

2013 - 2014 Report Card for Horizon Science Academy Dayton Downtown

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
59.4% D

Indicators Met
NC F

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..... C

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
1.5% F

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

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
4.0% F

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

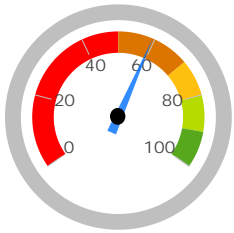
GRADE

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

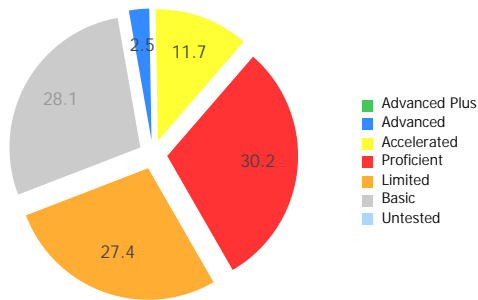


59.4%

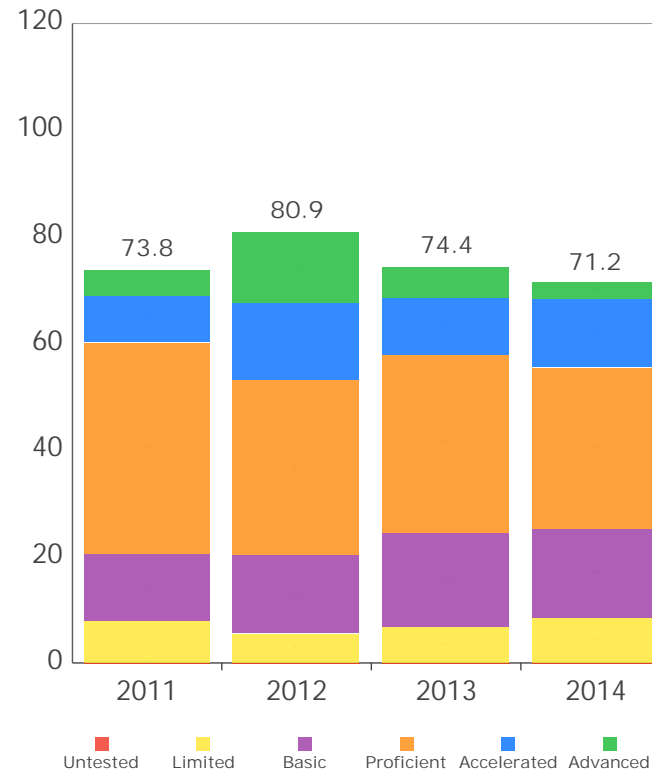
71.2 of a possible 120.0

- 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	2.5	x	1.2	=	3.0
Accelerated	11.7	x	1.1	=	12.9
Proficient	30.2	x	1.0	=	30.2
Basic	28.1	x	0.6	=	16.9
Limited	27.4	x	0.3	=	8.2
Untested	0.0	x	0.0	=	0.0
				=	<u>71.2</u>



Performance Index Trend



GRADE
F

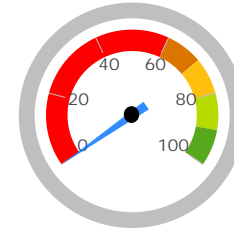
Indicators Met

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 %

0.0%
0 out of 14

- 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	34.6%	✗
	Reading	51.9%	✗
4th Grade	Mathematics	68.4%	✗
	Reading	42.1%	✗
5th Grade	Mathematics	61.1%	✗
	Reading	66.7%	✗
	Science	44.4%	✗

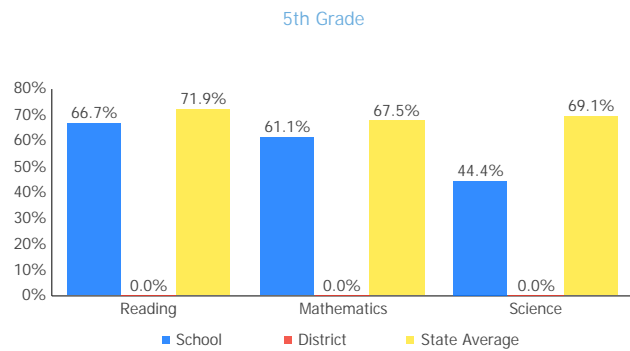
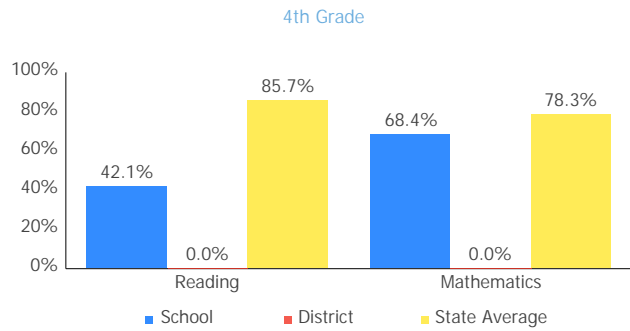
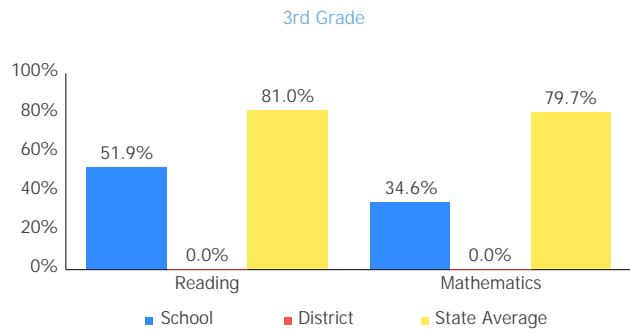
Grades 6-8

6th Grade	Mathematics	21.7%	✗
	Reading	26.1%	✗
7th Grade	Mathematics	22.2%	✗
	Reading	66.7%	✗
8th Grade	Mathematics	50.0%	✗
	Reading	55.6%	✗
	Science	22.2%	✗

Ohio Graduation Test

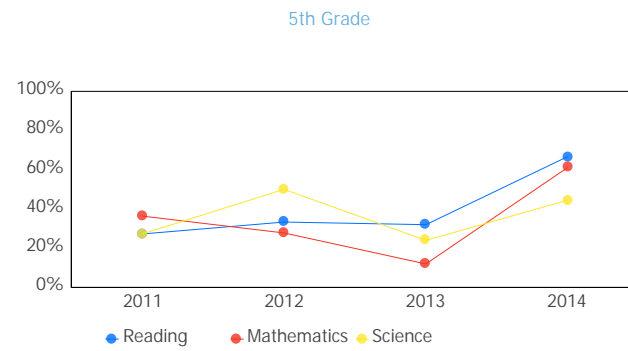
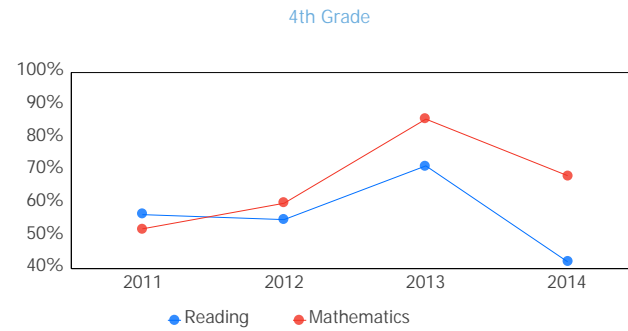
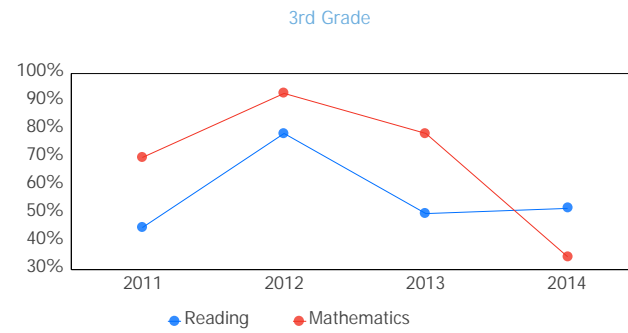
This school does not have enough Ohio Graduation Test results to display this table.

Achievement Levels by Grade

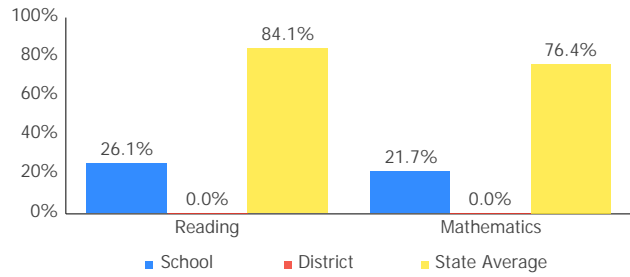


6th Grade

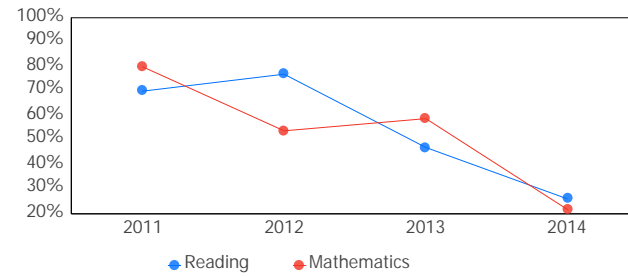
Proficient Percent Trend by Grade



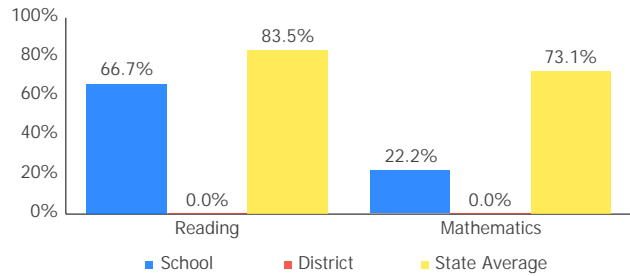
6th Grade



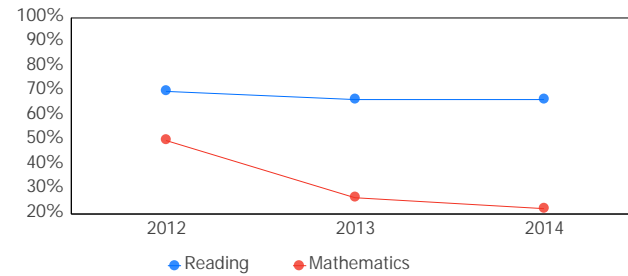
7th Grade



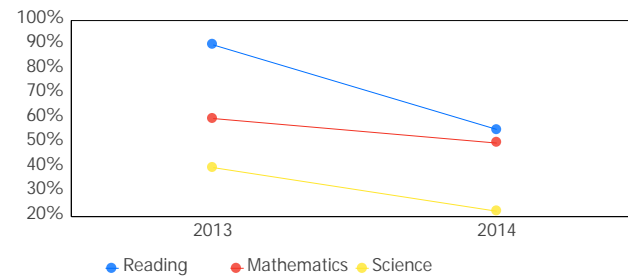
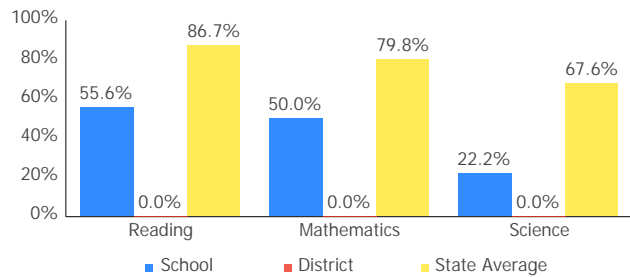
7th Grade



8th Grade



8th Grade



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.

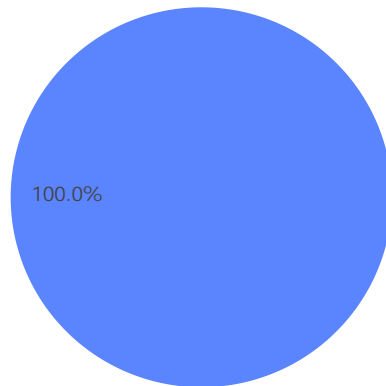
INDICATOR

Coming in
2015

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
C	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.

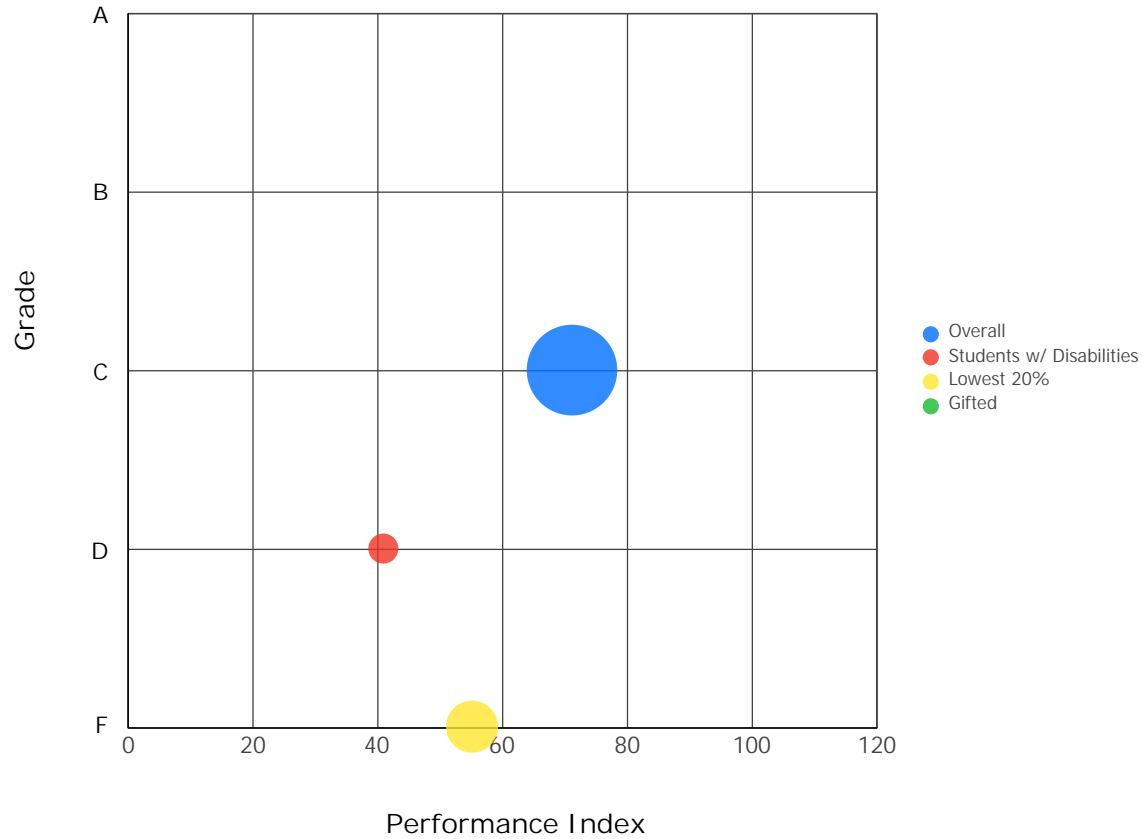
Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	-0.74	-0.12	-0.58
4th Grade	-2.69	-1.18	-2.59
5th Grade	0.72	-2.09	-0.71
6th Grade	-0.82	2.72	1.03
7th Grade	1.03	-0.34	0.52
8th Grade	0.72	0.83	1.02

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

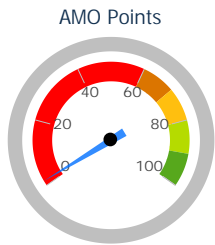
Coming in
2016

GRADE

F

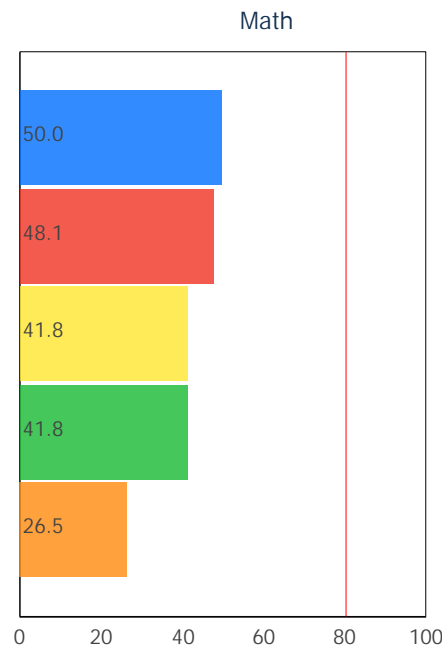
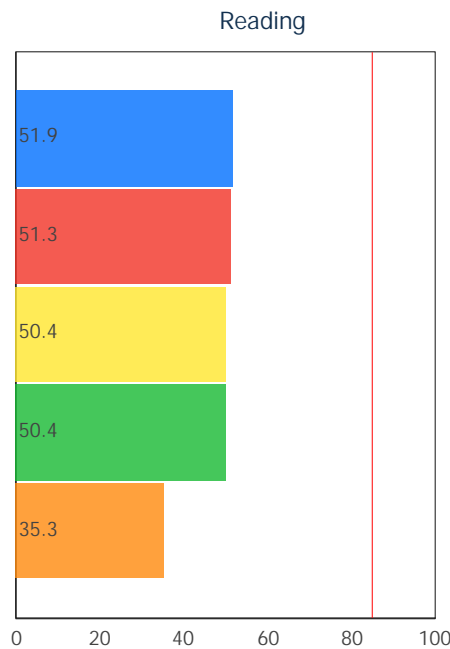
Annual Measurable Objectives

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.



1.5%

- 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.

- Limited English
- White
- All Students
- Econ Disadvantage
- African American

- Limited English
- White
- All Students
- Econ Disadvantage
- African American

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

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



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

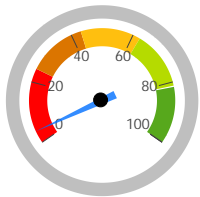
COMPONENT GRADE

Coming in
2016

GRADE

F

K-3 Literacy
Improvement



4.0%

2 out of 50

A = 81.2 - 100.0%
B = 62.2 - 81.1%
C = 43.2 - 62.1%
D = 24.3 - 43.1%
F = 0.0 - 24.2%

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.

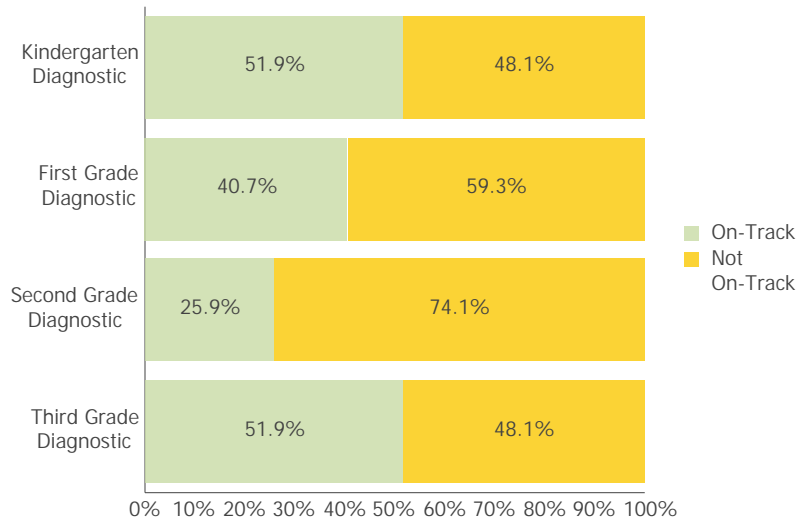
< 10 third grade students were not on-track this year.

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 2012 - 2013	< 10	to	1st Grade Reading Diagnostic, School Year 2013 - 2014 < 10
1st Grade Reading Diagnostic, School Year 2012 - 2013	< 10	to	2nd Grade Reading Diagnostic, School Year 2013 - 2014 < 10
2nd Grade Reading Diagnostic, School Year 2012 - 2013	< 10	to	3rd Grade Reading Diagnostic, School Year 2013 - 2014 < 10
3rd Grade Reading Diagnostic, School Year 2013 - 2014	< 10	to	3rd Grade Reading OAA, School Year 2013 - 2014 < 10
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan			< 10
Totals		50	2

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 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? **51.9%**

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?

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 2013 to evaluate.

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 2010.

Data used in generating the ACT and SAT Remediation Free, AP Exam, IB Exam, and Dual Enrollment Credit measures for the 2013 graduating class were not reported to the Ohio Department of Education by districts. To confirm the information on this page and get a complete picture of the work your district is doing to prepare students for college and career success, please contact your district directly.



Principal: --

Phone: (937) 281-1980

Address: 121 S Monmouth St
Dayton OH 45403-2127

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

Your School's Students

Average Daily Enrollment:

220

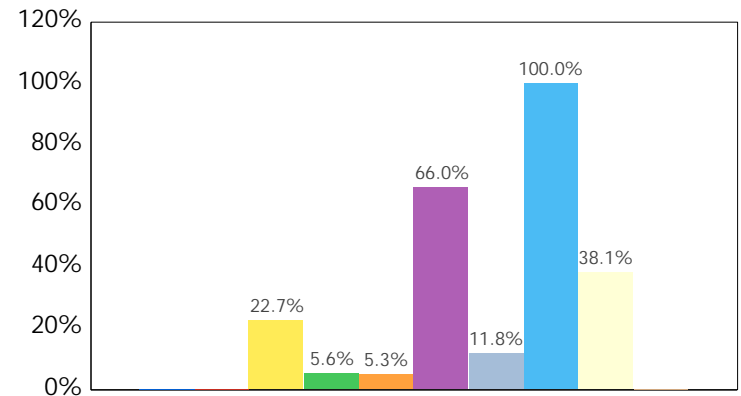
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	50	22.7%
Hispanic	12	5.6%
Multiracial	12	5.3%
White, Non-Hispanic	145	66.0%
Students with Disabilities	26	11.8%
Economically Disadvantaged	220	100.0%
Limited English Proficiency	84	38.1%
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>.

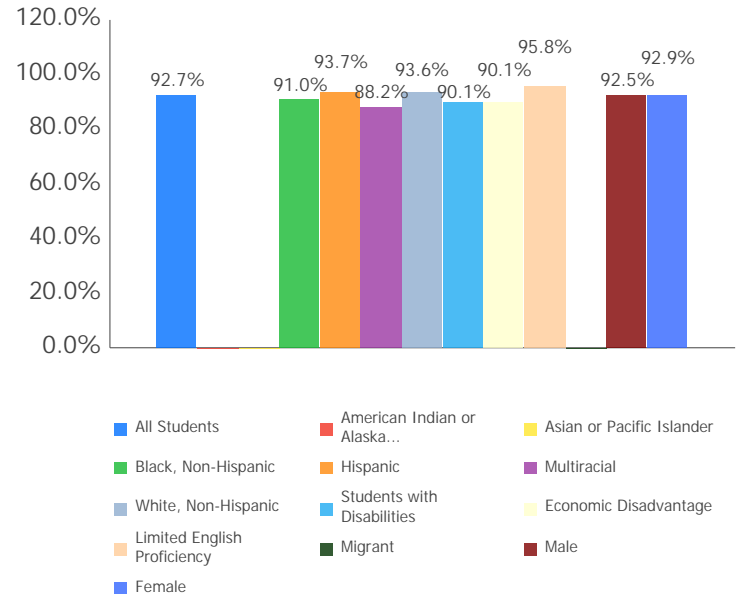
Attendance Rate

Chronic Absenteeism Rate:

23.7%

All Students	92.7%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	91.0%
Hispanic	93.7%
Multiracial	88.2%
White, Non-Hispanic	93.6%
Students with Disabilities	90.1%
Economic Disadvantage	92.7%
Limited English Proficiency	95.8%
Migrant	NC
Male	92.5%
Female	92.9%

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	40.0	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	4	--
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	4	--
Lead or Senior Teachers:	0.0	0.0

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

Number of Teachers by Program Area

General Education	13.0
Gifted and Talented	0.0
Career-Technical Programs	0.0
Art Education K-8	0.0
Music Education K-8	0.0
Physical Education K-8	1.0
ELL Instructional Program	0.0
Special Education	0.0

Wellness and Physical Education

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

Moderate Success

Fine Arts Courses Offered

Visual Art (K-12)

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?

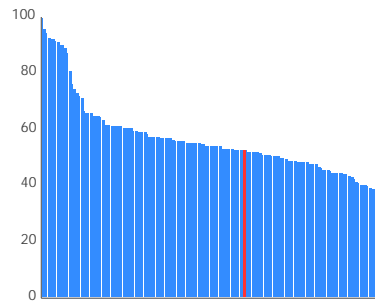
Comparison Group: Community Schools with Enrollment between 150 and 499

Classroom Spending Data

What percent of funds are spent on classroom instruction?
52.4%

How does this school rank in comparison to other schools of similar size?
105 out of 179

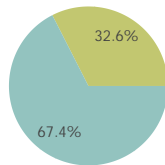
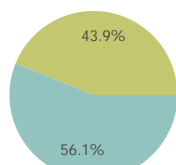
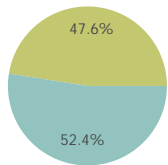
A rank of 1 indicates the highest percent spent on classroom instruction.



School

Comparison Group

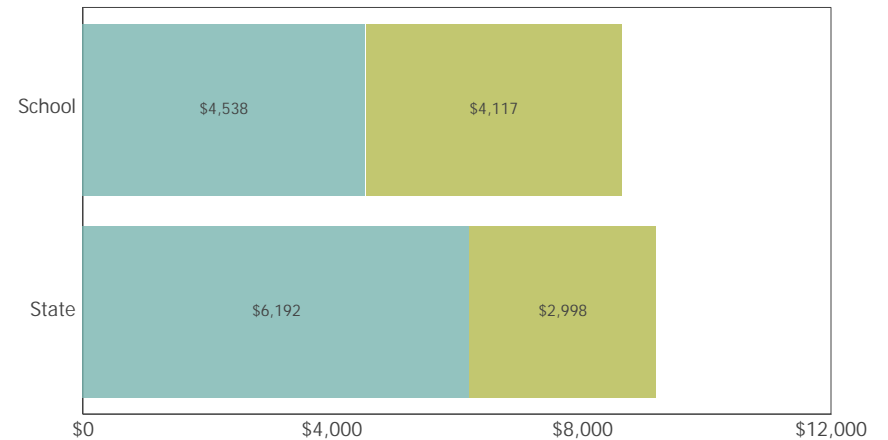
State



Classroom Instruction Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	\$8,655	\$9,189
Classroom Instruction	\$4,538	\$6,192
Non-Classroom Spending	\$4,117	\$2,998



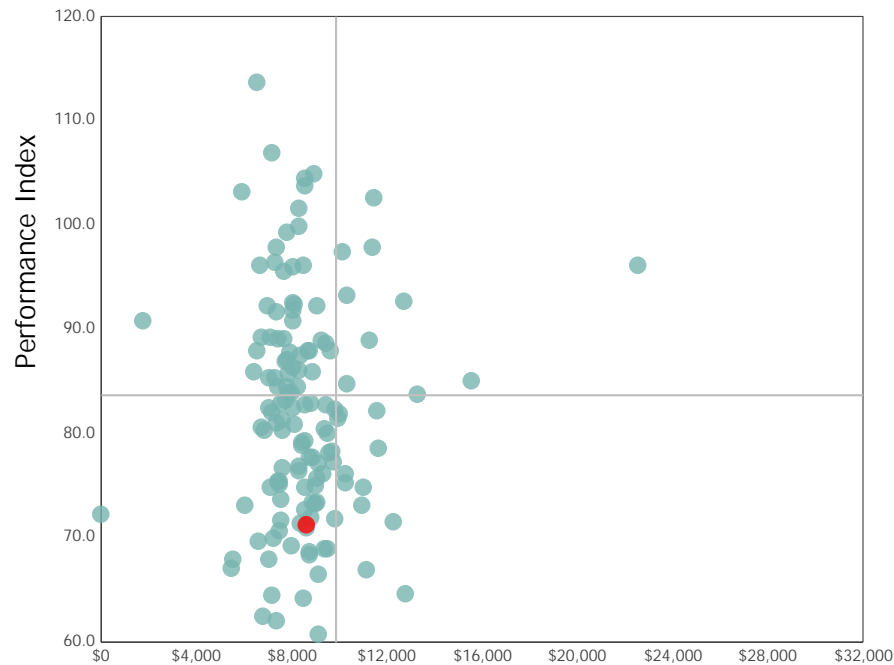
✗ Horizon Science Academy Dayton Downtown IS NOT among the 20% of traditional community schools with the lowest operating expenditures per pupil.

✗ Horizon Science Academy Dayton Downtown IS NOT among the 20% of traditional community schools with the highest academic performance index scores.

Spending and Performance

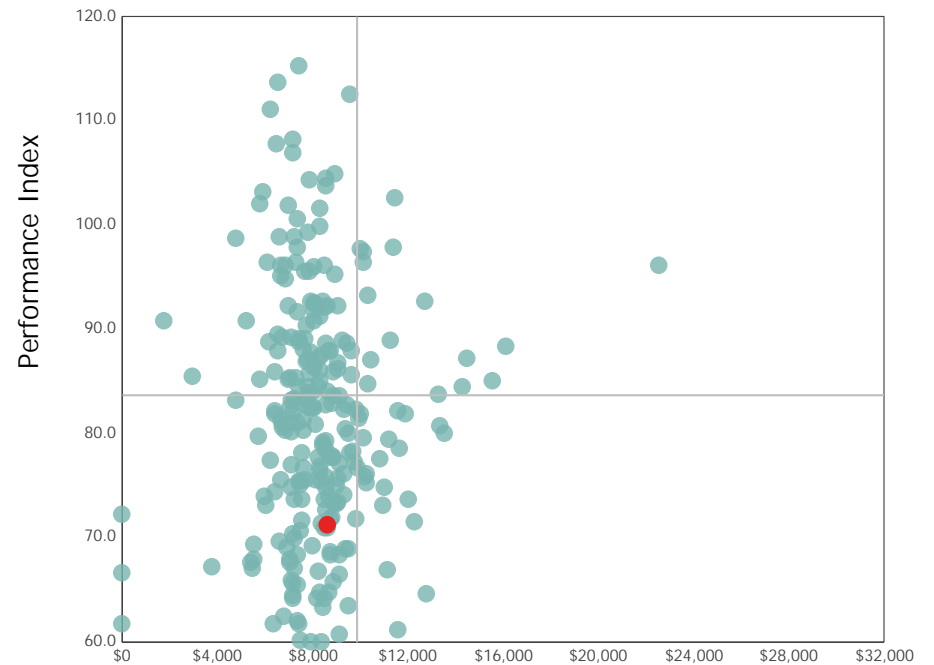
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Comparison Group



Spending per Pupil

All Community & STEM Schools



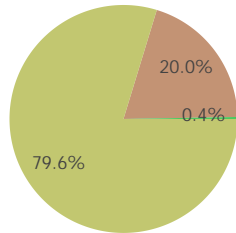
Spending per Pupil

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

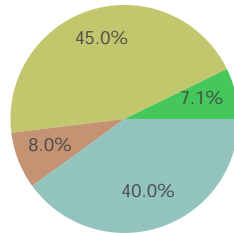
Source of Funds	School		State Total	
Local	\$0	0.0%	\$8,234,354,404	40.0%
State	\$2,032,884	79.6%	\$9,263,100,098	45.0%
Federal	\$511,202	20.0%	\$1,645,296,986	8.0%
Other Non-Tax	\$11,282	0.4%	\$1,454,411,567	7.1%
Total	\$2,555,368	100.0%	\$20,597,163,055	100.0%

School



Local State
Federal Other Non-Tax

State



Local State
Federal Other Non-Tax