

# 2012-2013 Report Card for Horizon Science Academy-Dayton

## SCHOOL GRADE

Coming in  
2015



### Achievement

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

Performance Index  
61.3% ..... D

Indicators Met  
NR ..... F

## COMPONENT GRADE

Coming in  
2015



### Progress

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

Value Added  
Overall..... B

Gifted..... NR

Students with Disabilities..... NR

Lowest 20% in Achievement..... C

## COMPONENT GRADE

Coming in  
2015



### Gap Closing

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

Annual Measurable Objectives  
NR ..... F

## COMPONENT GRADE

Coming in  
2015



### Graduation Rate

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

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

## COMPONENT GRADE

Coming in  
2015



### K-3 Literacy

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

## COMPONENT GRADE

Coming in  
2015



### Prepared for Success

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

## COMPONENT GRADE

Coming in  
2015

## Achievement



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

COMPONENT GRADE

Coming in  
2015

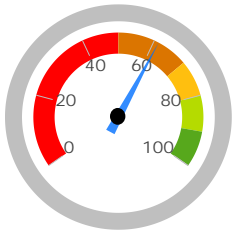
GRADE

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

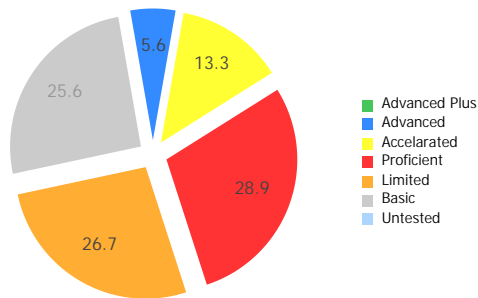


61.3%

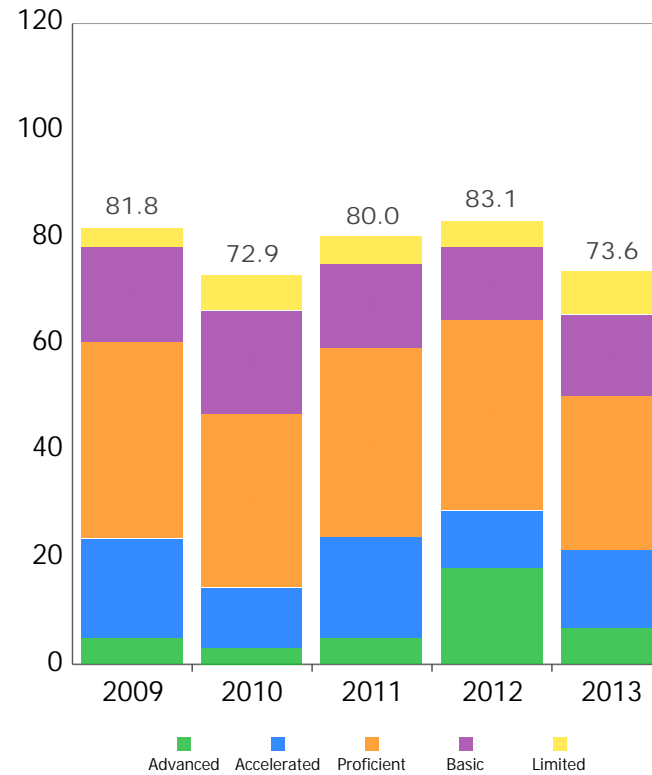
73.6 of a possible 120.0

- 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	5.6	x	1.2	=	6.7
Accelerated	13.3	x	1.1	=	14.7
Proficient	28.9	x	1.0	=	28.9
Basic	25.6	x	0.6	=	15.3
Limited	26.7	x	0.3	=	8.0
Untested	0.0	x	0.0	=	0.0
				=	<u>73.6</u>



Performance Index Trend



GRADE  
**F**

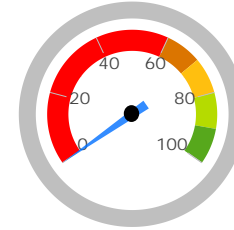
Indicators Met

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

Indicators Met %

**0.0%**  
0.0 out of 4.0

- 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

<b>3rd Grade</b>	Mathematics	43.5%	✗
	Reading	52.2%	✗
<b>4th Grade</b>	Mathematics	31.8%	✗
	Reading	63.6%	✗
<b>5th Grade</b>	Mathematics	NC	
	Reading	NC	
	Science	NC	

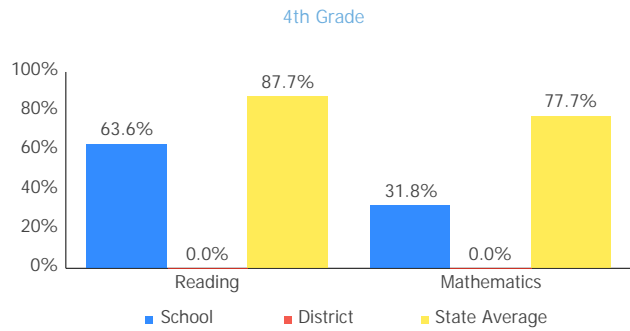
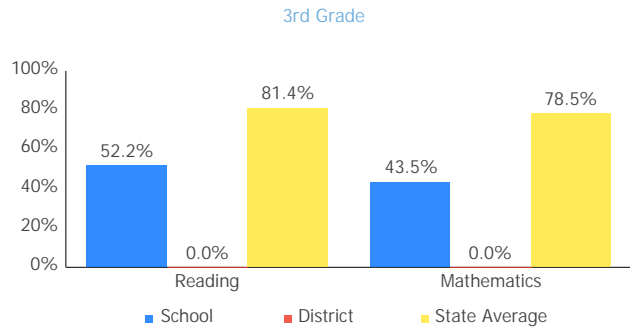
Grades 6-8

This school does not have enough test results in 6th, 7th, or 8th grade to display this table.

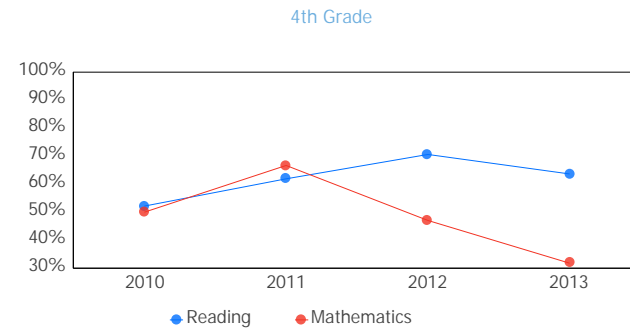
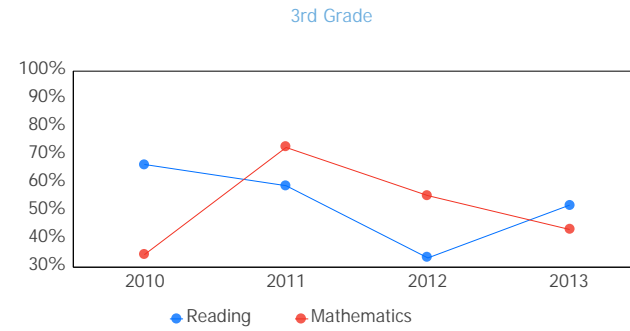
Ohio Graduation Test

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

Proficiency Percent Comparison by Grade



Proficient Percent Trend by Grade



## Progress



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

COMPONENT GRADE  
Coming in  
2015

GRADE	<b>Overall</b>
B	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>
C	This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
GRADE	<b>Students with Disabilities</b>
NR	This measures the progress for students with disabilities.
GRADE	<b>High School</b>
Coming in 2016	A High School measure of progress will be implemented in the 2015-16 school year.

### Progress Details

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

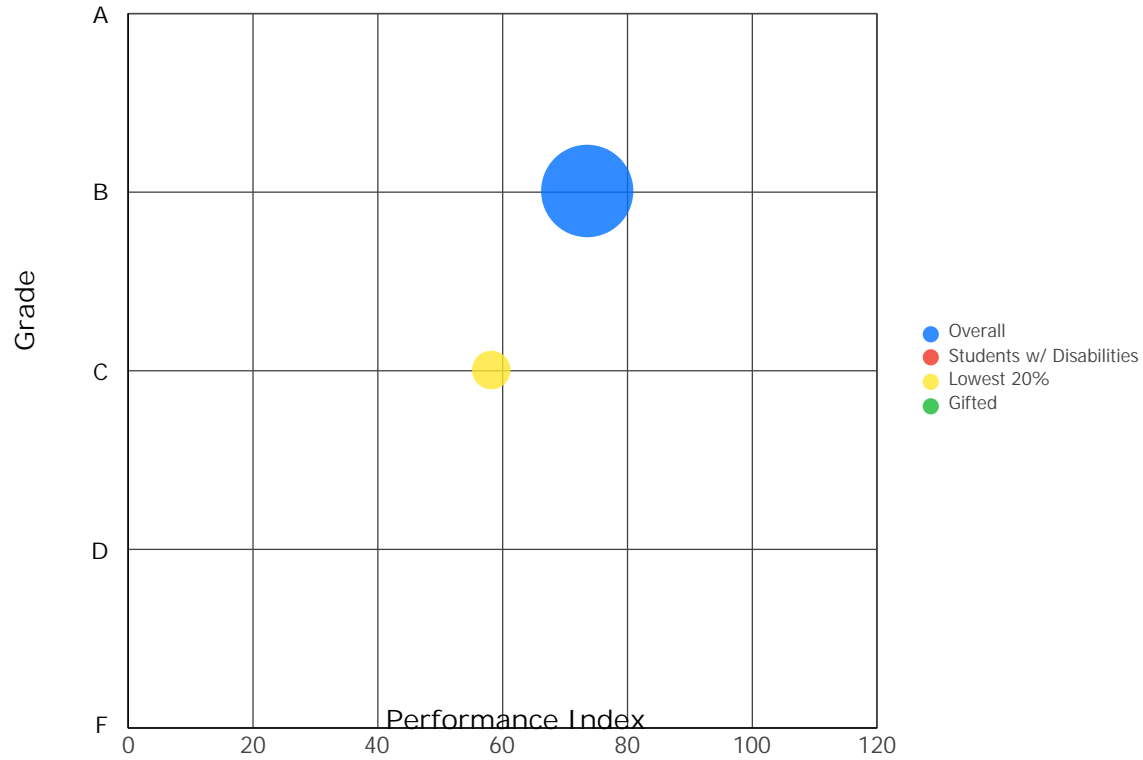
Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	2.0	0.0	1.4
4th Grade	1.4	-2.4	-0.6

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

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

### Progress vs. Performance Index

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



## Gap Closing



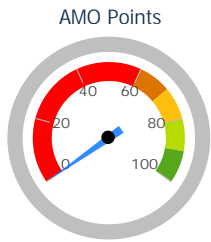
This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

COMPONENT GRADE  
Coming in  
2015

GRADE  
**F**

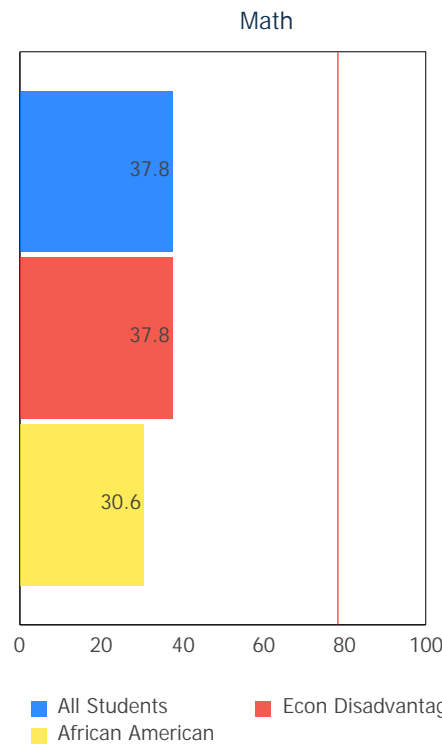
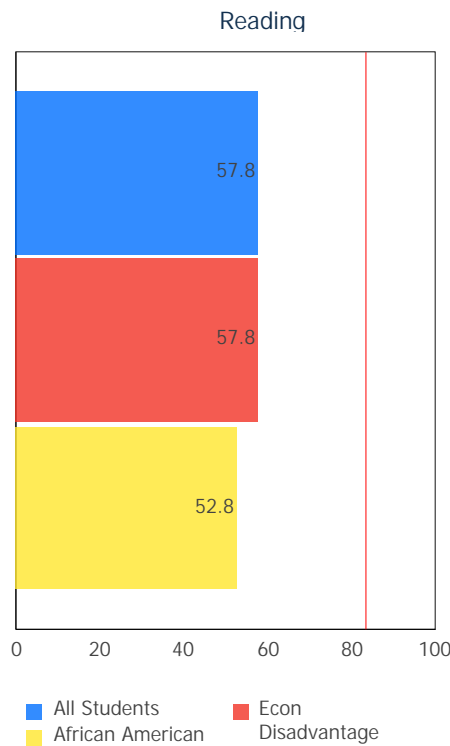
### Annual Measurable Objectives

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



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%



### Graduation Rate

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

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

## Graduation Rate



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



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.



Principal: --

Phone: (937) 277-1177

Address: 4751 sue ann blvd  
Dayton OH 45415

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

### Your School's Students

Average Daily Enrollment:

147

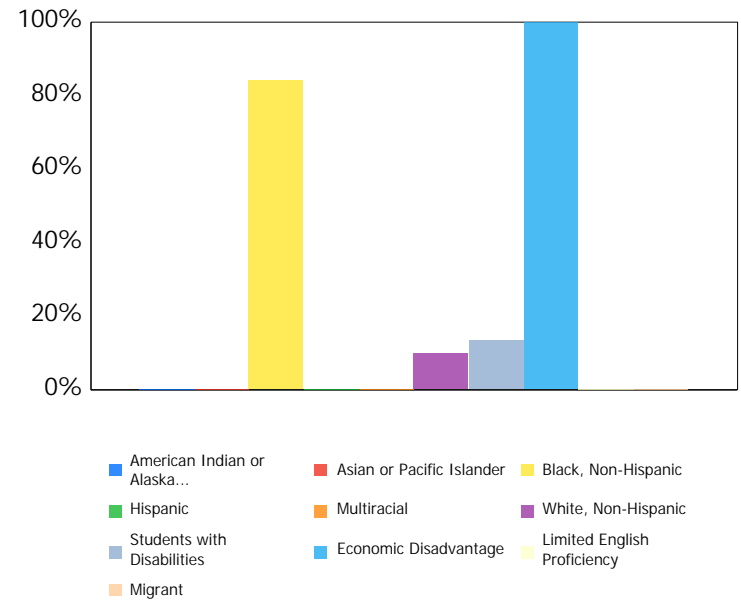
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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### Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	124	84.2%
Hispanic	NC	
Multiracial	NC	
White, Non-Hispanic	15	10.1%
Students with Disabilities	20	13.6%
Economically Disadvantaged	147	100.0%
Limited English Proficiency	NC	
Migrant	NC	

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



Mobility Rates by Subgroup

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

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

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

### Your School's Teachers

Your School's Poverty Status: High	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	--
Percentage of teachers with at least a Master's Degree	35.3	--
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	90.5	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	4.8	--

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