

# 2014 - 2015 Report Card for Horizon Science Academy Dayton High School

## SCHOOL GRADE

Coming in  
2018



### 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	51.1%.....	D
Indicators Met	13.0%.....	F

[2015 Modified Achievement Measure](#)

## COMPONENT GRADE

Coming in  
2016



### 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. Did the students get a year's worth of growth? Did they get more? Did they get less?

Value Added	Overall.....	F
Gifted.....		NR
Students with Disabilities.....		C
Lowest 20% in Achievement.....		D

## 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	33.3%.....	F
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[2015 AMO Download File](#)

## 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	63.9% of students graduated in 4 years.....	F
	56.9% of students graduated in 5 years.....	F

## 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 Improvement	NC.....	NR
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## 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?

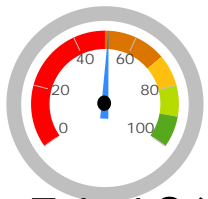
COMPONENT GRADE  
Coming in  
2016

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

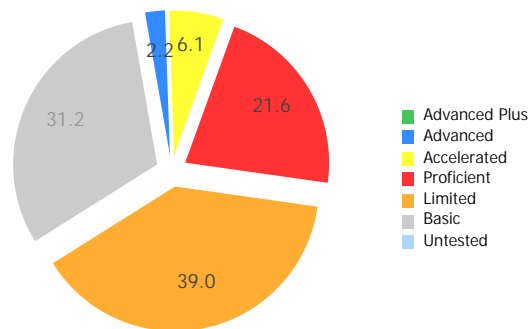


**51.1%**

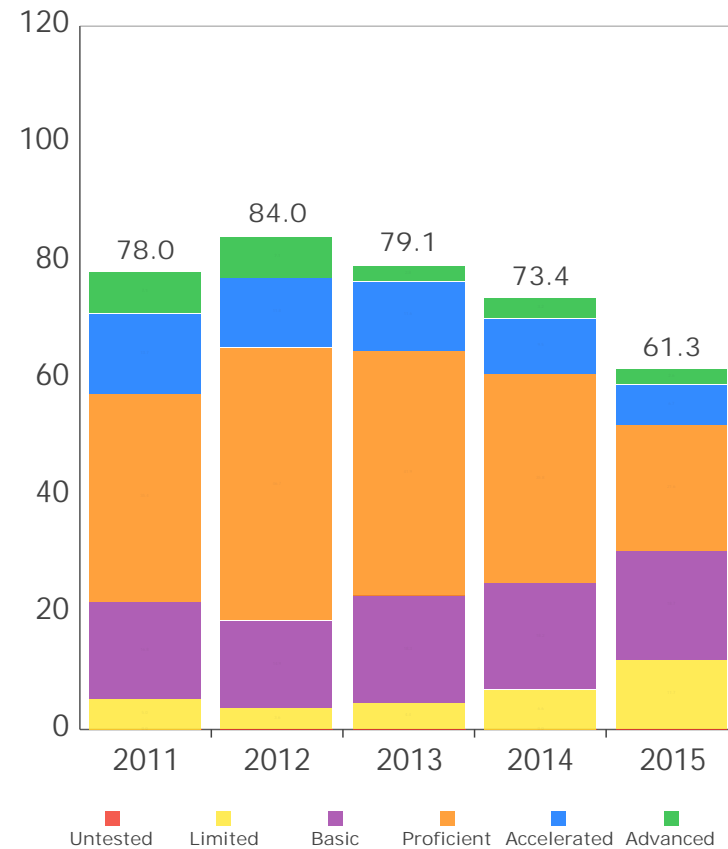
61.3 of a possible 120.0

- 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	2.2	x	1.2	=	2.6
Accelerated	6.1	x	1.1	=	6.7
Proficient	21.6	x	1.0	=	21.6
Basic	31.2	x	0.6	=	18.7
Limited	39.0	x	0.3	=	11.7
Untested	0.0	x	0.0	=	0.0
				=	<u>61.3</u>



Performance Index Trend



GRADE  
**F**

Indicators Met

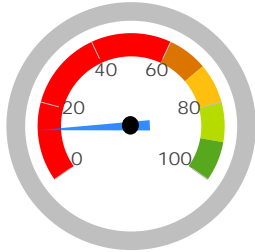
Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %

**13.0%**

3 out of 23

- 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

<b>6th Grade</b>	Mathematics	18.2%	<b>X</b>
	Reading	18.2%	<b>X</b>
	Social Studies	9.5%	<b>X</b>
<b>7th Grade</b>	Mathematics	19.0%	<b>X</b>
	Reading	19.0%	<b>X</b>
<b>8th Grade</b>	Mathematics	18.2%	<b>X</b>
	Reading	39.4%	<b>X</b>
	Science	11.8%	<b>X</b>

Ohio Graduation Test

<b>OGT, 10th Graders</b>	Mathematics	64.0%	<b>X</b>
	Reading	66.0%	<b>X</b>
	Science	42.0%	<b>X</b>
	Social Studies	48.0%	<b>X</b>
	Writing	48.0%	<b>X</b>
<b>OGT, 11th Graders</b>	Mathematics	87.8%	✓
	Reading	87.8%	✓
	Science	65.9%	<b>X</b>
	Social Studies	75.6%	<b>X</b>
	Writing	90.2%	✓

Achievement Levels by Grade

3rd Grade

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

4th Grade

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

5th Grade

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

6th Grade

Proficient Percent Trend by Grade

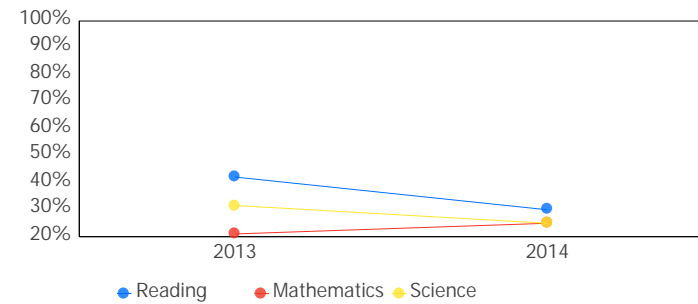
3rd Grade

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

4th Grade

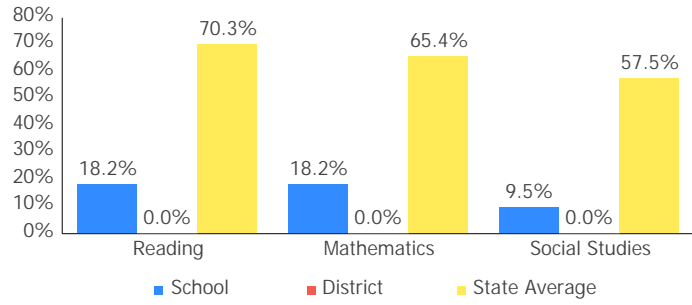
No data returned for this view. This might be because the applied filter excludes all data.

5th Grade

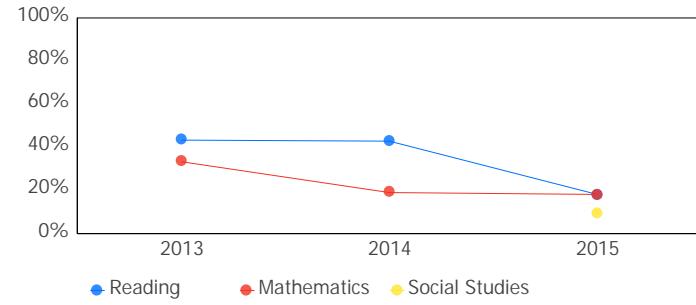


6th Grade

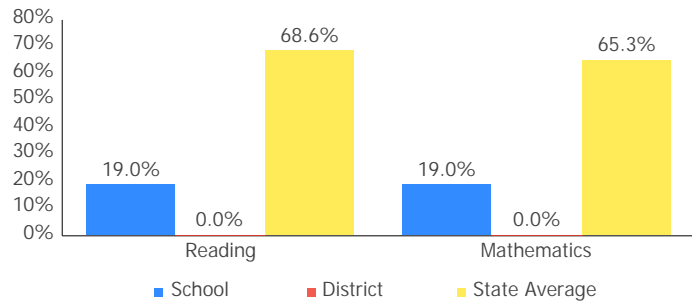
# 2014 - 2015 Report Card for Horizon Science Academy Dayton High School



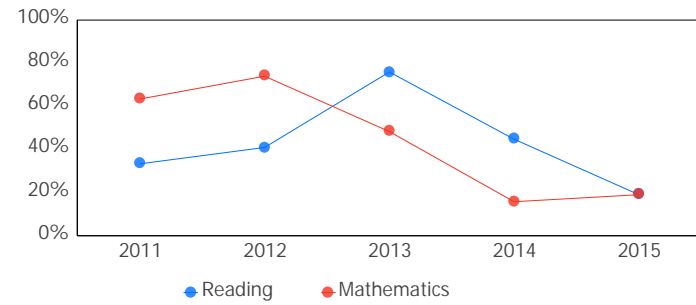
7th Grade



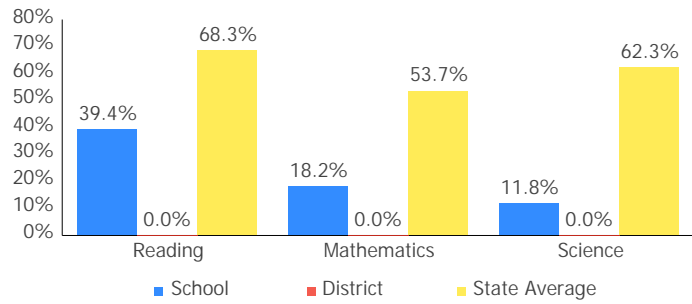
7th Grade



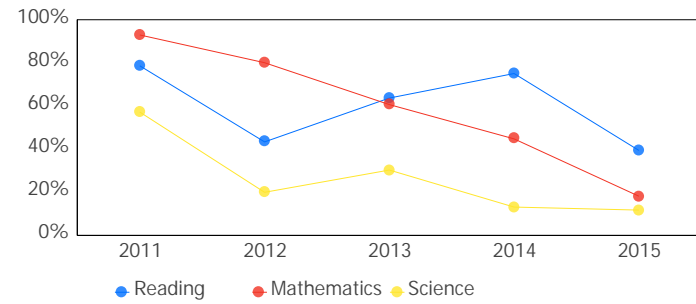
8th Grade



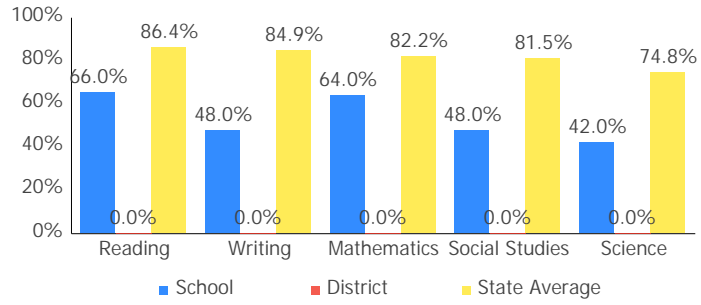
8th Grade



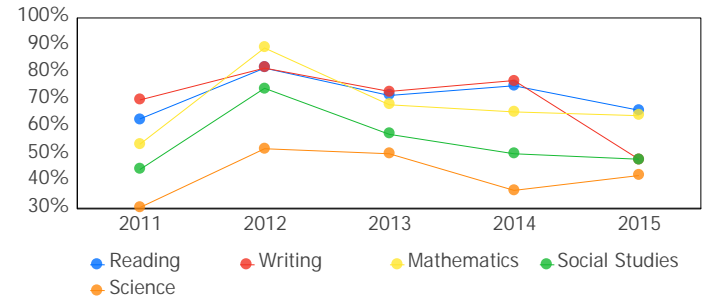
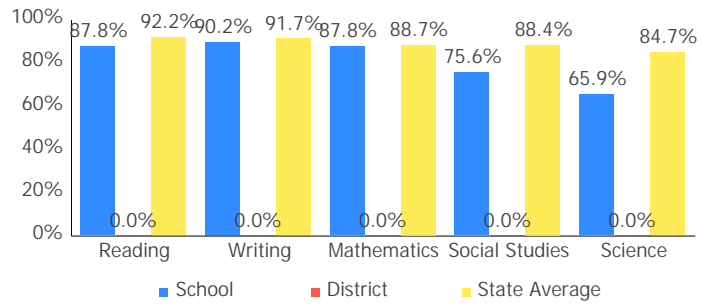
10th Grade OGT



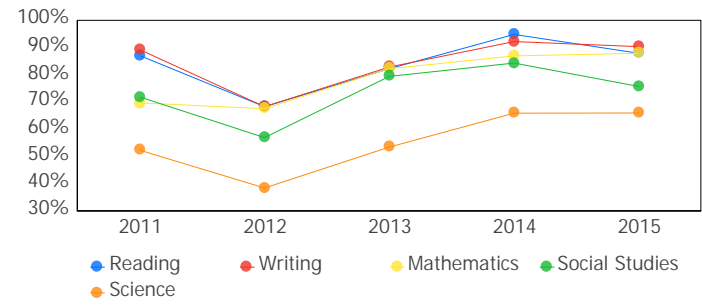
10th Grade OGT



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

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

#### Gifted Performance Index

Performance Index:	0.0	Schools with at least 10 unique students in the Gifted Performance Index calculation must score 115.0 or better to meet the Gifted Performance Index component.
Performance Index Met?:	NC	

#### Gifted Inputs

Total Points:	0.0	Points are earned based on identification and services provided to gifted students. Schools must earn 40 or more points out of a possible 100 to meet the Gifted Inputs component.
Gifted Inputs Met?:	Not Met	

#### Gifted Indicator Final Result

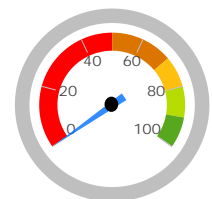
INDICATOR

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%

0.0 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

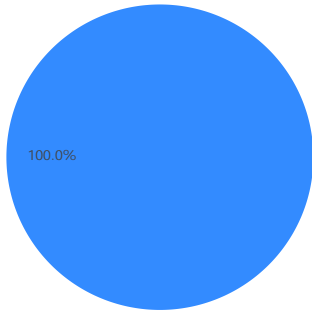
- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

### 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.

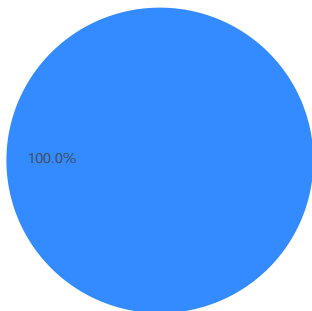
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

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



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	<b>Overall</b>
F	This measures the progress for all students in math and reading, grades 4-8.
GRADE	<b>Gifted Students</b>
NR	This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.
GRADE	<b>Students in the Lowest 20% in Achievement</b>
D	This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
GRADE	<b>Students with Disabilities</b>
C	This measures the progress for students with disabilities.
GRADE	<b>High School</b>
Coming in 2018	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.

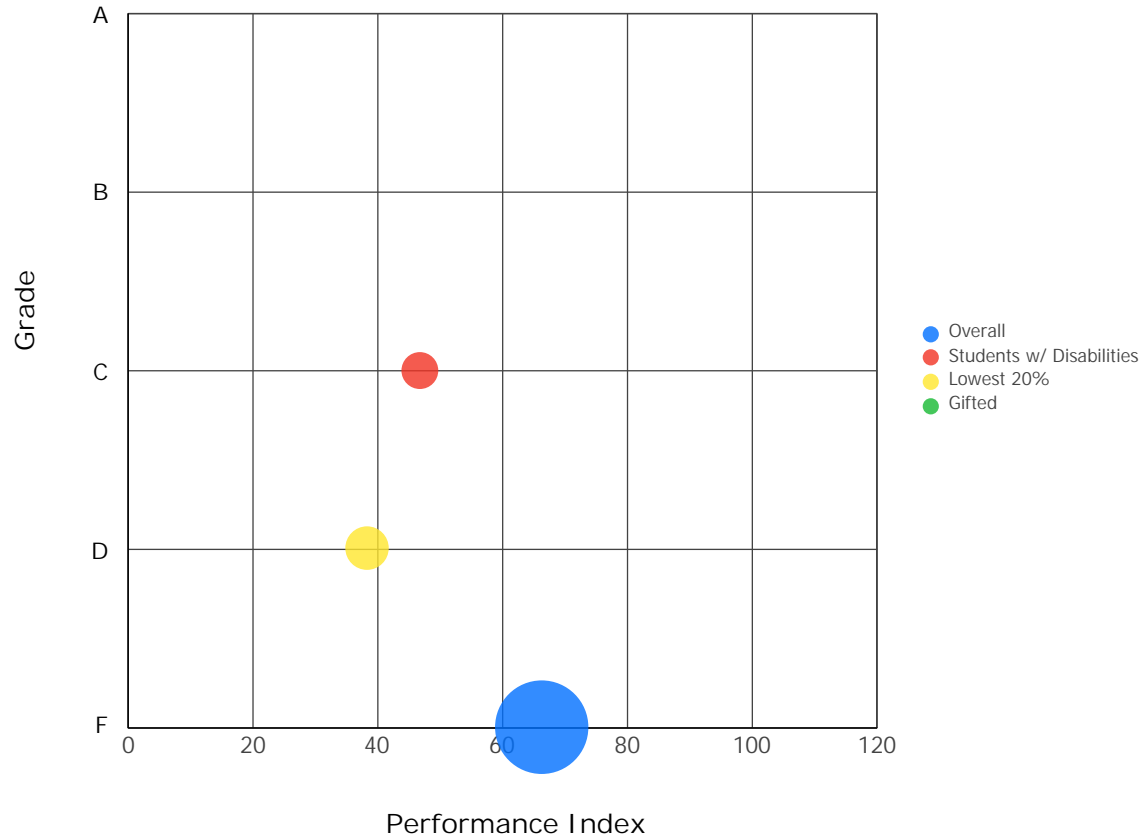
Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	-2.42	-1.84	-2.85
6th Grade	-2.44	-1.15	-2.41
7th Grade	-1.45	2.22	0.33
8th Grade	-0.51	-3.66	-2.64
High School	-2.20	-2.96	-3.65

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



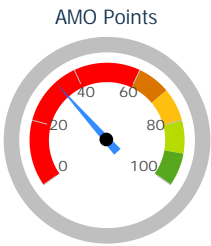
This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

COMPONENT GRADE  
Coming in  
2016

GRADE  
**F**

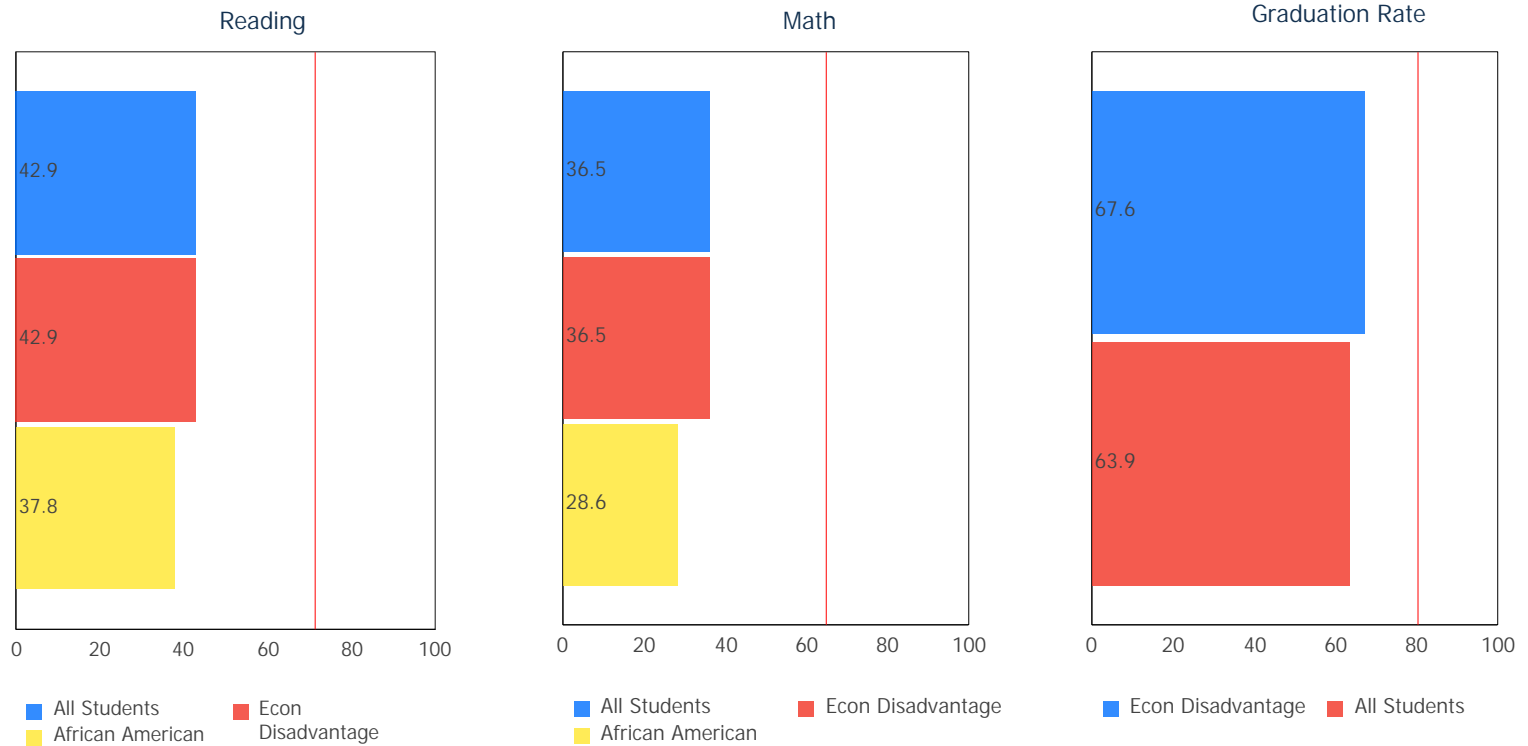
### Annual Measurable Objectives

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.



33.3%

- 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 2015 AMO for Reading is 71.3%, for Math is 65.0%, and for Graduation Rate is 80.5%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

## Graduation Rate



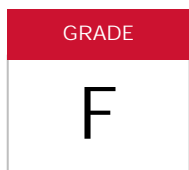
This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in  
2016

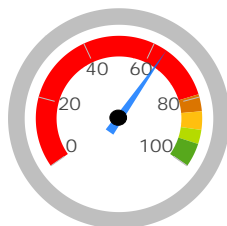
### 4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2014 who graduated within four years, i.e. students who entered the 9th grade in 2011 and graduated by 2014.

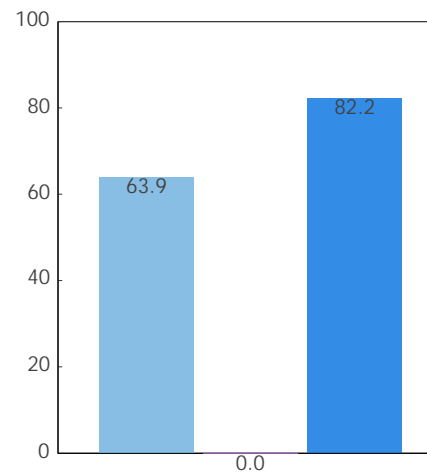


63.9%

- 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%

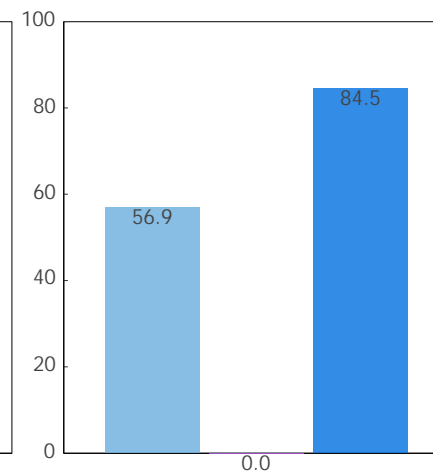


4-Year Rate



School District State Average

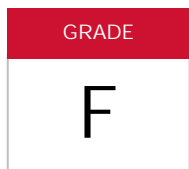
5-Year Rate



School District State Average

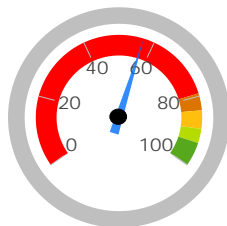
### 5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2013 who graduated within five years, i.e. students who entered the 9th grade in 2010 and graduated by 2014.

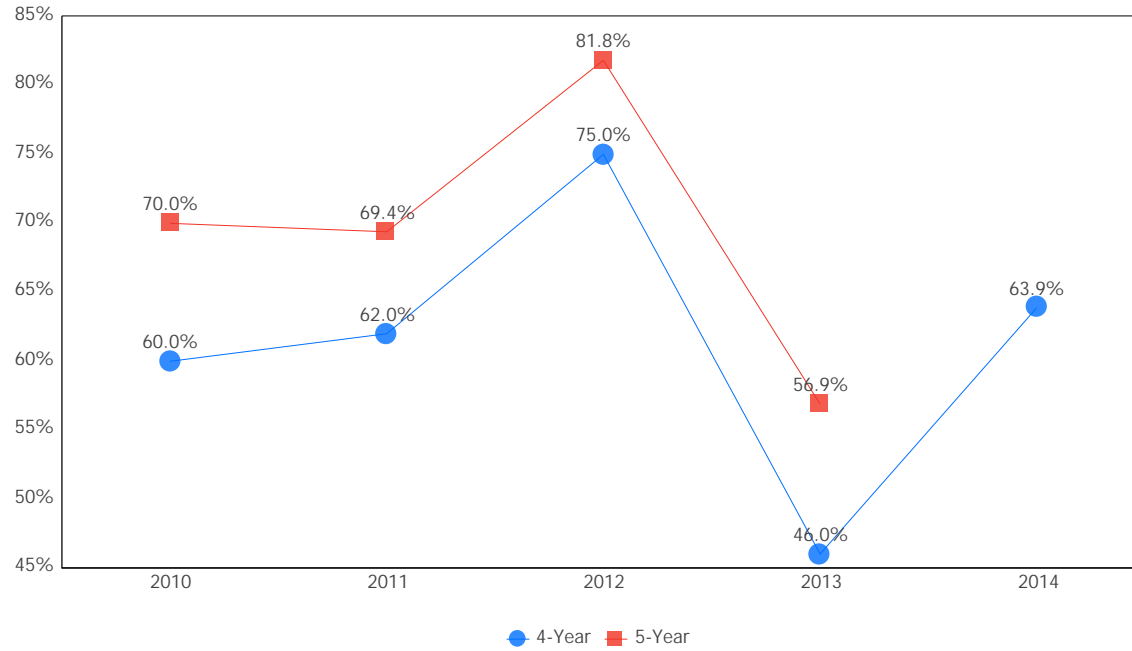


56.9%

- 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

NR

K-3 Literacy  
Improvement

This data is not displayed because there are not enough students to evaluate.

### In Your School...

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

### Details of Measure

Not On-Track at Point A			Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2013 - 2014	< 10	to	1st Grade Reading Diagnostic, School Year 2014 - 2015	< 10
1st Grade Reading Diagnostic, School Year 2013 - 2014	< 10	to	2nd Grade Reading Diagnostic, School Year 2014 - 2015	< 10
2nd Grade Reading Diagnostic, School Year 2013 - 2014	< 10	to	3rd Grade Reading Diagnostic, School Year 2014 - 2015	< 10
3rd Grade Reading Diagnostic, School Year 2014 - 2015	< 10	to	3rd Grade Reading OAA, School Year 2014 - 2015	< 10
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan				< 10
Totals			< 10	

Percentage On-Track in Reading Diagnostic

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

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? Coming Soon

How many third graders scored proficient on the state Reading test? Coming Soon

## Prepared for Success

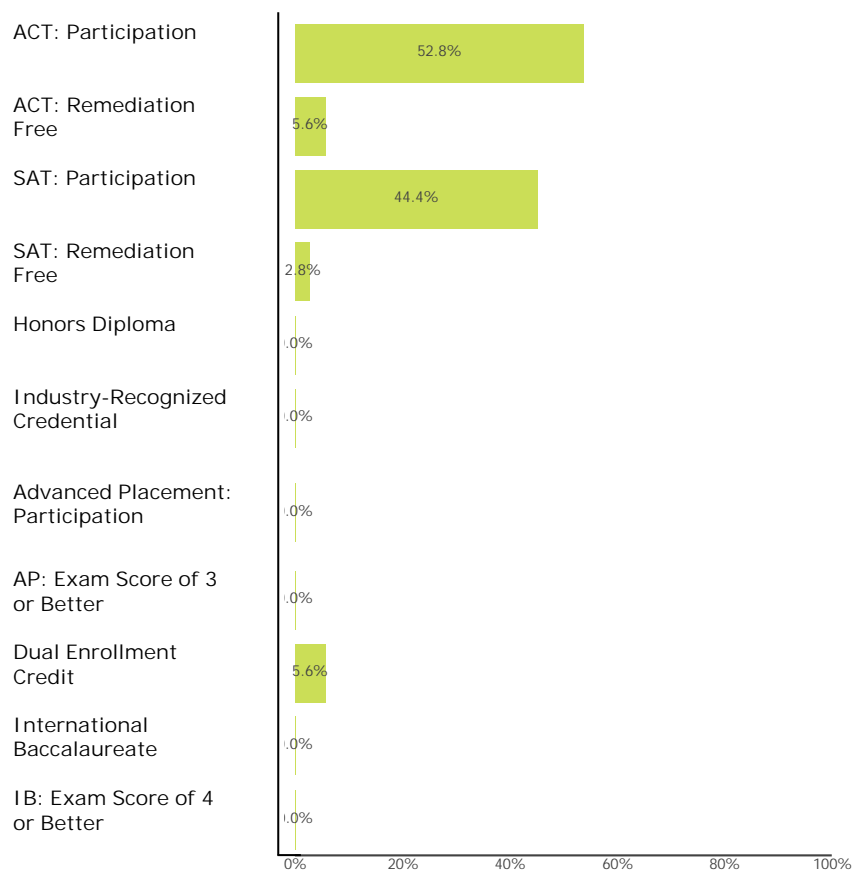


This grade answers the question – Are students who graduate from your school ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in  
2016

### How Prepared was Your 2014 Graduating Class?



### 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.

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





Principal: Hakan Bagcioglu  
 Address: 250 Shoup Mill Rd  
 Dayton OH 45415-3517

Phone: (937) 281-1480  
 Career Technical  
 Planning District: Dayton City CTPD

Directory information current as of the 2014-2015 Report Card publication date.

### Your School's Students

Average Daily Enrollment:

305

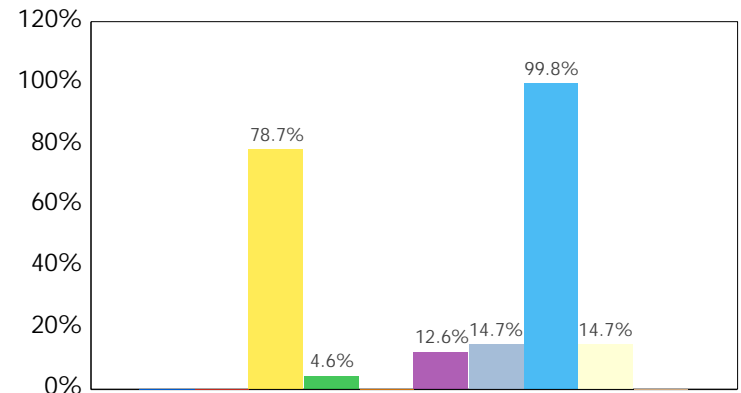
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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### Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	240	78.7%
Hispanic	14	4.6%
Multiracial	NC	
White, Non-Hispanic	38	12.6%
Students with Disabilities	45	14.7%
Economically Disadvantaged	305	99.8%
Limited English Proficiency	45	14.7%
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 Test of English Language Acquisition (OTELA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OTELA results, see the Department of Education's web site at <http://education.ohio.gov>.

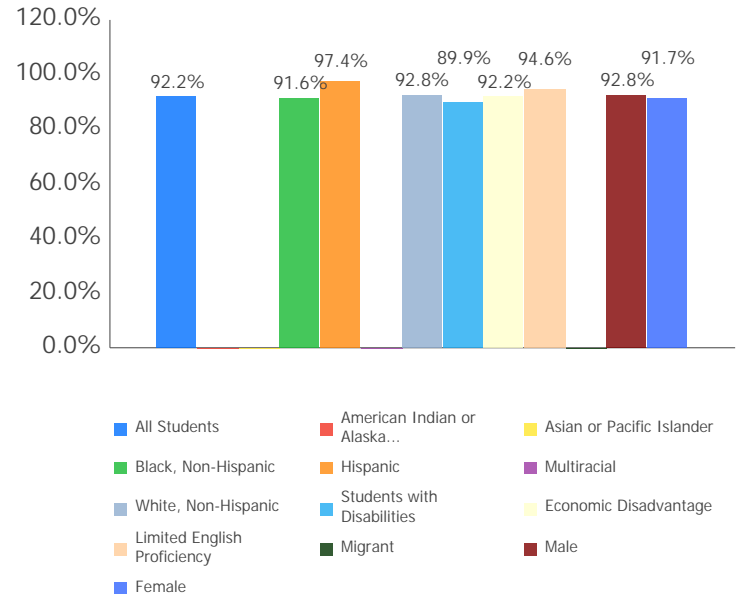
Attendance Rate

Chronic Absenteeism Rate:

24.8%

All Students	92.2%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	91.6%
Hispanic	97.4%
Multiracial	NC
White, Non-Hispanic	92.8%
Students with Disabilities	89.9%
Economic Disadvantage	92.2%
Limited English Proficiency	94.6%
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

**Wellness and Physical Education**

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

Moderate Success

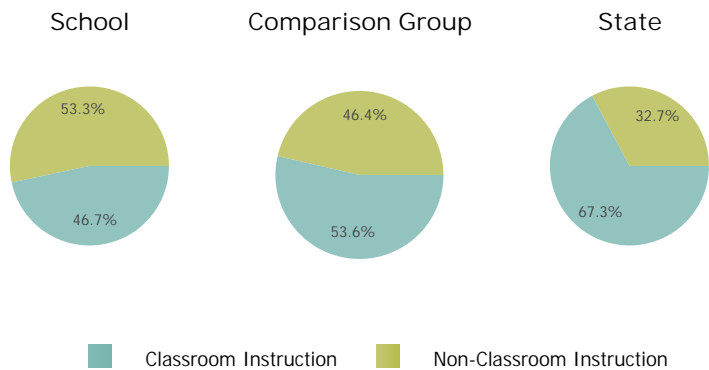
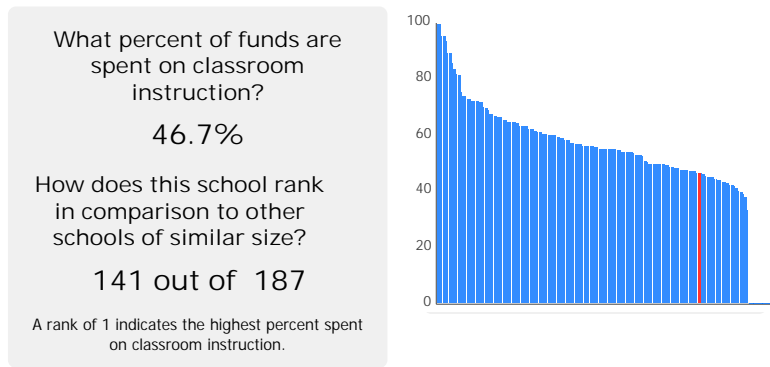
## Financial Data



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



### Spending per Pupil Data

	School	State
Operating Spending per Pupil	\$9,088	\$9,228
Classroom Instruction	\$4,244	\$6,211
Non-Classroom Spending	\$4,844	\$3,016



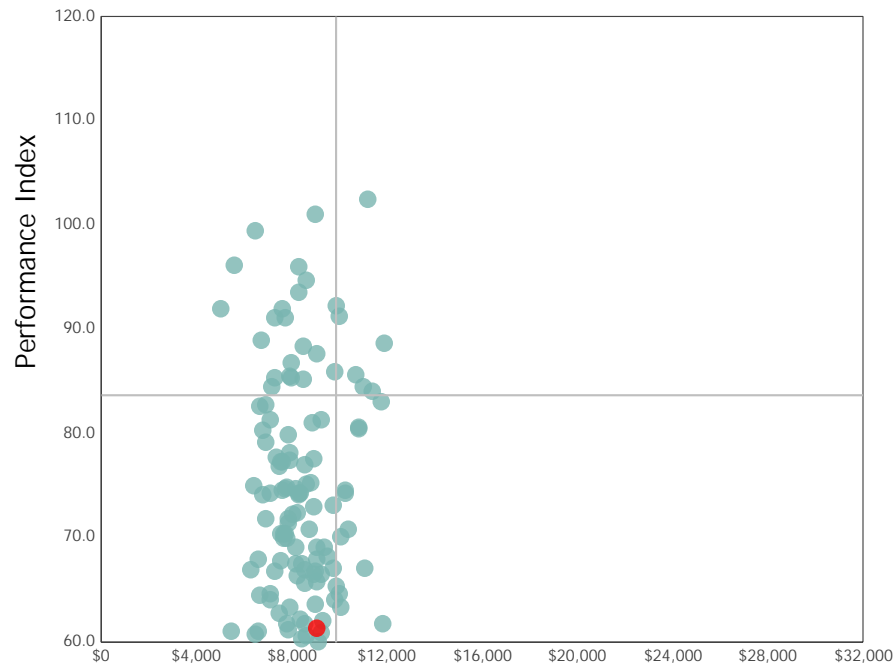
**X** Horizon Science Academy Dayton High School IS NOT among the 20% of traditional community schools with the lowest operating expenditures per pupil.

**X** Horizon Science Academy Dayton High School IS NOT among the 20% of traditional community schools with the highest academic performance index scores.

## Spending and Performance

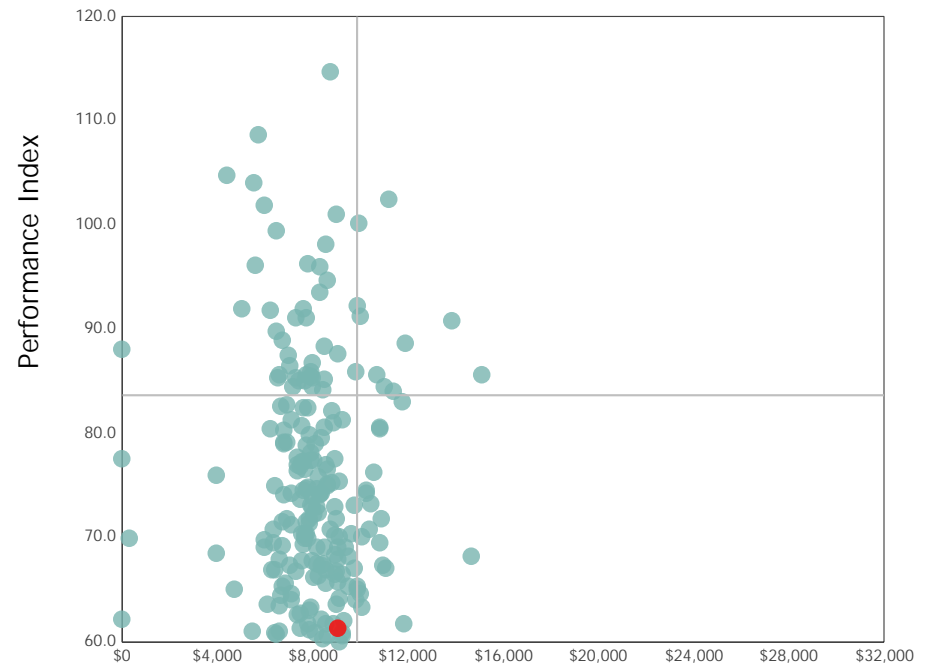
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

### Comparison Group



Spending per Pupil

### All Community & STEM Schools



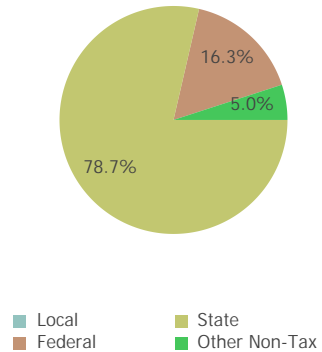
Spending per Pupil

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%	\$8,465,909,321	39.4%
State	\$2,503,407	78.7%	\$9,920,347,064	46.1%
Federal	\$516,948	16.3%	\$1,617,676,379	7.5%
Other Non-Tax	\$159,182	5.0%	\$1,492,334,587	6.9%
Total	\$3,179,537	100.0%	\$21,496,267,351	100.0%

School



State

