School Administration

Mr. Ugur Zengince, Principal

Mr. Colin Poulson, Assistant Principal of Academics

Mrs. Fatma Aykan, Assistant Principal of Academics

Mr. Celal Sarikamis, Assistant Principal of Operations

Mr. Scott Hawley, Assistant Principal of School Culture

Mr. Robert Tate, Assistant Principal of School Culture

Mrs. Melissa Herman, RTT Coordinator

Mr. Thomas Edwards, Athletic Director

Mission Statement

At Horizon Science Academy Columbus High School (HSA) our mission is to create a learning community in which teachers, parents, and students work together to achieve academic excellence in a rigorous college preparation curriculum. HSA strives to be the benchmark of superior public education through teaching skills in Math, Science, and Technology necessary to become bold inquirers, analytical thinkers, and ethical leaders in the 21st century. We strive to create a diverse community that fosters mutual respect and social responsibility, enhanced by a strong partnership between home and school.

Go Hawks!!!
# TABLE OF CONTENTS

- **INTRODUCTION** ................................................................................................................................................................................. 1  
- **EARNING A HIGH SCHOOL DIPLOMA AT HORIZON SCIENCE ACADEMY** .................................................................................. 2  
- **OHIO’S STATE GRADUATION REQUIREMENTS** .......................................................................................................................... 3  
- **HONORS DIPLOMAS** ......................................................................................................................................................................... 7  
- **ASSESSMENTS REQUIRED FOR GRADUATION** ........................................................................................................................... 9  
- **SUBSTITUTE TESTS** .......................................................................................................................................................................... 10  
- **WORLD LANGUAGE REQUIREMENT** ............................................................................................................................................... 13  
- **PHYSICAL EDUCATION REQUIREMENT** .......................................................................................................................................... 13  
- **FINANCIAL LITERACY REQUIREMENT** ........................................................................................................................................... 13  
- **HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL** ................................................................................................................ 13  
- **FINE ARTS** ............................................................................................................................................................................................ 14  
- **ADDITIONAL WAYS TO EARN OR RECOVER CREDIT** ........................................................................................................... 16  
- **GRADING SCALE** .............................................................................................................................................................................. 18  
- **SEMESTER EXAMS** ............................................................................................................................................................................ 19  
- **HOMEWORK** ....................................................................................................................................................................................... 20  
- **COLLEGE CREDIT PLUS (CC+)** ....................................................................................................................................................... 20  
- **ADVANCED PLACEMENT (AP®) COURSES** ......................................................................................................................................... 22  
- **COLLEGE ADMISSIONS AND PREPARATION TESTS** .................................................................................................................. 23  
- **SPECIAL EDUCATION POLICIES AND PROCEDURES** .................................................................................................................. 32  
- **SCHEDULING** ..................................................................................................................................................................................... 32  
- **INDEPENDENT STUDY PROGRAMS** ............................................................................................................................................... 33  
- **STUDENT ATHLETE REQUIREMENTS** ........................................................................................................................................... 33  
- **ACADEMIC ELIGIBILITY** ................................................................................................................................................................ 34  
- **NCAA ELIGIBILITY (NATIONAL COLLEGIATE ATHLETIC ASSOCIATION)** ............................................................................. 34  
- **ACTIVITIES AND COMPETITIONS** ............................................................................................................................................... 36  
- **CONCEPT YOUNG SCHOLARS PROGRAM (CYSP)** ....................................................................................................................... 37  
- **NATIONAL HONOR SOCIETY MEMBERSHIP GUIDELINES** ......................................................................................................... 39  
- **KEY CLUB** ............................................................................................................................................................................................. 40  
- **NATIONAL ART HONOR SOCIETY** .................................................................................................................................................... 41  
- **ROBOTICS CLUB OR FIRST TECH CHALLENGE (FTC)** ................................................................................................................ 41
Dear Students,

Welcome to Horizon Science Academy! This new school year brings a new beginning and future. The administrative team is excited about this school year, and the staff at Horizon Science Academy is caring, competent, dedicated, and willing to assist you. We are working very hard to provide the best possible learning climate for you.

We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone concerned: students, parents, and staff. The mission of the Horizon Science Academy is to create a partnership among the members of this triad. Each of us is responsible for doing our part to make our school a place where we can work and play together in harmony. Horizon Science Academy is a reflection of us all. Our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know your school, its programs, activities, and schedule. Become an active participant in your school by getting involved in your classes and joining clubs and activities.

This handbook is an overview of our school’s academic system. It is an essential reference book giving detailed information about our school’s academic policies. Read it carefully, discuss it with your parents, and let it lead you as a guide for your effective involvement in all parts of the school academic system. It has been written to provide you and your parents with the information that will make your year purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout the school year. On behalf of the entire Horizon Science Academy staff and community, best wishes for a great school year!

Sincerely,

Ugur Zengince, Principal
Earning a High School Diploma at Horizon Science Academy

To earn a regular high school diploma at HSA, you must complete the required courses and community service hours, and then choose an option (A or B) to show that you are ready for college. Here’s what you need to do to graduate. Your school counselor will give you more details.

Complete Courses

Take the recommended 23 credits in specific subjects, with the minimum the Ohio state graduation requirements.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Economics</td>
<td>½</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
</tr>
<tr>
<td>Health Education</td>
<td>½</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>3½</td>
</tr>
</tbody>
</table>

Show that You are Ready

Use at least one option to show that you are ready to transfer to a college by going through one of the options below:

A

Ohio’s State Tests

Earn at least 18 points on seven (7) end of course state tests:

- Algebra I
- English I
- Geometry
- English II
- American Government
- Biology
- American History

Each test earns you up to 5 graduation points. You must have a minimum of 4 points in Math, 4 points in English and 6 points across Science and Social Studies.

B

College and Career Readiness Tests

Earn the ‘remediation-free’ scores* on either:

<table>
<thead>
<tr>
<th>ACT</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: 18 and up</td>
<td>Writing: 480 and up</td>
</tr>
<tr>
<td>Math: 22 and up</td>
<td>Math: 530 and up</td>
</tr>
<tr>
<td>Reading: 22 and up</td>
<td>Reading: 480 and up</td>
</tr>
</tbody>
</table>

HSA will choose either the ACT or SAT for all students to take for free during a one-time statewide spring test in grade 11. 12 points on Value Industry credential and 13 points on ACT work keys test.

And:

40 Hours of Community Service

---

1 English I, II, III and IV
2 Algebra I, Geometry, Algebra II and other Math
3 Physical Science, Biology, Chemistry, Physics, or Elective Sciences
4 US History, MW. History and U.S. Government
5 Spanish I, II or Turkish I, II (two credits should be earned in the same language)
6 Complete seasons of sports can meet the Physical Education requirement
Ohio’s State Graduation Requirements

Before you know it, you’ll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.

As a student entering ninth grade between July 1, 2017 and June 30, 2019, Ohio’s new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions—one that ensures you are ready for your next steps and excited about the future.

Cover the basics
You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>4</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Physical education</td>
<td>1½</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social studies</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
</tbody>
</table>

Other Requirements
You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

You have the option to show you are ready by meeting the original three graduation pathways below that were available when you entered high school.

Show you are ready
Use at least one pathway to show that you are ready for college or a job.

1. Ohio’s State Tests
Earn a minimum of 18 points on seven end-of-course state tests. End-of-course tests are:
   - Algebra I or Integrated Math I
   - Geometry or Integrated Math II
   - English I or English II
   - American Government
   - American History
Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies. Your school and district receive grades on the Ohio School Report Cards for all students’ scores and participation on state tests.

2. Industry credential and workforce readiness
Earn a minimum of 12 points by passing a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.

3. College and career readiness tests
Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

The Ohio Department of Higher Education works with Ohio’s universities to set the remediation-free scores for the ACT and SAT tests. Periodically, for a variety of reasons, these scores may be adjusted. For all high school juniors, the remediation-free scores set by Feb. 1 of their junior year will be used to meet their graduation requirement. The most up-to-date information regarding remediation-free scores can be found on the Department’s graduation requirements webpage.

OR
(see reverse side)
You can meet **new requirements** by demonstrating competency and readiness for a job, college, military or a self-sustaining profession.

**Show competency**
Earn a passing score on Ohio’s high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

*Is testing not your strength?* After you have taken your tests, there are three additional options to show competency!

**Option 1.**
Demonstrate Two Career-Focused Activities:
- Proficient scores on WebXams
- A 12-point industry credential
- A pre-apprenticeship or acceptance into an approved apprenticeship program

**Supporting**
- Work-based learning
- Earn the required score on WorkKeys
- Earn the OhioMeansJobs Readiness Seal

*At least one of the two must be a Foundational skill*

**Option 2.**
Enlist in the Military
Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

**Complete College Coursework**
Earn credit for one college-level math and/or college-level English course through Ohio’s free College Credit Plus program.

**AND**

**Show readiness**
Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:
- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)

*Want to learn more? Contact your school counselor or visit education.ohio.gov/graduation*
Before you know it, you’ll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.

As a student entering ninth grade on or after July 1, 2019, Ohio’s new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions — one that ensures you are ready for your next steps and excited about the future.

First, cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>4</td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Physical education</td>
<td>½</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social studies*</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
</tbody>
</table>

Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

Second, show competency

Earn a passing score on Ohio’s high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

Is testing not your strength? After you have taken your tests, there are three additional ways to show competency!

**Option 1.**

Demonstrate Two Career-Focused Activities*:

- **Foundational**
  - Proficient scores on WebXams
  - A 12-point industry credential
  - A pre-apprenticeship or acceptance into an approved apprenticeship program

- **Supporting**
  - Work-based learning
  - Earn the required score on WorkKeys
  - Earn the OhioMeansJobs Readiness Seal

*At least one of the two must be a Foundational skill

**Option 2.**

Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

**Option 3.**

Complete College Coursework

Earn credit for one college-level math and/or college-level English course through Ohio’s free College Credit Plus program.
Third, show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
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- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)

Want to learn more? Contact your school counselor or visit education.ohio.gov/graduation
Honors Diplomas

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an honors diploma. Students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences. Honors courses are designed to be challenging while enhancing a student’s ability to employ critical thinking and analysis skills. The levels of performance in these courses prepare students for college and career readiness. Honors courses are distinguished by a difference in the depth and scope of work required. Each honors course is calculating with a Weighted 5.0 Grading Scale.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Ohio Diploma</th>
<th>Academic Honors Diploma</th>
<th>International Baccalaureate Honors Diploma</th>
<th>Career Tech Honors Diploma</th>
<th>STEM Honors Diploma</th>
<th>Arts Honors Diploma (Includes dance, drama/theatre, music, and visual art)</th>
<th>Social Science &amp; Civic Engagement Honors Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>4 units, must include one unit of algebra II or equivalent</td>
<td>4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content</td>
<td>4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content</td>
<td>4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content</td>
<td>5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content</td>
<td>4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3 units</td>
<td>4 units, biology, chemistry, and at least one additional advance science&lt;sup&gt;2&lt;/sup&gt;</td>
<td>4 units, biology, chemistry, and at least one additional advance science&lt;sup&gt;2&lt;/sup&gt;</td>
<td>4 units, including two units of advanced science&lt;sup&gt;2&lt;/sup&gt;</td>
<td>5 units, including two units of advanced science&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3 units, including one unit of advanced science&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3 units, including one unit of advanced science&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 units</td>
<td>4 units 4 units 4 units</td>
<td>3 units</td>
<td>3 units</td>
<td>5 units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Languages</td>
<td>N/A</td>
<td>3 units of one world language, or no less than 2 units of each of two world languages studied</td>
<td>4 units minimum, with at least 2 units in each language studied</td>
<td>2 units of one world language studied</td>
<td>3 units of one world language, or no less than 2 units of each of two world languages studied</td>
<td>3 units of one world language, or no less than 2 units of each of two world languages studied</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2 Semesters</td>
<td>1 unit 1 unit N/A</td>
<td>N/A N/A 4 units of Career-Technical minimum&lt;sup&gt;3&lt;/sup&gt;</td>
<td>1 unit</td>
<td>4 units</td>
<td>1 unit</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>5 units</td>
<td>N/A</td>
<td>N/A 4 units of Career-Technical minimum&lt;sup&gt;3&lt;/sup&gt;</td>
<td>2 units with a focus in STEM courses</td>
<td>2 units with a focus in fine arts course work</td>
<td>3 units with a focus in social sciences and/or civics</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>N/A</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
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<td></td>
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<td>-------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td><strong>ACT/SAT/WorkKeys</strong></td>
<td>N/A</td>
<td>27 ACT/1280 SAT³</td>
<td>27 ACT/1280 SAT³</td>
<td>27 ACT/1280 SAT³</td>
<td>27 ACT/1280 SAT³</td>
<td>27 ACT/1280 SAT³</td>
<td></td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Assessments</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

- **GPA**: N/A, 3.5 on a 4.0 scale
- **ACT/SAT/WorkKeys**: 27 ACT/1280 SAT³, 27 ACT/1280 SAT³, 27 ACT/1280 SAT³, 27 ACT/1280 SAT³
- **Field Experience**: N/A, N/A, N/A, N/A
- **Portfolio**: N/A, N/A, N/A, N/A
- **Additional Assessments**: N/A, N/A, N/A, N/A

1. GPA is not applicable for all fields.
2. ACT/SAT/WorkKeys are required for all fields.
3. Field Experience is required for all fields.
4. Portfolio is required for all fields.
5. Additional Assessments are required for all fields.
Assessments Required for Graduation

For each of the seven end-of-course state tests, a student earns one to five graduation points. Students have the potential to earn a total of 35 points. To meet this graduation option, a student must earn a minimum number of 18 points from the seven tests. This graduation option gives a student flexibility in accumulating 18 points. A high score on one test can balance a low score on another test. A student must earn a total of at least four points on English tests, four points on math tests and six points on science and social studies tests.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Graduation Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>5</td>
</tr>
<tr>
<td>Accelerated</td>
<td>4</td>
</tr>
<tr>
<td>Proficient</td>
<td>3</td>
</tr>
<tr>
<td>Basic</td>
<td>2</td>
</tr>
<tr>
<td>Limited</td>
<td>1</td>
</tr>
</tbody>
</table>

**GRADUATION POINT SAMPLES**

<table>
<thead>
<tr>
<th>SECTIONS</th>
<th>SUBJECT</th>
<th>POINTS</th>
<th>POINTS</th>
<th>POINTS</th>
<th>POINTS</th>
<th>POINTS</th>
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<tr>
<td>Mathematics Section</td>
<td>Algebra I</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
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<tr>
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<td>Section Total</td>
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<td>4</td>
<td>4</td>
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<tr>
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<td>Section Result</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
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<td>Not Met</td>
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<tr>
<td>English Language Art Section</td>
<td>English I</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
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<td>Science and Social Studies Section</td>
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<td>2</td>
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<td>US Government</td>
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<td>3</td>
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<td>2</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Section Total</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Section Result</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Result</td>
<td>Total</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>
Substitute Tests

Students may earn graduation points through approved substitute tests

- College Credit Plus (CCP) courses or approved AP tests, in the subject area, will satisfy the end-of-course graduation test requirement for American History and American Government. The college course grade earned under College Credit Plus or AP test score may earn graduation points in place of the end-of-course tests as provided here.

- A student completing a CCP course in American History or American Government will not need to sit for the end-of-course tests in the subject area and may earn graduation points based on the letter grade in the course.

- There are no CCP/AP substitutions for Mathematics or English Language Arts. Students may use Math and English Language Arts CCP/AP courses to satisfy the graduation curriculum requirements. **But schools must administer the end-of-course tests to students to earn graduation points.**

Students taking College Credit Plus courses in these subjects will use the course grade, not end-of-course test points, to determine their points earned toward graduation.

The following table converts Advanced Placement test scores to graduation points for valid courses. This applies only to American History, American Government and Science. There are no permitted substitutions for English language arts and Mathematics.

<table>
<thead>
<tr>
<th>Advanced Placement</th>
<th>Graduation Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or 5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The Ohio State Board of education approved the following AP substitute tests:

**PHYSICAL SCIENCE**
- Advanced Placement Physics 1: Algebra-based
- Advanced Placement Physics 2: Algebra-based

**BIOLOGY**
- Advanced Placement Biology
AMERICAN HISTORY
- Advanced Placement United States History

AMERICAN GOVERNMENT
- Advanced Placement United States Government and Politics

The following table is to be used to convert College Credit Plus grades to graduation points for valid courses. This applies only to American History, American Government and Science. **There are no permitted substitutions for English Language Arts and Mathematics.**

<table>
<thead>
<tr>
<th>College Credit Plus Course Grade (Social Studies and Science substitute courses)</th>
<th>Ohio Graduation Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or B</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>F: Fail or Drop the course</td>
<td>0</td>
</tr>
</tbody>
</table>

How do the new graduation testing requirements impact students with disabilities?

All students, including students with disabilities, must participate in state assessments. The Individualized Education Program (IEP) team may exempt a student with disabilities from consequences of not being proficient on end-of-course tests. When the IEP team determines a student is exempt from being proficient on an end-of-course test, the student may receive three points (equivalent to proficient) for each exempted test required for graduation. There is no alternate test for end-of-course tests.

Some students may be eligible to participate in an alternate assessment per the Alternate Assessment for Students with Significant Cognitive Disabilities participation guidelines. For these students, a proficient score in each of the content areas – English Language Arts, Mathematics, Science and Social Studies – may replace the graduation requirement of a minimum composite score on the seven end-of-course tests.
Transfer Students and End-of-Course Tests

How will students transferring to an Ohio public school from an out-of-state or home school meet the testing point requirements?

Students who transfer into a district from out-of-state and students previously homeschooled with no previous test scores will have their minimum graduation point requirement prorated. The table below shows how the points change based on the number of tests remaining.

<table>
<thead>
<tr>
<th>Tests Remaining</th>
<th>Points Required</th>
<th>Tests Remaining</th>
<th>Points Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>18</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

*Note: Students must earn a minimum of five points across the English II and either the integrated mathematics II or geometry end-of-course tests.*

Regardless of the tests remaining, at minimum, out-of-state and home-school transfer students must take the English II or Geometry end-of-course tests and earn a minimum of five points across tests in order to graduate.

Students must also test in any course that they have not yet completed if the course has a corresponding end-of-course test. Therefore, if a student transfers in with only Biology and American Government left to take, the student would be required to take the Biology, American Government, English II and Geometry tests, and earn a total of 10 points, five of which must come from the English and Mathematics tests.

If a student transfers in with only one test or no tests remaining, the student may take the college and career readiness tests. If the student meets the remediation-free scores on the ACT or SAT, they will have satisfied the assessment component of the graduation requirements. If the student does not earn a remediation-free score, then the
student must take the English II and the Geometry end-of-course tests plus any tests associated with courses that they have not yet taken and earn the required prorated points to satisfy the graduation requirements.

**World Language Requirement**

At Horizon Science Academy, students should take and earn minimum 2 credits of same World Language (Foreign Language). It is recommended that students, who elect the World Language, continue in the program beyond the upper level. Some specialized programs, as well as many colleges and universities, require additional credits in world and classical language.

**Physical Education Requirement**

According to ODE graduation policy, school districts may adopt a policy that would exempt students who participate in interscholastic athletics, or cheerleading, for two full seasons (two years) from the Physical Education requirement.

**Financial Literacy Requirement**

According to ODE graduation policy, all students must receive instruction in Economics and Financial Literacy during grades 9-12. In HSA, students can accomplish the financial literacy requirement by taking Economics, which contains Financial Literacy curriculum.

**High School Credit Earned in Middle School**

Horizon Science Academy Columbus High School policy determines the requirements for students earning high school credit for a course taken in middle school. According to OAC 3301-35-01 about Credit Flexibility policy, credit toward high school graduation may be earned by middle school students if the student has taken a high school level course meeting the local school system curricular objectives. As a result, middle school students must earn a final passing course grade in order to earn HSA high school credit for Algebra I, Geometry, Algebra II, Fine Arts, Physical Education, Spanish I, Spanish II, Turkish I, and Turkish II.
Fine Arts

The Ohio Core requires two semesters or the equivalent of Fine Arts for students to graduate, unless the student is enrolled in and completes a course of study in career-technical education. Students may complete the coursework in any of grades 7 to 12. The coursework in grades seven or eight also may count for high school credit if it meets these two requirements for advanced work:

- It is taught by a teacher licensed to teach the course at the high school level; and the course content meets high school curriculum requirements, as designated by the local board of education.

College and Career Ready Pathways

Healthcare, Engineering, and Information Technology are the fastest growing fields in Ohio from the OhioMeansJobs.com website. Students can take courses in these areas that will prepare them for job certificate programs, associate degrees, bachelors degrees, and more. Students who complete the pathway, a four course sequence, may be eligible for college credits based off their grades and course performance.

Students who are/are not in a pathway can take Microsoft Office Specialist course at their senior year and can earn certifications in Word, Excel, Powerpoint, Access, Outlook.
### Health Science Pathway
- Health Science and Technology
- PLTW Biomedical Science
- PLTW Human Body Systems
- Medical Terminology
- Pharmacology
- Medical And Dental Office Techniques
- Patient Care and Diagnostics
- Nurse Assistant
- Phlebotomy

### Engineering and Manufacturing Pathway
- Engineering Design
- Engineering Principles
- AC/DC Circuits
- Robotics/Industrial Robotics

### Programming Pathway
- Information Technology
- Programming
- Object Oriented Programming
- Visual Programming
- Web-Design

### Interactive Media Pathway
- Information Technology
- Video and Sound
- Multimedia and Image Management
- Design Techniques
- Creating and Editing Digital Graphics

<table>
<thead>
<tr>
<th>Available Courses:</th>
<th>Available College Credits:</th>
<th>Available Industry Credentials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Terminology</td>
<td>Medical Terminology</td>
<td>Pharmacy Technician</td>
</tr>
<tr>
<td>Safety</td>
<td>Safety</td>
<td>STNA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient Care Technician</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OSHA 10</td>
</tr>
</tbody>
</table>
Additional Ways to Earn or Recover Credit

In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the local school system, through various other programs. No student, however, may earn credit more than once for the same course. Additional ways to earn credit include:

Summer School
Summer school provides students the opportunity to retake a course in which they were unsuccessful in earning credit for the graduation requirement. We will offer Edgenuity Credit Recovery. The cost is $50 per course. Students may also go through Columbus City Schools. The cost for each course is $300 and lasts a total of six weeks, Monday through Friday. The alternative is the online Keystone credit recovery classes.

Test-Out
In accordance with newly enacted Ohio SB 311, district Board of Education’s may adopt policy that enables high school students to earn units of high school credit based upon a demonstration of subject area competency. The policy allows students to earn credit instead of or in combination with completing hours of classroom instruction. Now that the state law has been approved, Board of Education’s in compliance with the law’s provisions may phase in local adopted policy and procedure during the 2009-10 school years. The rationale for this provision is clear.

With the plan’s implementation,

- Students will be able to show what they have known and move on to higher-order content they are ready to learn and have not yet mastered; and
- Students will be able to learn subject matter and earn course credit in ways not limited solely to “seat time” or the walls of the school building.

Content Mastery
The following are the levels of content mastery for testing out:

- Scores below 80% will not demonstrate proficiency and students will be required to take the course for high school graduation credit.
• Scores 80% or higher will demonstrate content mastery of the course and students will be given HSA High School credit.

**Test Out Procedure and Deadlines**

• The intent of “testing-out” is to provide exceptionally able students options beyond what they might have if required taking courses in which they have already mastered the material. Students may not take a test for a class they have already taken and failed.

• Students may attempt test-outs once each year. Applications for testing out must be completed and turned into the high school counseling office by the first weekday in May (for the August test-out). They are available in the guidance office or online.

• Teachers will not provide any instruction to prepare students for these tests. Each department will provide a syllabus so that students know what the test will cover and any additional items (demonstrations, research papers, portfolios, etc.) that will be required as part of the comprehensive evaluation. The syllabus will include a list of reading materials and a copy of the curriculum.

• Study materials will also be available for student use, and the Guidance Office will contact students when they can pick up these materials. Students must return all school materials on the day of the test-out exam.

• Students will be notified, by mail, regarding the test-out schedule. The tests will be scheduled during the second full week of August. The notification will include exact time and location for the exams.

• Test-out exams will be scored as soon as possible after the test date. Students and counselors will be notified by mail as soon as results are available.

• Students who pass the assessment will have their results recorded on their transcript and be promoted to the next course in the academic sequence (if applicable). Students should make an appointment to see a counselor to make a schedule change.
• The maximum number of tests a student may request each testing session is two.

**Results**

Faculty will check exams between the testing date and the first day of school. Students can stop by the Counseling Office on the first day of school to receive their results. If they have passed the test(s), they can make appointments to see their counselors to request a schedule change.

**It is important that:**

• The maximum age for entering freshmen students is 18 years.

• All students must graduate prior to their 22nd birthday.

**Grading Scale**

All classes at HSA follow the grading scale table below for assigning letter grades for semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>%</th>
<th>Regular Non-weighted 4.0 SCALE</th>
<th>AP/Honors/CC+ Weighted 5.0 SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 - 100</td>
<td>4.00</td>
<td>5.00</td>
</tr>
<tr>
<td>A</td>
<td>93 - 97</td>
<td>4.00</td>
<td>5.00</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>3.67</td>
<td>4.67</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>3.33</td>
<td>4.33</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
<td>3.00</td>
<td>4.00</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
<td>2.67</td>
<td>3.67</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
<td>2.33</td>
<td>3.33</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
<td>2.00</td>
<td>3.00</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
<td>1.67</td>
<td>2.67</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69</td>
<td>1.33</td>
<td>2.33</td>
</tr>
<tr>
<td>D</td>
<td>64 – 66</td>
<td>1.00</td>
<td>2.00</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 63</td>
<td>1.00</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Weighted grades are being used behind the scenes for the calculation of weighted GPAs. No indication of weighted grading appears on the report card. The transcript is the only place where weighted GPA will appear. The transcript includes weighted GPA.

**Semester Exams**

All students must take the required exams to receive credit for the course. All students are expected to be in attendance on the scheduled dates and times of their exams.

Examinations over a semester’s academic material are scheduled for HSA courses. Semester exams call upon the student to organize a large amount of subject matter. Semester and Final Exams together count as 20% of the final grade. Exceptions to the grade calculation standard and exam participation may be made by the Principal whenever special circumstances need to be considered.

A student may not request to take a semester exam before its scheduled time. The Principal may, in very rare cases, give a student permission to take an exam late.

Any appeal of a grade must first be made in conference with the teacher. The second level of appeal must be made in conference with the Assistant Principal of Academics or with the Principal.

Exams will be given at the end of each semester and will adhere to the following guidelines:

- Exams will be held in all subject areas.
- Each exam will be conducted in 2 hours.
- Grade point value for each exam will be determined by the teacher.
- Students will not be excused from Finals unless a doctor’s report is submitted.
- If necessary, a makeup date will be determined by the administration. Usually the Friday after exams.
- The formula of 40% of the first semester grade + 10% of the semester exam + 40% of the second semester grade + 10% of the final exam will be used to determine final course grade at the end of the year.
Homework

Homework is an essential part of your successful educational program at HSA. Doing homework will help you develop many valuable skills such as: good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual growth and learning that is appropriate for the subject area. Homework is part of all students’ regular evaluations. It is your responsibility to complete and turn in homework on time. If you or your parents have questions about homework, immediately contact the teacher who assigned it. It is student’s responsibility to get missing homework from the teacher.

Make-Up Work

Any student who was excused-absent from school has the responsibility for obtaining the missed assignments from the teachers within one week of his/her return to school. The student is also responsible for obtaining and completing all class assignments of examinations before the end of the grading period.

Students who missed any class assignments or examinations due to an unexcused absence will be permitted to complete work for 50% credit. This policy also applies to unexcused tardies.

If the student is suspended, the student automatically gets no more 50% from missing tests, exams, quizzes, homework, and assignments.

When classes are missed because of attendance at athletic, musical, academic competitions, or at school related trips, it is the responsibility of the involved student to pick up assignments prior to the absence and be prepared to turn in work on the due date and take exams upon the day of returning to the missed class. Assignments given prior to an extended absence are due upon return to school.

College Credit Plus (CC+)

Ohio’s College Credit Plus can help the students earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a
wide variety of options to college-ready students. Taking a college course from a public college or university through College Credit Plus is free. That means no cost for tuition, books, or fees if you attend public school in the state of Ohio. If you choose to attend a private college or are homeschooled, you may have limited costs. All public school, private school and home school students must declare their intent to participate by April 1, even if they participated last year.

HSA Columbus has an agreement with Columbus State Community College, however, you can choose to take College Credit Plus courses from any college that offers a course that would benefit your future. This could include online courses. Each College Credit Plus course is calculated with a Weighted 5.0 Grading Scale in the high school.

Once you find the university or college you would like to attend for College Credit Plus, you can go to their website and complete the application—each school has their own process and procedures; as well as their own requirements to enroll in College Credit Plus.

**Important notes:**

- Colleges may require a minimum score on the ACT® or SAT®.

- Colleges may require an ACCUPLACER score for English and Math if you don’t have the minimum score requirements on the ACT® or SAT®.

- A student can take a maximum of 30 college credit hours in a year. Students who register for more than 30 credit hours will be responsible to pay for the entire course that placed them over the 30 hour limit.

- 3 or 4 college credits is equal to one high school credit. Two college credits are equal 0.5 high school credits.

- The High School is not responsible for transportation.

- Students should return all books after the course concludes. Otherwise, the school may charge books and expenses to the student.
ACCUPLACER
Community Colleges use the ACCUPLACER test to determine student placement in English and Mathematics. For students without the minimum score on the ACT or SAT®, the ACCUPLACER is required for students who want to take a College Credit Plus in high school, or who plan on taking some course work after graduation at the community college. Pending funding approval, the fee associated with this test may be waived for some students.

Advanced Placement (AP®) Courses
Advanced Placement courses are demanding and challenging courses intended for students who demonstrate potential for college level work. The College Board sponsors the Advanced Placement Program, and it develops, administers, and grades examinations for each advanced placement course. Many universities and colleges grant advanced standing and/or college credit based on student performance on an AP® test.

Information regarding advanced placement courses/tests is available from high school counseling offices. Students are not required to take an advanced course in order to be eligible to sit for an advanced placement examination. A student’s report card grade for an AP® course is determined by the classroom teacher. It is not a reflection of the results of the Advanced Placement test. Each AP® courses are calculating with Weighted 5.0 Grading Scale.

Advanced Placement (AP®) Exams
Students enrolled in AP® courses have the opportunity to sit for the corresponding exams in May. Colleges and universities use the AP® results to determine college preparedness, student motivation, and placement. Students may have the opportunity to earn credit or advanced standing at many of the nation’s colleges and universities. High school students are urged to take the AP® Exam in specific subjects such as English, World and Classical Languages, Chemistry, History, Calculus, Psychology, Biology, Physics, Economics, Computer Science, Environmental Sciences, Statistics, and Fine Arts. With the exception of AP® Studio Art, which is a portfolio assessment, each
AP® exam contains a free response section, and a section of multiple choice questions. The modern language exams also have a speaking component, and the AP® Music Theory exam includes an optional sight singing task.

Each AP® exam is given an overall score of 1, 2, 3, 4, or 5, with 5 indicating a student who is extremely well-qualified to receive college credit and/or advanced placement. A fee is associated with these exams. Pending funding approval, financial assistance may be offered based on student need.

**College Admissions and Preparation Tests**

One way for students to demonstrate readiness for college is through scores on two college admissions tests – ACT and SAT. In Ohio, a remediation-free score on either test is one of three ways a student can meet requirements for a high school diploma. In the spring of their junior year, students will take a free ACT® or SAT® test provided by the state. Each school district selects whether the free test will be ACT® or SAT®.

The two most common college admission tests are the ACT®, produced by the ACT® Corporation, and the SAT®, produced by the College Board. These tests are designed to measure knowledge in areas predetermined to predict academic success in college. Colleges use test scores alongside high school grades and a variety of other factors to try to identify students with the highest potential or probability of success.

*All juniors will take a state sponsored free SAT® test in HSA Columbus.*

**ACT®**

The ACT® is a nationally administered, standardized test that helps colleges evaluates candidates. Colleges now accept your ACT® or SAT® scores interchangeably—in which case you may want to decide if the SAT® or ACT® is better for you. It’s also common for students to prepare for and take both exams.

Generally, you'll take the ACT® for the first time in the spring of your junior year. This will allow you enough time to retake the test during the fall of your senior year if you're not satisfied with your score—and to reserve the summer months for college applications.
Without the optional Writing Test, the ACT® exam lasts 2 hours and 55 minutes—or 3 hours and 35 minutes with the Writing Test. What do ACT® test sections look like? The order of ACT® test sections and the total number of questions covered in each ACT® test section never change. Here’s how it breaks down:

<table>
<thead>
<tr>
<th>Section</th>
<th>Length</th>
<th>Question Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>45 Minutes</td>
<td>Sentence Structure and Formation, Punctuation, Organization, Unity, and Cohesion, Usage, Topic Development, Knowledge of Language</td>
</tr>
<tr>
<td>Mathematics</td>
<td>60 Minutes</td>
<td>Essential Skills, Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability</td>
</tr>
<tr>
<td>Reading</td>
<td>35 Minutes</td>
<td>Global, Inference, Detail, Vocab-in-Context, Function, Writer’s View, Interpretation of Data</td>
</tr>
<tr>
<td>Science</td>
<td>35 Minutes</td>
<td>Scientific Investigation, Evaluation of Models, Inferences, and Experimental Results</td>
</tr>
<tr>
<td>Writing</td>
<td>40 Minutes</td>
<td>You write in response to a question about your position on an issue</td>
</tr>
</tbody>
</table>

**The ACT® English Test**

On the ACT® English Test, you'll have 45 minutes to answer 75 questions—that's about 30 seconds per question. The test is divided into 5 passages, each with about 15 questions.

Almost all of the English questions follow a standard format. A word, phrase, or sentence in a passage is underlined. You're given four options in this ACT® test section: to leave the underlined portion alone ("NO CHANGE," which is always the first choice), or to replace it with one of the three alternatives.

You're not being tested on spelling or vocabulary. Rather, the ACT® English Test is designed to assess your understanding of the conventions of English—punctuation,
grammar, sentence structure—and rhetorical skills. Rhetorical skills are more strategic and include things like organizing text and making sure it's styled clearly.

**The ACT® Mathematics Test**

On the ACT® Math Test, you'll have 60 minutes to answer 60 questions—that's 1 minute per question. Questions include algebra, functions, geometry, statistics and probability, number and quantity, and essential skills.

Though the math questions—like those in other ACT® test sections—are not ordered in terms of difficulty, questions drawn from elementary school or junior high tend to come earlier in the section. This doesn't necessarily mean that the easier questions are first.

**The ACT® Reading Test**

On the ACT® Reading Test, you’ll be tested on passages from social studies, natural sciences, literary narrative or prose fiction, and humanities.

The passages in this ACT® test section are about 1,000 words long and are written at about the same difficulty level as college textbooks. After each passage, you'll find 10 questions. You'll have 35 minutes to answer 40 questions—that's about 50 seconds per question.

**The ACT® Science Test**

On the ACT® Science Test, you’ll be given passages containing various kinds of scientific information drawn from the fields of biology, chemistry, physics, geology, astronomy, and meteorology, which you'll have to understand and use as a basis for inferences.

You'll have 35 minutes to answer 40 questions—that's about 50 seconds per question. The section contains 6 passages, each followed by 6–8 questions.

**The ACT® Writing Test**

The optional ACT® Writing Test is 40 minutes long, includes one essay, and is always the last section of the test. You'll be given a topic or an issue and expected to take a position on it, supporting your point of view with examples and evidence. You don't have to be a great creative writer to succeed on the ACT® Writing Test; you just have to
show that you can focus on an issue and argue your point of view in a coherent, direct way using concrete examples.

**ACT® Scoring**

Some of the most common questions we get from students and parents are: “How does ACT® scoring work?” "What does this ACT® score mean?” and "What is a good ACT® score?"

For ACT® scoring, each of the 4 multiple-choice ACT® test sections (English, Mathematics, Reading, and Science) is scored on a scale of 1–36. You will also receive a composite score, which is the average of your four test scores (1–36).

Your ACT® score report also includes national rankings where you can compare your performance against students across the country, and understand what a good ACT® score is. For instance, if you ranked in the 90th percentile on the Mathematics Test, you did better than 89 percent of other students, while 10 percent fared better than you.

**What Is a Good ACT® Score?**

Knowing what a good ACT® score is can help you have a solid goal to strive for. These are results of national averages we collected for 2015 and 2016, divided by ACT® test sections.

<table>
<thead>
<tr>
<th>ACT® Test Section</th>
<th>2015 National Average</th>
<th>2016 National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>20.4</td>
<td>20.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20.8</td>
<td>20.6</td>
</tr>
<tr>
<td>Reading</td>
<td>21.4</td>
<td>21.3</td>
</tr>
<tr>
<td>Science</td>
<td>20.9</td>
<td>20.8</td>
</tr>
<tr>
<td>Total Composite</td>
<td>21</td>
<td>20.8</td>
</tr>
</tbody>
</table>
The ACT® Writing Test has an overall score of 2-12

Not all schools use the Writing Test score in the same way. Some schools that have traditionally required the SAT Writing Subject Test are using the ACT® Writing Test as a formal piece of the admissions process.

Other schools have indicated that they will look at Writing Test scores, but that they will not give them much, if any, consideration. These schools are primarily trying to get an understanding of the scores in conjunction with their applications. A third group of schools is still on the fence and is waiting for more information to become available before making a decision.

On the ACT® website you can search for Writing Test requirements by school. As you refine your target school list based on your scores, you should reconfirm with each school to determine how they will be using your Writing score.

Receiving Your ACT® Score

Most ACT® scores are available online within 2½ weeks after each national test date. This service allows you to view your scores before your official score report arrives by mail.

The ACT® website offers a complete listing of score availability dates. Score reports are usually mailed to your home within 4 to 7 weeks after each test date. If you took the Writing Test, your score report will be mailed only after your Writing scores are available.

Taking the ACT® More than Once

If you aren't happy with your score, don't despair! Many students take the official ACT® more than once. Use the information in your score report to help you understand your strengths and weaknesses and to hone your preparation for your next ACT®. Remember that with the ACT®, you decide which scores are sent to colleges.

Keep in mind that you cannot combine scores from different test dates to create your best composite score, and you cannot report only your Writing scores (or only your
SAT®

Created by the College Board, the SAT® is an entrance exam used by most colleges and universities to make admissions decisions. The idea (in theory, at least) is to provide colleges with one common criterion that can be used to compare all applicants. However, it is just one factor in the admissions decision. Schools also consider your high school GPA, academic transcript, letters of recommendation, extracurricular activities, interviews, and personal essays. The weight placed on SAT scores varies from school to school. The SAT® exam is offered nationally every year in October, November, December, January, March, May and June. As of March 2016, there are two main SAT® content areas: Math and Evidence-Based Reading and Writing, plus an optional Essay. The Essay results are reported separately. Start to finish, the test will take you three hours and 50 minutes. Each section of the SAT® is scored on a 200 to 800 point scale, making the "perfect" score 1600.

SAT® Format

The SAT® is composed of three main sections — Math, Evidence-Based Reading, and Writing. There is an optional 50-minute essay, and total testing time with the essay is 3 hours and 50 minutes. The breakdown of each remaining section can be found in the table below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Sub-Section</th>
<th>Total Testing Time &amp; Breakdown</th>
<th>Number of Questions</th>
<th>Content/Skills Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-Based Reading &amp; Writing</td>
<td>Reading</td>
<td>65 minutes</td>
<td>52</td>
<td>Reading and Vocabulary in context</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>35 minutes</td>
<td>44</td>
<td>Grammar and usage</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>80 minutes;</td>
<td>58</td>
<td></td>
</tr>
</tbody>
</table>
SAT® Math sections

The SAT® Math sections consist of a total of 58 questions: 20 questions on which no calculator can be used and 38 questions that are calculator-optimal.

The SAT® Math questions draw from four areas of Math: Heart of Algebra; Problem Solving and Data Analysis; Passport to advanced Math, and additional topics in Math, including limited Geometry, Trigonometry, and Pre-Calculus. Below you can find more detailed information about the specific skills these questions test.

<table>
<thead>
<tr>
<th>Math Area</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart of Algebra</td>
<td>Analyzing and fluently solving equations and systems of equations; creating expressions, equations, and inequalities to represent relationships between quantities and to solve problems; rearranging and interpreting formulas</td>
</tr>
<tr>
<td>Problem Solving &amp; Data Analysis</td>
<td>Substitution and simplifying algebraic expressions; properties of exponents; algebraic word problems; linear equations and inequalities; systems of equations and inequalities; rational and radical equations; equations of lines; absolute value; direct and inverse variation; quadratic equations; algebraic functions</td>
</tr>
</tbody>
</table>
Passport to Advanced Math  
Area and perimeter of a polygon; area and circumference of a circle; volume; Pythagorean theorem; isosceles, equilateral, and right triangles; parallel and perpendicular lines; coordinate geometry; slope; transformations

Additional Topics in Math  
Data interpretation; statistics; mean, median, and mode; probability

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**SAT® Reading sections**
The SAT® includes one 65-minute Reading section. In total, there are 52 questions in the section. All questions are multiple-choice and based on passages. In some cases, passages will be paired with others, and informational graphics such as graphs, tables, and charts may accompany some passages. No Math is ever required. The focus is on reading and interpreting the passages, and using the information gathered to answer questions. Below, a table that highlights topics always included on the reading test:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Passage Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>US &amp; World Literature</td>
<td>1 passage; focus on contemporary work of US or World Literature</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>2 passages, or 1 passage and 1 pair; focus on a U.S. Founding document or work inspired by those documents.</td>
</tr>
<tr>
<td>Social Science</td>
<td>1 Selection; focus on economics, psychology, sociology or another social science.</td>
</tr>
<tr>
<td>Science</td>
<td>2 passages, or 1 passage and 1 pair; focus on concepts in Earth Science, biology, chemistry, or physics.</td>
</tr>
</tbody>
</table>

**SAT® Writing and Language sections**
The SAT® Writing section consists of a total of 44 multiple-choice questions to be answered in 35 minutes. The Writing section asks you to read passages, find mistakes
and/or weaknesses, and fix them. Below you can find more detailed information about the specific skills these questions test.

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Skills/Content Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command of Evidence</td>
<td>Asked to improve the way passages develop information and ideas. For example, choose an answer that sharpens an argument’s claim or adds relevant supporting details.</td>
</tr>
<tr>
<td>Words in Context</td>
<td>Make a passage more concise or precise, improve syntax, style or tone by choosing the best words to use in a sentence or paragraph.</td>
</tr>
<tr>
<td>Specific Subject Area Analysis</td>
<td>Read passages about topics in history, social studies, and science. Then, make editorial decisions on how to improve them.</td>
</tr>
<tr>
<td>Expression of Ideas</td>
<td>Assess a passage’s organization and impact by choosing which words or structural changes improve how the paragraph makes it’s point.</td>
</tr>
<tr>
<td>Standard English Conventions</td>
<td>Tested on the building blocks of writing: sentence structure, usage, and punctuation. Topics include verb tense, parallel construction, subject-verb agreement, and comma use.</td>
</tr>
</tbody>
</table>

**Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT)**

High school students may opt to take a number of tests offered by the College Board. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is co-sponsored by the College Board and the National Merit Scholarships Corporation. The PSAT measures critical reading, mathematics, and writing. Students will demonstrate their ability to understand and analyze written material, solve mathematical problems, interpret data, reason quantitatively, and demonstrate their ability to recognize and conform to the conventions of standard written English.
Special Education Policies and Procedures

The Ohio Operating Standards for the Education of Children with Disabilities requires traditional public schools and chartered community schools to adopt written policies and procedures regarding the education of children with disabilities. In addition, the Operating Standards allow districts to choose which method they will use to determine the existence of a specific learning disability and require districts to develop written procedures for the implementation of their chosen method. Districts may adopt the Special Education Model Policies and Procedures developed by the Ohio Department of Education or develop their own and submit for approval.

How do the new graduation testing requirements impact students with disabilities?

All students, including students with disabilities, must participate in state assessments. The Individualized Education Program (IEP) team may exempt a student with disabilities from consequences of not being proficient on end-of-course tests. When the IEP team determines a student is exempt from being proficient on an end-of-course test, the student may receive three points (equivalent to proficient) for each exempted test required for graduation. There is no alternate test for end-of-course tests.

Some students may be eligible to participate in an alternate assessment per the Alternate Assessment for Students with Significant Cognitive Disabilities participation guidelines. For these students, a proficient score in each of the content areas – English Language Arts, Mathematics, Science and social Studies – may replace the graduation requirement of a minimum composite score on the seven end-of-course tests.

Scheduling

It is the responsibility of the student to carefully evaluate and select courses and obtain help from appropriate teachers, school counselors, or administrators. Parental approval of course selection is required for all students younger than 18 years of age. Students have the right to participate in any part of the curriculum in accordance with nondiscriminatory practices.
Students may request a schedule change in the first two weeks of the first semester and only the first week of the second semester. School administration will make a decision to honor these requests. No student-initiated request to drop a course will be honored after the due dates. The administration may change, and reserves the right to change schedules when an error was made in arranging the schedule, a student lacks a prerequisite, there is a need to balance class size or the teacher or counselor suggests a change.

**Independent Study Programs**

Independent Study is an opportunity for the student with strong self-discipline, special talents, and interests to undertake an individual project of exceptional depth, breadth, or pace. The student and the sponsoring teacher design a syllabus to specify outcomes, content, a work plan, and performances for assessment. The program includes regularly scheduled student-teacher conferences and assessments of progress. All sequential coursework in a particular curriculum discipline must have been successfully completed by the student prior to submitting an application for Independent Study. Credit for Independent Study will be assigned on a semester basis. Guidelines and procedures have been established by Horizon Science Academy Columbus High School. The schools College counselor will be monitoring this program.

**Student Athlete Requirements**

To be eligible to participate in sports offered by the school, the student must meet all eligibility requirements set out at the time of registration. Eligibility for each grading period is determined by grades received the preceding grading period. For eligibility, summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken the preceding grading period. Athletic Eligibility is a privilege that may be revoked on the grounds of failure to comply with academic, behavior and/or attendance policies.
**Academic Eligibility**

HSA has established standards of academic eligibility for students participating in interscholastic athletics and extra-curricular activities. To be eligible to participate, students in grades 9–12 must maintain a C average (a 2.0 weighted grade point average or greater) as determined by existing county grading procedures in the courses taken in a given eligibility period. A student may earn a maximum of one F grade in courses taken during that eligibility period. If a student receives two F’s, that student is on academic probation. Two or more is automatic removal from team. This means that students must be passing five classes at all times.

**NCAA Eligibility (National Collegiate Athletic Association)**

<table>
<thead>
<tr>
<th>NCAA Division I</th>
<th>16 Core-Course Rule</th>
<th>NCAA Division II</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics (Algebra I or higher)</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Natural/Physical Science (one year of lab if offered by high school)</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Additional English, Mathematics or Natural/Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Social Science</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Additional courses (from any area above, foreign language or comparative religion/philosophy)</td>
<td>4</td>
</tr>
</tbody>
</table>

Students who intend to participate in interscholastic athletics in a Division 1 or Division 2 college or university must register with the NCAA Initial-Eligibility Clearinghouse to determine whether the student is a “qualifier” and can practice, compete, and receive athletic scholarships as a freshman. Students are strongly encouraged to see their counselors to receive more complete information on NCAA eligibility requirements. For more information, see www.ncaa.org or www.eligibilitycenter.org.
What are the NCAA course requirements?
Students enrolling full-time in an NCAA Division 1 or Division 2 college or university must complete 16 core courses (seven before senior year) in the subjects in the table above. Beginning August 1, 2016, NCAA Division 1 will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements). These 10 courses become ‘locked in’ at the start of the seventh semester and cannot be retaken for grade improvement. All other students should check with their counselor for course requirements.

What determines whether or not a student can practice, compete, and receive athletic scholarships as a college freshman?
Division 1 schools use a sliding scale to determine a student’s eligibility. The required SAT or ACT score is based on a student’s GPA (for the 16 required core courses). The higher the student’s GPA, the lower the required SAT or ACT score. However, a student must earn a minimum 2.0 GPA average in order to qualify to practice and receive scholarships. In order to also be eligible to compete, the minimum GPA is 2.30.

Division 2 schools require a student earn a minimum of a 2.0 GPA for the 16 required core courses and earn a specified score on the SAT or ACT in order to be eligible to practice, compete, and receive scholarships.

Which courses qualify?
Courses that are NCAA approved are designated in this list of courses. The approved list of courses changes every spring. Students should work with their school counselor to make sure that the courses they choose are still accepted by the NCAA.
Activities and Competitions

Co-curricular programs augment the instructional program outside the regular school day. They provide an enriching complement to a student’s regular educational experience. Next, you will find a brief description of before-school, during school, after-school, weekend and/or summer program options for students. Some take place with face-to-face contact while others are on-line requiring remote access. Participation in these activities or competitions affords students the additional opportunities to enrich their current program of studies. Contact your school to obtain specific information and offerings.

Skills USA

SkillsUSA is a partnership of students, teachers and industry working together. SkillsUSA helps each student excel. Students have a chance to join educational programs, events and competitions that support career and technical education.

SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. We improve the quality of our nation’s future skilled workforce through the development of SkillsUSA Framework skills that include personal, workplace and technical skills grounded in academics. Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success.

www.skillsusa.org

HOSA

HOSA is an international student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. HOSA’s two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA’s goal is to encourage
all health science instructors and students to join and be actively involved in the HSE-HOSA Partnership.

HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in health science education and biomedical science programs or have interests in pursuing careers in health professions. HOSA is 100% health care! http://www.hosa.org/

**Concept Young Scholars Program (CYSP)**

CYSP is a new program for all Concept Schools that will focus on academic challenges, healthy lifestyle, building confidence, volunteerism, exploration, and many fun activities. CYSP is a multifaceted program that is designed to prepare students to become future leaders in our communities. Students who enroll in CYSP will learn more and have more confidence in their learning. In addition, they will be engaged in a systematic process that guides, recognizes, and rewards their progress.

The program offers a more challenging curriculum and engaging activities such as Math Olympics, Science Olympiad, college trips, overnight events, and the Congressional Award program. After a student registers for CYSP they set goals in four areas: personal development, voluntary public service, physical fitness, and expedition/exploration.

Students will need to select an advisor who will help them set achievable goals, assist them in planning activities, and monitor student progress. Each scholar will have a chance to earn a Gold, Silver, or Bronze medal. Scholars who earn a medal will be rewarded at the end of the school year in an award ceremony. The medals and certificates are important for scholars to keep in their academic portfolio because they can ultimately help strengthen their resume and college applications.
Personal Development
Scholars will expand their horizons while developing individual interests and social and life skills. CYSP will challenge scholars to pursue a new interest or advance to another level in an ongoing interest through personal development activities.

Expedition and Exploration
Scholars will be challenged through the interaction of academic and cultural trips to enhance their cultural experiences and activities to push their limits. The aim of Expedition and Exploration program component is to develop a spirit of adventure and discovery. Organizing, planning, training, and completing the Expedition and Exploration program area require self-reliance, determination, and cooperation.

Voluntary Public Service
Scholars will share their time and talents for the benefit of others, which is an important part of CYSP. This requires perception of need, determination, perseverance, dedication, and sensitivity.

Physical Fitness
Scholars will improve their quality of life through participation in fitness activities. CYSP will challenge scholars to set and achieve a measurable goal in a physical activity. Both team sports and individual activities are acceptable as long as the activities lead to an improved performance or greater physical fitness.

Eligibility
Any student attending Concept Schools from grades 5-12 may register for this program. This is a non-selective program, but there are some criteria to stay in the Concept Young Scholars Program such as:

• Students should be in good standing (regarding discipline).
• Students should maintain their GPA and test scores throughout the year. (Students should see their advisor for more information).
• Students should maintain the attendance requirement for the program
National Honor Society Membership Guidelines

The National Honor Society Violet Barnett chapter of Horizon Science Academy is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are elected to be members by a 5-member Faculty Council, appointed by the Principal, which bestows this honor upon qualified students on behalf of the faculty of our school each Spring.

Students in the 10th, 11th, or 12th grades are eligible for membership, thus applicants must be in the 9th, 10th or 11th grade. For the scholarship criterion, a student must have a cumulative GPA of 3.5 or better on a 4.0 scale. Those students who meet this criterion are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate’s leadership and service. A history of leadership experiences and participation in school or community service is also required.

To evaluate a candidate’s character, the Faculty Council uses two forms of input. First, school records are reviewed. Second, members of the faculty are solicited for input regarding their professional reflections on a candidate’s service activities, character, and leadership. The Faculty Evaluation Forms and the Student Activity Information Forms are carefully reviewed by the Faculty Council to determine membership. A majority vote of the Council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) in all four criteria that led to their selection. This obligation includes regular attendance at chapter meetings held at least once a month during the school year, and participation in the chapter service projects(s). Students or parents who have questions regarding the selection process or
Key Club

High school student members of Key Club perform acts of service in their communities, such as cleaning up parks, collecting clothing and organizing food drives. They also learn leadership skills by running meetings, planning projects and holding elected leadership positions at the club, district and international levels.

Key Club aims to cooperate with school principals and teachers to provide high school students with invaluable experience in living and working together and to prepare them for useful citizenship. Our members develop initiative and leadership skills by serving their schools and communities.

In doing so, we hope to promote and accept the following ideals:

- To give primacy to the human and spiritual, rather than to the material values of life.
- To encourage the daily living of the Golden Rule in all human relationships.
- To promote the adoption and application of higher standards in scholarship, sportsmanship and social contacts.
- To develop, by precept and example, a more intelligent, aggressive and serviceable citizenship.
- To provide a practical means to form enduring friendships, to render unselfish service and to build better communities.
- To cooperate in creating and maintaining that sound public opinion and high idealism which makes possible the increase of righteousness, justice, patriotism and good will.
National Art Honor Society

In 1978, the National Art Education Association began the NAHS program to inspire and recognize students who have shown an outstanding ability and interest in art. The program supports members in their efforts to attain the highest standards in art scholarship, character, and service, and to bring art education to the attention of the school and community.

Robotics Club or First Tech Challenge (FTC)

FIRST Tech Challenge teams (10+ members, grades 7-12) are challenged to design, build, program, and operate robots to compete in a head-to-head challenge in an alliance format. Participants call it “the hardest fun you’ll ever have!”

Guided by adult Coaches and Mentors, students develop STEM skills and practice engineering principles (like keeping an engineering notebook), while realizing the value of hard work, innovation, and sharing ideas. The robot kit is reusable from year-to-year and can be programmed using a variety of languages, including Java. Teams also must raise funds, design and market their team brand, and do community outreach for which they can win awards. Participants have access to tens of millions of dollars in college scholarships. Each season concludes with Super-Regional Championships and an exciting FIRST Championship.

This is the end of the Handbook.

Please let us know if you would like to provide any feedback on the contents of this actively updated publication.

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