

ANNUAL PERFORMANCE REPORT

Autism Model School

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school’s strengths, areas for improvement, and prospects for renewal.

As an Ohio community school sponsor, The ESC of Lake Erie West has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school’s academic performance on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
134122	12 Years	07/01/2012	06/30/2024	K-23
Address	3020 Tremainsville Rd. Toledo, OH 43613			
Contact	Phone: (419) 897-4400		Fax: (419) 897-4403	
Website	https://amstoledo.org/			
Leadership	Joel Vidovic, Executive Director			
Governing Authority	Bruce Weinberg, Pres; Toni Gerber, VP; James Rothschild, Secretary; Isaac Demarest, Treasurer; Board Members: Raj Parikh, Mark Greenblatt, Linell Weinberg, Lisa Marsalik			
Mission Statement	<p><i>The school, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of differently-abled students within the Autistic Spectrum Disorders using a multidisciplinary approach addressing individual needs.</i></p> <p><i>We Believe:</i></p> <ul style="list-style-type: none"> • <i>The only appropriate education is an effective education. Parental involvement and participation is crucial in a child’s development.</i> • <i>Educational programs should be held accountable to produce outcomes that are socially valuable, functional, and acceptable.</i> • <i>A working relationship between school and home is critical to the success of a child’s education.</i> • <i>If the child cannot learn by the way that we teach, then we must teach in a way the child can learn.</i> • <i>Behavior in any form, is communication</i> • <i>Everyone belongs</i> 			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	23	22	K	0
Male	78	76	1	0
Race/Ethnicity	%	#	2	1
American Indian/Alaskan Native	0	0	3	2
Asian/Pacific Islander	2	2	4	3
Black, Non-Hispanic	27%	26	5	4
Hispanic	5	5	6	16
Multiracial	5	5	7	8
White, Non-Hispanic	61%	60	8	6
Historically Underserved	%	#	9	7
Economically Disadvantaged	69%	68	10	8
English Learner	0	0	11	16
Migrant	0	0	12/13/23	12/7/8
Students with Disabilities	100	98	Total	98

II. Academic Performance

Achievement	
Performance Index	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Other Academic Measures	
Specific Subgroup	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Similar School #2	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 9-12	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A

IV. Legal Compliance

Autism Model School was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

V. Corrective Action Plan (CAP)

Autism Model School was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

VI. Performance Summary

Performance Summary	
Areas of Strength	The Autism Model School excels in their ability to engage all stakeholders in decision-making processes. They actively seek input from staff, parents and board members prior to making changes that may impact student learning. Their classrooms are conducive to learning and include a wide range of academic and functional skills. The school's E-Commerce program not only instills work ethics in their students but also provides them financial literacy. The school's PBIS and IEP goals are having a positive impact on student behavior as evidenced by not having any suspension this school year.
Areas for Improvement	The Autism Model School can continue to improve in the area of compliance and ensuring deadlines are met.
Prospects for Renewal	Probable