

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Cengiz Karatas

Official School Name: Horizon Science Academy Cleveland

School Mailing Address:
6000 S. Marginal Road
Cleveland, OH 44103-1042

County: Cuyahoga State School Code Number*: 133629

Telephone: (216) 432-3660 Fax: (216) 482-3670

Web site/URL: hsas.org E-mail: karatas@horizoncleveland.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Cengiz Karatas

District Name: Horizon Science Academy Cleveland Tel: (216) 432-3660

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. Bulent Bayraktar

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
1 High schools
 _____ Other
1 **TOTAL**

2. District Per Pupil Expenditure: 7919

Average State Per Pupil Expenditure: 9939

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 2 Number of years the principal has been in her/his position at this school.

3 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	118	100	218
2			0	10	80	58	138
3			0	11	54	49	103
4			0	12	31	33	64
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							523

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
75 % Black or African American
7 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
16 % White
2 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 14 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	40
(3)	Total of all transferred students [sum of rows (1) and (2)].	68
(4)	Total number of students in the school as of October 1.	475
(5)	Total transferred students in row (3) divided by total students in row (4).	0.143
(6)	Amount in row (5) multiplied by 100.	14.316

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 79 %

Total number students who qualify: 414

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

Total Number of Students Served: 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>6</u>	<u>0</u>
Classroom teachers	<u>41</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>55</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	94%	96%	96%	93%
Daily teacher attendance	99%	98%	98%	97%	97%
Teacher turnover rate	4%	4%	4%	4%	4%
Student dropout rate	1%	1%	1%	1%	1%

Please provide all explanations below.

Data not available for daily teacher attendance 2003-04.

Teacher turnover rate hard data unavailable. These figures are approximate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	46
Enrolled in a 4-year college or university	<u>62</u> %
Enrolled in a community college	<u>19</u> %
Enrolled in vocational training	<u>5</u> %
Found employment	<u>0</u> %
Military service	<u>10</u> %
Other (travel, staying home, etc.)	<u>4</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

Horizon Science Academy is a 9th through 12th grade tuition-free, public charter school. We offer a college prep curriculum with an emphasis on math, science and technology. In its first decade, Horizon Science Academy has assembled a long list of accomplishments. In 2008, Horizon Science Academy received an Excellent Rating from the Ohio Department of Education (ODE), was recognized as a 2007-2008 School of Promise by ODE, received the Bronze medal for outstanding achievement by U.S. News and World report and the magazine's best Charter School for 2008. During the current school year, Horizon Science Academy is being recognized as a 2009 National Title I Distinguished School.

Horizon Science Academy is an inner-city school located in Cleveland, Ohio. Eighty-two percent of our students come from economically disadvantaged homes. Despite the high level of poverty, nearly all students graduate and go onto colleges and universities, including MIT, Harvard, West Point and Ohio's finest schools of higher education. To assist students the opportunity for college, Horizon Science Academy generates over 1.4 million dollars per year in college scholarships. In 2009, Horizon Science Academy saw its first National Achievement Finalist.

Science and Math classes are taught in state-of-the-art labs using Smart Boards and the newest available technology. Our students consistently score above the state average – and well above the Cleveland district – and most suburban schools-- in every Ohio standardized testing area.

Horizon Science Academy offers small class sizes to improve learning outcomes. Some Advanced Placement classes have a 5 to 1 teaching ratio. We offer a rigorous curriculum aligned with Ohio Department of Education standards. Advanced Placement classes are available in all subject areas. Electives offered by the school include: Zoology, Web Page Development, Computer Science, Speech and Debate, Robotics, Radio and TV Lab, Stock Market, Journalism, Drama, Statistics, Turkish language, Personal Finance, E-City business.

Students compete head-to-head with other teenagers from top schools in Ohio through our membership in the Ohio High School Speech League, National Forensic League, Science Olympiad, and Model UN.

Horizon Science Academy also offers Junior Reserve Officer Training Corps –JROTC- on our campus with 156 cadets enrolled. This U.S. Army sponsored program introduces cadets to leadership development, values, and discipline and boasts a JROTC Honor Unit Status.

Horizon Science Academy encourages students to develop an interest in international programs. Students have an opportunity to participate in student exchange programs and tour foreign lands. International science competition is emphasized through projects presented at the: International Environmental Projects Olympiad, Euro-Asia competition, Texas International Sustainable World (Energy, Engineering, & Environment).

Horizon Science Academy makes every effort to provide interventions for students at-risk of academic failure. Over half of our students are tutored individually each semester. We have at 95% Saturday school attendance rate for 9th, 10th, and 11th grade students selected for special attention. We offer monthly ACT/SAT preparation camps for 10-12 graders. Seniors mentor incoming middle school students throughout the year.

Our Guidance Department Monitors students' schedules and progress, helps students select a college or career path, offers support coordinating test dates and scholarship applications, organizes an annual in-school college fair attended by admission officers from dozens of colleges and universities, provides site visits for groups of juniors and seniors to visit Ohio school campuses, and arranges student internships with Cleveland area businesses.

One of our most successful partnerships is between our parents and our school. Our parent organization has witnessed tremendous growth in the number of attendees at its monthly dinner and discussion meetings and many parents volunteer in the classroom.

Horizon Science Academy's Alumni Association keeps graduates connected to school long after they leave our halls and helps students make the transition to college. Alumni coordinators track progress of graduates at their college or university, visit them in person, provide graduates with a sense of community and support. Through its new career center, the Alumni Association has established mentoring relationships with 12th grade students, created a career center for job placement, and assisted students, both current and former, with internships and advancement opportunities.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Ohio Graduation Tests (OGT) are a key part of Ohio's education reform to establish an aligned system of standards, assessments and accountability for Ohio schools. The testing requirements were established by the Ohio General Assembly in 2001 based on recommendations by the Governor's Commission for Student Success. Tests in reading, writing, mathematics, science and social studies make up the OGT.

The purposes of the OGT are to: Ensure that students who receive a high school diploma demonstrate at least high school levels of achievement; Measure the level of reading, writing, mathematics, science and social studies skills expected of students at the end of the 10th grade; and Meet federal requirement for high school testing. Students are rated at one of the following five levels: advanced, accelerated, proficient, basic or limited. The goal is for all students to score at or above proficient on the tests.

Students take the OGT for the first time in the spring of their sophomore year and can continue to take the tests in the fall and spring of their junior and senior years and during the summer. Students who do not pass one or more tests on their first attempt will retake the tests they need to pass during their junior and senior years. Ohio Graduation Tests are administered each fall and spring, with an optional summer administration available within some school districts.

The state of Ohio Department of Education issues an annual report card ranking schools on scores on the OGT along with other indicators. Horizon Science Academy has steadily progressed over that past five years receiving a rating of EXCELLENT, the highest rating, in 2008. Horizon achieved a 100% on all 12 indicators, including Ohio Graduation Tests (OGT), attendance rate, and graduation rate. Last June, HSA had the remarkable accomplishment of a 100% college acceptance rate of its 2008 graduating class

Our overall school performance index has moved from 60.8 to 102.1 over the last five years. This performance index measures the achievement of every tested student, not just those who score proficient or higher.

The state requirement is 75 percent in order to reach proficient on the OGT. Horizon Science Academy scored: Reading-94%, Mathematics-91%, Writing-94%, Science 83%, and Social Studies- 93%

These successes, among others, have also been reflected in "US News & World Report" Best Schools 2008 report, in which Horizon was designated a Bronze Medal for academic achievement.

The test data reveals a steady incremental increase in our test scores over the first ten years of operation. These numbers are an accurate reflection of improved student achievement. State assessment results may be found here.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1142&ContentID=832&Content=51979>

2. Using Assessment Results:

The state assessment data along with Horizon Academy's internal testing data are carefully analyzed as soon as results are available. The Dean of Academics immediately convenes the Department Chairs to review and discuss the data. Each subject area and specific questions are studied to determine whether patterns exist in

questions missed. If so, curriculum modifications and course reviews are implemented. Teachers are invited to participate in these discussions every step of the way.

Our management company, Concept Schools, provides monthly testing to students in grades 10 and 11. These tests help students prepare for the Ohio Graduation Tests (OGT). This test covers the same academic areas as the OGT: Reading, Mathematics, Writing, Science, and Social Studies. Historically, these tests have proven a good indicator of OGT results.

These password protected test results are also available online to parents and students. In addition to the scores, Horizon students are able to view the questions they answered incorrectly so the material can also be reviewed at home as well as in class to improve student performance.

The general and specific patterns and trends are discussed among all subject teachers at professional development sessions held 3 times over the school year. These group sessions provides an opportunity for teachers to share successful classroom strategies in areas, such as Art or Spanish, which can be replicated in core courses and other electives.

3. Communicating Assessment Results:

Horizon Science Academy communicates important information to parents, guardians, students, and the community in a number of ways. Our web site, www.hsas.org, provides one source of information, updates, and announcements to the general public. It is updated on a regular basis with new messages. Horizon Science Academy mails a hard copy of its quarterly newsletter to all stakeholders: parents, community civic leaders, governmental officials, and others. The newsletter is a great tool in disseminating information about assessment results.

The Guidance Department at Horizon also provides its own method of keeping in contact with students and parents. Sometimes described by students as “being followed,” counselors keep in close proximity with students to make sure students are in the correct level of coursework and have the support necessary to succeed.

In the front line of education, the classroom teachers meet on a weekly basis to review strategies, make student recommendations, and discuss specific issues. Teachers meet with parents by phone, email, or in person on a regular basis.

Horizon also provides free tutoring, and mandatory tutoring, for students needing additional attention. The classroom teachers provide this after school on a regular day and time. Saturday school is scheduled for those falling behind at the start of the second semester. Horizon has a 95% attendance rate at its Saturday school.

4. Sharing Success:

Horizon Science Academy is always delighted to share good news with the community. Our English department chair was recently invited to lead a workshop for Concept Schools, our management company, outlining successful methods and strategies in increasing our reading and writing proficiency. The Director of Horizon Science Academy accepts numerous invitations each month from educators in Cleveland and Ohio to discuss our programs. Over the past month Horizon has entered into a unique partnership with Cleveland State University aimed at recruiting and supporting minority students. Last fall, we joined the Effective Practice Incentive Community (EPIC) a national program to share our successes and challenge with other schools serving low income students. EPIC will help us better analyze our data to help others replicate our success in producing strong student-learning gains.

Receipt of this award will be the blue in our rainbow that will be seen far and wide. The Blue Ribbon flag is a well recognized symbol of success that will be impossible to miss by the media, politicians, local business leaders, and the civic community. The announcement of the nomination has already helped our students stand taller, dress neater, and worker harder to learn and achieve. As an urban charter school, we have had to work twice as hard to gain the respect of our suburban peers. We are confident our network of supporters will be thrilled to help spread the news and acknowledge the efforts.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The course curriculum is built upon a college prep foundation offering rigorous classes, challenging electives, and a solid foundation in language arts. Students must accumulate 24 credits within four years to graduate.

The Science Department offers Biology, Chemistry, and Zoology. Zoology offers students a study of animals from sponges to mammals in details of classification, body structure, life cycle and nutrition. In Zoology II students study vertebrates including: Fishes, Amphibians, Reptiles, Birds, and Mammals.

Chemistry provides students with a general overview how to make experiments in a lab environment. Students learn how to use the lab equipment and follow the experiment procedures to finalize projects. AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year.

Biology offers a study of Anatomy & Physiology. Human Biology focuses on the structures and functions and physiology of the human body. Topics include cytology, histology, characterization of different organs and organ systems, and life functions such as respiration, digestion, and reproduction.

A series of Computer Science courses are available starting with Intro to Computer Science. This course studies how to use computer-based tools in any general field or activity. The students learn the principles of a disk-based operating system as well as the fundamentals of using a word processor, spreadsheet, presentation, publisher and database programs.

Students can also take Web Page Development, a course where students learn to create web pages using various tools. Student also learns dynamic web design using ASP. Students explore advanced features of the Macromedia Web Design Suite, build on existing Dreamweaver skills, and become familiar with interactive design techniques using Flash

Horizon Science Academy offers several classes in through the Economics Department. Starting with Intro to Economics, this general economics course is designed to help students of all abilities achieve fundamental understanding

of core economic principles. Students gain an understanding of economic systems, how markets work (supply and demand), various business organizations, as well as personal finance (money and banking). The Key concepts presented in the class are based on the twenty content standards of the National Council on Economic Education (NCEE).

Personal Finance focuses on practical math skills for use in daily life through the development of critical thinking skills. A review of basic math processes is included within the applications. The areas of study show correlations of their personal decisions to: business, health, technical areas, and development of budget, calculating with and understanding money, checking accounts, credit, loans, bills and other monetary decisions regarding life choices. This course helps students learn how to make wise financial decisions for now and future plans.

Math is popular at Horizon Science Academy. There are many options for students to learn about the beauty of mathematics. AP Calculus is a year-long course follows the calculus AB curriculum - one semester of college calculus. After a review of advanced algebra, the behavior of functions, and the study of limits, the first semester looks in detail at the derivative and its applications to instantaneous rates of change, related

rates, and maximum and minimum problems. The second semester involves techniques of integration and related application problems. Students may take this course for college credit.

The physics courses include Physical Engineering. This course studies modern technology and machines we use everyday. Also offered is Daily Physics, a course of hands on lab experiments. Applications of physics in daily life are a part of this class.

Art is offered through coursework in drawing, painting, ceramics, interior design, and AP Art History. Music is provided through Band, Choir, Orchestra, and Music Theory.

Foreign Language is offered through the study of Turkish and Spanish. Spanish I covers beginning Spanish grammar, listening, speaking, and writing. Students move on to Spanish II, designed to prepare students for intermediate grammar, speaking, and listening.

Horizon Science Academy also offers the study of the Turkish language. Turkish I is designed to introduce the Turkish language to beginning students, to develop oral and written skills for both comprehension and expression. Language skills emphasized include: understanding, reading, writing, translation, and speaking. Students move on to the advanced Turkish II. This course is designed to improve students' conversational skills, to provide a variety of readings for written comprehension; to develop a good grammar background; to improve listening skills; to introduce students to some examples of Turkish culture.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

Horizon Science Academy owes a large part of its success to its unique, highly concentrated focus on English proficiency. Each and every freshman student entering Horizon is required to take a Writing and Reading Competency class. This is an introductory course that reinforces skills necessary for test taking, reading, and writing. The test taking preparation helps students succeed on standardized tests and classroom assessments. The writing portion focuses on the writing process through various types of essays. By focusing on reading skills students improve reading comprehension and critical reading strategies. Students are expected to conduct research and correctly format term papers.

Horizon also offers many challenging course selections through the English Department providing students a wide range of learning opportunities and practical applications. They include, Journalism, a course designed to study journalistic writing, terminology and publication. Emphasis is placed on developing critical thinking skills by analyzing the news media and current events and by applying that knowledge to hands-on activities. Students apply these skills to produce the student newspaper.

Advanced Placement English Literature and Composition is a challenging, multi-disciplined college level course, designed by the College Board, to give students an opportunity to earn college credit while still in high school. AP students are expected to complete reading and writing assignments on time and in a scholarly manner. Students study a wide range of works by esteemed authors and evaluate elements such as the author's purpose, the literary and social impact of their work, and our personal reactions to the elements and themes in the literature.

Freshmen Speech serves as an introduction to speech. Students learn how to write and deliver various types of speeches including: autobiographical, impromptu, persuasive, and informative. The course focuses on

techniques to become a confident public speaker through knowing the audience, identifying its demographics, and ascertaining appropriateness of material.

Modern Short Stories & African American Literature designed to introduce the students to a number of outstanding short story writers and their works. Students study a variety of short stories analyzing them according to the four basic elements --character, conflict, plot, and setting. African-American Literature introduces the students to a wide range of works by esteemed black authors. Students evaluate each literary work in regard to basic story elements, author's purpose, and its impact on the social, political, and literary aspects of society.

3. Additional Curriculum Area:

Horizon Science Academy incorporates an integrated curricula organized around global themes to ensure that each student acquires and applies core concepts and principles from math, science, technology, social studies, language arts, communication, creative arts, vocational, and practical living skills to situations they will experience in life.

One example is our in school science fair held each February. Nearly one-third of all students participate in the program beginning shortly after school begins in the fall. This uniquely designed program allows students to teach and express themselves and to discover something exciting and new – on their own terms. Part of each student's task is to identify and choose the tools he or she will need to conduct and complete their project. Students work with Math, Science, and English teachers on their project. As students complete their science projects over the course of the year the process yields more mature, self-confident, skilled, and competitive young leaders.

Through programs initiated in the Guidance Program such as Career Path, students gain an understanding of his or her individual learning style and intelligence, and develop strategies to adapt these to different situations and tasks. Students develop life-long learning skills including self-assessment, goal-setting, critical thinking, information processing, problem solving, effective communication, collaboration and cooperation, self-discipline, and creative expression.

In E-City Business, students learn about managing money and how to succeed in the real business world. All work is undertaken in a manner that supports, embraces, and demonstrates the effectiveness and efficiency of participatory and developmental leadership and coalition building.

Horizon Science Academy, through its focus on the world as the learning community, promotes to youth a sense of purpose, belonging, and fosters a vision of participating in a global community.

4. Instructional Methods:

Horizon Science Academy has high expectations of all its students. These expectations are reinforced when the essential underlying triad of student, teacher, and parent/guardian work in tandem. This educational vision and innovation has proved crucial to accomplishing our goal of providing a tuition-free college prep education in Cleveland.

In order to implement our rigorous college prep curriculum, successful instructional methods vary from course to course. The basic underlying value in all instructional methods is our belief that each child has an inherent curiosity and love of learning; and that each child has a unique intelligence, level of capability, and learning style. With this in mind, we motivate our students and expect them to strive toward their highest levels of capability while addressing their individual learning styles, this fostering within them a life-long love of learning.

The classroom teacher is responsible for constructing a program to engage and motivate students to invest their talents, energy, and enthusiasm in completing their schoolwork in an exemplary manner. Individual attention in the form of one-on-one tutoring, intensive counseling and individualized goals has proved successful in motivating our students. Each classroom teacher has regular weekly tutoring hours after school for any student needing additional help.

Some of our AP classes and other electives, such as Speech and Debate, have a 4 to 1 ratio of student to teacher. This provides for ample time and attention for optimal learning outcomes. Our science courses, such as Biology, Chemistry, and Physics, are held in a lab setting utilizing a very hands-on method of learning.

In our E-City Business Class, students gain experience through guest speakers including Cleveland business leaders who provide real life examples and hand-on experiences.

Horizon Science Academy also encourages teachers to incorporate monthly themes into each lesson, where possible. For February, teachers designed lesson plans to include Black History Month in all subjects, not just social studies. March is Women's History month and teachers will find creative methods of incorporating that information into the class work. A science class was recently assigned to research the contributions of an African-American scientist. This cross application of information helps to strengthen the message and offers students a variety of ways to learn about important events.

5. Professional Development:

The Horizon Science Academy High School Local Professional Development Committee (LPDC) consists of five teachers and the school's Director. The focus of the LPDC, as outlined by the Ohio Department of Education, is to review and approve the Individual Professional Development Plans (IPDP, coursework and other professional development activities that educators propose to complete for the purpose of license renewal. Both the chairperson and Director are authorized to sign license applications. Members of the LPDC committee are involved in planning, research, and presentation of information and activities during each Professional Development meeting. Outside sources within the education field are often contacted and asked to speak on topics within their area of expertise. The committee members will attend seminars that address educational issues and present what they have learned. Some of the topics addressed during the 2007-2008 school year included:

Conducting Successful Parent-Teacher Conferences: The agenda included conference planning including whether the student will be part of the conference, logistics, and making the best use of limited time. Specific recommendations were offered including making sure materials are available such as a schedule of classroom activities, a checklist of skill areas and notes on student progress, sample work, test scores, and reports from other teachers where appropriate. The importance of note taking and documentation was stressed. Other issues discussed included making parent/guardians feel welcome and comfortable, showing examples of work, and maintaining an honest and positive tone.

Special Needs Students This session dealt with the topic of making sure special-needs students achieve academic success. Teachers were advised to work closely with the special education department and guidance department. Teachers reviewed the process.

Classroom Technology - Forty teachers participated in the use of classroom technology that included both Smartboard and Webquest training sessions. Participants familiarized themselves with classroom use of interactive whiteboards and how to integrate them into instruction.

6. School Leadership:

The administrative team at Horizon Science Academy is caring, competent, dedicated and willing to assist both students and teachers. School administrators strive to provide the best possible learning climate for all. Horizon has a unique management style that includes a Director (who functions as the school principal), a Dean of Academics (vice-principal), 3 Deans of Students (managing grades 9, 10, and 11 & 12 jointly). Horizon Science Academy provides clear rules and expectations of its students, parents, and staff. These policies have resulted in their intended outcome of providing a safe and orderly learning environment.

The Deans and Directors greet the students entering the building each and every morning. It is a safe and welcoming environment. There are no metal detectors or security guards as is common in many urban schools. The best word to describe the school morning atmosphere is vibrant. The halls are filled with teenagers shuffling to class as the bell rings. When the second bell rings the children settle in to their routine. The halls are quiet. Empty. One can see through the glass panels in the doors students in their classrooms – some animated in groups working on projects, some quietly reading. Others focused on a lab or other assignment.

While everyone has a discrete job description – the staff at Horizon are often found using their general knowledge and expertise in other areas as well. Everyone pitches in when needed. Teachers often sub for one another. By the end of the 1st semester it is not uncommon for all teachers to know the names of all our students, having either subbed or had them in a club or activity.

Horizon stresses the goal of education as a shared responsibility relying on the cooperation and input of everyone concerned: students, parents, and staff. At Horizon, each member of this triad are responsible, and hold one another accountable for seeing that our school is a place where we can work, play, and learn together in harmony.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2007/08

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% proficient and above	91	90	86	87	86
% Accelerated and Advanced	28	19	17	13	44
Number of students tested	108	84	63	61	132
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	92	90	82	78	87
% Advanced	27	18	16	15	46
Number of students tested	71	62	38	27	67
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	100	95	86	93	84
% Advanced	48	38	29	20	41
Number of students tested	25	21	14	15	37
3. (specify subgroup): African American Black					
% Proficient plus % Advanced	88	88	84	85	86
% Advanced	20	12	16	13	45
Number of students tested	75	57	44	39	84
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2007-2008

Grade: 10 Test: Ohio Graduation Test
Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% proficient and above	94	96	94	97	99
% Accelerated and Advanced	15	10	8	10	38
Number of students tested	108	84	63	61	128
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	93	95	89	96	98
% Advanced	14	8	11	11	38
Number of students tested	71	62	38	27	64
2. Racial/Ethnic Group (specify subgroup): African American/Black					
% Proficient plus % Advanced	92	96	98	95	100
% Advanced	12	9	9	3	40
Number of students tested	75	57	44	39	83
3. (specify subgroup): White					
% Proficient plus % Advanced	96	95	86	100	97
% Advanced	28	14	7	33	32
Number of students tested	25	21	14	15	34
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

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