SCHOOL GRADE

Coming in
2016

Achievement

COMPONENT GRADE

Coming in
2016

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

Performance Index
63.1% .... D

Indicators Met
   NC .... F

Progress

COMPONENT GRADE

Coming in
2016

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

Value Added
Overall.. F
Gifted.. NR
Students with Disabilities.. C
Lowest 20% in Achievement.. C

Gap Closing

COMPONENT GRADE

Coming in
2016

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

Annual Measurable Objectives
24.7% .... F

Graduation Rate

COMPONENT GRADE

Coming in
2016

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

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

K-3 Literacy

COMPONENT GRADE

Coming in
2016

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

K-3 Literacy Improvement
0.0% .... F

Prepared for Success

COMPONENT GRADE

Coming in
2016

This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

Achievement

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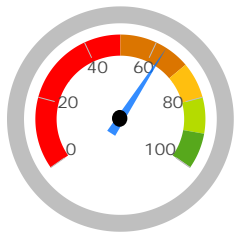
COMPONENT GRADE

Coming in
2016

GRADE

D

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving performance.
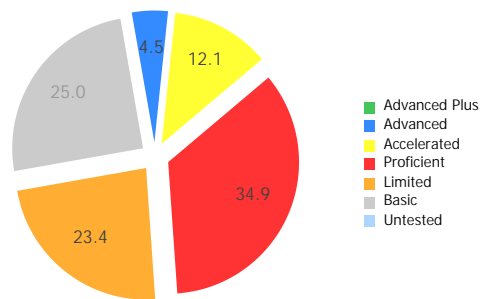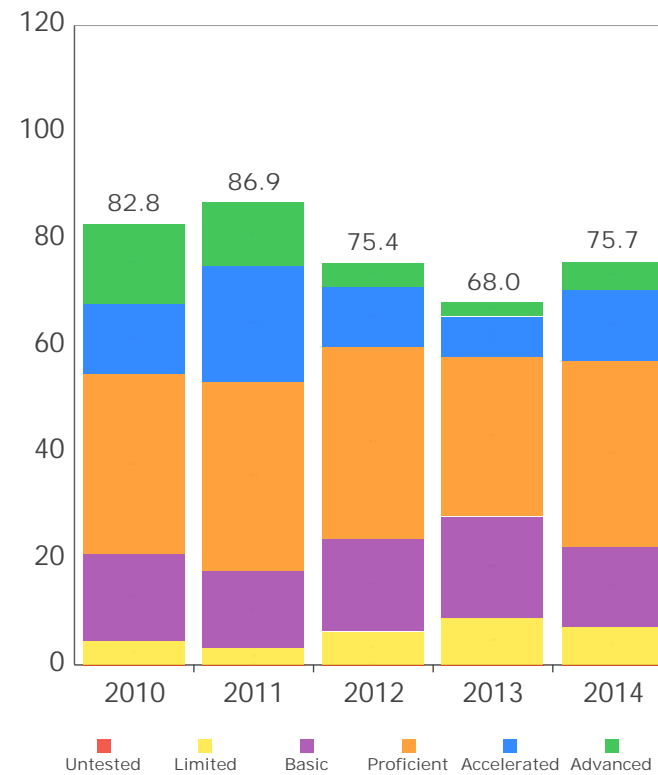
Performance Index Trend

Performance Index

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	4.5	x	1.2	=	5.4
Accelerated	12.1	x	1.1	=	13.3
Proficient	34.9	x	1.0	=	34.9
Basic	25.0	x	0.6	=	15.0
Limited	23.4	x	0.3	=	7.0
Untested	0.0	x	0.0	=	0.0
					75.7

63.1%

75.7 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F =   0.0 - 49.9%

Pie chart values: 4.5, 12.1, 25.0, 23.4, 34.9

- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Bar chart (Performance Index Trend): 2010 = 82.8, 2011 = 86.9, 2012 = 75.4, 2013 = 68.0, 2014 = 75.7

Legend: Untested, Limited, Basic, Proficient, Accelerated, Advanced
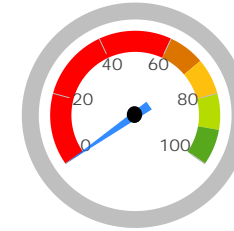
GRADE

F

Indicators Met

Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %

0.0%

0 out of 14

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Grades 3-5

3rd Grade	Mathematics	33.3%	✘
	Reading	42.2%	✘
4th Grade	Mathematics	40.0%	✘
	Reading	53.3%	✘
5th Grade	Mathematics	44.7%	✘
	Reading	38.3%	✘
	Science	48.9%	✘

Grades 6-8

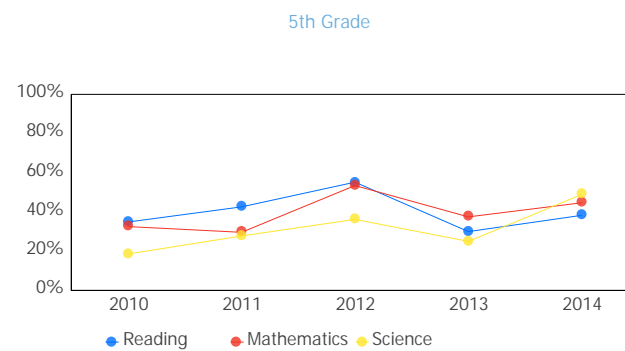|			
6th Grade	Mathematics	56.3%	✘
	Reading	58.3%	✘
7th Grade	Mathematics	63.0%	✘
	Reading	57.4%	✘
8th Grade	Mathematics	76.9%	✘
	Reading	74.4%	✘
	Science	38.5%	✘

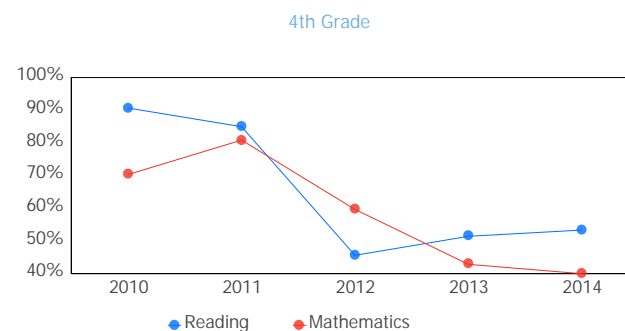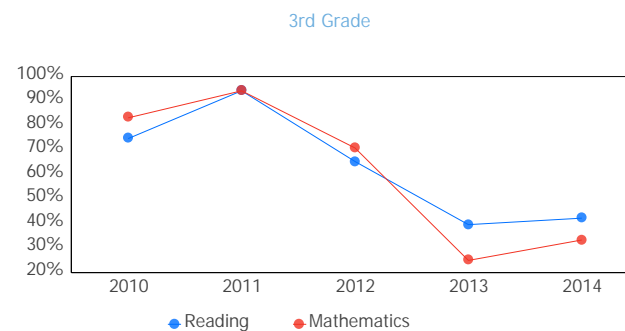### Ohio Graduation Test

This school does not have enough Ohio Graduation Test results to display this table.
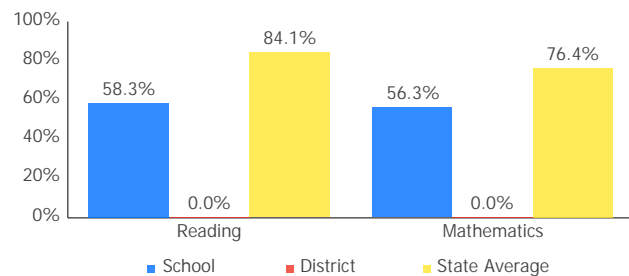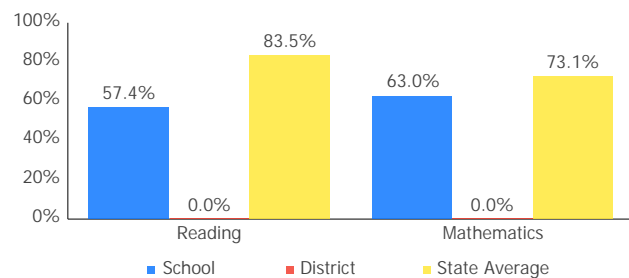
Achievement Levels by Grade

3rd Grade

Reading: School 42.2%, District 0.0%, State Average 81.0%
Mathematics: School 33.3%, District 0.0%, State Average 79.7%

■ School ■ District ■ State Average

4th Grade

Reading: School 53.3%, District 0.0%, State Average 85.7%
Mathematics: School 40.0%, District 0.0%, State Average 78.3%

■ School ■ District ■ State Average

5th Grade

Reading: School 38.3%, District 0.0%, State Average 71.9%
Mathematics: School 44.7%, District 0.0%, State Average 67.5%
Science: School 48.9%, District 0.0%, State Average 69.1%

■ School ■ District ■ State Average

6th Grade

Proficient Percent Trend by Grade

3rd Grade

● Reading ● Mathematics

4th Grade

● Reading ● Mathematics

5th Grade

● Reading ● Mathematics ● Science

6th Grade

7th Grade

Bar chart — 7th Grade (School, District, State Average):
Subject	School	District	State Average
Reading	58.3%	0.0%	84.1%
Mathematics	56.3%	0.0%	76.4%

Line chart — 7th Grade (Reading, Mathematics), 2010–2014.

8th Grade

Bar chart — 8th Grade (School, District, State Average):
Subject	School	District	State Average
Reading	57.4%	0.0%	83.5%
Mathematics	63.0%	0.0%	73.1%

Line chart — 8th Grade (Reading, Mathematics), 2010–2014.

Bar chart (School, District, State Average):
Subject	School	District	State Average
Reading	74.4%	0.0%	86.7%
Mathematics	76.9%	0.0%	79.8%
Science	38.5%	0.0%	67.6%

Line chart — 8th Grade (Reading, Mathematics, Science), 2010–2014.

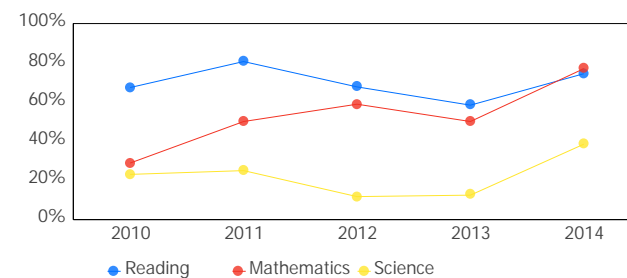## Gifted Students

The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.
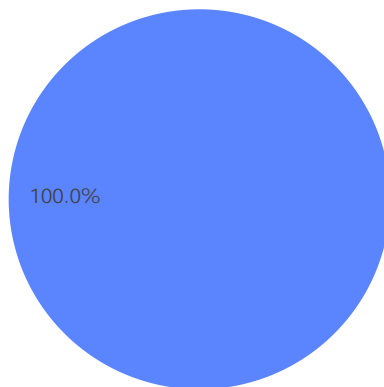
INDICATOR

Coming in
2015

Gifted Summary

Students Identified as Gifted

0.0% of enrollment

Students Receiving Gifted Services

0.0% of enrollment

100.0%

- Identified as Gifted, Not Receiving Services
- Receiving Gifted Services
- Not Identified as Gifted

Achievement

The gifted data for this school cannot be displayed because there were no students identified as gifted to evaluate.

Value-Added

Value-Added measures the progress for all students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE

NR

Progress

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

COMPONENT GRADE

Coming in
2016

Overall

GRADE

F

This measures the progress for all students in math and reading, grades 4-8.

Gifted Students

GRADE

NR

This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.

Students in the Lowest 20% in Achievement

GRADE

C

This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

Students with Disabilities

GRADE

C

This measures the progress for students with disabilities.

High School

GRADE

Coming
in 2015

A High School measure of progress will be reported in the 2014-15 school year.

Progress Details

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.
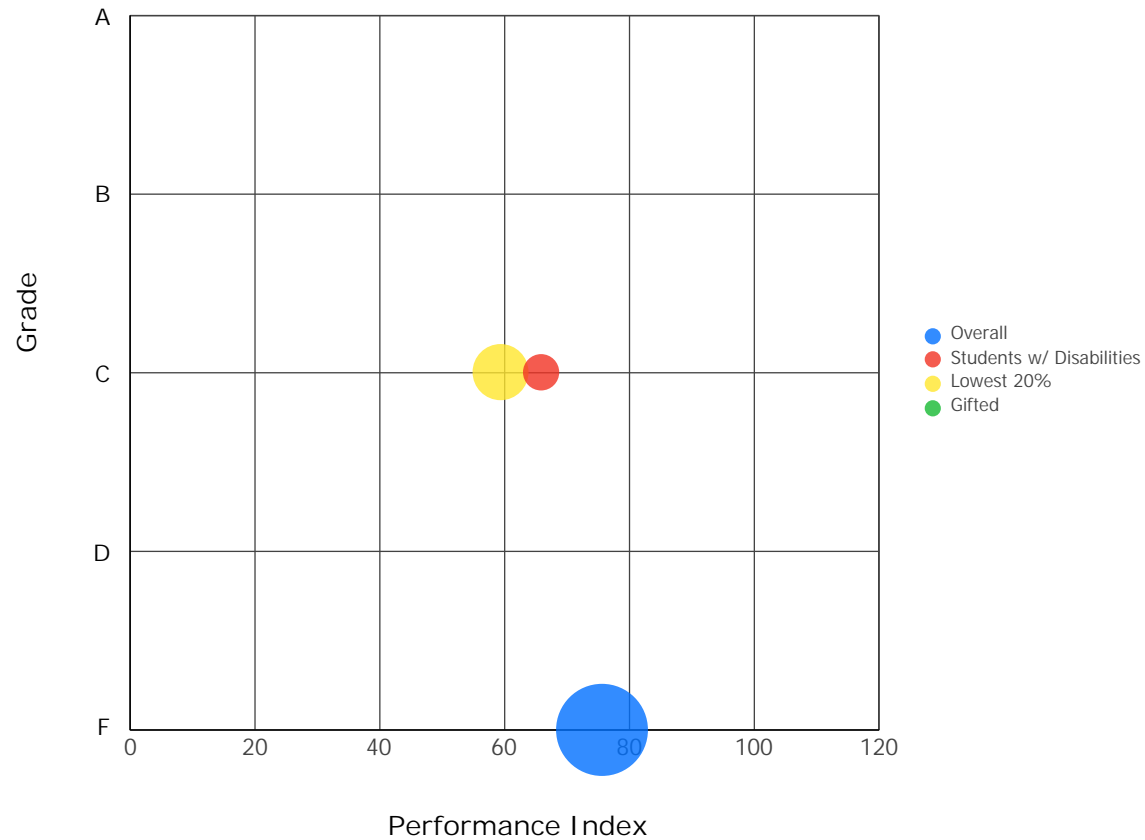
Test Grade	Progress Score		
	Reading	**Mathematics**	**All Tests**
All Grades	-7.40	-8.65	-10.31
4th Grade	-6.94	-6.69	-8.92
5th Grade	-2.90	-4.30	-4.60
6th Grade	-2.79	-3.97	-4.36
7th Grade	-0.74	-0.33	-0.74
8th Grade	0.83	0.39	0.84

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

A = 2.00 and up
B = 1.00 to 1.99
C = -1.00 to 0.99
D = -2.00 to -1.01
F = below -2.00

Progress vs. Performance Index

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

Legend:
- ● Overall
- ● Students w/ Disabilities
- ● Lowest 20%
- ● Gifted

Grade (vertical axis): A, B, C, D, F
Performance Index (horizontal axis): 0, 20, 40, 60, 80, 100, 120

Gap Closing

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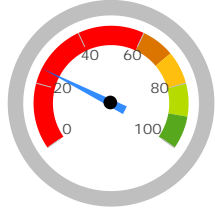
COMPONENT GRADE

Coming in
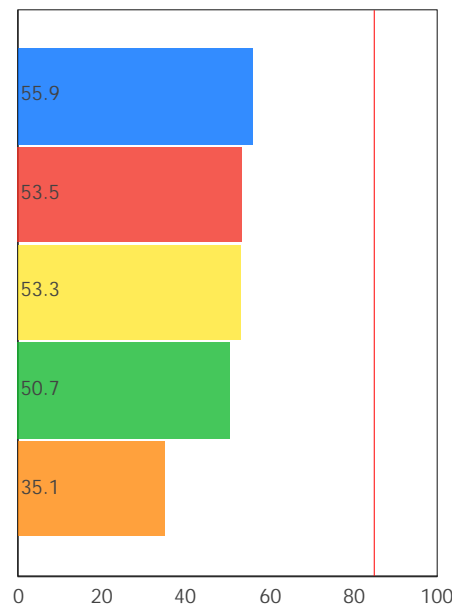**2016**

GRADE

F

AMO Points

24.7%

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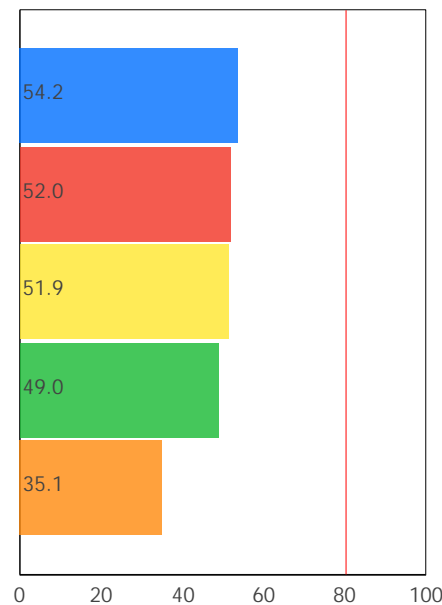F = 0.0 - 59.9%

Annual Measurable Objectives

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

Reading

Group	Value
Multiracial	55.9
All Students	53.5
Econ Disadvantage	53.3
African American	50.7
Students w/ Disab...	35.1

Legend:
- ■ Multiracial
- ■ All Students
- ■ Econ Disadvantage
- ■ African American
- ■ Students w/ Disab...

Math

Group	Value
Multiracial	54.2
Econ Disadvantage	52.0
All Students	51.9
African American	49.0
Students w/ Disab...	35.1

Legend:
- ■ Multiracial
- ■ Econ Disadvantage
- ■ All Students
- ■ African American
- ■ Students w/ Disab...

Graduation Rate

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

The red line on each graph identifies the Annual Measurable Objective. The 2014 AMO for Reading is 84.9%, for Math is 80.5%, and for Graduation Rate is 78.2%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate

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

COMPONENT GRADE

Coming in
2016

This school has not been assigned
a grade for Graduation Rate
because there were not enough
students to evaluate.

The Graduation Rate graph that would appear in this space cannot be displayed because there were not enough students to evaluate.

K-3 Literacy

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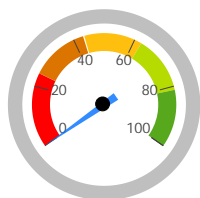
COMPONENT GRADE

Coming in
2016

In Your School...

GRADE

F

K-3 Literacy Improvement

0.0%

-9 out of 101

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

24 kindergarten students were not on-track last year.

0.0% of those students improved to on-track in 1st grade.

18 first grade students were not on-track last year.

0.0% of those students improved to on-track in 2nd grade.

16 second grade students were not on-track last year.

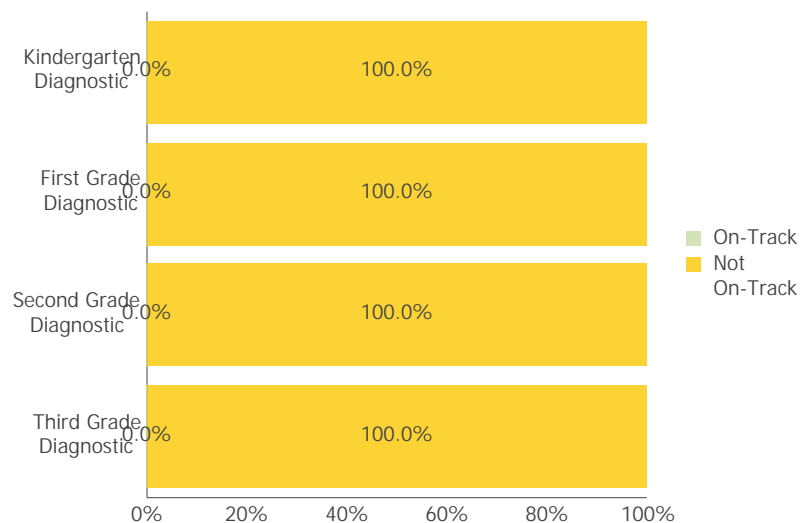**0.0%** of those students improved to on-track in 3rd grade.

43 third grade students were not on-track this year.

39.5% of those students reached proficiency on the 3rd grade OAA.

Details of Measure

Not On-Track at Point A		Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2012 - 2013	24	to	1st Grade Reading Diagnostic, School Year 2013 - 2014	< 10
1st Grade Reading Diagnostic, School Year 2012 - 2013	18	to	2nd Grade Reading Diagnostic, School Year 2013 - 2014	< 10
2nd Grade Reading Diagnostic, School Year 2012 - 2013	16	to	3rd Grade Reading Diagnostic, School Year 2013 - 2014	< 10
3rd Grade Reading Diagnostic, School Year 2013 - 2014	43	to	3rd Grade Reading OAA, School Year 2013 - 2014	< 10
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan				< 10
Totals	101			(9)

Percentage On-Track in Reading Diagnostic

	On-Track	Not On-Track
Kindergarten Diagnostic	0.0%	100.0%
First Grade Diagnostic	0.0%	100.0%
Second Grade Diagnostic	0.0%	100.0%
Third Grade Diagnostic	0.0%	100.0%

Legend:
- ■ On-Track
- ■ Not On-Track

This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2,013-2,014.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?	47.6%
How many third graders scored proficient on the state Reading test?	42.2%

Prepared for Success

This grade answers the question – Are students who graduate from your school ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in
2016

How Prepared was Your 2013 Graduating Class?

ACT: Participation

ACT: Remediation Free

SAT: Participation

SAT: Remediation Free

Honors Diploma

Industry-Recognized Credential

Advanced Placement: Participation

AP: Exam Score of 3 or Better

Dual Enrollment Credit

International Baccalaureate

IB: Exam Score of 4 or Better

This data cannot be shown because there are not enough students in the graduating class of 2013 to evaluate.

Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

Additional data on outcomes after high school are coming soon. These will include college graduation, demographics of college enrollees, workforce and military enlistment.

Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2010.

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

Principal: Channey M. Goode

Phone: (937) 567-9426

Address: 1416 W Riverview Ave
Dayton OH 45402-6217

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

Your School's Students

Average Daily Enrollment:

401

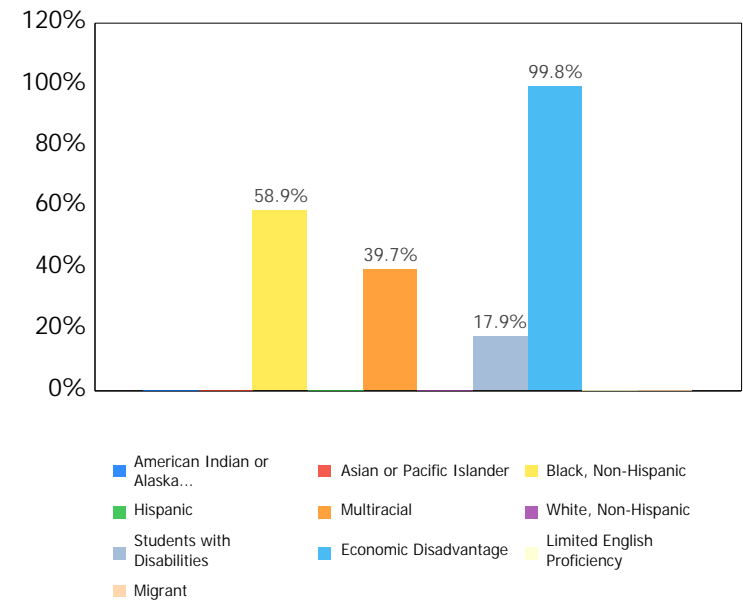**Number of Limited English Proficiency Students Excluded from Accountability Calculations:**

--

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	236	58.9%
Hispanic	NC	
Multiracial	159	39.7%
White, Non-Hispanic	NC	
Students with Disabilities	72	17.9%
Economically Disadvantaged	400	99.8%
Limited English Proficiency	NC	
Migrant	NC	

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

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio Test of English Language Acquisition (OTELA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OTELA results, see the Department of Education's web site at http://education.ohio.gov.


Legend: American Indian or Alaska…, Asian or Pacific Islander, Black, Non-Hispanic, Hispanic, Multiracial, White, Non-Hispanic, Students with Disabilities, Economic Disadvantage, Limited English Proficiency, Migrant

Attendance Rate

Chronic
Absenteeism
Rate:

14.5%

All Students	94.2%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	93.7%
Hispanic	NC
Multiracial	95.0%
White, Non-Hispanic	NC
Students with Disabilities	92.3%
Economic Disadvantage	94.2%
Limited English Proficiency	NC
Migrant	NC
Male	93.4%
Female	95.0%

NC = Not Calculated because there are fewer than 10 in the group
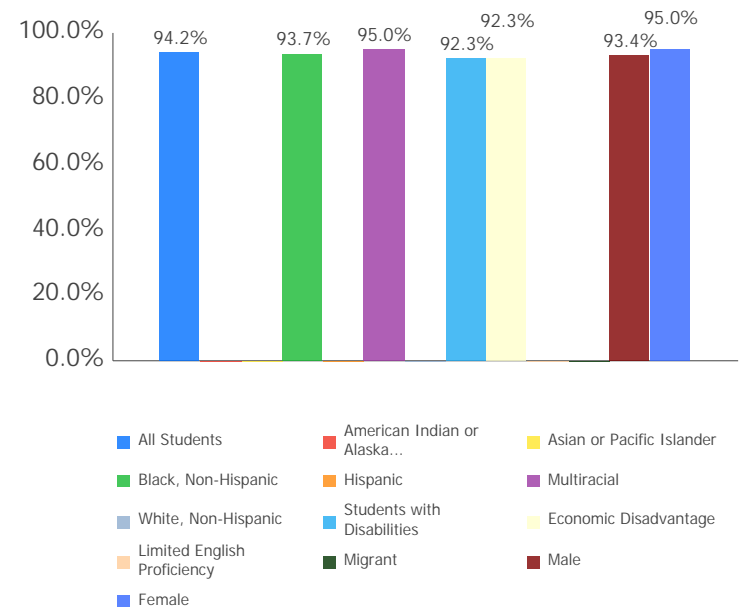
Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

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

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

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

Your School's Teachers

Your School's Poverty Status: High

	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	--
Percentage of teachers with at least a Master's Degree	39.1	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	1.7	--
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	3.4	--
Lead or Senior Teachers:	0.0	0.0

A district's high-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

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

Number of Teachers by Program Area

General Education	19.9
Gifted and Talented	0.0
Career-Technical Programs	0.0
Art Education K-8	1.0
Music Education K-8	1.0
Physical Education K-8	1.0
ELL Instructional Program	0.0
Special Education	5.0

Wellness and Physical Education

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

Low Success

Fine Arts Courses Offered

General Music
Visual Art (K-12)

Financial Data

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

Note: Data under additional review and subject to change

Comparison Group: Community Schools with Enrollment between 150 and 499
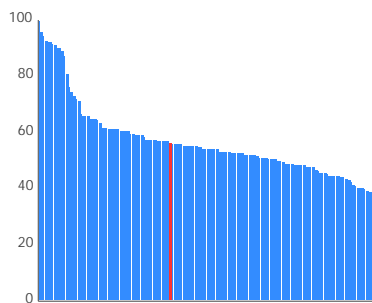
Classroom Spending Data

What percent of funds are spent on classroom instruction?

56.3%

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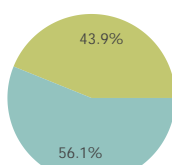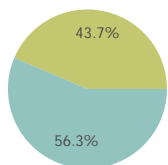
74 out of 179

A rank of 1 indicates the highest percent spent on classroom instruction.
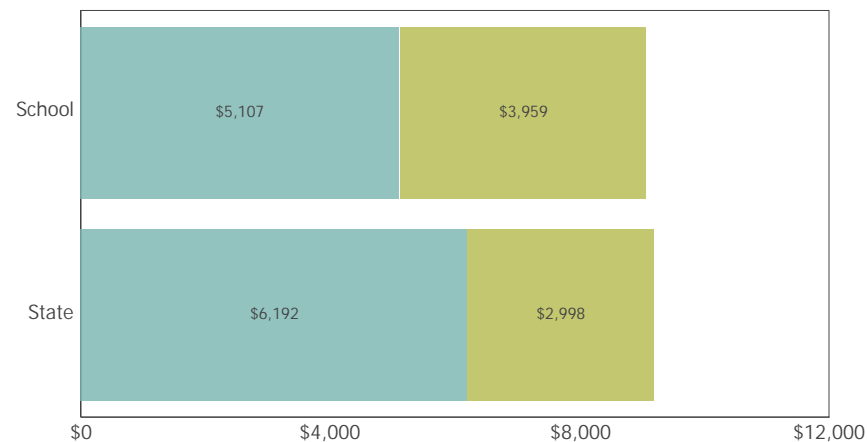
School	Comparison Group	State
43.7% / 56.3%	43.9% / 56.1%	32.6% / 67.4%
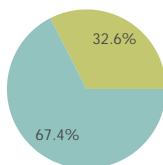
Classroom Instruction   Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	$9,066	$9,189
Classroom Instruction	$5,107	$6,192
Non-Classroom Spending	$3,959	$2,998

	Classroom Instruction	Non-Classroom
School	$5,107	$3,959
State	$6,192	$2,998

$0 $4,000 $8,000 $12,000

✗ Dayton Leadership Academies-Dayton View Campus IS NOT among the 20% of traditional community schools with the lowest operating expenditures per pupil.

✗ Dayton Leadership Academies-Dayton View Campus IS NOT among the 20% of traditional community schools with the highest academic performance index scores.
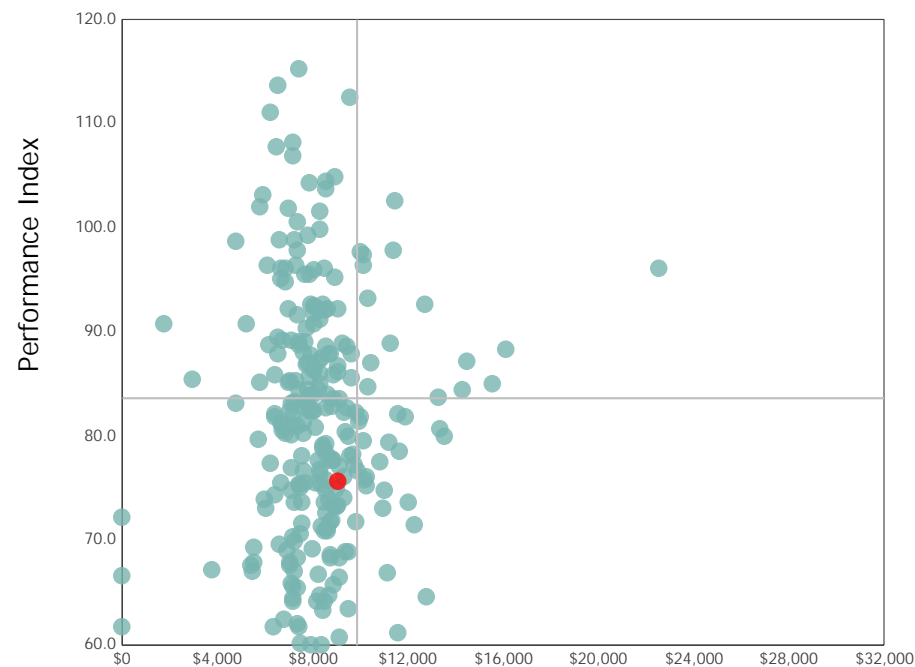
Spending and Performance

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

Comparison Group
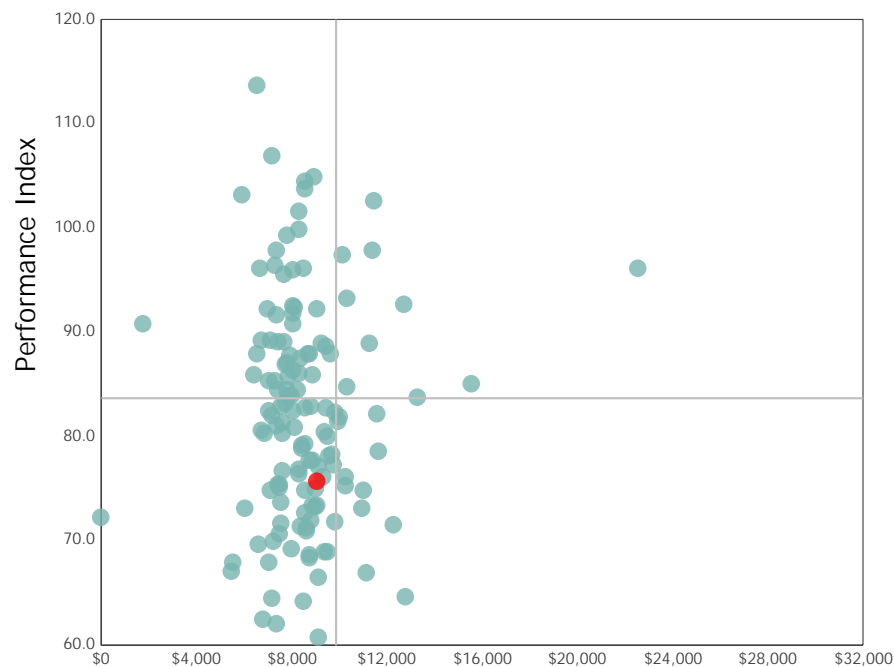
All Community & STEM Schools
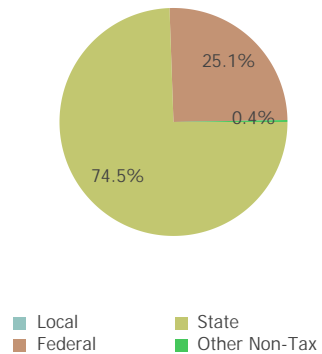

The quadrant lines on these graphs represent the statewide average performance index score and the statewide average spending per pupil for all Community and STEM schools.

Source of Revenue

Source of Funds	School		State Total	
Local	$0	0.0%	$8,234,354,404	40.0%
State	$3,257,428	74.5%	$9,263,100,098	45.0%
Federal	$1,098,699	25.1%	$1,645,296,986	8.0%
Other Non-Tax	$16,621	0.4%	$1,454,411,567	7.1%
Total	$4,372,748	100.0%	$20,597,163,055	100.0%

School

25.1%
0.4%
74.5%

Local State
Federal Other Non-Tax

State

45.0%
7.1%
8.0%
40.0%

Local Federal
State Other Non-Tax