Horizon Science Academy Columbus

Ohio Department of Education
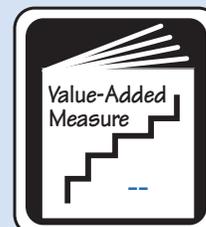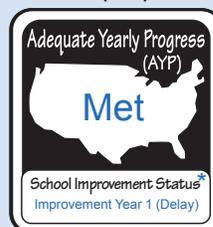
1070 Morse Rd, Columbus, OH 43229-6290 - Grades 9-12 - Franklin County

2007-2008 School Year Report Card

Current Superintendent: Hizir Disli (614) 365-5000

Number of State Indicators Met out of 12	Performance Index Score (0-120 points)	Adequate Yearly Progress (AYP)	Value-Added Measure
9	**90.5**	**Met** — School Improvement Status* Improvement Year 1 (Delay)	**--**

* Students enrolled in Title I schools with 1 or more years in School Improvement status may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options available to your child.

Your School's Designation: Effective

The School Report Card for the 2007-2008 school year shows the progress schools have made based on four measures of performance.

- **Indicators** (State Indicators)
- **Performance Index** (Performance Index Score)
- **Adequate Yearly Progress** (AYP)
- **Value Added** (Value-Added Measure)

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are
- Excellent with Distinction*
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency

*new designation beginning 2007-2008 due to Value Added

State Indicators

To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Test, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

On the Web: reportcard.ohio.gov

State Indicators

	Percentage of Students at and above the Proficient Level		
State Indicators	Your School 2007-2008	School Comparison Group[1] 2007-2008	State 2007-2008
3rd Grade Achievement	*The state requirement is 75 percent*		
1. Reading	--	62.8 %	**77.4 %**
2. Mathematics	--	62.3 %	**79.3 %**
4th Grade Achievement	*The state requirement is 75 percent*		
3. Reading	--	64.2 %	**81.1 %**
4. Mathematics	--	61.5 %	74.6 %
5. Writing	--	73.7 %	**81.7 %**
5th Grade Achievement	*The state requirement is 75 percent*		
6. Reading	--	55.0 %	72.7 %
7. Mathematics	--	49.9 %	61.8 %
8. Science	--	45.7 %	66.4 %
9. Social Studies	--	43.8 %	64.8 %
6th Grade Achievement	*The state requirement is 75 percent*		
10. Reading	--	58.8 %	**79.7 %**
11. Mathematics	--	57.0 %	**76.6 %**
7th Grade Achievement	*The state requirement is 75 percent*		
12. Reading	--	57.9 %	**77.3 %**
13. Mathematics	--	44.6 %	68.8 %
14. Writing	--	73.7 %	**85.7 %**
8th Grade Achievement	*The state requirement is 75 percent*		
15. Reading	--	61.8 %	**79.4 %**
16. Mathematics	--	52.9 %	72.8 %
17. Science	--	35.9 %	62.2 %
18. Social Studies	--	28.5 %	53.5 %
Ohio Graduation Tests (10th Grade)	*The state requirement is 75 percent*		
19. Reading	79.8 % ✓	83.3 %	85.2 %
20. Mathematics	70.2 %	69.0 %	**79 %**
21. Writing	81.0 % ✓	83.1 %	85.2 %
22. Science	57.8 %	55.2 %	72.8 %
23. Social Studies	81.0 % ✓	**75.5 %**	78.4 %
Ohio Graduation Tests (11th Grade)[2]	*The state requirement is 85 percent*		
24. Reading	89.4 % ✓	**90.0 %**	**91.9 %**
25. Mathematics	85.1 % ✓	81.2 %	**88.2 %**
26. Writing	93.5 % ✓	**91.4 %**	**93 %**
27. Science	71.3 %	69.8 %	83.6 %
28. Social Studies	90.1 % ✓	79.5 %	**86.5 %**
Attendance Rate	*The state requirement is 93 percent*		
29. All Grades	96.0 % ✓	**94.1 %**	**94.2 %**
2006-07 Graduation Rate	*The state requirement is 90 percent*		
30. School	93.5 % ✓	70.6 %	86.9 %

Any result at or above the state standard is indicated by a ✓

[1] Your school comparison group is based on the performance of all schools in *Columbus Public Schools.*
[2] Cumulative results for students who took the tests as 10th or 11th graders.
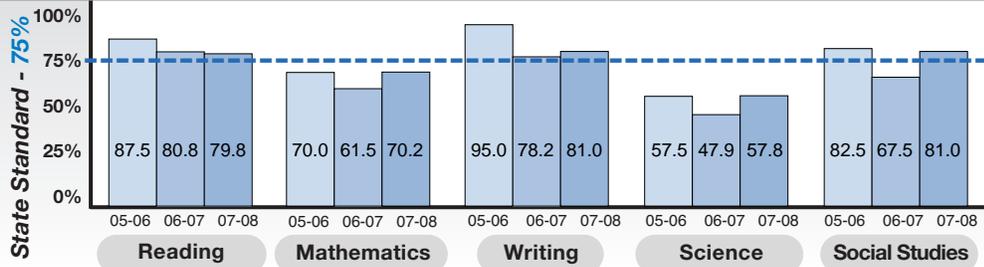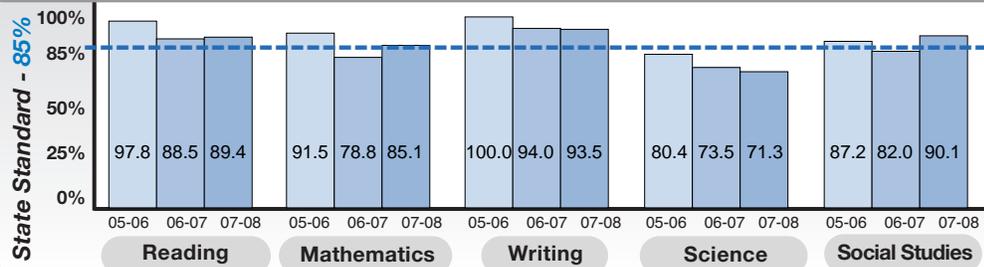
Your School's Assessment Results Over Time

All students in the school for a full academic year are included in the results.

Ohio Graduation Tests (10th Grade)

State Standard - 75%

	Reading			Mathematics			Writing			Science			Social Studies		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
	87.5	80.8	79.8	70.0	61.5	70.2	95.0	78.2	81.0	57.5	47.9	57.8	82.5	67.5	81.0

Ohio Graduation Tests (11th Grade)[1]

State Standard - 85%

	Reading			Mathematics			Writing			Science			Social Studies		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
	97.8	88.5	89.4	91.5	78.8	85.1	100.0	94.0	93.5	80.4	73.5	71.3	87.2	82.0	90.1

State Indicators

The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for an Achievement or Graduation Test, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade OGT indicator, a cumulative 85% passage rate for each assessment is required.

[1] Cumulative results for students who took the tests as 10th or 11th graders.

Horizon Science Academy Columbus, Franklin County

Performance Index Score

Performance Index Score Calculations for the 2007-2008 School Year

Performance Level Across Grades 3-8 and 10 for all Tested Subjects (Includes every student enrolled in the district for a full academic year)	Percentage	X	Weight	=	Points
Untested	1.2	X	0.0	=	0.0
Limited	7.5	X	0.3	=	2.3
Basic	18.2	X	0.6	=	10.9
Proficient	42.2	X	1.0	=	42.2
Accelerated	19.1	X	1.1	=	21
Advanced	11.8	X	1.2	=	14.2

Your School's Performance Index Score 90.5

The Performance Index Score reflects the achievement of every student enrolled for the full academic year. The Performance Index Score is a weighted average of all tested subjects and grades. The greatest weight is given to advanced scores (1.2), and the weights decrease for each performance level. This results in a scale from 0 to 120 points. The Performance Index Score can be compared across years to show achievement trends.

Performance Index Score Over Time

2007-2008	2006-2007	2005-2006
90.5	84.4	85.4

Value-Added Measure

Overall Composite [ ] Scores reflect grade level and overall composite ratings for the 2007-2008 school year.

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading					
Mathematics					

Your school's value-added rating represents the progress your school has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

*Value-Added results are computed only for buildings that include sufficient testing data for students in any grade from 4 through 8.

Legend

+ = **Above** Expected Growth
✓ = **Met** Expected Growth
− = **Below** Expected Growth

On the Web: reportcard.ohio.gov

Horizon Science Academy Columbus, Franklin County

Adequate Yearly Progress (AYP)

Adequate Yearly Progress Grade 3-8 and 10 **Reading** Grade 3-8 and 10 **Mathematics**		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaskan	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient
Percent Proficient	Reading	Met	Met	NR	Met	NR	NR	NR	NR	NR	NR
	Mathematics	Met	Met	NR	Met	NR	NR	NR	NR	NR	NR
Percent Tested	Reading	Met	NR	NR	Met	NR	NR	NR	NR	NR	NR
	Mathematics	Met	NR	NR	Met	NR	NR	NR	NR	NR	NR
Graduation Rate*		Met									
Attendance Rate*		N/A									
AYP Designation by Subgroup		Met	Met	NR	Met	NR	NR	NR	NR	NR	NR

AYP Determination by Indicator

Reading Proficiency:	Met
Mathematics Proficiency:	Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Met
Attendance Rate:	N/A
AYP Status of Your School:	Met

Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:
1) meeting the AYP targets with current year results;
2) meeting the AYP targets with two-year combined results;
3) meeting the improvement requirements of Safe Harbor;
4) meeting the AYP targets by combining currently proficient students with those students projected to become proficient.

For non-test indicators, AYP can be met in one of three ways:
1) meeting the AYP targets with current year results;
2) meeting the AYP targets with two-year combined results;
3) making improvement over the previous year.

N/A	Not Applicable.
NR	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
Met	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
Not Met	This subgroup did not meet AYP for this indicator.

Note: The AYP determination for Attendance Rate and Graduation Rate is evaluated using only the results of the 'All Students' group.

Adequate Yearly Progress (AYP) is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students; Economically Disadvantaged Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; American Indian/Alaskan Native Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Students with Disabilities (IEP); and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. AYP also can affect the state designation that a school or district receives in one of two ways. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.

State and Federally Required School Information

Your School's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtgd	Econ. Disadvtgd	Limited English Proficient	Female	Male
Percentage of Students Scoring Limited														
Reading	11.3	--	NC	NC	NC	0.0	5.1	NC	--	8.5	8.1	NC	7.3	9.3
Writing	1.6	--	NC	NC	NC	0.0	1.3	NC	--	0.0	2.7	NC	0.0	2.3
Mathematics	14.5	--	NC	NC	NC	6.3	12.7	NC	--	10.6	13.5	NC	17.1	7.0
Science	9.7	--	NC	NC	NC	6.7	6.4	NC	--	4.3	13.5	NC	9.8	7.1
Social Studies	11.3	--	NC	NC	NC	0.0	6.3	NC	--	6.4	10.8	NC	9.8	7.0
Percentage of Students Scoring Basic														
Reading	16.1	--	NC	NC	NC	0.0	12.7	NC	--	10.6	13.5	NC	12.2	11.6
Writing	21.0	--	NC	NC	NC	12.5	15.2	NC	--	19.1	16.2	NC	22.0	14.0
Mathematics	24.2	--	NC	NC	NC	0.0	17.7	NC	--	19.1	16.2	NC	17.1	18.6
Science	41.9	--	NC	NC	NC	13.3	35.9	NC	--	39.1	27.0	NC	48.8	19.0
Social Studies	12.9	--	NC	NC	NC	6.3	11.4	NC	--	8.5	13.5	NC	9.8	11.6
Percentage of Students Scoring Proficient														
Reading	53.2	--	NC	NC	NC	37.5	51.9	NC	--	53.2	45.9	NC	46.3	53.5
Writing	61.3	--	NC	NC	NC	68.8	64.6	NC	--	59.6	67.6	NC	51.2	74.4
Mathematics	37.1	--	NC	NC	NC	37.5	35.4	NC	--	42.6	29.7	NC	36.6	37.2
Science	27.4	--	NC	NC	NC	20.0	25.6	NC	--	28.3	21.6	NC	17.1	33.3
Social Studies	41.9	--	NC	NC	NC	31.3	39.2	NC	--	42.6	32.4	NC	39.0	37.2
Percentage of Students Scoring Accelerated														
Reading	14.5	--	NC	NC	NC	50.0	21.5	NC	--	21.3	21.6	NC	24.4	18.6
Writing	16.1	--	NC	NC	NC	18.8	19.0	NC	--	21.3	13.5	NC	26.8	9.3
Mathematics	14.5	--	NC	NC	NC	31.3	16.5	NC	--	17.0	16.2	NC	12.2	20.9
Science	16.1	--	NC	NC	NC	40.0	23.1	NC	--	23.9	21.6	NC	17.1	28.6
Social Studies	16.1	--	NC	NC	NC	25.0	17.7	NC	--	19.1	16.2	NC	19.5	16.3
Percentage of Students Scoring Advanced														
Reading	4.8	--	NC	NC	NC	12.5	8.9	NC	--	6.4	10.8	NC	9.8	7.0
Writing	0.0	--	NC	NC	NC	0.0	0.0	NC	--	0.0	0.0	NC	0.0	0.0
Mathematics	9.7	--	NC	NC	NC	25.0	17.7	NC	--	10.6	24.3	NC	17.1	16.3
Science	4.8	--	NC	NC	NC	20.0	9.0	NC	--	4.3	16.2	NC	7.3	11.9
Social Studies	17.7	--	NC	NC	NC	37.5	25.3	NC	--	23.4	27.0	NC	22.0	27.9

Your School's Students 2007-2008

Percentage

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Native Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
301	71.4%	NC	NC	NC	5.4%	18.6%	56.2%	9.7%	4.3%	NC

NC = Not calculated; displayed when there are fewer than 10 students in student group.

Number of Limited English Proficient Students Excluded from Accountability Calculations	--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

Federally Required School Teacher Information

	Your Building	State
Percentage of teachers with at least a Bachelor's Degree	95.7	99.2
Percentage of teachers with at least a Master's Degree	34.8	58.8
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	1.5
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	88.1	98.3

	Your Building	High-Poverty School*	Low-Poverty School*
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	N/A	NC	NC

*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.
Your building is a high-poverty school if a percentage appears in Column 2. Your building is a low-poverty school if a percentage appears in Column 3. Your building is neither a high-poverty school nor a low-poverty school if no data appears in either Column 2 or Column 3.
-- = No data were reported.

Measures of a Rigorous Curriculum for the Class of 2007

Measure	2006-07 Graduates	Data Source
Graduation Rate	93.5 %	EMIS
Mean ACT Score	0	ACT Corp., EMIS
Percent of Graduates participating in the ACT	0	ACT Corp., EMIS
Mean SAT Score	840	College Board, EMIS
Percent of Graduates participating in the SAT	100 %	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	6.7 %	EMIS
Number of Graduates participating in an AP test	16	College Board
Percent of Graduates with an AP score of 3 or above	10.3 %	College Board, EMIS
Number of Graduates taking at least one Tech Prep Course	0	EMIS
Number of Graduates taking at least one PSEO course		EMIS

The Measures of a Rigorous Curriculum are intended to report on the completion of a rigorous curriculum and other indicators of student success that ensure students leave school with the knowledge and skills needed to succeed in college, careers and citizenship. These indicators pertain to schools that have any combination of grades 10, 11 and 12.

Legend

EMIS - Education Management Information System of the Ohio Department of Education

ACT College Entrance Exam - Nonprofit organization that administers the ACT College Entrance Test

College Board (SAT) - Nonprofit membership association that administers the SAT exam

PSEO - Post-Secondary Enrollment Options, a program that enables high school students, grades 9-12, to earn college and high school graduation credit

AP - Advanced Placement, a program offering courses/exams that provide students the opportunity to earn credit or advanced standing at colleges and universities

Tech Prep - A combination of college preparatory academics and advanced career-technical education

Determining Your School's Rating

Determining your school's report card designation is a multi-step process. The first step is to determine a preliminary rating, which is based on the following components: 1) the percentage of indicators met, 2) the performance index score and 3) AYP status.

Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	**Excellent**
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	**Effective**
0%-74.9%	or	0 to 89.9	and	Met	=	**Continuous Improvement**
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	**Academic Watch**
0%-30.9%	and	0 to 69.9	and	Not Met	=	**Academic Emergency**

The preliminary rating results from identifying the higher value between the percentage of indicators met by your school and your school's performance index score. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a school meets AYP in the current year, it can be rated no lower than Continuous Improvement.

2. If a school does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.

3. In all other cases, AYP has no effect on the preliminary designation.

Once the preliminary designation is determined, value-added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the school's final designation.

1. If your school's rating is restricted to Continuous Improvement due to AYP, then value-added will have no impact on the designation and the preliminary designation becomes the final designation.

2. If your school experiences above expected growth for at least two consecutive years, your school's final designation will increase by one level.

3. In all other cases, value added has no effect on the rating and the preliminary designation becomes the final designation.

Preliminary Designation		Value-Added Measure	Final Designation
Excellent	and	Above expected growth for at least 2 consecutive years	**Excellent with Distinction**
		Otherwise no effect on rating	**Excellent**
Effective	and	Above expected growth for at least 2 consecutive years	**Excellent**
		Otherwise no effect on rating	**Effective**
Continuous Improvement	and	Above expected growth for at least 2 consecutive years	**Effective**
		Otherwise no effect on rating	**Continuous Improvement**
Academic Watch	and	Above expected growth for at least 2 consecutive years	**Continuous Improvement**
		Otherwise no effect on rating	**Academic Watch**
Academic Emergency	and	Above expected growth for at least 2 consecutive years	**Academic Watch**
		Otherwise no effect on rating	**Academic Emergency**

Ohio Department of Education
Report Card Resources on the Web:

reportcard.ohio.gov