Dayton Leadership Academies-Dayton View Campus

SCHOOL GRADE

Coming in
2018

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

Performance Index
59.0%... D

Indicators Met
0.0%.. F

2015 Modified Achievement Measure

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. Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE

Coming in
2016

Value Added
Overall...A

Gifted.. NR

Students with Disabilities..A

Lowest 20% in Achievement...A

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

Annual Measurable Objectives
0.5%.. F

2015 AMO Download File

Graduation Rate

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

COMPONENT GRADE

Coming in
2016

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

K-3 Literacy

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

COMPONENT GRADE

Coming in
2016

K-3 Literacy Improvement
14.3%... F

Prepared for Success

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.

COMPONENT GRADE

Coming in
2016

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 the performance of all students, regardless of achievement level.
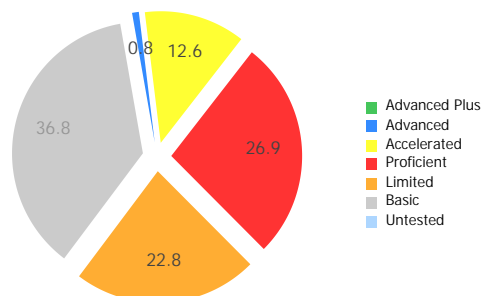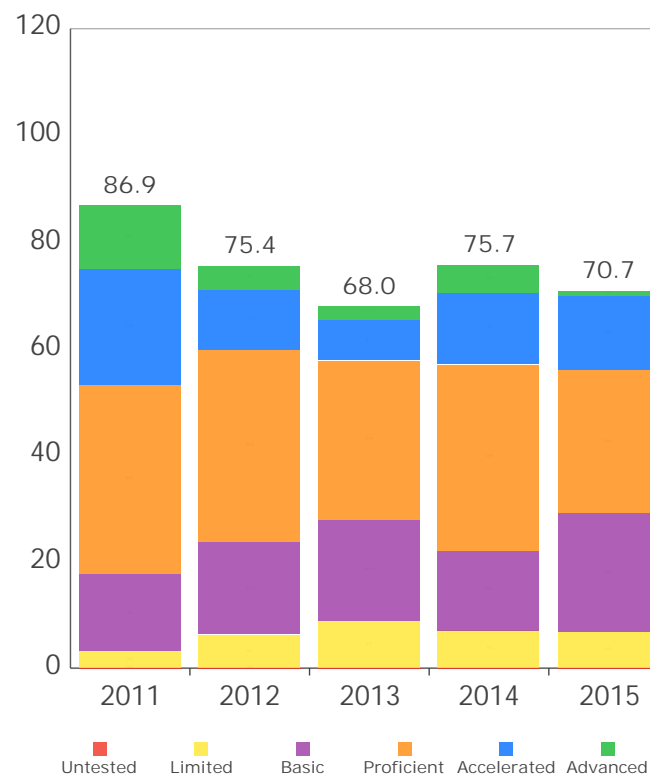
Performance Index
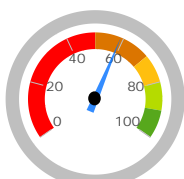
59.0%

70.7 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%

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	0.8	x	1.2	=	1.0
Accelerated	12.6	x	1.1	=	13.9
Proficient	26.9	x	1.0	=	26.9
Basic	36.8	x	0.6	=	22.1
Limited	22.8	x	0.3	=	6.8
Untested	0.0	x	0.0	=	0.0
					70.7

Pie chart values: 0.8, 12.6, 36.8, 26.9, 22.8

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

Performance Index Trend

Bar chart values by year:
- 2011: 86.9
- 2012: 75.4
- 2013: 68.0
- 2014: 75.7
- 2015: 70.7

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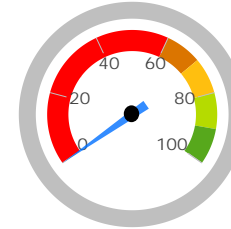
GRADE

F

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

Indicators Met %

0.0%

0 out of 10

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	18.6%	✗
	Reading	39.5%	✗
4th Grade	Reading	35.7%	✗
5th Grade	Mathematics	44.1%	✗
	Reading	58.8%	✗

Grades 6-8

6th Grade	Mathematics	35.5%	✗
	Reading	48.4%	✗
7th Grade	Mathematics	25.6%	✗
	Reading	41.0%	✗
8th Grade	Reading	59.5%	✗

Ohio Graduation Test

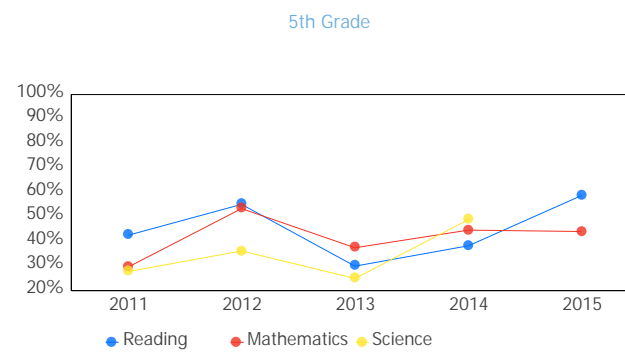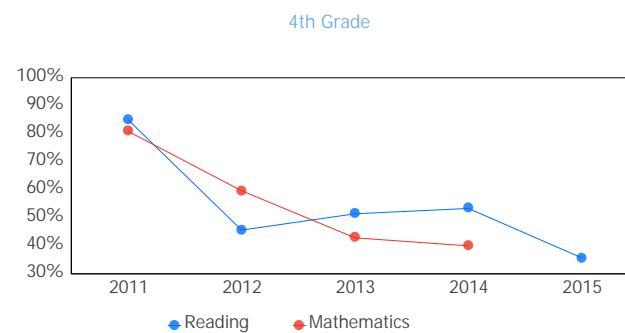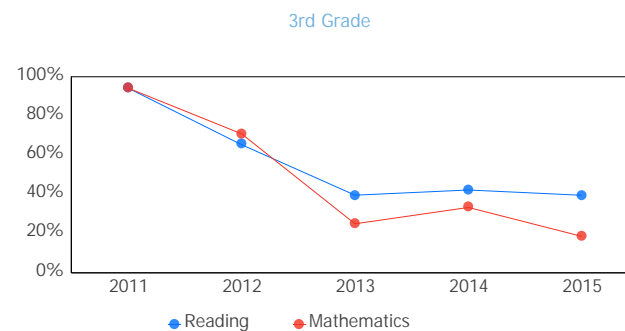This school does not have enough Ohio Graduation Test results to display this table.

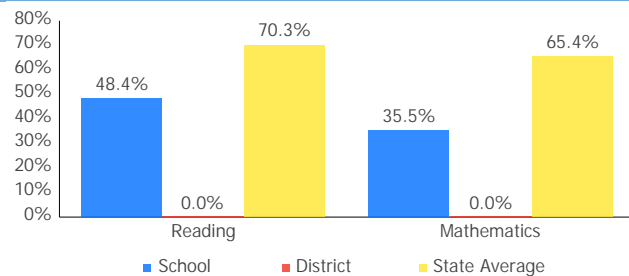GIFTED INDICATOR NC

Achievement Levels by Grade

3rd Grade
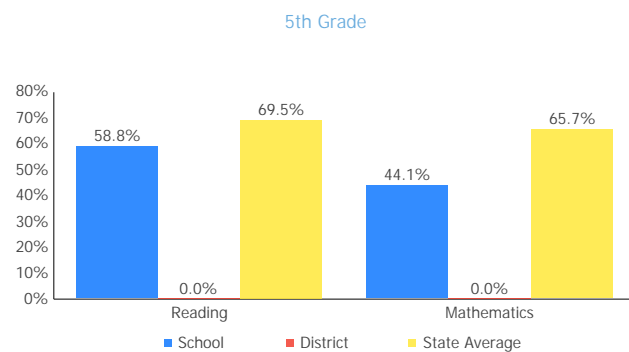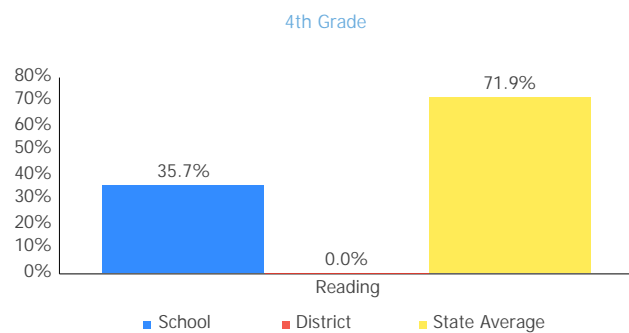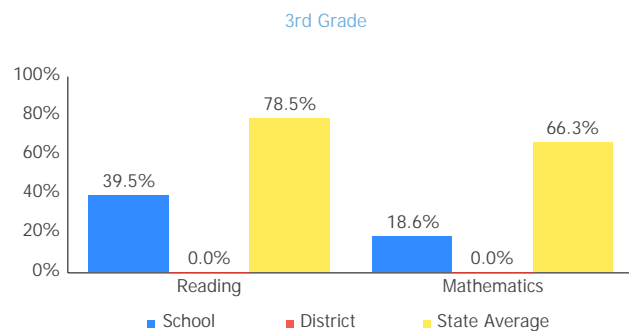
4th Grade

5th Grade

6th Grade

Proficient Percent Trend by Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

Reading: School 48.4%, District 0.0%, State Average 70.3%
Mathematics: School 35.5%, District 0.0%, State Average 65.4%

Legend: School, District, State Average

7th Grade

Line chart (2011–2015): Reading, Mathematics

8th Grade

Reading: School 41.0%, District 0.0%, State Average 68.6%
Mathematics: School 25.6%, District 0.0%, State Average 65.3%

Legend: School, District, State Average

8th Grade

Line chart (2011–2015): Reading, Mathematics

10th Grade OGT

Reading: School 59.5%, District 0.0%, State Average 68.3%

Legend: School, District, State Average

10th Grade OGT

Line chart (2011–2015): Reading, Mathematics, Science

No data returned for this view. This might be because the applied filter excludes all data.
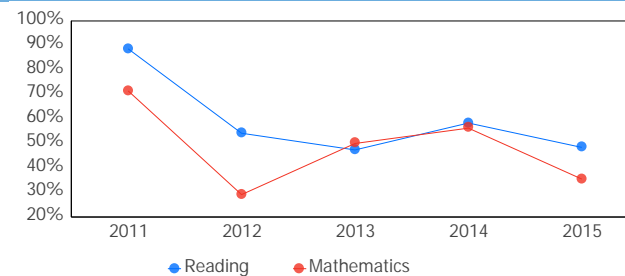
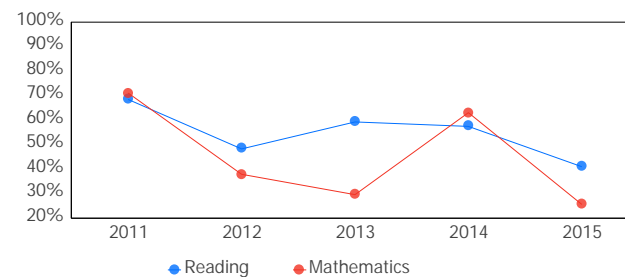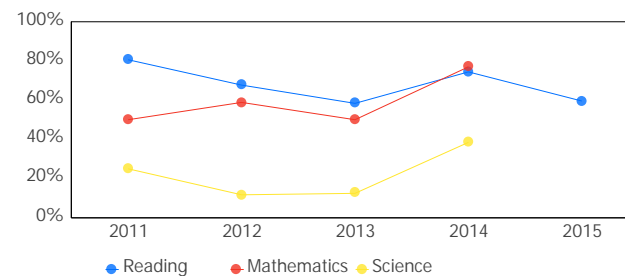No data returned for this view. This might be because the applied filter excludes all data.

11th Grade Cumulative OGT

No data returned for this view. This might be because the applied filter excludes all data.

11th Grade Cumulative OGT

No data returned for this view. This might be because the applied filter excludes all data.

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

NC

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade:	NR
Value Added Met?:	NC

Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.

Gifted Performance Index

Performance Index:	0.000
Performance Index Met?:	NC

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 115.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	0.0
Gifted Inputs Met?:	Not Met

Points are earned based on identification and services provided to gifted students. Schools must earn 40 or more points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

INDICATOR

NC

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.
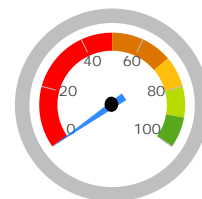
0.0%

0.000 of a possible 120.0

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

| Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	0.0	x	1.2	=	0.0
Accelerated	0.0	x	1.1	=	0.0
Proficient	0.0	x	1.0	=	0.0
Basic	0.0	x	0.6	=	0.0
Limited	0.0	x	0.3	=	0.0
Untested	0.0	x	0.0	=	0.0
					0.000

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

Gifted Indicator

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.
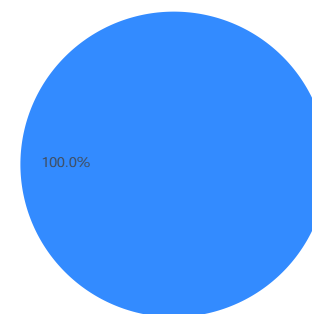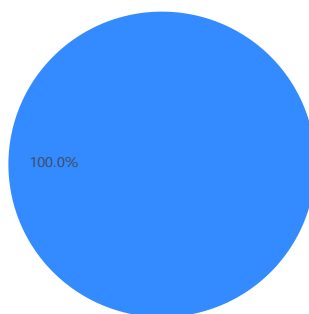
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking

100.0%

100.0%
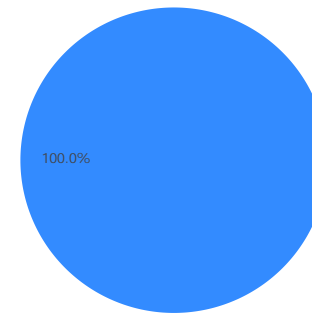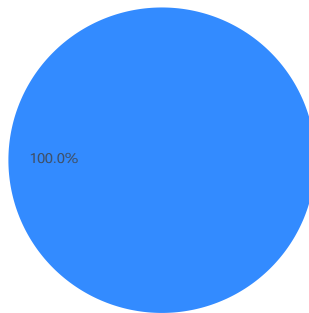
Disadvantaged Students

Minority Students

100.0%

100.0%

Receiving Gifted Services

Identified as Gifted, but not receiving services

Not Identified as Gifted

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

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

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

GRADE	Students in the Lowest 20% in Achievement
A	This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

GRADE	Students with Disabilities
A	This measures the progress for students with disabilities.

GRADE	High School
Coming in 2018	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		
	English Language Arts	Mathematics	All Tests
All Grades	5.75	1.34	5.26
4th Grade	0.55	0.00	0.55
5th Grade	3.03	2.89	3.84
6th Grade	3.29	-0.68	1.91
7th Grade	2.63	0.06	1.91
8th Grade	3.33	0.00	3.33

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.
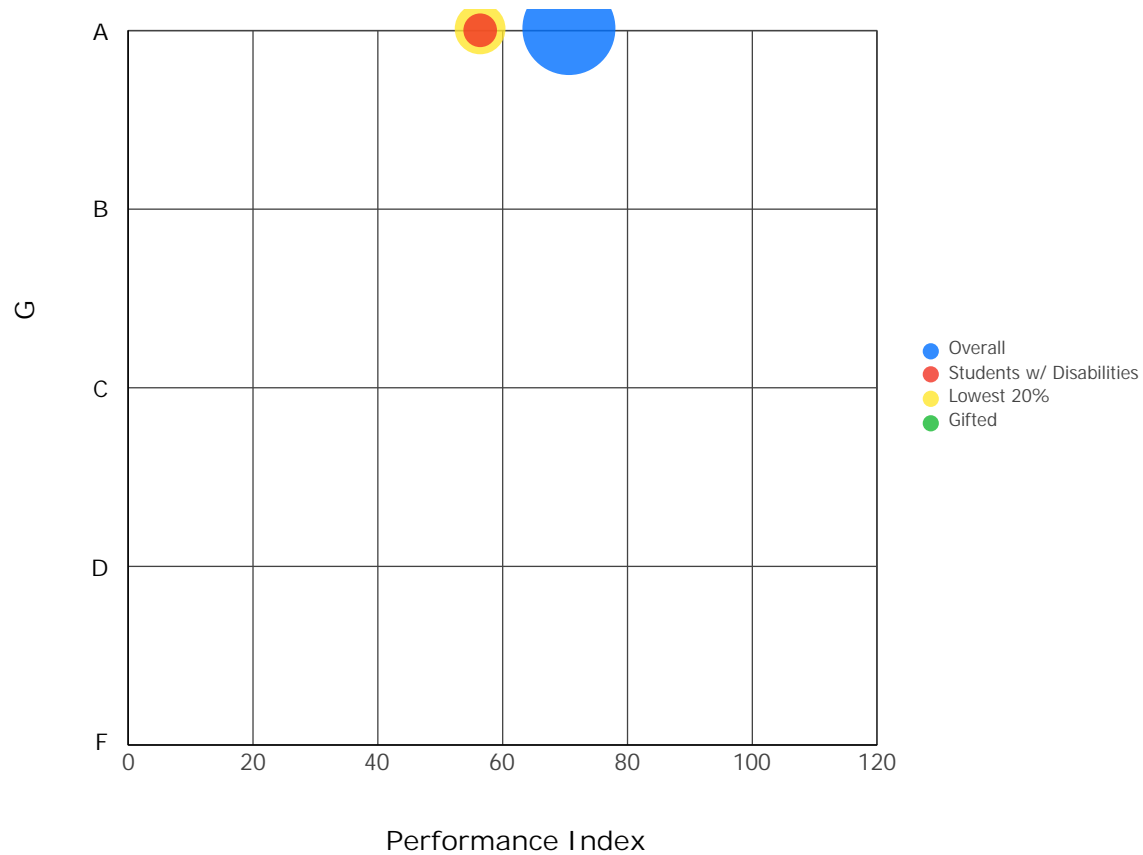
● Overall
● Students w/ Disabilities
● Lowest 20%
● Gifted

Performance Index

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?
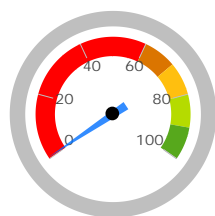
COMPONENT GRADE

Coming in
2016
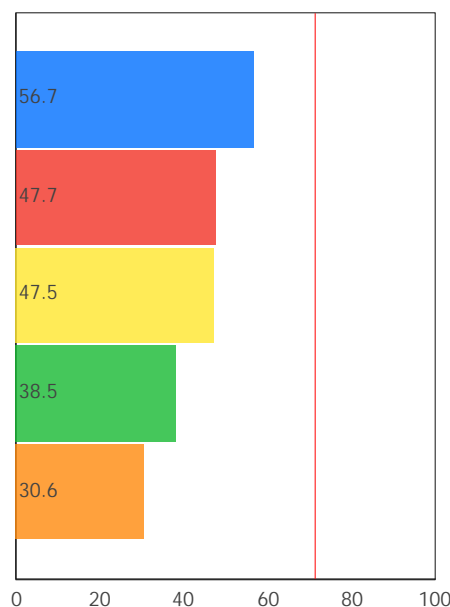

GRADE

F

AMO Points

0.5%

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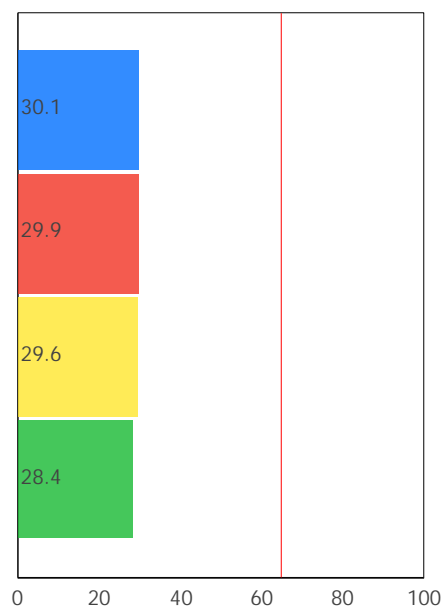F = 0.0 - 59.9%

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

Value
56.7
47.7
47.5
38.5
30.6

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

Math

Value
30.1
29.9
29.6
28.4

■ Econ Disadvantage   ■ All Students
■ Multiracial   ■ African American

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 2015 AMO for Reading is 71.3%, for Math is 65.0%, and for Graduation Rate is 80.5%. 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?
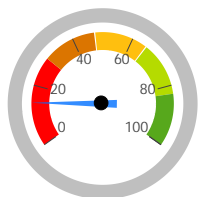
COMPONENT GRADE

Coming in **2016**

GRADE

F

K-3 Literacy Improvement

14.3%

11 out of 77

A = 82.6 - 100.0%
B = 64.9 - 82.5%
C = 47.2 - 64.8%
D = 29.5 - 47.1%
F = 0.0 - 29.4%

In Your School...

| < 10 | kindergarten students were not on-track last year. |
| NC | of those students improved to on-track in 1st grade. |

| < 10 | first grade students were not on-track last year. |
| NC | of those students improved to on-track in 2nd grade. |

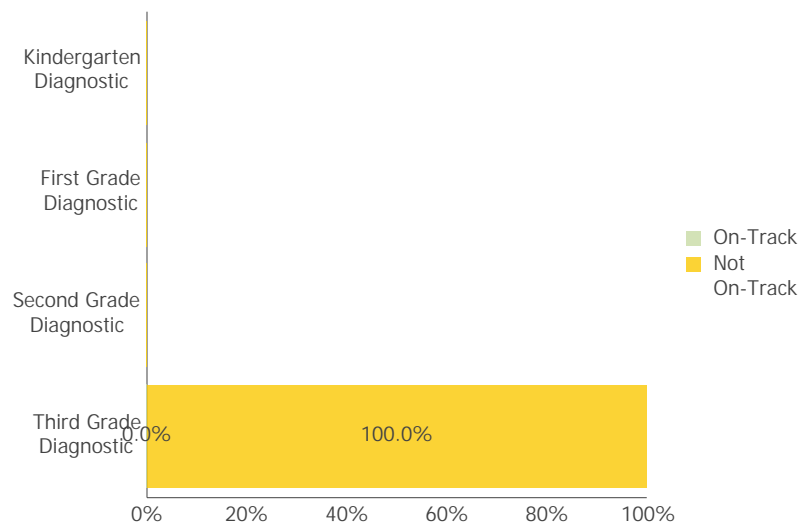| < 10 | second grade students were not on-track last year. |
| NC | of those students improved to on-track in 3rd grade. |

| < 10 | third grade students were not on-track this year. |
| NC | 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 2013 - 2014	< 10	1st Grade Reading Diagnostic, School Year 2014 - 2015	< 10
1st Grade Reading Diagnostic, School Year 2013 - 2014	< 10	2nd Grade Reading Diagnostic, School Year 2014 - 2015	< 10
2nd Grade Reading Diagnostic, School Year 2013 - 2014	< 10	3rd Grade Reading Diagnostic, School Year 2014 - 2015	< 10
3rd Grade Reading Diagnostic, School Year 2014 - 2015	< 10	3rd Grade Reading OAA, School Year 2014 - 2015	< 10
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan		< 10	
Totals	77	11	

In the "to" column between Point A and Point B values, "to" appears between each pair of entries.

Percentage On-Track in Reading Diagnostic

Legend:
- ■ On-Track
- ■ Not On-Track

Kindergarten Diagnostic

First Grade Diagnostic

Second Grade Diagnostic

Third Grade Diagnostic — 0.0% / 100.0%

0% 20% 40% 60% 80% 100%

This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2014-2015.

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?	58.3%
How many third graders scored proficient on the state Reading test?	39.5%

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 2014 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 2014 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.

What Percentage of the 2012 Graduating Class Entered College within Two Years?   NC

This graph is not displayed because the result is Not Calculated.

Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2011.

Principal: --

Address: 1416 W Riverview Ave
Dayton OH 45402-6217

Phone: (937) 567-9426

Career Technical Planning District: Dayton City CTPD

Directory information current as of the 2014-2015 Report Card publication date.

Your School's Students

Average Daily Enrollment:

234

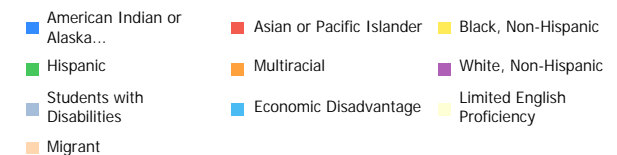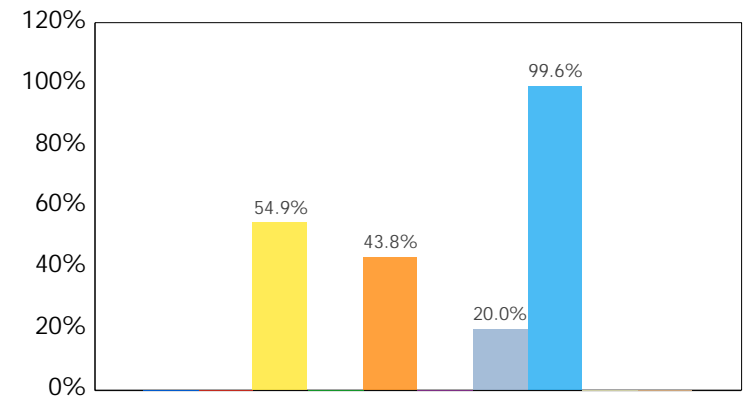**Number of Limited English Proficiency Students Excluded from Accountability Calculations:**

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Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	129	54.9%
Hispanic	NC	
Multiracial	103	43.8%
White, Non-Hispanic	NC	
Students with Disabilities	47	20.0%
Economically Disadvantaged	233	99.6%
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.
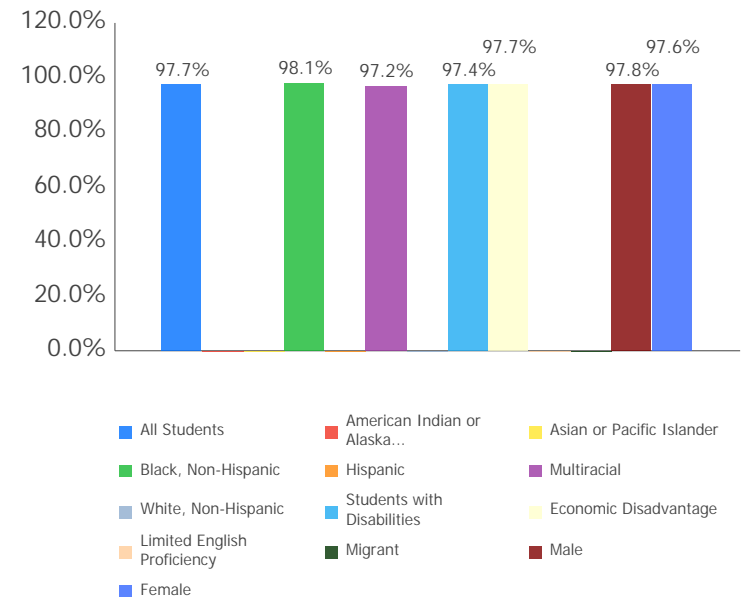
Attendance Rate

All Students	97.7%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	98.1%
Hispanic	NC
Multiracial	97.2%
White, Non-Hispanic	NC
Students with Disabilities	97.4%
Economic Disadvantage	97.7%
Limited English Proficiency	NC
Migrant	NC
Male	97.8%
Female	97.6%

Chronic Absenteeism Rate:

7.0%

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	37.8	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	5.7	--
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	22.9	--
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	12.0
Gifted and Talented	0.0
Career-Technical Programs	0.0
Art Education K-8	0.7
Music Education K-8	0.7
Physical Education K-8	0.7
ELL Instructional Program	0.0
Special Education	1.0

Teacher Evaluations

41.7%

58.3%
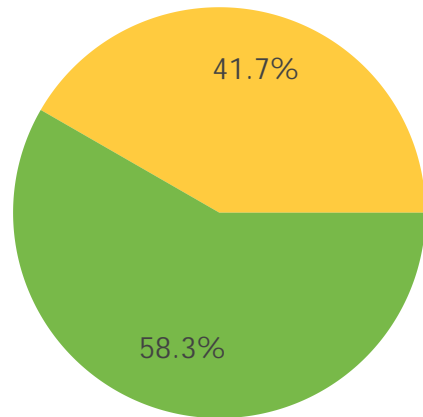
- Skilled
- Accomplished
- Developing
- Ineffective
- Not Complete

Wellness and Physical Education

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

Less than 10 students to evaluate

Financial Data

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

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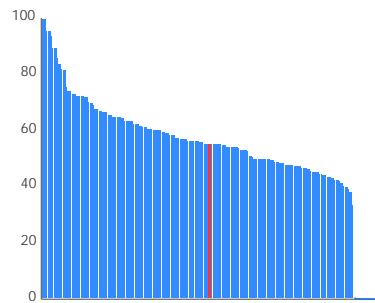
Classroom Spending Data

What percent of funds are spent on classroom instruction?

55.3%

How does this school rank in comparison to other schools of similar size?
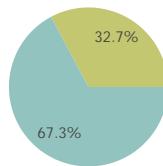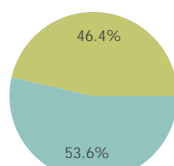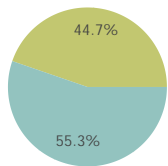
95 out of 187

A rank of 1 indicates the highest percent spent on classroom instruction.
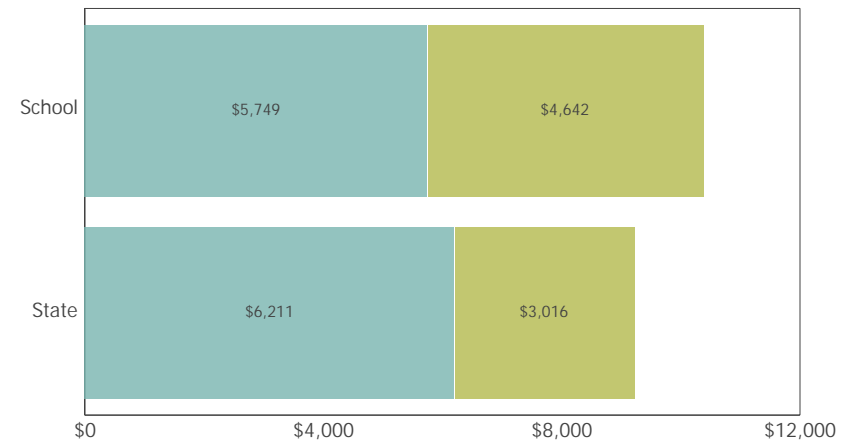
School	Comparison Group	State
44.7%	46.4%	32.7%
55.3%	53.6%	67.3%

■ Classroom Instruction   ■ Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	$10,390	$9,228
Classroom Instruction	$5,749	$6,211
Non-Classroom Spending	$4,642	$3,016

	Classroom Instruction	Non-Classroom
School	$5,749	$4,642
State	$6,211	$3,016

$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.
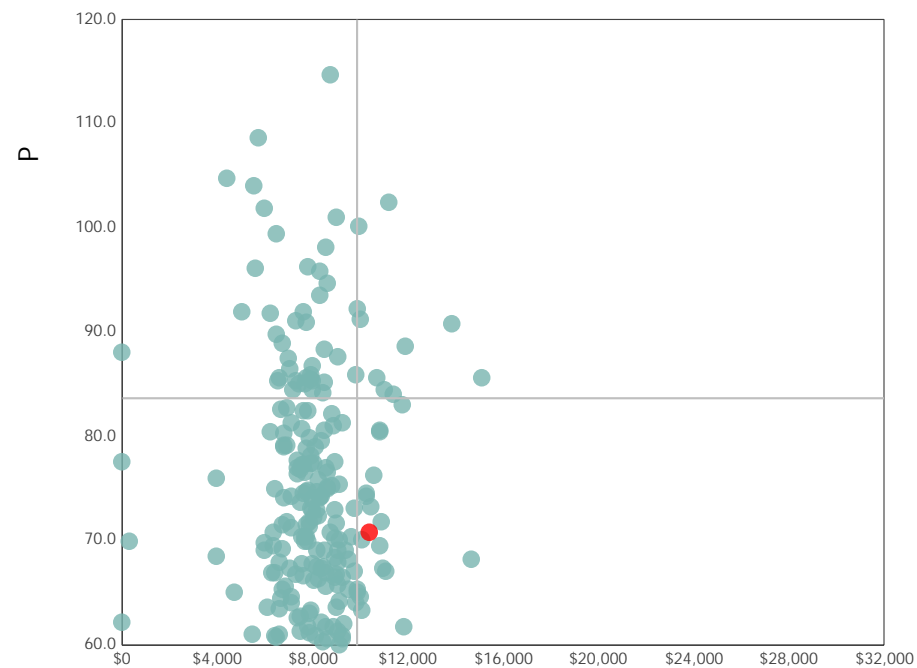
Spending and Performance

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
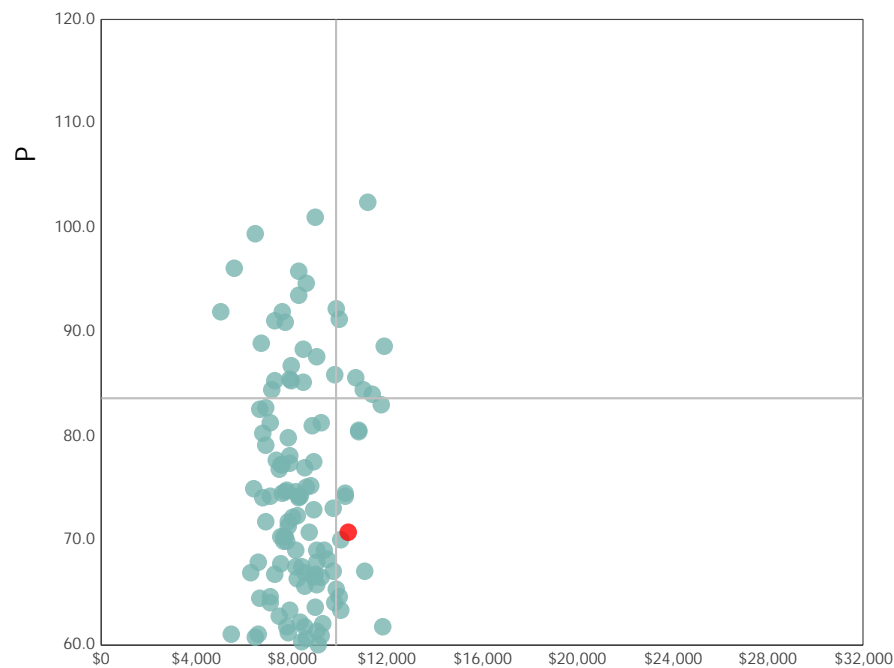
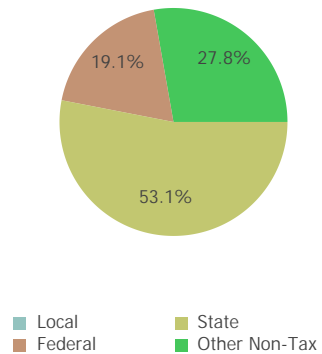Spending per Pupil

All Community & STEM Schools

Spending per Pupil

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%	$8,465,909,321	39.4%
State	$1,967,686	53.1%	$9,920,347,064	46.1%
Federal	$709,169	19.1%	$1,617,676,379	7.5%
Other Non-Tax	$1,029,085	27.8%	$1,492,334,587	6.9%
Total	$3,705,940	100.0%	$21,496,267,351	100.0%

School

State