

2012-2013 Report Card for Horizon Science Academy Toledo

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 68.4%	D
Indicators Met 20.8%	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	D
Gifted	NR
Students with Disabilities	F
Lowest 20% in Achievement	D

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
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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 59.4% of students graduated in 4 years	F
90.7% of students graduated in 5 years	B

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

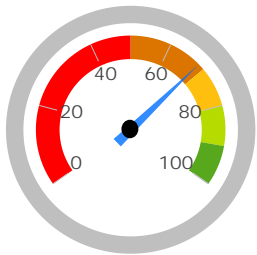
GRADE

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.

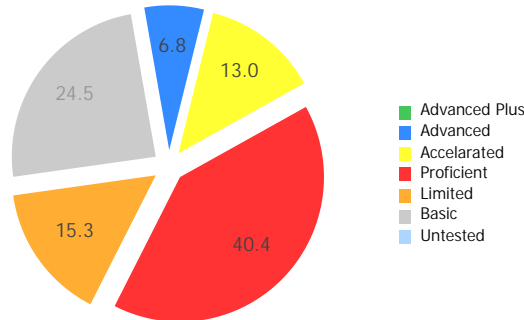
Performance Index



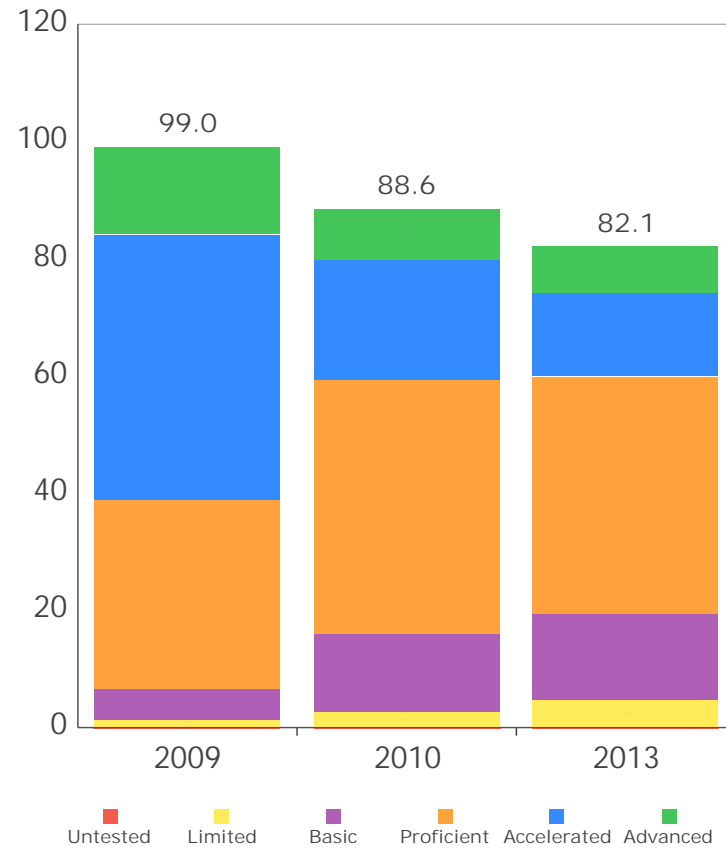
68.4%
82.1 of a possible 120.0

- 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	6.8	x 1.2	= 8.2
Accelerated	13.0	x 1.1	= 14.2
Proficient	40.4	x 1.0	= 40.4
Basic	24.5	x 0.6	= 14.7
Limited	15.3	x 0.3	= 4.6
Untested	0.0	x 0.0	= 0.0
			<u>82.1</u>



Performance Index Trend



GRADE

F

Indicators Met

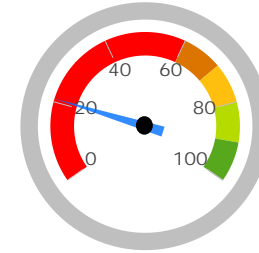
Indicators Met measures how many students have passed the state tests at a minimum level, called proficient, or higher. Test results are reported for each student in a grade and subject. At least 75 percent of students must pass to get credit for the indicator. Starting in the 2013-14 school year, a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

20.8%

5.0 out of 24.0

- 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	54.2%	✗
	Reading	64.0%	✗
4th Grade	Mathematics	70.0%	✗
	Reading	75.0%	✓
5th Grade	Mathematics	52.4%	✗
	Reading	47.6%	✗
	Science	47.6%	✗

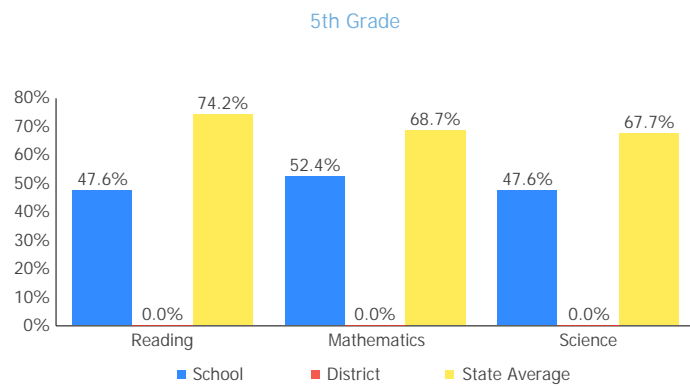
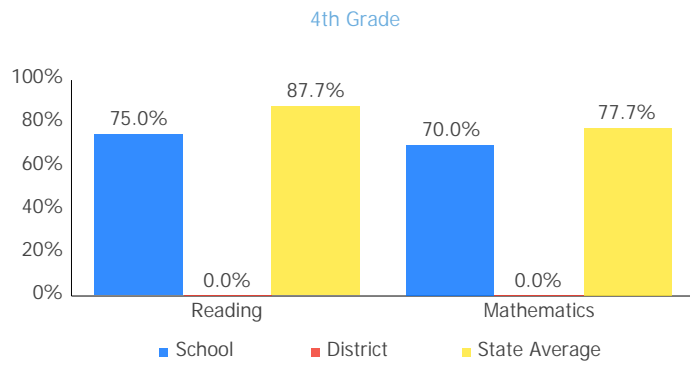
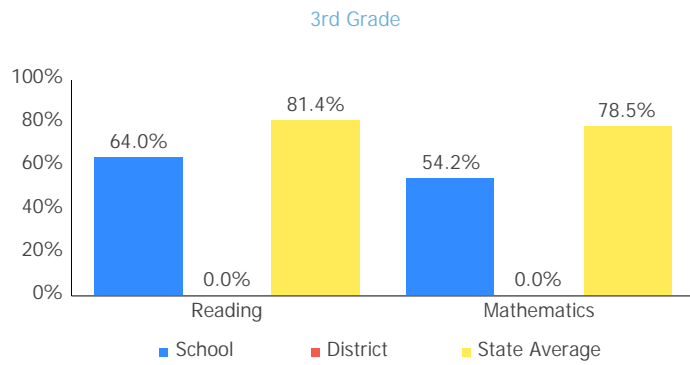
Grades 6-8

6th Grade	Mathematics	42.1%	✗
	Reading	60.5%	✗
7th Grade	Mathematics	51.6%	✗
	Reading	61.3%	✗
8th Grade	Mathematics	55.6%	✗
	Reading	66.7%	✗
	Science	30.6%	✗

Ohio Graduation Test

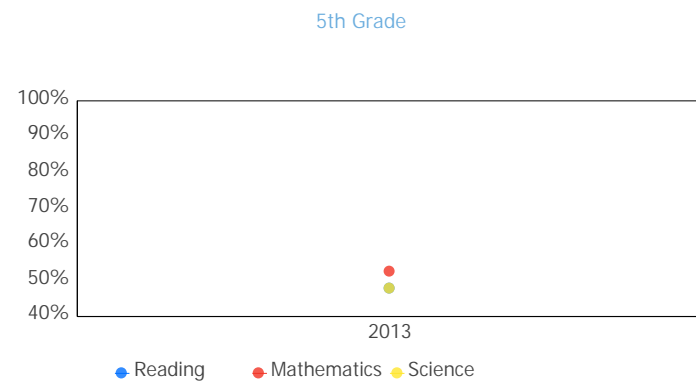
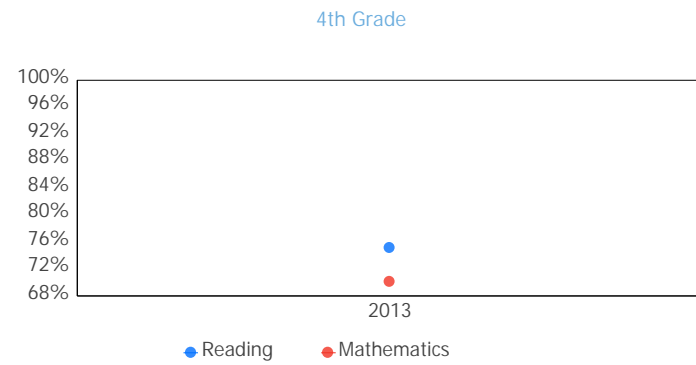
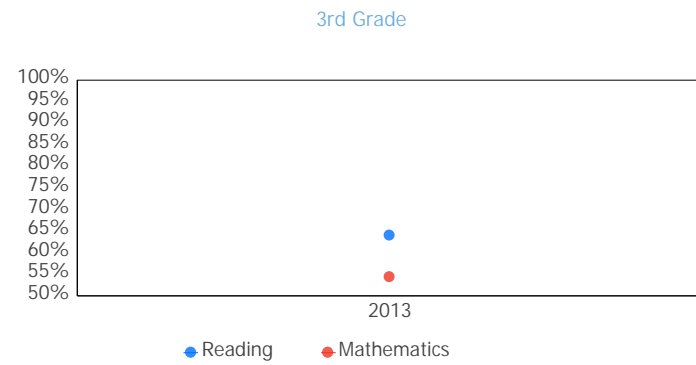
OGT, 10th Graders	Mathematics	61.7%	✗
	Reading	76.6%	✓
	Science	55.3%	✗
	Social Studies	68.1%	✗
	Writing	85.1%	✓
OGT, 11th Graders	Mathematics	81.8%	✗
	Reading	97.0%	✓
	Science	76.5%	✗
	Social Studies	81.8%	✗
	Writing	90.6%	✓

Proficiency Percent Comparison by Grade

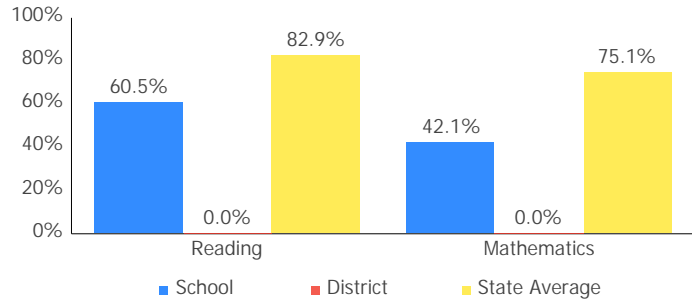


6th Grade

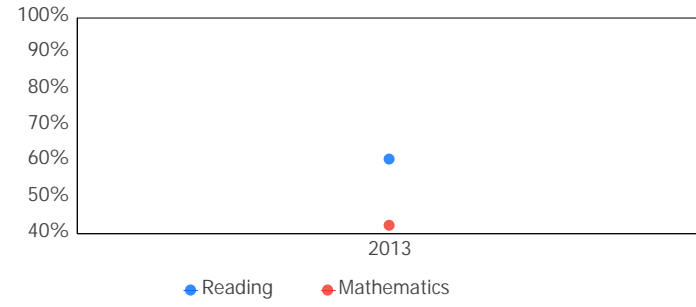
Proficient Percent Trend by Grade



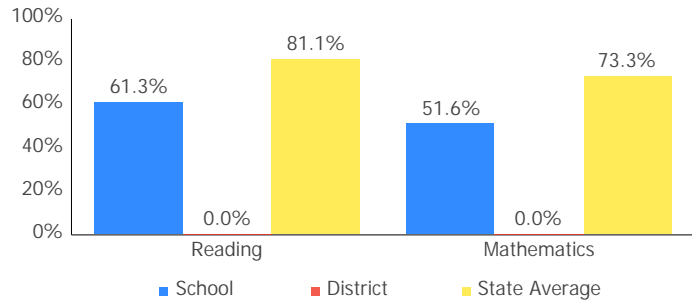
6th Grade



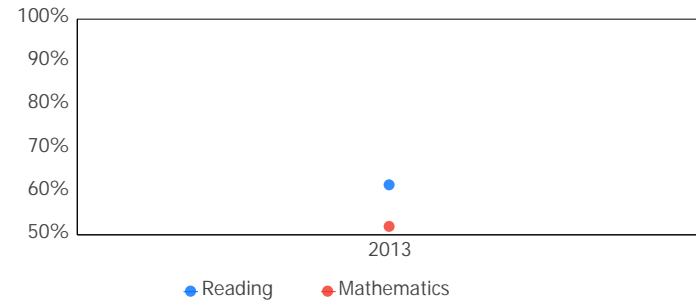
7th Grade



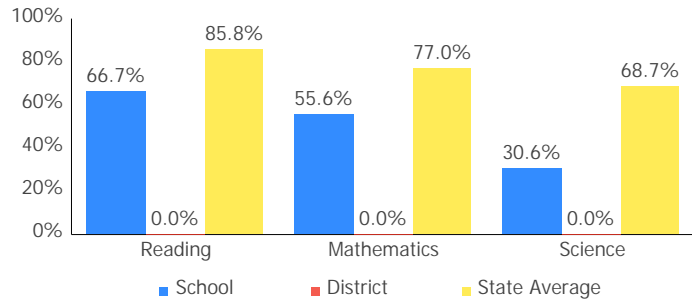
7th Grade



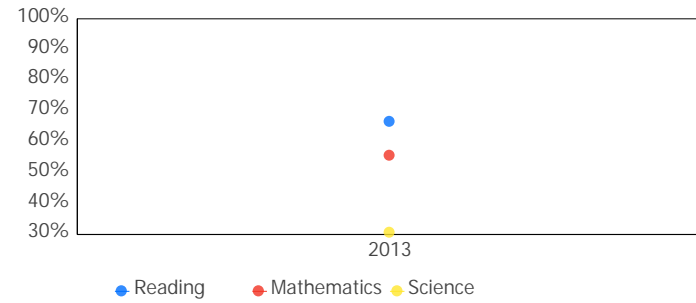
8th Grade



8th Grade

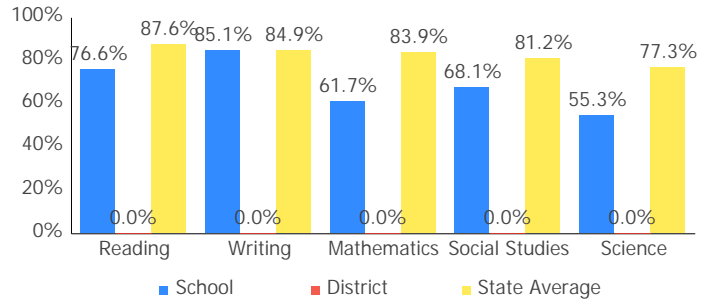


10th Grade OGT

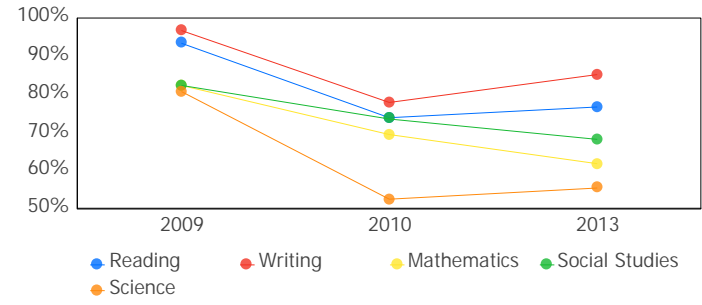
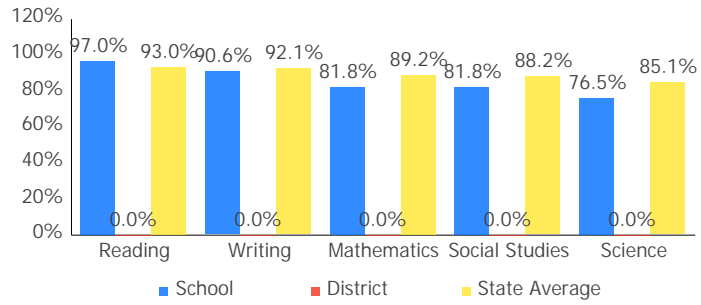


10th Grade OGT

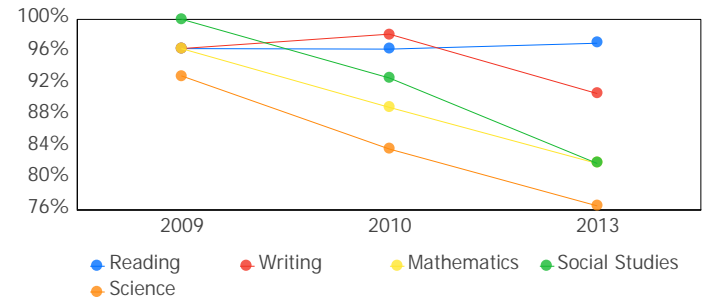
2012-2013 Report Card for Horizon Science Academy Toledo



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
2015

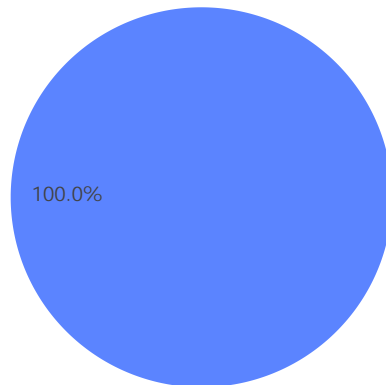
Gifted Overview

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
2015

GRADE	Overall
D	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
D	This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
GRADE	Students with Disabilities
F	This measures the progress for students with disabilities.
GRADE	High School
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.

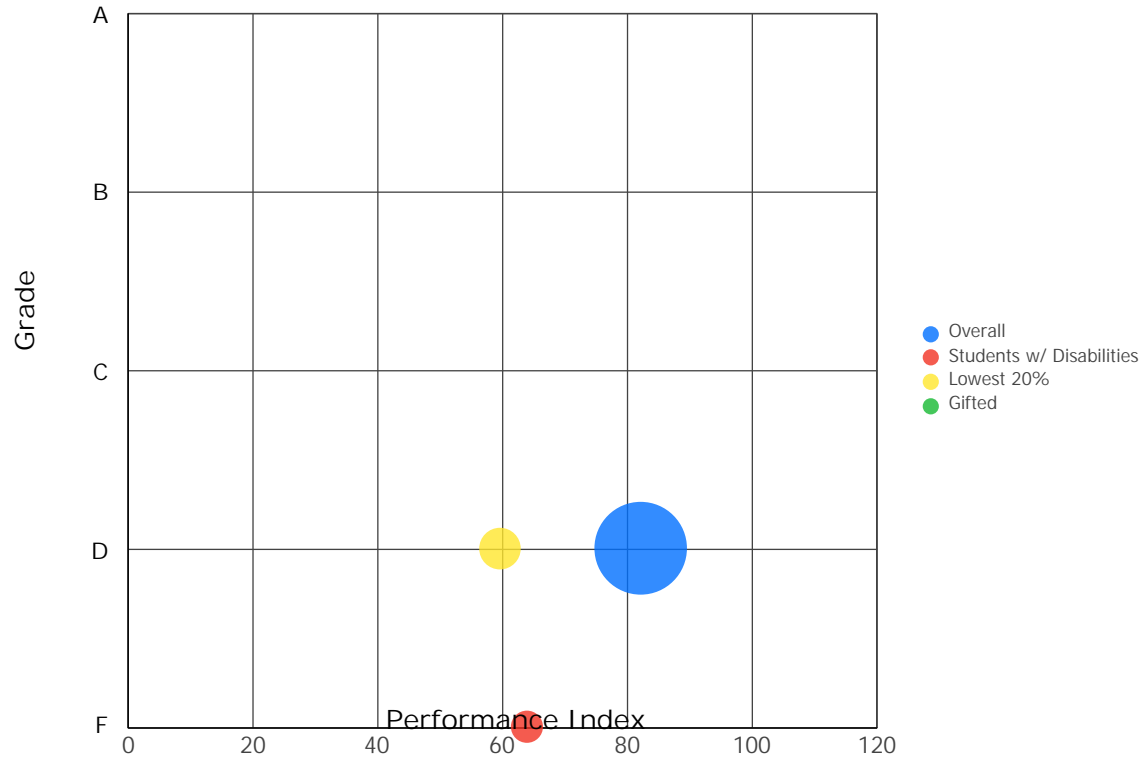
Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	-3.6	1.4	-1.6
4th Grade	-0.4	0.7	0.1
5th Grade	-2.2	2.7	0.1
6th Grade	-3.2	-1.9	-3.4
7th Grade	-0.2	0.9	0.4
8th Grade	-2.7	0.3	-1.8

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



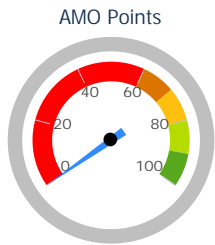
This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, culture or disability?

COMPONENT GRADE
Coming in
2015

GRADE
F

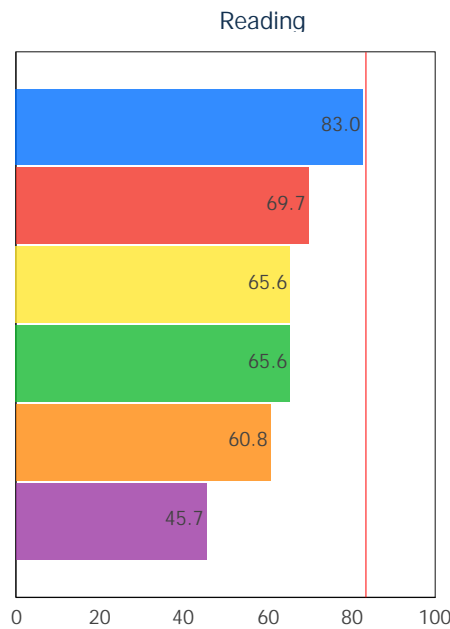
Annual Measurable Objectives

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.

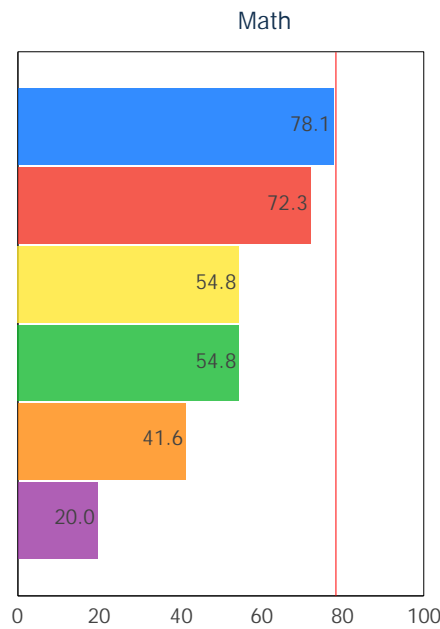


0.0%

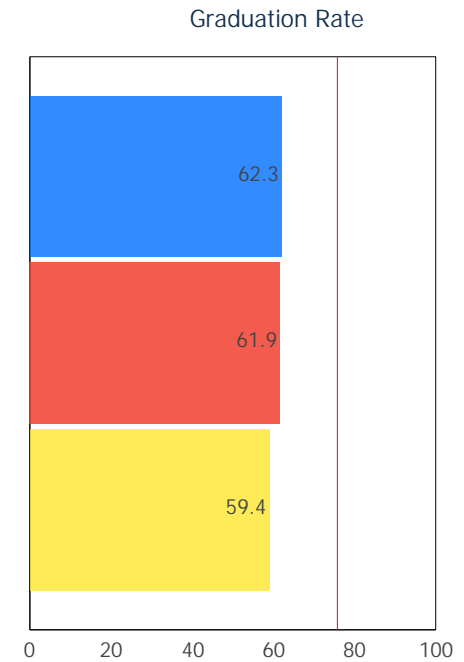
- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 60.0 - 69.9%
- F = 0.0 - 59.9%



- White
- All Students
- African American
- Multiracial
- Econ Disadvantage
- Students w/ Disab...



- Multiracial
- All Students
- African American
- White
- Econ Disadvantage
- Students w/ Disa...



- Econ Disadvantage
- All Students
- African American

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



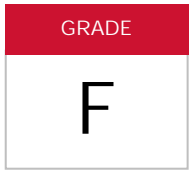
This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in
2015

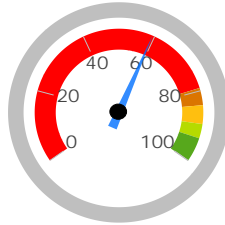
4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2012 who graduated within four years, i.e. students who entered the 9th grade in 2009 and graduated by 2012.



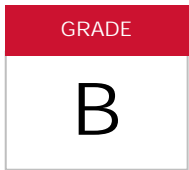
59.4%

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%



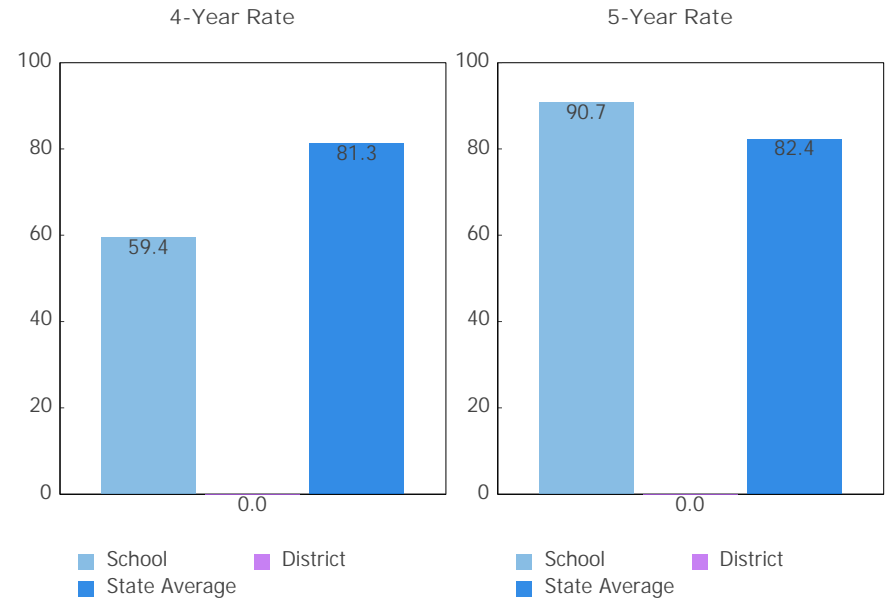
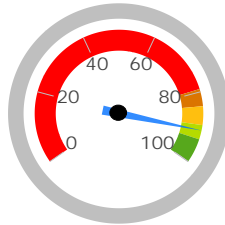
5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2011 who graduated within five years, i.e. students who entered the 9th grade in 2008 and graduated by 2012.

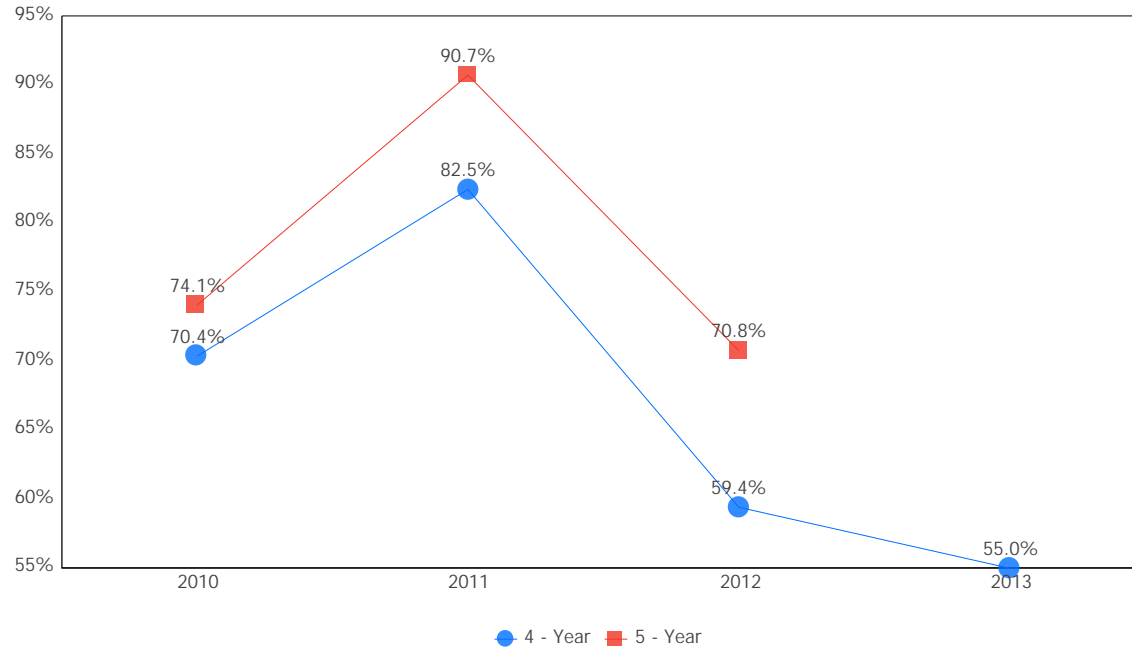


90.7%

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.



Principal: --

Phone: (419) 474-3350

Address: 2600 W Sylvania Ave
Toledo OH 43613-4300

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

Your School's Students

Average Daily Enrollment:

485

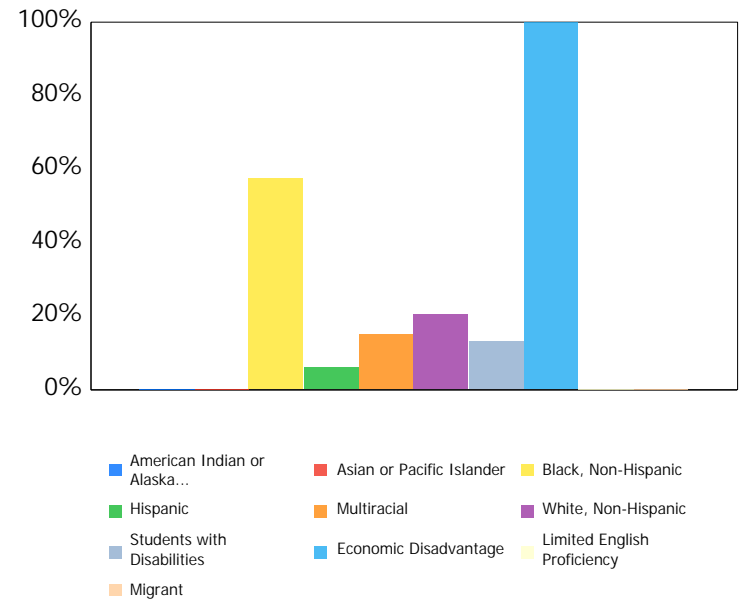
Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	279	57.6%
Hispanic	31	6.4%
Multiracial	74	15.3%
White, Non-Hispanic	101	20.7%
Students with Disabilities	64	13.2%
Economically Disadvantaged	485	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	0.0%
Multiracial	0.0%
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	28.6	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	2.7	--
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	5.4	--

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

Financial Data



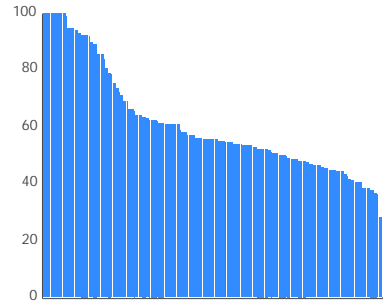
These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Enrollment between 150 and 499

Classroom Spending Data

Percentage Spent on Classroom Instruction
54.8%

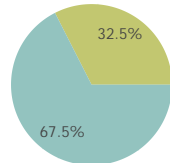
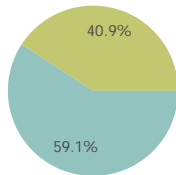
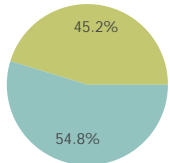
Rank in comparison group for highest % spent
81 out of 162



School

Comparison Group

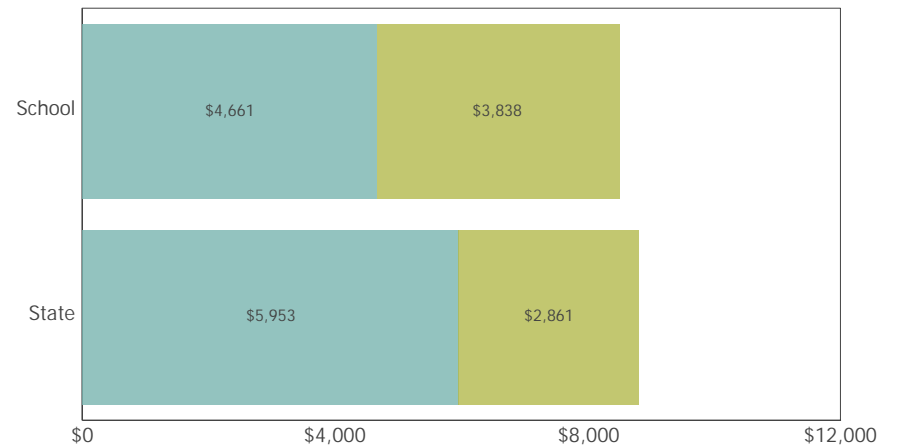
State



■ Classroom Instruction ■ Non-Classroom Instruction

Spending per Pupil Data

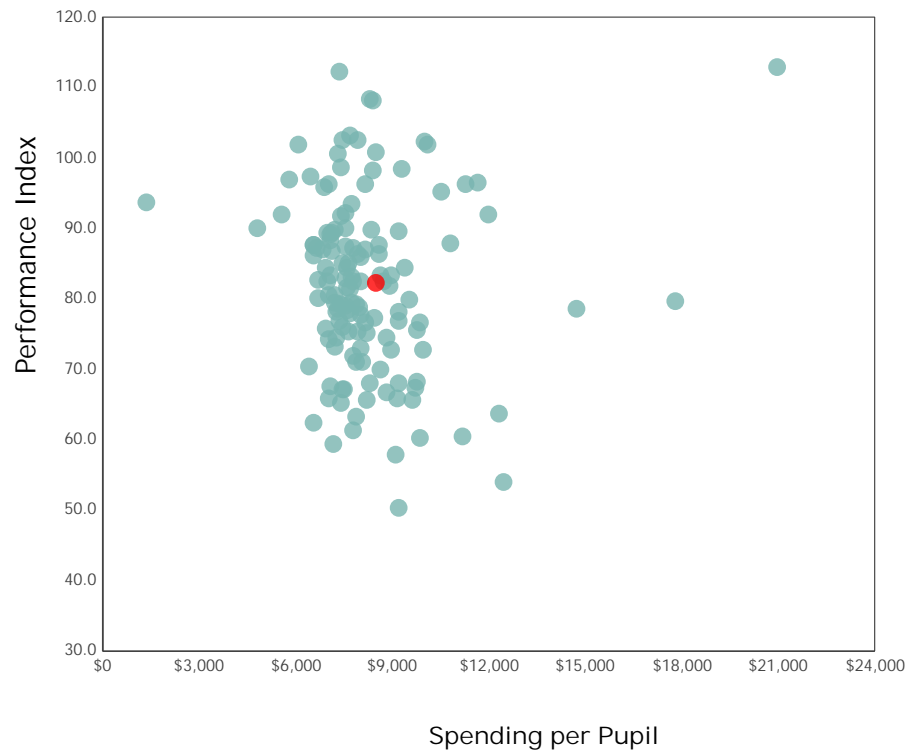
	School	State
Operating Spending per Pupil	\$8,499	\$8,814
Classroom Instruction	\$4,661	\$5,953
Non-Classroom Spending	\$3,838	\$2,861



Spending and Performance

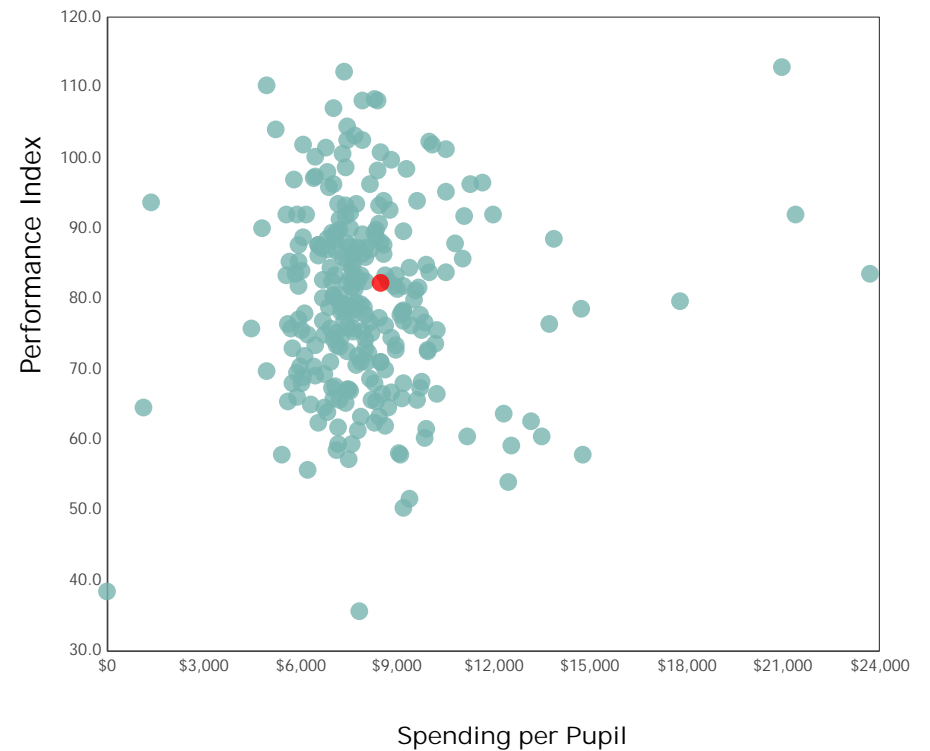
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Comparison Group



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

All Community & STEM Schools

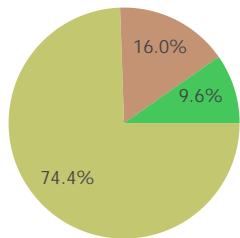


✘ Horizon Science Academy Toledo IS NOT among the 20% of traditional community schools with the lowest operating expenditures per pupil.

Source of Revenue

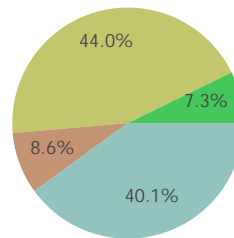
Source of Funds	School		State Total	
Local	\$0	0.0%	\$7,953,216,862	40.1%
State	\$3,664,996	74.4%	\$8,725,275,316	44.0%
Federal	\$789,984	16.0%	\$1,701,436,355	8.6%
Other Non-Tax	\$472,424	9.6%	\$1,442,122,710	7.3%
Total	\$4,927,404	100.0%	\$19,822,051,242	100.0%

School



Local State
Federal Other Non-Tax

State



Local State
Federal Other Non-Tax