



"Providing a Solid Foundation for the Future of Education"

3401 Hamilton-Mason Road, Suite A
Hamilton, OH 45011
513.771.4006 (Office)
513.771.4435 (Fax)
www.ercoinc.org

2013-2014 ANNUAL REPORT



History

ERCO was founded in 2005. We are an Educational Consulting Firm that specializes in authorizing community schools.

Mission Statement

To provide a strong foundation of resources, oversight, guidance, and leadership both to and in partnership with educational leaders of community schools serving children and society.

Vision Statement

To promote high quality charter schools in Ohio through strong academic performance and financial viability.

Core Values

Integrity: We will do what we say...and expect the same in return.

Quality: We will continually strive for excellence individually and collaboratively.

Respect: We will exhibit professionalism with each other and our stakeholders.

Accountability: We hold ourselves to these core value.

ERCO Definition of Academic Effectiveness

ERCO believes that the primary role of a highly effective sponsor is to insure that its schools are achieving at high academic levels. To this end, the ERCO staff developed a tiered accountability plan that describes the achievement levels and requirements for each tier. Each school will receive differentiated support based on the number of passing grades on the state report card.

Beginning in 2013-2014, the Ohio State Report Card will report school progress using letter grades A-F. ERCO has defined an “Academically Effective” school as one that has 50% or more acceptable grades, A, B, or C.

Requirements

The Community School will be placed in one of the following Tiers:

Tier 1 – “Academically Effective” - If the number of A, B or C report card grades is 50% or more of the total grades, the school will receive “AS NEEDED” monitoring and support from ERCO staff.

Tier 2 – “Moderate” - If the number of D or F grades is between 51 and 74% of the total report card grades, the school will receive “MODERATE” monitoring and support from ERCO staff.

Tier 3 – “Intensive” - If the number of D or F grades is 75% or more of the total report card grades, the school will receive “INTENSIVE” monitoring and support.

Goal for ERCO Schools – To become or maintain a Tier 1 rating – “Academically Effective”.

If the Community School is rated Tier 1:

- ◆ The school must participate in two required compliance monitoring visits.
- ◆ The school is invited to participate in regional professional development sessions, however it is not required.

If the Community School is rated Tier 2 or Tier 3:

- ◆ The school must show progress in the overall percent of passing grades or overall school grade;
- ◆ The school must develop and implement an Academic Improvement Plan. Growth on measurable goals must be indicated in end of the year measures.
- ◆ The school must monitor changes in curriculum and instruction through monitoring identified adult and student indicators.
- ◆ The school must show significant improvement on the “Achievement” and “Gap Closing” Report Card Components or on local interim data.

Mr. J. Leonard Harding, Executive Director of Educational Resource Consultants of Ohio, Inc. holds B.S. in Education from Miami University of Oxford OH, a Masters in Educational Administration from Xavier University in Cincinnati, Ohio and is a Doctoral candidate at the University of Cincinnati in the Urban Educational Leadership Program. Combining his background in education and business, Mr. Harding brings a wealth of experience and knowledge to lead and direct the community leaders of which his organization sponsors. Mr. Harding's past relative experience has been as the Director of Education for Hamilton County Juvenile Court of Common Pleas, Principal, Assistant Principal and a Teacher. He has received special recognition awards for "Excellence in Programming" from Xavier University and "Ohio Principals Mentoring Program" from the State of Ohio and is the Executive Director of Christ Tabernacle Ministries of Excellence, Inc., which is the umbrella organization of Educational Resource Consultants of Ohio, Inc. and Christ Tabernacle Learning Center.



J. Leonard Harding
Executive Director

Mr. Aaron Kinebrew serves as Assistant Director of ERCO and has 20+ years' experience in the educational field. He has mentored thousands of youth and is known as a dynamic inspirational speaker and workshop facilitator. He has held the positions of caseworker, teacher, counselor, Dean of Discipline and Assistant to the Principal; each progression preparing him for his present role at ERCO. Mr. Kinebrew's exposure to troubled students includes: facilitator of conflict mediation groups, development of programs to enhance physical skills, and behavior monitoring. Mr. Kinebrew holds a B.A. with concentration in Individual and Family Studies from Kent State University, has completed graduate level classes in mathematics at Xavier University. Mr. Kinebrew received his certificate of completion in Leadership/Non-Profit Management through Northwestern University Kellogg School of Management-Executive Education Program. He is also a participant of the Charter School Institute through Harvard Graduate School of Education. Mr. Kinebrew respects, defends and advocates for school choice. He has received special recognition awards for "Excellence in Programming" from Xavier University and "Ohio Principals Mentoring Program" from the State of Ohio.



Aaron Kinebrew
Assistant Director

As Public Relations and Communication Director, Jodi Billerman's role is to support our community schools' leaders, administrators, educators and students in celebrating achievements, handling challenges, and developing strong, productive school-home-community bonds. A mother, former reporter, newspaper editor, and, more recently, strategy and marketing consultant, she enjoys finding and sharing examples of educational leadership and achievement in order to reward and build on them. Some of her core values are to support learning, encourage students and educators, and foster a community that values education. Jodi graduated magna cum laude with a B.A. in English Literature from The University of Cincinnati and is a former National Merit Scholar.



Jodi L. Billerman
PR & Communications Director

Dr. Terry B. Joyner serves as Director of Academic Performance and Accountability and facilitator of the Ohio Improvement Process (OIP) for ERCO schools. She joined ERCO in February 2009 and has been a valuable asset in implementing and monitoring the state's new improvement process and management tools. Dr. Joyner brings thirty-two years of experience in curriculum and instruction, beginning her career as a teacher of students with disabilities and Reading Specialist in the public school system. She has held the positions: Supervisor of Curriculum and Learning, Director of Curriculum, and Assistant Superintendent/Chief Academic Officer. In the position Chief Academic Officer, Dr. Joyner was responsible for directing Curriculum and Instruction; Early Childhood Education; Research, Evaluation and Assessment; Student Services; Federal Programs and Professional Development. Dr. Joyner has also collaborated with institutions of higher education, state and local agencies and private foundations to improve educational services for all students and families in the Cincinnati area.



Dr. Terry B. Joyner
Academic Performance & Accountability Specialist

Dr. Terry B. Joyner is also the President and CEO of Systems Solutions LLC, an educational consulting company that provides curriculum alignment, instructional management, program evaluation, coaching, data analysis and monitoring services to schools for improving student achievement. She provides professional development, technical assistance and administrative services to local school boards, community schools and sponsors and social service agencies. She received her degrees in Education from the University of Delaware (BSED 1977), University Of Maryland, College Park (M.ED, 1979), and Wilmington University, Delaware (Ed.D 1996). Dr. Joyner believes, "Schools control the conditions that lead to student success." Quality teaching and instructions is the key to success.

Ms. Melissa Robinson has an extensive background in working within the special education field. She is also experienced in interacting with students with severe behavior problems and juvenile delinquent clients. Ms. Robinson is skilled in innovating, implementing, supervising, and directing projects from conception to completion. Some of her past duties included supervision and direction of eight schools in all their special education processes and to ensure compliance with state and federal guidelines. She holds a B.S. degree in Special Education from Central State University, Wilberforce, Ohio



Melissa Robinson
Special Education /
Northeast Regional
Consultant

Mr. James Wilson has an extensive background in finance. His experience includes banking, payroll, sales and loan operations. Mr. Wilson is near completion of a Bachelor degree in Marketing having attended several years at Cincinnati State. He has gained a wealth of knowledge and experience having worked for notable organizations such as Sallie Mae Inc. and Fifth Third Bank, and brings professionalism and great skill sets for the position.



James Wilson
Southwest Regional &
Finance Consultant

Ms. Shonise Carr joins the ERCO team with over 15+ years experience in the education field. Her background includes educating behaviorally challenged youth within the Juvenile court systems, Cognitive and Social skills facilitator, and Math and Science teacher within the public school system. Ms. Carr most recently served as a Superintendent of an inner city charter school for over 6 years, in which she has gained a wealth of experience and skills in educational leadership, conflict resolution, customer service and public relations. Ms. Carr holds an Associates of Science in Chemical Technology and a Bachelors of Science in Chemistry from Tuskegee University.



Shonise Carr
Central Regional
Consultant

Fraunfelter Accounting Services has performed GAAP conversions for local governments since 2000 with over fifty reports being completed under the GASB 34 reporting model. Having participated in or completing conversions for over 100 reports, you can be assured that your government will receive a level of service and knowledge that provides your office with the assurance of a solid report while completing the project within the proposed budget and to the satisfaction of your audit team and yourself. All reports sent to GFOA or ASBO associated with Fraunfelter Accounting Services have received the Certificate of Achievement award.

There are many areas that Fraunfelter Accounting Services can assist you in besides a GAAP conversion. Having studied the state foundation formula, I have worked with both schools and local governments to provide relevant information regarding the total impact a TIF property has on the total amount the state provides to the affected school district. The analysis can also focus on individual TIF properties for the local government's infrastructure needs. An understanding of how the TIF process works is a must to having a successful relationship with the affected school district.



Sean Fraunfelter
Financial Specialist

The logistical organization of ERCO is upon the shoulders of our excellent Administrative Assistant/Office Manager, Sonya Lunsford. Sonya has twenty years experience in the clerical field and eight plus years as an Executive Administrative Assistant. She attended Indiana State University in the school of Business Administration and later the University of Cincinnati Raymond Walters College with a concentration on Office Administration/Medical. Mrs. Lunsford plans on continuing her education with the goal of attaining a degree in Business Administration. She successfully incorporates her work experience and educational background with excellent organizational and leadership skills as ERCO's, Executive Administrative Assistant.



Sonya Lunsford
Administrative Assistant

Another part of the logistical organization of ERCO is also up the shoulders of Karen Parker our outgoing Receptionist. Karen covers several positions such as secretary and is responsible for accounts payable. Forty-five years experiences gives her the finesse to interchange each position seamlessly and effectively. Prior to her position at ERCO, she held numerous positions of "back office" support that helped in the efficient running of the office. She developed and implemented processes that resulted in time and cost saving procedures. Karen is the pleasant smile as you enter the doors of ERCO. Her warmth and easy communicative skills makes you feel "at home" which is important in overall communications within the office environment.



Karen Parker
Secretary/Receptionist

SCHOOLS UNDER ERCO'S SPONSORSHIP

ERCO provides sponsorship to the following community schools. In our quest for excellence, we accept all categories of compliance: 1) Excellent; 2) Effective; 3) Continuous Improvement; 4) Academic Watch; or 5) Academic Emergency. ERCO staff monitors schools accepted on Academic Emergency very closely with the goal that all our sponsored schools are steadily improving and attaining a high level of achievement.

| | |
|---|-------|
| Capital High School | 10-11 |
| Cincinnati Technology Academy | 12-13 |
| City Day Community School | 14-15 |
| Cleveland Academy for Scholarship Technology and Leadership Academy | 16-17 |
| Cleveland College Preparatory School | 18-19 |
| East End Community Heritage School | 20-21 |
| Frederick Douglas Reclamation Academy | 22-23 |
| George G. Voinovich Reclamation Academy | 24-25 |
| Hamilton County Math and Science Academy | 26-27 |
| Hope Academy for Autism | 28-29 |
| King Academy Community School | 30-31 |
| Langston Hughes High School | 32-33 |
| Millennium Community School | 34-35 |
| New Day Academy Boarding and Day School | 36-37 |
| Northeast Ohio College Preparatory School | 38-39 |
| Premier Academy of Ohio | 40-41 |
| Renaissance Academy | 42-43 |
| Road to Success Academy | 44-45 |
| T.C.P. World Academy | 46-47 |
| Thurgood Marshall High School | 48-49 |
| VLT Academy | 50-51 |
| Zenith Academy | 52-53 |

INDIVIDUAL ANNUAL REPORT

Overall Component Grades will be coming in 2015

Compliance Rating:

1 = overall compliant

2 = partially compliant

3 = noncompliant

*NR = Not Rated

*Some schools have not been assigned a grade for Graduation Rate because there were not enough students to evaluate, Or

*A graduation rate is not calculated if there are not at least 10 students in the graduation class.

IRN# 012044

CAPITAL HIGH SCHOOL
(Dropout Recovery Community School)

640 Harrisburg Pike
Columbus, OH 43223

Phone: 614.228.2854

Fax: 614.573.7163

Gamal Brown, Superintendent
Monica Scott, Principal
Dave Massa, Treasurer

Grades: 9-12
Enrollment: 290
Attendance Rate: 78.4%

MISSION STATEMENT

It is the mission of Capital High School to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful post-secondary transitions.

Capital High School

Educational Plan

The academic program will meet all Ohio Department of Education requirements in English/ language arts, math, science, social studies, computer literacy, and physical education. Capital High School will use the Edison Learning eCourses online curriculum, which is aligned to state standards, with a combination of direct instruction by state certified teachers. A comprehensive life skills program is also part of the instructional program. Life skills are taught in an effort to increase student awareness in areas such as conflict resolution, interpersonal skills, health, computer skills, financial management and a component which familiarizes students with resume' building, interviewing skills and appropriate professional decorum.

School Rating Coming in 2015

High School Assessment Test Passage Rate

| | |
|-----------------------------------|--|
| Students who Passed all Five Test | 27.5% Meets Standards |
|-----------------------------------|--|

Gap Closing

| | |
|------------------------------|--|
| Annual Measurable Objectives | 3.2 Does not meet Standards |
|------------------------------|--|

*Graduation Rate

How many students will graduate in Four, Five, or Six years?

| | |
|---------------------------------------|--|
| Students graduated in 4 years | 13.6% - Meets Standards |
| Students graduated in 5 years | 11.9% - Does not Meet Standards |
| Students graduated in 6 years | 30.0% - Not Rated |
| 7 year graduation rate not calculated | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

***A graduation rate is not calculated if there are not at least 10 students in the graduation class.**

IRN# 134247

CINCINNATI TECHNOLOGY ACADEMY

**3800 Glenway Avenue
Cincinnati, Ohio 45205**

Phone: 513.471.7323

Fax: 513.386.7931

**Roger Connors, Superintendent
Larry Lash, Treasurer**

**Grades: K-12
Enrollment: 210**

MISSION STATEMENT

The mission of Cincinnati Technology Academy is to provide an effective, consistent, and academically rigorous education in a safe, disciplined, and nurturing environment. We will empower students to reach their fullest potential by implementing a comprehensive curriculum facilitated by highly effective educators in collaboration with families and the community an supported by progressive technology.

Cincinnati Technology Academy

Educational Plan

A Framework for a 21st Century K-12 Instructional Model: One of the most fundamental ideas of our American democracy is the notion that through education one can transcend his economic status. This is a transformation in social status that would be practically impossible in many economic and political systems around the world. Unfortunately, this ideal of education as a vehicle of hope has not materialized for many. With dropout rates over 50% in our urban areas, and 68% of prisoners who lack a high school diploma (Harlow 2003), the hope of education has been dampened by this level of failure in our public school system. There are many arguments about the causes of this failing, and numerous ideas for change. Almost all the school improvement literature focuses on the idea of mastery learning by each student. Traditional educational practices do not take this approach.

School Grade Coming in 2016

Achievement

| | |
|--------------------------|----------|
| Performance Index— 51.5% | D |
| Indicators Met— 0.0% | F |

Gap Closing

| | |
|-----------------------------------|----------|
| Annual Measurable Objectives—0.0% | F |
|-----------------------------------|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | D |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | C |

*Graduation Rate

How many students will graduate in Four or Five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

***A graduation rate is not calculated if there are not at least 10 students in the graduation class.**

IRN# 134247

**CITY DAY
COMMUNITY SCHOOL**

**318 S. Main Street
Dayton, Ohio 45402**

Phone: 937.223.8130

Fax: 937.223.8136

**Paula Graham, Superintendent
Jesse Hemphill, Treasurer**

**Grades: K-8
Enrollment: 165**

MISSION STATEMENT

The mission of City Day Community School is to assure that each student fulfills his/her Potential in a safe environment that encourages academic excellence, while teaching them to Be mutually respectful of themselves and the community at large.

City Day Community School

Educational Plan

The City Day Community School’s Education Plan is designed to help maximize the skills and abilities of our students and our staff. Increasing our student’s level of academic success, and their test scores on the Ohio Achievement Assessment (OAA), is one of City Day’s major goals for the upcoming school years. With the current statistical data, we realize that increasing test scores on the OAA is a daunting task that will require our students to endure strenuous academic training that will be designed to help them retain delivered knowledge, and bring them up to their correct academic levels.

School Grade Coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 57.0% | D |
| Indicators Met— 0.0% | F |

Gap Closing

| | |
|---|----------|
| Annual Measurable Objectives— 0.0% | F |
|---|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | F |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | C |

***Graduation Rate**

How many students will graduate in Four or Five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 2 |
| Academic Assessment and Accountability | 1 |

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

IRN# 000527

**CLEVELAND ACADEMY FOR
SCHOLARSHIP TECHNOLOGY AND
LEADERSHIP (CASTLE)**
(Dropout Recovery Community School)

**1729 Superior Ave.
Cleveland, Ohio 44114**

**Phone: 216.443.5400
Fax: 216.443.9017**

**Kamal Chatman, Superintendent
Carl Kendall, Principal
Dave Massa, Treasurer**

**Grades: 9-12
Enrollment: 184
Attendance Rate: 69.5%**

MISSION STATEMENT

C.A.S.T.L.E. students will have an opportunity to experience academic success combined with cognitive, emotional and social development. We strive to achieve this in a highly structured, disciplined, safe and caring environment. We aim to cultivate leaders who are well-rounded and productive citizens. We will accomplish this by setting high expectations, incorporating innovative programs and encouraging parental involvement. We are built on a holistic philosophy that emphasizes a positive sense of self and concept of purposeful living.

**Cleveland Academy for Scholarship Technology
and Leadership Enterprise (CASTLE)**

Educational Plan

Student Learning Plans (SLPs) are established when a student enrolls in C.A.S.T.L.E. These are intended to be living documents and will be revised as needed, particularly as students complete courses and earn credits. Students will be assigned courses that are aligned with the graduation requirements in the state in which they reside. Additionally, students will complete all state required tests. Individual Learning Plans as a roadmap that leads to earning a diploma. Regular meetings with the assigned Teachers and the Guidance Counselor will provide an opportunity to review progress and reestablish plans.

School Rating Coming in 2015

High School Assessment Test Passage Rate

Gap Closing

| | | | |
|------------------------------------|----------------------------------|------------------------------|--|
| Students who Passes all Five Tests | 50.0% Meets Standards | Annual Measurable Objectives | 0.0 Does Not Meet Standards |
|------------------------------------|----------------------------------|------------------------------|--|

Graduation Rate

How many students will graduate in Four, Five, Six, and Seven years?

| | |
|-------------------------------|----------------------------------|
| Students graduated in 4 years | 31.6% - Exceeds Standards |
| Students graduated in 5 years | 31.5% - Meets Standards |
| Students graduated in 6 years | 38.4% - Meets Standards |
| Students graduated in 7 years | 33.3% - Meets Standards |

Compliance Ratings

| | |
|--|----------|
| Education | 2 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

IRN# 012010

***CLEVELAND COLLEGE
PREPARATORY SCHOOL***

**4906 Fleet Avenue
Cleveland, Ohio 44105**

Phone: 216.341.1347

Fax: 216.341.4466

**Heather Stevens, Superintendent
Phillip A. Penn, Principal
Chris Massa, Treasurer**

**Grades: K-8
Enrollment: 301**

MISSION STATEMENT

Cleveland College Preparatory School prepares students for a college preparatory high school that will ensure acceptance and graduation from a four-year college.

Cleveland College Preparatory School

Educational Plan

The educational components of Cleveland College Preparatory School (CCP) represent a commitment to providing new and innovative educational opportunities to the children who attend the school. This begins with the mission and vision. The mission of CCP is to prepare students for a college preparatory high school that will ensure success and graduation from a four year college.

School Grade Coming in 2016

Achievement

| | |
|-------------------------|----------|
| Performance Index—73.2% | C |
| Indicators Met—21.4% | F |

Gap Closing

| | |
|-----------------------------------|----------|
| Annual Measurable Objectives—4.4% | F |
|-----------------------------------|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | C |
| Gifted | NR |
| Students with Disabilities | C |
| Lowest 20% in Achievement | B |

*Graduation Rate

How many ninth graders graduate in Four or Five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 2 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

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

IRN# 134288

***EAST END COMMUNITY
HERITAGE SCHOOL***

**2001 Baltimore Avenue
Cincinnati, Ohio 45225**

Phone: 513.281.3900

Fax: 513.281.0818

**Michael Brandt, Superintendent
John Sowinsky, Principal
Tracy Jarvis, Treasurer**

Grades: K-12

MISSION STATEMENT

The School will be modeled on community structures, culture, and social practices. It will:

1. Engage children in high quality educational experiences that build and nurture a desire for life long learning.
2. Prepare students for the workforce and/or postsecondary education meshing theory and practice.
3. Use the community heritage and culture as the learning base for the acquisition of knowledge and skill.
4. Close the gap between community, family, school, and work by involving the whole community in the school in meaningful ways.
5. Serve as a model for other community schools – urban and rural.

East End Community Heritage School

Educational Plan

All students receive core academics aligned to the Ohio Department of Education Academic Standards in the areas of Language Arts, Science, Math and Social Studies. Before students are promoted to the next grade level specific academic standards are met each year. All students and staff received academic intervention and support from Xavier University which provides EECHS tutors, academic coaches for our Special Education Department as well as technical support for Administration. New for the 2011-2012, we will enhance our educational plan by the addition of a college readiness curriculum to our course offering to close the educational gap and prepare our students for success in a global society.

School Grade Coming in 2015

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 51.5% | D |
| Indicators Met— 0.0% | F |

Gap Closing

| | |
|--|----------|
| Annual Measurable Objectives— 15.7% | F |
|--|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | A |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | C |

Graduation Rate

How many ninth graders graduate in Four or Five years?

| | |
|-------------------------------|------------------|
| Students graduated in 4 years | 73.3% - F |
| Students graduated in 5 years | 63.6% - F |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 2 |
| Governance | 2 |
| Academic Assessment and Accountability | 1 |

IRN# 012043

FREDERICK DOUGLASS RECLAMATION ACADEMY
(Dropout Recovery Community School)

3167 Fulton Road #209
Cleveland, Ohio 44109

Phone: 216.968.5631

Fax: 216.516.4332

Gamal Brown, Superintendent
Iteisha Jefferson, Principal
Dave Massa, Treasurer

Grades: 9-12

Enrollment: 117

Attendance Rate: 43.8%

MISSION STATEMENT

It is the mission of Frederick Douglass Reclamation Academy to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions.

Frederick Douglass Reclamation Academy

Educational Plan

The academic program will meet all Ohio Department of Education requirements in English/language arts, math, science, social studies, computer literacy, and physical education. Frederick Douglass Reclamation Academy will use the Edison Learning eCourses online curriculum, which is aligned to state standards, with a combination of direct instruction by state certified teachers. A comprehensive life skills program is also part of the instructional program. Life skills are taught in an effort to increase student awareness in areas such as conflict resolution, interpersonal skills, health, computer skills, financial management and a component which familiarizes students with resume' building, interviewing skills and appropriate professional decorum.

School Rating Coming in 2015

High School Assessment Test Passage Rate

| | |
|-----------------------------------|--|
| Students who Passed all Five Test | 59.1% Exceeds Standards |
|-----------------------------------|--|

Gap Closing

| | |
|------------------------------|--|
| Annual Measurable Objectives | 0.0 Does not meet Standards |
|------------------------------|--|

***Graduation Rate**

How many students will graduate in Four, Five, or Six years?

| | |
|---------------------------------------|--------------------------------|
| Students graduated in 4 years | 8.0% - Meets Standards |
| Students graduated in 5 years | 14.0% - Meets Standards |
| Students graduated in 6 years | 13.0% - Meets Standards |
| 7-Year graduation rate not calculated | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 2 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

*** A graduation rate is not calculated if there are not at least 10 students in the graduation class.**

IRN# 012042

GEORGE G. VOINOVICH RECLAMATION ACADEMY
(Dropout Recovery Community School)

**11801 Buckeye Road
Cleveland, Ohio 44120**

Phone: 216.295.1493

Fax: 216.295.1576

**Gamal Brown, Superintendent
Jennifer Morrison, Principal
Dave Massa, Treasurer**

**Grades: 9-12
Enrollment: 150**

MISSION STATEMENT

It is the mission of George G. Voinovich Reclamation Academy to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions.

George G. Voinovich Reclamation Academy

Educational Plan

The academic program will meet all Ohio Department of Education requirements in English/language arts, math, science, social studies, computer literacy, and physical education. George G. Voinovich Reclamation Academy will use the Edison Learning eCourses online curriculum, which is aligned to state standards, with a combination of direct instruction by state certified teachers. A comprehensive life skills program is also part of the instructional program. Life skills are taught in an effort to increase student awareness in areas such as conflict resolution, interpersonal skills, health, computer skills, financial management and a component which familiarizes students with resume' building, interviewing skills and appropriate professional decorum.

School Rating Coming in 2015

High School Assessment Test Passage Rate

| | |
|-----------------------------------|--|
| Students who Passed all Five Test | 21.7% Meets Standards |
|-----------------------------------|--|

Gap Closing

| | |
|------------------------------|--------------------------------------|
| Annual Measurable Objectives | 5.2 Meets Standards |
|------------------------------|--------------------------------------|

***Graduation Rate**

How many students graduate in Four, Five, Six and Seven years?

| | |
|---------------------------------------|--|
| Students graduated in 4 years | 10.2% - Meets Standards |
| Students graduated in 5 years | 23.2% - Meets Standards |
| Students graduated in 6 years | 11.5% - Does Not meet Standards |
| 7 year graduation rate not calculated | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 2 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

***A graduation rate is not calculated if there are not at least 10 students in the graduation class.**

IRN# 143602

***HAMILTON COUNTY MATH
AND SCIENCE ACADEMY***

**2675 Civic Center Dr.
Cincinnati, Ohio 45231**

Phone: 513.728.8620

Fax: 513.728.8623

**Dwan Moore, Superintendent
Larry Lash, Treasurer**

Grades: K-8

Enrollment: 625

MISSION STATEMENT

The mission of the Hamilton County Mathematics and Science is to provide a challenging academic curriculum that meets and exceeds current standards in a safe and nurturing environment.

Hamilton County Math & Science Academy

Educational Plan

The Mathematics Course of Study for Hamilton County Mathematics and Science Academy reflects principals underlying effective mathematics instruction for all students as informed by research and best practice. This Course of Study is the foundation for all district K-12 classroom instruction and is aligned with the Ohio Academic Content Standards. This Mathematics Course of Study was prepared by a math instructional team representing every grade level and every building in the school. This team organized the standards, benchmarks and grade level indicators of the Ohio Academic Content Standards into specific courses for every grade level in the elementary and middle school and for every course offered in the Mathematics Department at the high school level.

School Grade Coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 84.9% | B |
| Indicators Met— 92.9% | A |

Gap Closing

| | |
|---|----------|
| Annual Measurable Objectives— 100.0% | A |
|---|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | A |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | C |

*Graduation Rate

How many ninth graders graduate in Four and Five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 1 |
| Finance | 1 |
| Governance | 2 |
| Academic Assessment and Accountability | 1 |

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

IRN# 013170

HOPE ACADEMY FOR AUTISM

**1628 Niles Rd.
Warren, OH 44484**

**Phone: 330.469.9501
Fax: 330.369.2455**

**Kimberly Clinkscale, Executive Director
Tracy Jarvis, Treasurer**

**Grades: K-12
Enrollment: 44**

MISSION STATEMENT

“The school, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of these gifted students within the Autistic Spectrum Disorders using a multidisciplinary approach addressing individual needs.”

HOPE ACADEMY FOR AUTISM

Educational Plan

Hope Academy for Autism provides a humanistic learning environment for children with Autistic Spectrum Disorders. Educational and scientific research indicates that highly structured, intensive education, especially in the early grades is the most appropriate teaching method for students of this population. In a collaborative effort with parents, Hope Academy for Autism has developed an innovative program to accommodate the individual needs of each student. Each aspect of the program represents a continuum of services and environments from the most restrictive, to transition to a regular community involvement.

School Grade Coming in 2016

Achievement

| | |
|-------------------------|-----------|
| Performance Index—43/5% | F |
| Indicators Met—NC | NR |

Gap Closing

| | |
|---------------------------------|-----------|
| Annual Measurable Objectives—NC | NR |
|---------------------------------|-----------|

Progress

| | |
|----------------------------|-----------|
| Overall | C |
| Gifted | NR |
| Students with Disabilities | C |
| Lowest 20% in Achievement | C |

*Graduation Rate

How many ninth graders graduate in Four or Five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 2 |
| Finance | 1 |
| Governance | 2 |
| Academic Assessment and Accountability | 2 |

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

IRN# 000576

***KING ACADEMY
COMMUNITY SCHOOL***

**224 W. Liberty Street
Cincinnati, OH 45202**

**Phone: 513.421.7519
Fax: 513.421.5768**

**Andrea Martinez, Director
Michael Ashmore, Treasurer**

**Grades: K-8
Attendance: 115**

MISSION STATEMENT

King Academy recognizes the need to educate the whole child: academically, physically, morally, and aesthetically by stressing academic excellence, a positive attitude towards oneself and others self discipline and the preservation of good moral standards.

KING ACADEMY COMMUNITY SCHOOL

Educational Plan

The core of the curriculum is multi-age ability groups which will meet the needs of students who are achieving below grade level as well as those on or above grade.

School Grade Coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 76.8% | C |
| Indicators Met— 60.0% | D |

Gap Closing

| | |
|--|----------|
| Annual Measurable Objectives— 50.0% | F |
|--|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | A |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | NR |

***Graduation Rate**

How many ninth graders graduate in Four or Five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 2 |
| Academic Assessment and Accountability | 1 |

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

IRN# 012038

LANGSTON HUGHES HIGH SCHOOL
(Dropout Recovery Community School)

**1801 Buckeye Rd.
Cleveland, Ohio 44120**

**Phone: 216.295.1493
Fax: 216.295.1576**

**Gamal Brown, Superintendent
Jennifer Morrison, Principal
Dave Massa, Treasurer**

**Grades: 9-12
Enrollment: 130
Attendance Rate: 69.0%**

MISSION STATEMENT

It is the mission of Langston Hughes High School to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions.

Langston Hughes High School

Educational Plan

The academic program will meet all Ohio Department of Education requirements in English/language arts, math, science, social studies, computer literacy, and physical education. Langston Hughes High School will use the Edison Learning eCourses online curriculum, which is aligned to state standards, with a combination of direct instruction by state certified teachers. A comprehensive life skills program is also part of the instructional program. Life skills are taught in an effort to increase student awareness in areas such as conflict resolution, interpersonal skills, health, computer skills, financial management and a component which familiarizes students with resume' building, interviewing skills and appropriate professional decorum.

School Rating Coming in 2015

High School Assessment Test Passage Rate

| | |
|-----------------------------------|---|
| Students who Passed all Five Test | 15.8 Does Not Meet Standards |
|-----------------------------------|---|

Gap Closing

| | |
|------------------------------|--|
| Annual Measurable Objectives | 4.5 Does Not Meet Standards |
|------------------------------|--|

***Graduation Rate**

How many students graduate in Four, Five, Six and Seven years?

| | |
|---------------------------------------|---------------------------------------|
| Students graduated in 4 years | 6.6% - Does Not Meet Standards |
| Students graduated in 5 years | 13.2% - Meets Standards |
| Students graduated in 6 years | 20.7% - Meets Standards |
| 7-Year graduation rate not calculated | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

*** A graduation rate is not calculated if there are not at least 10 students in the graduation class.**

IRN# 133561

MILLENNIUM COMMUNITY SCHOOL

**3500 Refugee Road
Columbus, OH 43232**

**Phone: 614.255.5585
Fax: 614.255.5580**

**Tijuana Russell, Superintendent
Douglas Mangan, Treasurer**

**Grades: K-8
Attendance: 650**

MISSION STATEMENT

Millennium Community School fosters lifelong learning through academic excellence for all students by providing quality public education, a committed staff, and proven results.

Millennium Community School

Educational Plan

Millennium Community School utilizes the Direct Instruction (DI) curriculum in Reading, Math and Spelling. The goal of this program is to accelerate learning by maximizing efficiency in the design and delivery of instruction. Millennium employs highly qualified school personnel and administrators who believe there are no excuses for children failing to learn. All teachers are certified and Instructional Assistants are available at each grade level. There are 25 students in each Kindergarten class and up to 30 students in each upper grade classroom. Instructional groups consist of 15-20 students. Full Special Education services are also available.

School Grade Coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 64.8% | D |
| Indicators Met— 0.0% | F |

Gap Closing

| | |
|---|----------|
| Annual Measurable Objectives— 0.0% | F |
|---|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | A |
| Gifted | NR |
| Students with Disabilities | F |
| Lowest 20% in Achievement | C |

*Graduation Rate

How many ninth graders graduate in Four or Five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

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

IRN# 000677

***NEW DAY ACADEMY BOARDING
& DAY SCHOOL***

**291 E. 222nd St. #205
Euclid, Ohio 44123**

**Phone: 216.797.1602
Fax: 216.797.1604**

**Terrance Walton, Superintendent
Cheri Stewart, Principal
Sonya Williams, Treasurer**

**Grades: K-12
Enrollment: 230**

MISSION STATEMENT

New Day Academy educates it's students for leadership and responsible citizenship in society by developing and nurturing the whole individual-mind, spirit, and body-through integrated programs that emphasizes the cultivation of character and multiculturalism.

New Day Academy Boarding and Day School

Educational Plan

The Educational Program New Day Academy will embark upon focuses on teaching the State Standards for mastery, using a Multicultural Framework. It is important that the State Standards are taught, which will ensure the students will have the competencies needed to be successful on the state proficiency test, and other standardized test; however keeping in mind the relevance and the positive impact that a multicultural education can have on students. Our educational program is designed around teaching the state standards. In teaching the State standards, we utilize a variety of curriculums such as Open Court Reading in grades Kindergarten through fourth. We also use Sax-on Math in grades seventh through twelfth. We also use Core Knowledge for Language Arts and Social Studies in grades seventh and eighth.

School Grade Coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 67.7% | D |
| Indicators Met— 37.5% | F |

Gap Closing

| | |
|--|----------|
| Annual Measurable Objectives— 29.0% | F |
|--|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | C |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | A |

Graduation Rate

How many ninth graders graduate in For or Five years?

| | |
|-------------------------------|------------------|
| Students graduated in 4 years | 70.4% - F |
| Students graduated in 5 years | 62.5% - F |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

IRN# 011923

***NORTHEAST OHIO COLLEGE
PREPARATORY SCHOOL***

**2280 Professor Ave.
Cleveland, Ohio 44113
Grades K-5**

**2357 Tremont Ave.
Cleveland, Ohio 44113
Grades 6-11**

**Phone: 216.965.0580
Fax: 216.394.0364**

**Heather Stevens, Superintendent
Tyler Roberto, Principal K-5
Verda Giles-Weeks, Principal 6-11
Christopher Massa, Treasurer**

**Grades: K-5 Bldg. 1—Enrollment: 323
Grades 6-11 Bldg. 2—Enrollment: 288**

MISSION STATEMENT

To prepare students for a college preparatory high school that will ensure acceptance and graduation from a four-year college.

Northeast Ohio College Preparatory School

Educational Plan

The educational components of Northeast Ohio College Preparatory School (NEO) represent a commitment to providing new and innovative educational opportunities to the children who attend the school. This begins with the mission and vision. The mission of NEO is to prepare students for a college preparatory high school that will ensure success and graduation from a four year college.

School Grade Coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 73.8% | C |
| Indicators Met— 41.7% | F |

Gap Closing

| | |
|---|----------|
| Annual Measurable Objectives— 0.0% | F |
|---|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | A |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | C |

***Graduation Rate**

How many ninth graders graduate in Four or Five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

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

IRN# 000938

PREMIER ACADEMY OF OHIO

**4300 Kimberly Parkway, 3rd Floor
Columbus, Ohio 43227**

Phone: 614.856.1149

Fax: 614.856.1386

**Hydia Green, Principal
Teresa Woods, Treasurer**

Grades: 8-12

Enrollment: 100

MISSION STATEMENT

The mission of Premier Academy of Ohio is to prepare students through rigorous instruction, extra-curricular activities and parental/community involvement, in a safe and nurturing environment, to attend and graduate from a 2 or 4 year college while gaining the skills to successfully enter the workforce.

Premier Academy of Ohio

Educational Plan

Premier Academy of Ohio (PAO) teachers will utilize the Ohio content standards and indicators to instruct students in the areas of reading, writing, mathematics, science, and social studies. Students will be taught to a level of mastery using state standards and benchmarks as a tool to measure students' academic growth and development. Curriculum maps will be distributed to staff at the beginning of the school year. In addition to the use of Ohio Common Core Content Standards by teachers, Premier Academy will incorporate courses into the curriculum for credit recovery, electives, and credit recovery. These courses will be taught by highly qualified teachers with the support of additional staff and are aligned to the Ohio Common Core Content Standards. In addition, Premier Academy of Ohio will be offering Career Technical classes in the area of Business Administration that will have dual credit attainment with Columbus State Community College.

School Grade Coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 50.0% | D |
| Indicators Met— 0.0% | F |

Gap Closing

| | |
|------------------------------|----------------|
| Annual Measurable Objectives | NC - NR |
|------------------------------|----------------|

Progress

| | |
|----------------------------|-----------|
| Overall | C |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | C |

Graduation Rate

How many ninth graders graduate in Four or Five years?

| | |
|-------------------------------|------------------|
| Students graduated in 4 years | 46.4% - F |
| Students graduated in 5 years | 67.4% - F |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 3 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

IRN# 011439

RENAISSANCE ACADEMY

**1555 Elaine Road
Columbus, Ohio 43227**

Phone: 614.235.1900

Fax: 614.235.1901

**Sharice Martin, Superintendent
W. Hueston Lauderman, Treasurer**

**Grades: K-8
Enrollment: 205**

MISSION STATEMENT

Renaissance Academy's mission is to develop caring, engaged citizens and thoughtful learners.

Renaissance Academy

Educational Plan

Academic Excellence is the main goal of the administration, staff, and board of the Renaissance Academy. We are continually looking at ways to strengthen the academic program. All students will receive instruction in all core subjects: reading, math, social studies, and science. The students in grades 4-8 will receive Mandarin Chinese and Multi-Media classes. K-3 students will receive Art and Music enrichment classes. The school is extended with direct intervention and after school tutoring services. The Renaissance Academy is a public charter school dedicated to excellence in the multimedia arts. Students will study a core curriculum expanded to include intensive inquiry into journalism, speech, broadcasting, graphic arts and computer/digital literacy.

School Grade Coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 53.7% | D |
| Indicators Met— 0.0% | F |

Gap Closing

| | |
|---|----------|
| Annual Measurable Objectives— 2.1% | F |
|---|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | D |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | C |

Graduation Rate

How many ninth graders graduate in Four or Five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

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

IRN# 012040

ROAD TO SUCCESS ACADEMY
(Dropout Recovery Community School)

**1555 Bryden Ave
Columbus, Ohio 43205**

**Phone: 614.252.4656
Fax: 614.559.6635**

**Gamal Brown, Superintendent
Alicia Henry, Principal
Dave Massa, Treasurer**

**Grades: 9-12
Enrollment: 214
Attendance Rate: 59.6%**

MISSION STATEMENT

It is the mission of Road to Success Academy to provide the opportunity for success to , and motivate and instruct, these students who fail to learn in traditional school settings and have decided to drop out of the school system. We will advocate student achievement in school and in life via individualized learning that ensures every student meets all expected performance standards, graduated, and is able to compete on a global scale.

Road to Success Academy

Educational Plan

The academic program will meet all Ohio Department of Education requirements in English/language arts, math, science, social studies, computer literacy, and physical education. Road to Success Academy will use the Edison Learning eCourses online curriculum, which is aligned to state standards, with a combination of direct instruction by state certified teachers. A comprehensive life skills program is also part of the instructional program. Life skills are taught in an effort to increase student awareness in areas such as conflict resolution, interpersonal skills, health, computer skills, financial management and a component which familiarizes students with resume' building, interviewing skills and appropriate professional decorum.

School Rating Coming in 2015

High School Assessment Test Passage Rate

| | |
|------------------------------------|--|
| Students who Passed all Five Tests | 22.7% Meets Standards |
|------------------------------------|--|

Gap Closing

| | |
|------------------------------|---|
| Annual Measurable Objectives | 0.0% Does Not Meet Standards |
|------------------------------|---|

***Graduation Rate**

How many students will graduate in Four, Five, Six or Seven years?

| | |
|-------------------------------|--------------------------------|
| Students graduated in 4 years | 15.3% - Meets Standards |
| Students graduated in 5 years | 28.2% - Meets Standards |
| Students graduated in 6 years | 21.4% - Meets Standards |
| Students graduated in 7 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 2 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

***A graduation rate is not calculated if there are not at least 10 students in the graduation class.**

IRN# 133330

T.C.P. WORLD ACADEMY

**6000 Ridge Ave.
Cincinnati, Ohio 45213**

**Phone: 513.531.9500
Fax: 513.531.2406**

**Karen French, Administrator
Adolfo Titong, Treasurer**

**Grades: K-6
Attendance: 460**

MISSION STATEMENT

The mission of T.C.P. World Academy is for students to become academically involved independent learners, through participation in micro-society activities and utilizing technology for higher learning. Our students will understand the rationale for their education, and the importance of this experience for their viable participation in a global society.

T.C.P. World Academy

Educational Plan

T.C.P. World Academy will be a general population school. Students will maximize learning by receiving instruction from more than just their T.C.P. World Academy classroom teacher. They will be guided by educators and use technology to become independent learners. By participating in a micro-society, learn through living daily activity, students will make the connection between education and the real world.

School Grade Coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 83.8% | B |
| Indicators Met- 81.8% | B |

Gap Closing

| | |
|--|----------|
| Annual Measurable Objectives- - 75.0% | C |
|--|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | F |
| Gifted | NR |
| Students with Disabilities | C |
| Lowest 20% in Achievement | C |

*Graduation Rate

How many ninth graders graduate in four or five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 2 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

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

IRN# 012036

THURGOOD MARSHALL HIGH SCHOOL
(Dropout Recovery Community School)

3167 Fulton Road Suite 209
Cleveland, Ohio 44109

Phone: 216.961.5631
Fax: 216.516.4332

Gamal Brown, Superintendent
Iteisha Jefferson, Principal
Dave Massa, Treasurer

Grades: 9-12
Enrollment: 104
Attendance Rate: 47.2%

MISSION STATEMENT

Our mission is to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions.

Thurgood Marshall High School

Educational Plan

The academic program will meet all Ohio Department of Education requirements in English/language arts, math, science, social studies, computer literacy, and physical education. Thurgood Marshall High School will use the Edison Learning eCourses online curriculum, which is aligned to state standards, with a combination of direct instruction by state certified teachers. A comprehensive life skills program is also part of the instructional program. Life skills are taught in an effort to increase student awareness in areas such as conflict resolution, interpersonal skills, health, computer skills, financial management and a component which familiarizes students with resume' building, interviewing skills and appropriate professional decorum.

School Rating coming in 2015

High School Assessment Test Passage Rate

| | |
|-----------------------------------|--|
| Students who Passed all Five Test | 46.7% Meets Standards |
|-----------------------------------|--|

Gap Closing

| | |
|------------------------------|---------------------------------------|
| Annual Measurable Objectives | 10.3 Meets Standards |
|------------------------------|---------------------------------------|

***Graduation Rate**

How many students will graduate in Four, Five, Six or Seven years.

| | |
|-------------------------------|---------------------------------------|
| Students graduated in 4 years | 10.0% - Meets Standards |
| Students graduated in 5 years | 8.0% - Does Not Meet Standards |
| Students graduated in 6 years | 9.1% - Does Not Meet Standards |
| Students graduated in 7 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 1 |
| Academic Assessment and Accountability | 1 |

***A graduation rate is not calculated if there are not at least 10 students in the graduation class.**

IRN# 000909

V.L.T. ACADEMY

**1100 Sycamore St.
Cincinnati, Ohio 45202**

Phone: 513.421.1129

Fax: 513.421.1464

**Valerie Lee, Administrator
Pia Spaulding, Principal Grades 4-12
Ravine Hubbard, Principal Grades K-3
Larry Lash, Treasurer**

Grades: K-12

MISSION STATEMENT

V.L.T. Academy recognize that each child is a unique individual; possessing talents, abilities, goals, and dreams. We further recognize that each child can only be successful when we acknowledge all aspects of that child's life; addressing their needs, enhancing their intellect, developing character, and uplifting their spirit. We recognize that individuals learn, grow, and achieve differently, and it is therefore critical that, as a district, we provide a diversity of programs based on students needs. We also guarantee the superior preparation and performance of every child in a safe, learning environment achieved through the partnership of family, staff, community and student involvement.

V.L.T. Academy

Educational Plan

V.L.T. Academy serves students from the general population, focusing on those students who need higher ordered thinking and strategic reasoning skills to pass required state standardized tests. In keeping with the mission, the V.L.T. Academy will broaden the horizons towards Reading, Writing, Mathematics, Technology, Character Education, strong parental and community involvement, and an awareness of seeking higher educational opportunities (college bound). V.L.T. will work closely with the public in meeting the needs of all students, holding the principle that No Child Will Be Left Behind.

School Grade coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 55.5% | D |
| Indicators Met— 8.3% | F |

Gap Closing

| | |
|---|----------|
| Annual Measurable Objectives— 5.6% | F |
|---|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | F |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | D |

Graduation Rate

How many ninth graders graduate in four or five years?

| | |
|-------------------------------|------------------|
| Students graduated in 4 years | 45.5% - F |
| Students graduated in 5 years | 61.9% - F |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 3 |
| Governance | 2 |
| Academic Assessment and Accountability | 1 |

IRN# 000725

ZENITH ACADEMY

**4606 Heaton Rd.
Columbus, Ohio 43229**

Phone: 614.888.9997

Fax: 614.888.6689

**Ashfaq Tashfeen, Administrator
Sheryl L. Hernandez, Principal
Randy Bryant, Treasurer**

**Grades: K-12
Enrollment: 400**

MISSION STATEMENT

The mission of the Zenith Academy is to provide challenging rigorous academic program that aligns to the Ohio Curriculum Model to all students within the geographic attendance area of Columbus. All students are able to enroll including the special student population group that is challenged by Limited English Proficiency (LEP) and comes with interrupted educational background. Through rigorous academic development, character education, partnership with parents and community, and the provision of a nurturing environment conducive to learning, the Zenith Academy provides high quality, global conscious and competency-based education. Through the inclusion of character traits and proper behavior, and good attendance, ZA graduates students who are successful life-long learners and responsible citizens of their school community neighborhoods, and beyond. The need for this school will continue due to the growing diverse population of central Ohio.

Zenith Academy

Educational Plan

Zenith Academy uses the Ohio Content Standards as the basis to develop its curriculum and instruction for kindergarten through grade ninth. Alignment with the Ohio Content Standards ensures student preparation for the OAA/OGT. The curriculum will be sequentially developed for kindergarten through grade ninth, with emphasis placed on mastery at grade level and special intervention for at risk students. In addition, ZA will integrate Character Education throughout its curriculum. This aspect of the program is critical to the identity and overall success of ZA.

School Grade coming in 2016

Achievement

| | |
|---------------------------------|----------|
| Performance Index— 70.7% | C |
| Indicators Met— 13.3% | F |

Gap Closing

| | |
|--|----------|
| Annual Measurable Objectives— 31.0% | F |
|--|----------|

Progress

| | |
|----------------------------|-----------|
| Overall | A |
| Gifted | NR |
| Students with Disabilities | NR |
| Lowest 20% in Achievement | B |

*Graduation Rate

How many ninth graders graduate in four or five years?

| | |
|-------------------------------|-----------|
| Students graduated in 4 years | NR |
| Students graduated in 5 years | NR |

Compliance Ratings

| | |
|--|----------|
| Education | 3 |
| Finance | 1 |
| Governance | 2 |
| Academic Assessment and Accountability | 1 |

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

ERCO Schools: Compliance in Key Areas 2013-2014

| Schools | Education | Finance | Governance | Academic Assessment & Accountability |
|--|-----------|---------|------------|--------------------------------------|
| Capital High School | 3 | 1 | 1 | 1 |
| Cincinnati Technology Academy | 3 | 1 | 1 | 1 |
| City Day Community School | 3 | 1 | 2 | 1 |
| CASTLE (Cleveland Academy For Scholarship Technology and Leadership) | 2 | 1 | 1 | 1 |
| Cleveland College Preparatory School | 2 | 1 | 1 | 1 |
| East End Community Heritage School | 3 | 2 | 2 | 1 |
| Frederick Douglass Reclamation Academy | 2 | 1 | 1 | 1 |
| George G. Voinovich Reclamation Academy | 2 | 1 | 1 | 1 |
| Hamilton County Math and Science Academy | 1 | 1 | 2 | 1 |
| Hope Academy for Autism | 2 | 1 | 2 | 2 |
| King Academy Community School | 3 | 1 | 2 | 1 |
| Langston Hughes High School | 3 | 1 | 1 | 1 |
| Millennium Community School | 3 | 1 | 1 | 1 |
| New Day Academy Boarding & Day School | 3 | 1 | 1 | 1 |
| Northeast Ohio College Preparatory School | 3 | 1 | 1 | 1 |
| Premier Academy of Ohio | 3 | 3 | 1 | 1 |
| Renaissance Academy | 3 | 1 | 1 | 1 |
| Road To Success | 2 | 1 | 1 | 1 |
| TCP World Academy | 2 | 1 | 1 | 1 |
| Thurgood Marshall High School | 3 | 1 | 1 | 1 |
| VLT Academy | 3 | 3 | 2 | 1 |
| Zenith Academy | 3 | 1 | 2 | 1 |

Key: 1) Overall Compliant 2) Partially Compliant 3) Non-compliant