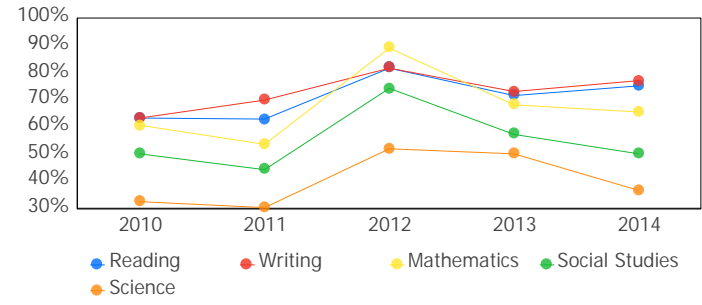
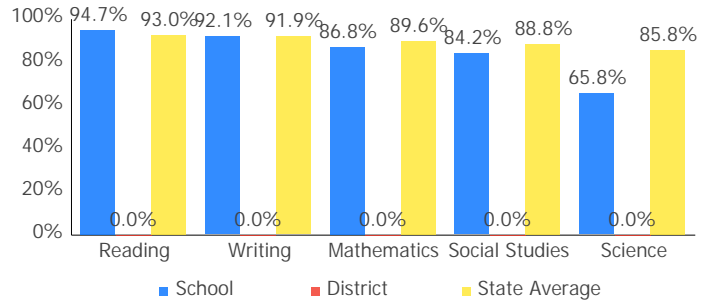
10th Grade OGT

10th Grade OGT

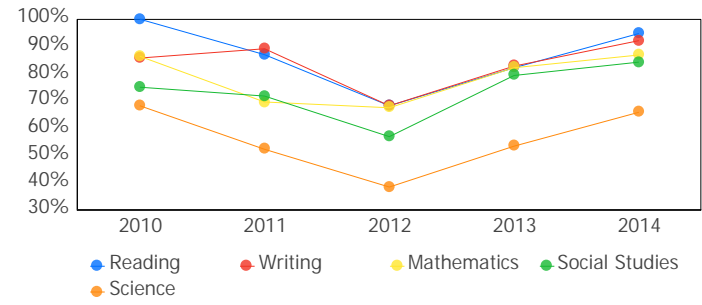
2013 - 2014 Report Card for Horizon Science Academy Dayton High School



11th Grade Cumulative OGT



11th Grade Cumulative OGT



Gifted Students



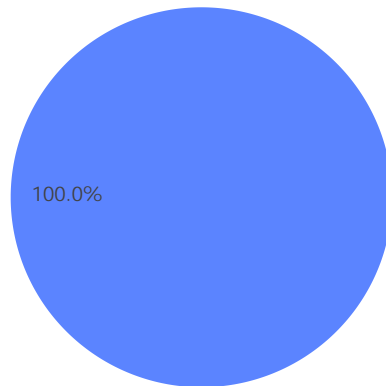
The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students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

INDICATOR
Coming in
2016

Gifted Summary

Students Identified as Gifted
0.0% of enrollment

Students Receiving Gifted Services
0.0% of enrollment



■ Identified as Gifted, Not Receiving Services
■ Receiving Gifted Services
■ Not Identified as Gifted

Achievement

The gifted data for this school cannot be displayed because there were no students identified as gifted to evaluate.

Value-Added

Value-Added measures the progress for all students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE
NR

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
2016

GRADE	Overall
F	This measures the progress for all students in math and reading, grades 4-8.
GRADE	Gifted Students
NR	This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.
GRADE	Students in the Lowest 20% in Achievement
F	This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
GRADE	Students with Disabilities
D	This measures the progress for students with disabilities.
GRADE	High School
Coming in 2015	A High School measure of progress will be reported in the 2014-15 school year.

Progress Details

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

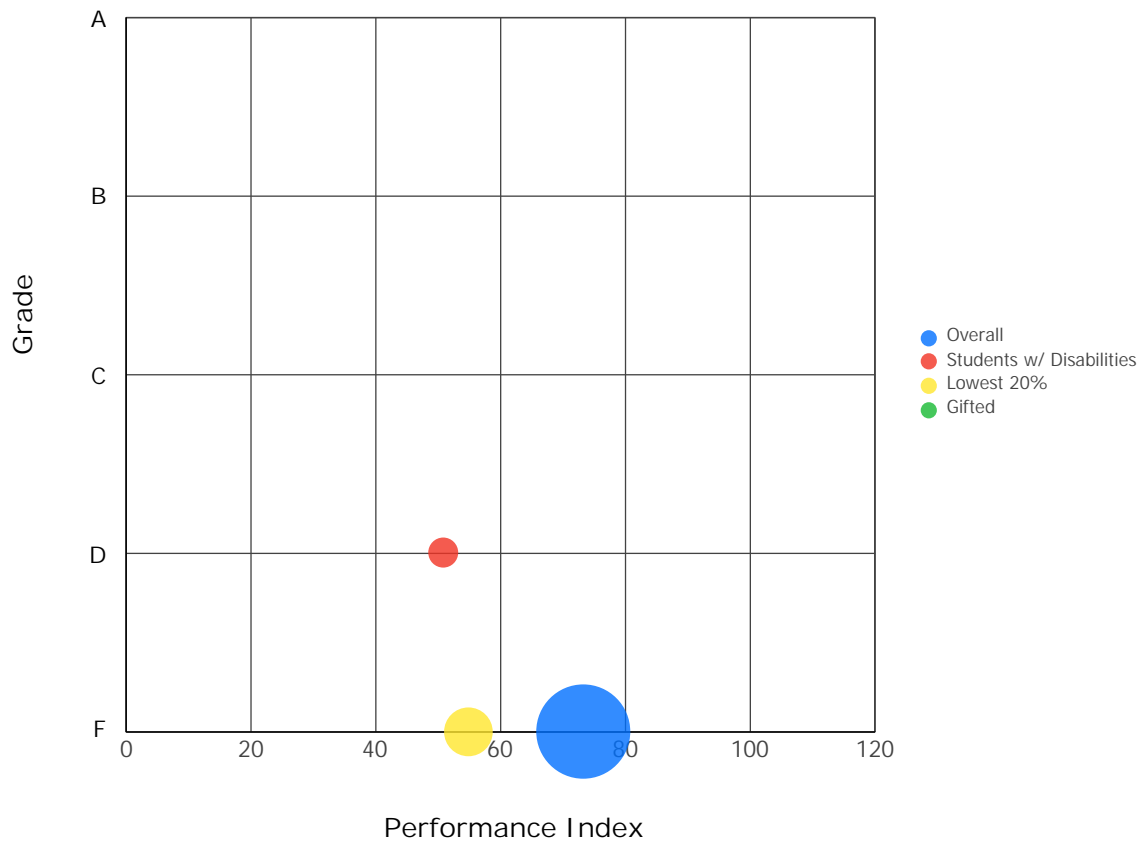
Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	-3.20	-4.57	-4.96
5th Grade	-2.77	-3.85	-4.23
6th Grade	-1.47	-2.72	-2.67
7th Grade	-0.93	0.64	-0.27
8th Grade	0.08	-1.62	-0.93

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



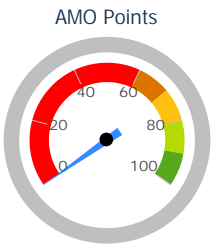
This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

COMPONENT GRADE
Coming in
2016

GRADE
F

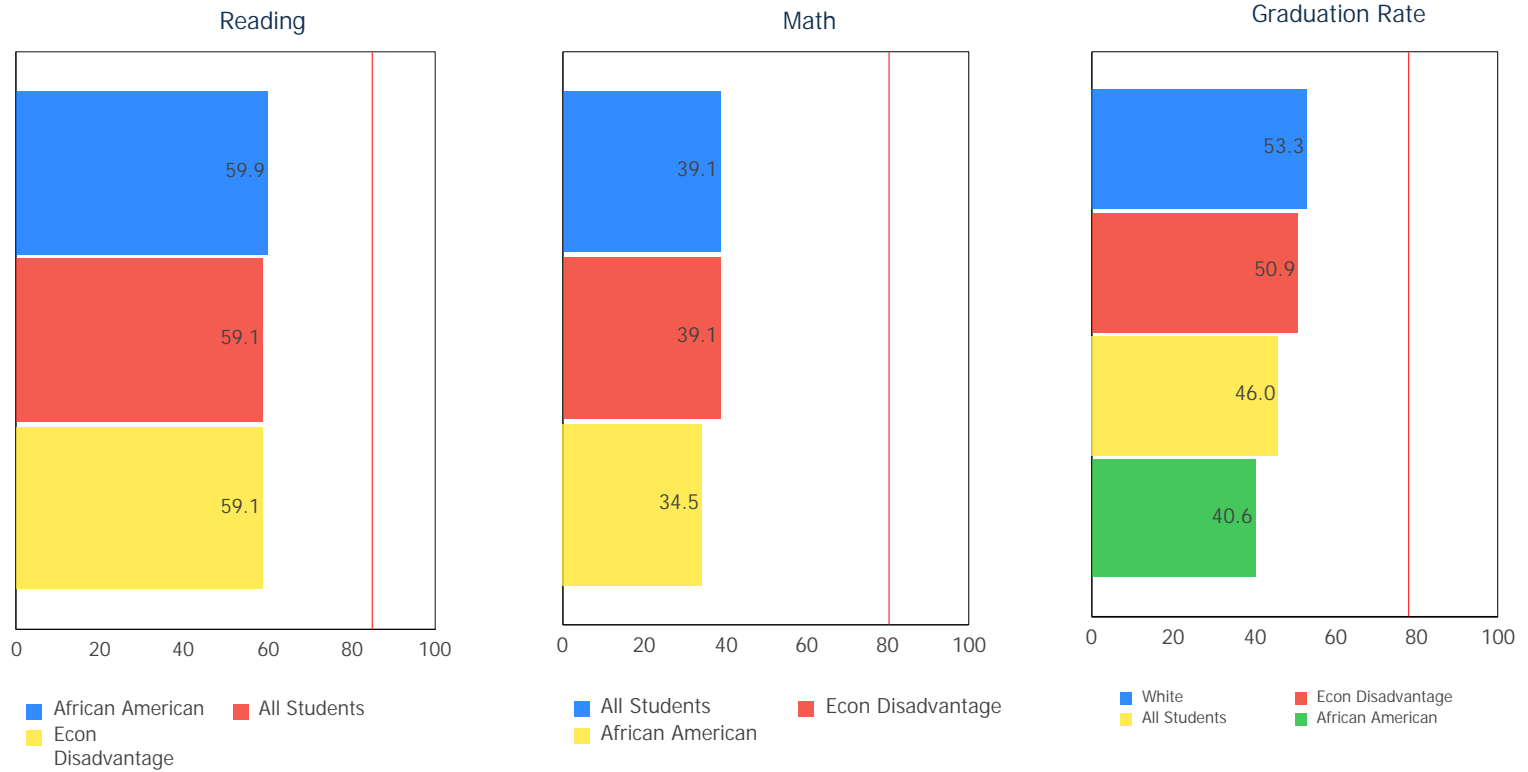
Annual Measurable Objectives

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.



0.0%

- 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%



The red line on each graph identifies the Annual Measurable Objective. The 2014 AMO for Reading is 84.9%, for Math is 80.5%, and for Graduation Rate is 78.2%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



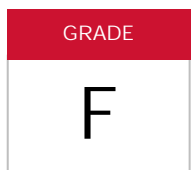
This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in
2016

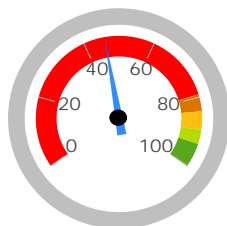
4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2013 who graduated within four years, i.e. students who entered the 9th grade in 2010 and graduated by 2013.



46.0%

A = 93.0 - 100.0%
B = 89.0 - 92.9%
C = 84.0 - 88.9%
D = 79.0 - 83.9%
F = 0.0 - 78.9%



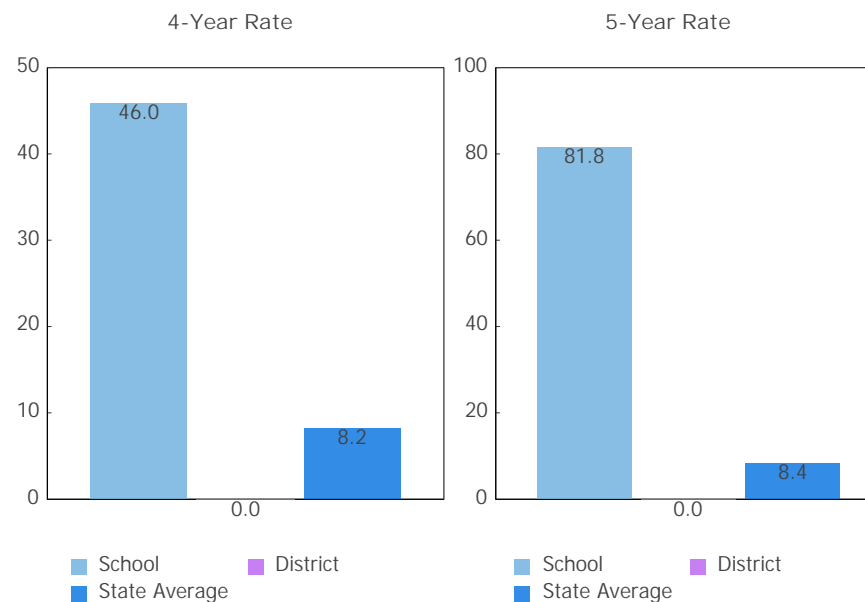
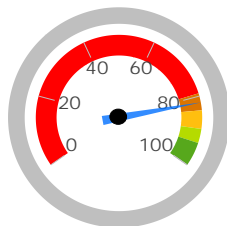
5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2012 who graduated within five years, i.e. students who entered the 9th grade in 2009 and graduated by 2013.

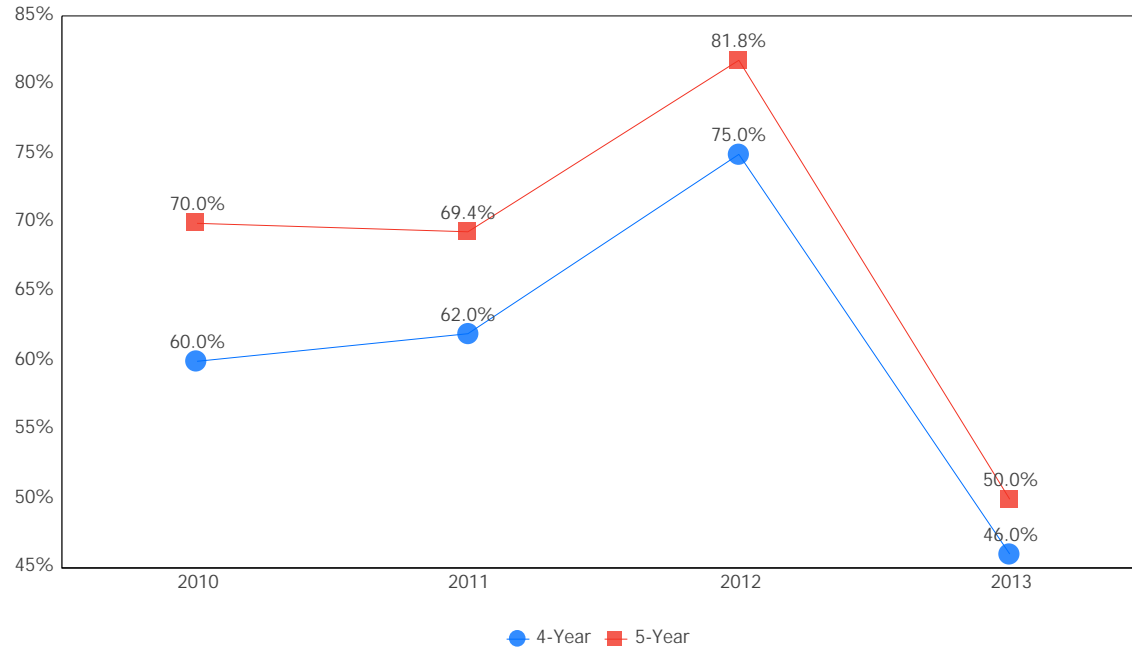


81.8%

A = 95.0 - 100.0%
B = 90.0 - 94.9%
C = 85.0 - 89.9%
D = 80.0 - 84.9%
F = 0.0 - 79.9%



Graduation Rate Trend



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

K-3 Literacy



This grade answers the question - Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

Coming in
2016

GRADE

Coming
Soon

In Your School...

Details of Measure

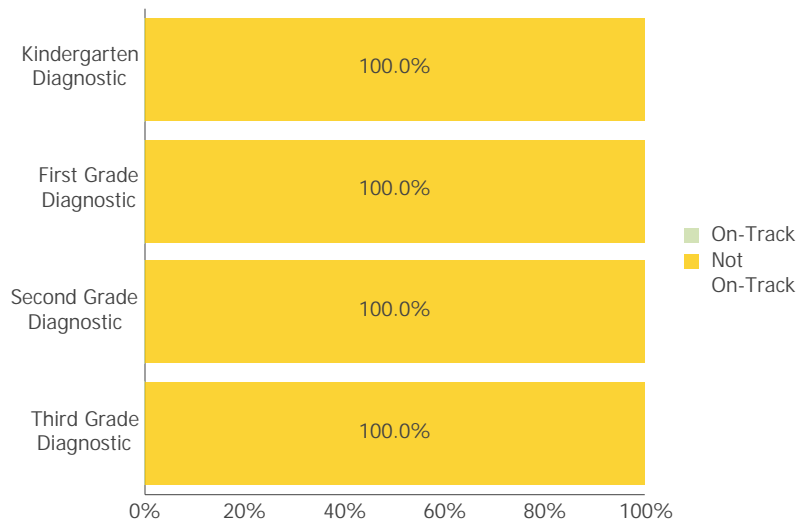
K-3 Literacy

This chart cannot be displayed because there are not enough students to evaluate.

The K-3 Literacy measure is a new way to assess reading progress in kindergarten through third grade students. This measure is an important component of Ohio's commitment to early literacy. This is not to be confused with the Third Grade Reading Guarantee, which measures whether third grade students are able to read at a third grade level and will be reported later. A number of districts have identified reporting errors with their submitted data which will affect the grades for all districts. This grade will be released as soon as it is determined to be accurate.

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

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 2,013-2,014.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee is a program to identify students from Kindergarten through Grade 3 that are behind in reading. Schools will provide help and support to make sure students are on-track for reading success by the end of third grade. The program ensures that every struggling reader gets the support he or she needs to be able to learn and achieve. In kindergarten through grade three, schools will evaluate all children to determine if they are reading as well as they should be. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement Plan.

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? Coming Soon

How many third graders scored proficient on the state Reading test? 0.0%

Prepared for Success

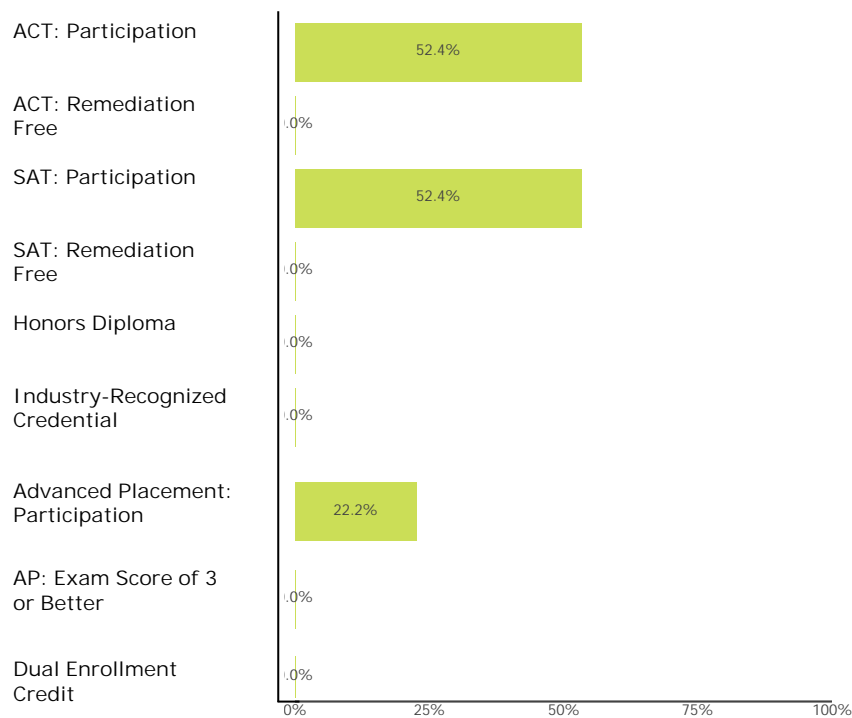


This grade answers the question – Are students who graduate from your school ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in
2016

How Prepared was Your 2013 Graduating Class?



Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2010.

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.

Additional data on outcomes after high school are coming soon. These will include college graduation, demographics of college enrollees, workforce and military enlistment.



Principal: --

Phone: (937) 281-1480

Address: 250 Shoup Mill Rd
Dayton OH 45415-3517

Directory information current as of the 2013-2014 Report Card publication date.

Your School's Students

Average Daily Enrollment:

326

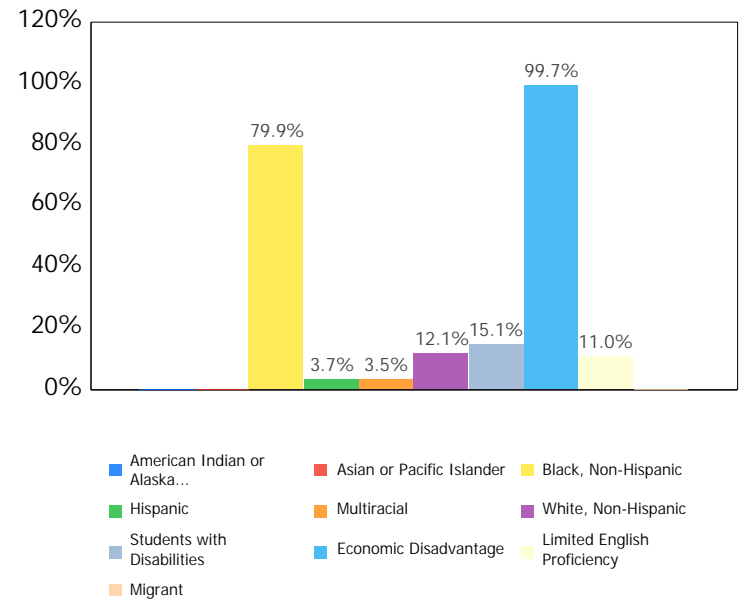
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	260	79.9%
Hispanic	12	3.7%
Multiracial	11	3.5%
White, Non-Hispanic	39	12.1%
Students with Disabilities	49	15.1%
Economically Disadvantaged	325	99.7%
Limited English Proficiency	36	11.0%
Migrant	NC	

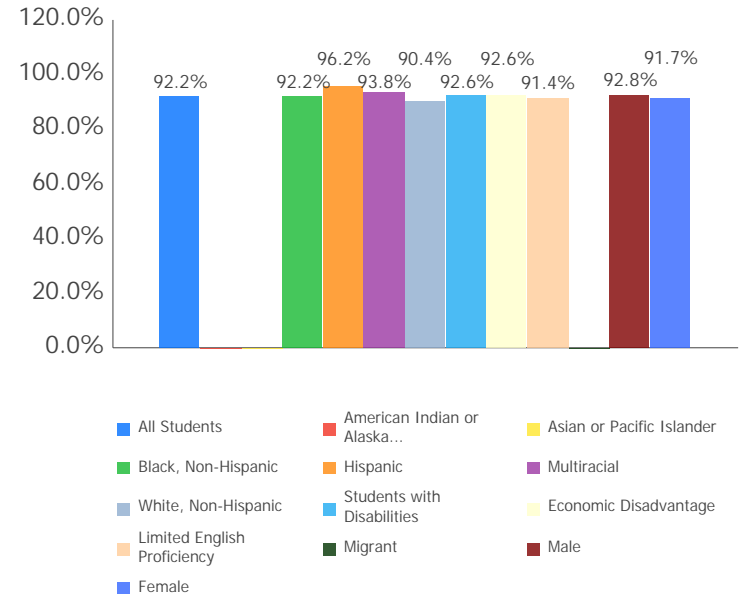
NC = Not Calculated because there are fewer than 10 in the group



Attendance

	Attendance Rate
All Students	92.2%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	92.2%
Hispanic	96.2%
Multiracial	93.8%
White, Non-Hispanic	90.4%
Students with Disabilities	92.6%
Economic Disadvantage	92.3%
Limited English Proficiency	91.4%
Migrant	NC
Male	92.8%
Female	91.7%

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	NC
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	32.4	--
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	92.7	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	22	--

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

Moderate Success