

# Autism Model School

## 2024 to 2025 Annual Report



### Collaboration in Action

New school colors, a freshly painted hallway, sturdier classroom doors, a zip track—our school's facilities were upgraded in a big way during the 2024-2025 campaign. And it's all because so many members of our community stepped up for our students!

Donors (employees, parents, students, board members, friends of AMS), volunteers from local companies, foundations, and other grant partners. **Our school is more because of YOU.** More safe, more filled with school spirit, and more fun!

### Safety

Creating a safer environment for students and staff members was a top priority during the school year. Funding from a range of partners—including individual donors and state grant-making organizations—allowed us to remove wooden classroom doors that contained large glass paneling. In their place we installed **steel doors** with smaller glass windows and more effective locking mechanisms.



We then took steps to improve access control. A sliding window along a wall of the main office was removed. In its place we installed a **video intercom system**. Our office team is now able to see and speak with visitors before granting them entrance into the building.

Additional **key-fob systems** were also put in place so our staff members can efficiently enter the school. This frees up the office team to concentrate on monitoring non-employee guests.

### School Spirit

The overflowing generosity of a local manufacturing firm brought new life to our building. Volunteers from this company spent a fall Saturday putting a **fresh coat of paint** along a hallway and in our gym. They also applied **vinyl signs** to the walls. Including our logo, tag line—*measuring*

success everywhere—and core values—collaborative, compassionate, effective, engaging, inclusive, individualized, and meaningful.

AMS pride shined bright on December 17<sup>th</sup>. This was the date of our first ever **student talent show**. A puppet show, dance routine, vocal number, and comedy sketch were among the performances. As soon as the show ended, some students were already asking when the next one would happen.



All of this spirit was captured in the pages of our **school yearbook**, which was issued to every student at no cost. While yearbooks are common for most schools, having a smaller staff makes it a tough task at AMS. However, volunteers on the yearbook committee were ready and willing to answer the call so students could remember the joy filled moments of the past year.

## Fun

On a brisk spring day we cut the ribbon on two side-by-side **50-foot zip tracks**. One track features a Zero-G seat which is perfect for individuals who may have some mobility needs. On the other track, a saucer seat attached to a rope is suitable for riders with more advanced motor skills.



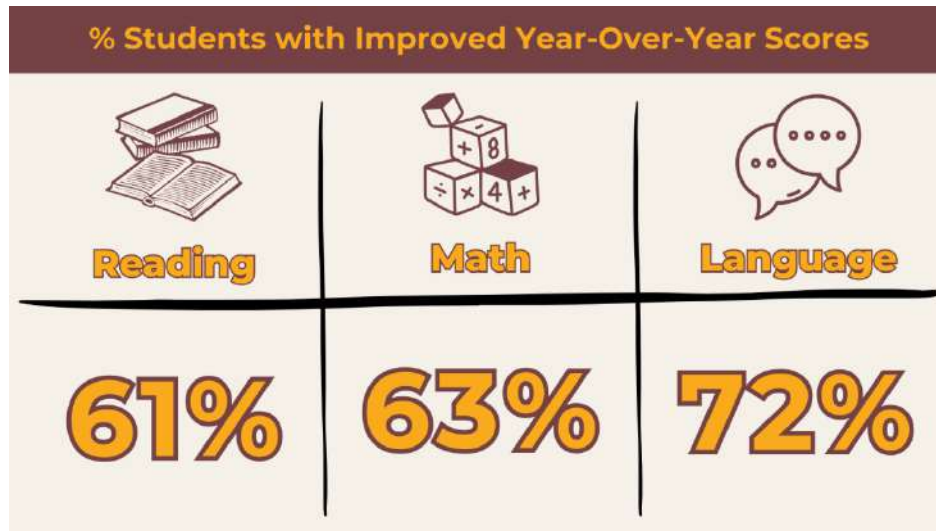
Our students have access to an amazing piece of equipment that promotes outdoor active play. And it's all because of partners like the Toledo Mud Hens Baseball Helping Hens Fund, Elsie and Harry Baumker Charitable Foundation, and John Henry Eldred Junior Foundation.

## Academic Progress & Performance

While the school's focus is on **personalized instruction** tailored to each student's goals, broader measures of academic progress and performance are also used to evaluate our program.

### Map Growth Assessment

A subset of students are given this assessment each fall. Year-over-year scores are calculated to measure progress. For reading, 61% of students improved their scores, 63% scored higher in math, and 72% boosted their results in language.



### STAR Summer Learning Program

The 2024-2025 school year officially kicked off in July with the Skills Training and Academic Recovery (STAR) program. Over 60 students participated in STAR, which provides a bridge between the close of one school year and the start of the next.



### State Report Card

The school does not feel the State Report Card is an appropriate way to measure the growth and achievement of our target student population—100% of whom qualify for special education services and are diagnosed with autism or another developmental disability.



## What Parents are Saying

At the end of every school year we ask families to tell us how we're doing. Survey results for the 2024-2025 program year were excellent. Over 97% of parents said they'd recommend the school to others.

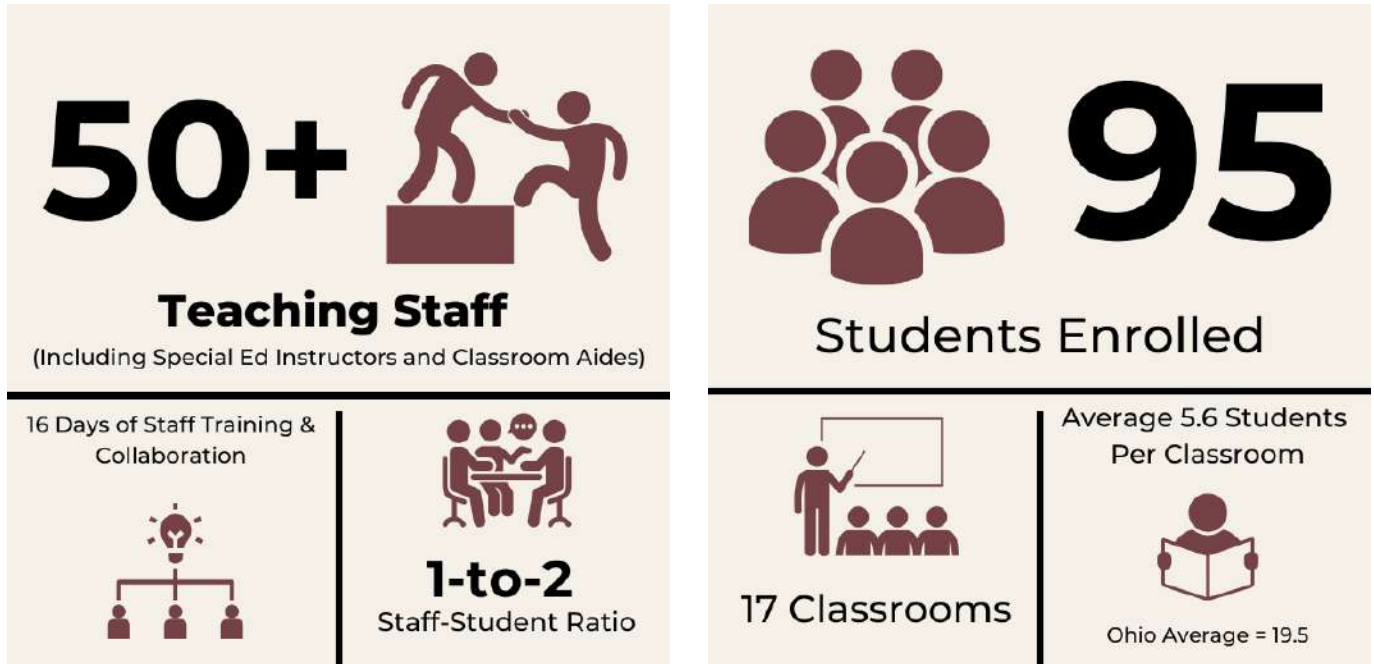


We also asked parents what words or phrases they'd use to describe the Autism Model School. Here are some direct quotes:

- "Staff are caring, teaching methods are effective, and they are concerned about each student."
- "Dedicated to student success—supportive, compassionate, engaging."
- "The best thing that has happened to my child."

## Numbers & Figures

Check out these infographics from the year that was...



## Statement from Our Sponsor

The Educational Service Center of Lake Erie West (ESCLEW) served as a sponsor for the Autism Model School during the 2024-2025 school year. ESCLEW monitored the school's academic and fiscal performance, as well as organization and operation of the school, and determined that the school was overall compliant with all laws and rules.










# Financials

## AMS Foundation

This year marked a turning point in the school's history. In partnership with the Greater Toledo Community Foundation, we established a fund focused on securing a bright long-term future for the individuals we serve. The Autism Model Community School Foundation officially launched in October of 2024. You can learn more about this and [other ways to give on our website](#).

## School Treasurer

Massa Financial Solutions served as the school's treasurer and fiscal sponsor. AMS received an Auditor of State Award for maintaining transparent financial records.

| Autism Model Community School End-of-Year Budget (June 30th, 2025)   |   |
|--|---|
| Income   | Expenses  |
|  State Revenues<br>\$ 4,123,062     |  Personnel<br>\$ 3,574,065 |
|  Federal Support<br>\$ 332,525     |  Programs<br>\$ 521,318    |
|  Grants & Donations<br>\$ 140,195 |  Facilities<br>\$ 255,030 |
|  Administrative<br>\$ 80,448      |   |
| <hr/> <b>\$ 4,595,782</b>  | <hr/> <b>\$ 4,430,861</b>   |



Learn more by visiting 

**amstoledo.org**

# Appendix

All the extra stuff...



- Detailed Financial Reports
- Annual Compliance Summary Report
- Detailed State Report Card

# FY25 Income Statement

Time Period: July 1<sup>st</sup>, 2024 - June 30<sup>th</sup>, 2025

| Income              |                     |   |
|---------------------|---------------------|---|
| Source              | Subtotal            | Details   |
| State Payments      | \$ 4,123,062        | Per pupil funding from OH Dpt. of Education and Workforce |
| Grants & Donations  | \$ 472,720          | Federal revenue, foundation/corporate grants, donations   |
| <b>Total Income</b> | <b>\$ 4,595,782</b> |   |

| Expenses              |                     |   |
|-----------------------|---------------------|---|
| Category              | Subtotal            | Description   |
| Personnel             | \$ 3,574,065        | Salaries/benefits (teachers, administrators, van drivers) |
| Programs              | \$ 521,318          | Supplies and technology for programming                   |
| Facilities            | \$ 255,030          | Rent, utilities, and other associated costs               |
| Administrative        | \$ 80,448           | Administrative support for programming                    |
| <b>Total Expenses</b> | <b>\$ 4,430,861</b> |   |

# FY25 Balance Sheet

Statement of Net Position; June 30<sup>th</sup>, 2025



## Assets

| Current Assets            |              |              |
|---------------------------|--------------|--------------|
| Cash and Cash Equivalents | \$ 1,141,256 |              |
| Total Current Assets      |              | \$ 1,141,256 |
| Capital Assets            |              |              |
| Capital Assets - Net      | \$ 2,025,777 |              |
| Total Capital Assets      |              | \$ 2,025,777 |
| Total Assets              |              | \$ 3,167,033 |

## Liabilities and Net Position

| Current Liabilities                |              |              |
|------------------------------------|--------------|--------------|
| Accrued Expenses                   | \$ (87,829)  |              |
| Withholdings Payable               | \$ 19,211    |              |
| Loan Payable - Signature           | \$ 95,538    |              |
| Total Current Liabilities          |              | \$ 26,920    |
| Long-Term Liabilities              |              |              |
| Loan Payable - Vans                | \$ 28,422    |              |
| Total Current Liabilities          |              | \$ 28,422    |
| Net Position                       |              |              |
| Net Position - Operating           | \$ 3,111,691 |              |
| Total Net Position                 |              | \$ 3,111,691 |
| Total Liabilities and Net Position |              | \$ 3,167,033 |

# 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 sponsored community school. 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 authorizer, ESCLEW 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. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

### Overview

| School Information             |  |                     |                     |               |
|--------------------------------|--|---------------------|---------------------|---------------|
| IRN                            | Contract Term  | Contract Start Date | Contract End Date   | Grades Served |
| 134122                         | 13 Years   | 07/01/2012          | 06/30/2025          | K-23          |
| Address                        | 3020 Tremainsville Rd. Toledo, OH 43613  |                     |                     |               |
| Contact                        | Phone: (419) 897-4400  |                     | Fax: (419) 897-4403 |               |
| Website                        | <a href="https://amstoledo.org/">https://amstoledo.org/</a>  |                     |                     |               |
| Leadership                     | Joel Vidovic, Executive Director   |                     |                     |               |
| Governing Authority            | Bruce Weinberg, Linell Weinberg, Mark Greenblatt, Toni Gerber, Lisa Marsalek, Jim Rothschild, Nirav Parikh, Isaac Demarest, Kim Veizer, Kathy Cott-Johnson   |                     |                     |               |
| 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"> <li>• <i>The only appropriate education is an effective education. Parental involvement and participation is crucial in a child's development.</i></li> <li>• <i>Educational programs should be held accountable to produce outcomes that are socially valuable, functional, and acceptable.</i></li> <li>• <i>A working relationship between school and home is critical to the success of a child's education.</i></li> <li>• <i>If the child cannot learn by the way that we teach, then we must teach in a way the child can learn.</i></li> <li>• <i>Behavior in any form, is communication.</i></li> <li>• <i>Everyone belongs.</i></li> </ul> |                     |                     |               |
| Student Demographics           |  |                     | Enrollment          |               |
| Gender                         | %  | #                   | Grade               | #             |
| Female                         | 22%  | 22                  | K                   | 0             |
| Male                           | 78%  | 76                  | 1                   | 0             |
| Race/Ethnicity                 | %  | #                   | 2                   | 4             |
| American Indian/Alaskan Native | 0%   | 0                   | 3                   | 2             |
| Asian/Pacific Islander         | 3%   | 3                   | 4                   | 5             |
| Black, Non-Hispanic            | 27%  | 26                  | 5                   | 4             |
| Hispanic                       | 14%  | 14                  | 6                   | 8             |
| Multiracial                    | 3%   | 3                   | 7                   | 7             |
| White, Non-Hispanic            | 53%  | 52                  | 8                   | 3             |
| Historically Underserved       | %  | #                   | 9                   | 17            |
| Economically Disadvantaged     | 57%  | 56                  | 10                  | 11            |
| English Learner                | 0%   | 0                   | 11                  | 8             |
| Migrant                        | 0%   | 0                   | 12/13/23            | 29            |
| Students with Disabilities     | 100%   | 98                  | Total               | 98            |

## *School Academic/Non-Academic Performance*

| <b>Traditional Ohio State School Report Card</b>         | <b>2023-2024</b>     | <b>2024-2025</b>     |  |  |  |
|--|----------------------|----------------------|--|--|--|
| Overall Rating   | Falls Below Standard | Falls Below Standard |  |  |  |
| Achievement Component                                    | Falls Below Standard | Falls Below Standard |  |  |  |
| Performance Index  | Falls Below Standard | Falls Below Standard |  |  |  |
| Chronic Absenteeism                                      | Meets Standard       | Meets Standard       |  |  |  |
| Progress Component                                       | N/A                  | N/A                  |  |  |  |
| Gap Closing Component                                    | Meets Standard       | Meets Standard       |  |  |  |
| Gifted Performance Indicator                             | N/A                  | N/A                  |  |  |  |
| Graduation Component                                     | Falls Below Standard | Approaches Standard  |  |  |  |
| 4-Year Graduation Rate                                   | Falls Below Standard | Falls Below Standard |  |  |  |
| 5-Year Graduation Rate                                   | Falls Below Standard | Falls Below Standard |  |  |  |
| Early Literacy Component                                 | N/A                  | N/A                  |  |  |  |
| Proficiency in 3rd Grade                                 | N/A                  | N/A                  |  |  |  |
| Promotion to 4 <sup>th</sup> Grade                       | N/A                  | N/A                  |  |  |  |
| Improving K-3 Literacy                                   | N/A                  | N/A                  |  |  |  |
| College, Career, Workforce & Military Readiness          | N/A                  | Falls Below Standard |  |  |  |
| PBIS   | Meets Standard       | Meets Standard       |  |  |  |
| PI vs Similar School #1                                  | Falls Below Standard | N/A                  |  |  |  |
| PI vs Similar School #2                                  | Falls Below Standard | N/A                  |  |  |  |
| <b>School Academic Achievement Targets and Metrics</b>   | <b>2023-2024</b>     | <b>2024-2025</b>     |  |  |  |
| Nationally-Normed Assessment Achievement K-8 Reading     | Falls Below Standard | Falls Below Standard |  |  |  |
| Nationally-Normed Assessment Achievement K-8 Math        | Falls Below Standard | Falls Below Standard |  |  |  |
| 9-12 EOC Algebra I                                       | Falls Below Standard | Falls Below Standard |  |  |  |
| 9-12 EOC Biology   | Falls Below Standard | N/A                  |  |  |  |
| 9-12 EOC ELA II  | Falls Below Standard | Falls Below Standard |  |  |  |
| 9-12 EOC Geometry  | Falls Below Standard | N/A                  |  |  |  |
| 9-12 EOC American US History                             | Meets Standard       | N/A                  |  |  |  |
| 9-12 EOC American US Government                          | Falls Below Standard | N/A                  |  |  |  |
| 9-12 Credit Earning Rate                                 | Exceeds Standard     | Falls Below Standard |  |  |  |
| <b>School Academic Growth Targets and Metrics</b>        | <b>2023-2024</b>     | <b>2024-2025</b>     |  |  |  |
| Nationally-Normed Assessment Growth K-12 Reading         | Exceeds Standard     | Exceeds Standard     |  |  |  |
| Nationally-Normed Assessment Growth K-12 Math            | Exceeds Standard     | Exceeds Standard     |  |  |  |
| Nationally-Normed Assessment Growth K-12 Reading or Math | Exceeds Standard     | N/A                  |  |  |  |

*School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard*

### ***School Academic/Non-Academic Performance***

| <b>School Fiscal Performance<br/>Targets and Metrics</b>                                   | <b>2023-2024</b>    | <b>2024-2025</b>    |  |  |  |
|--|---------------------|---------------------|--|--|--|
| Ratio Assets to Liabilities  | Exceeds Standard    | Exceeds Standard    |  |  |  |
| Unrestricted Days Cash   | Exceeds Standard    | Exceeds Standard    |  |  |  |
| Current Year Enrollment Variance   | Exceeds Standard    | Exceeds Standard    |  |  |  |
| Debt Management  | Meets Standard      | N/A                 |  |  |  |
| Total Expense Variance   | Meets Standard      | Meets Standard      |  |  |  |
| Sponsor Financial Reporting  | Exceeds Standard    | Exceeds Standard    |  |  |  |
| Audit Findings   | Meets Standard      | Exceeds Standard    |  |  |  |
| Enrollment Sustainment   | Exceeds Standard    | N/A                 |  |  |  |
| Sustainability   | Exceeds Standard    | N/A                 |  |  |  |
| <b>School Governance<br/>Performance Targets and<br/>Metrics</b>                           | <b>2023-2024</b>    | <b>2024-2025</b>    |  |  |  |
| Board Engagement   | Approaches Standard | Approaches Standard |  |  |  |
| Required # of Reg. Board Meetings  | Meets Standard      | Meets Standard      |  |  |  |
| Required # of Board Members  | Meets Standard      | Meets Standard      |  |  |  |
| Proper Meeting Notice  | Meets Standard      | Meets Standard      |  |  |  |
| Required Board Member Training   | Meets Standard      | Meets Standard      |  |  |  |
| Board Member Attendance  | Meets Standard      | Approaches Standard |  |  |  |
| <b>Compliance/Organizational<br/>&amp; Operational Performance<br/>Targets and Metrics</b> | <b>2023-2024</b>    | <b>2024-2025</b>    |  |  |  |
| On-Time Records Submissions  | Exceeds Standard    | Meets Standard      |  |  |  |
| Accuracy of Records Submissions  | Exceeds Standard    | Exceeds Standard    |  |  |  |
| Five-Year Forecast Submission  | Meets Standard      | Meets Standard      |  |  |  |
| Annual Budget  | Meets Standard      | Meets Standard      |  |  |  |
| Annual Report  | Meets Standard      | Meets Standard      |  |  |  |
| Emergency Management Plan  | Meets Standard      | Meets Standard      |  |  |  |
| Out of School Suspension K-3   | Meets Standard      | Exceeds Standard    |  |  |  |
| Out of School Suspension 4-8   | Meets Standard      | N/A                 |  |  |  |
| Out of School Suspension 9-12  | Meets Standard      | N/A                 |  |  |  |
| Mission Specific   | Exceeds Standard    | N/A                 |  |  |  |

*School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard*

| <b>School Compliance Summary</b>    |   |
|-------------------------------------|---|
| <b>Special Education</b>            | <p>The ESCLEW conducts a special education review using the IDEA Monitoring Record Review Guide. Autism Model School compliance rate is 54%.</p> <p>The ESCLEW confirms IEP implementation through a documentation verification review. Autism Model School had 100% of their documentation verified.</p> |
| <b>Legal</b>                        | Autism Model School was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year.   |
| <b>Corrective Action Plan (CAP)</b> | Autism Model School was not placed on corrective action during the 2024–25 school year.   |

| <b>School Performance Summary</b> |   |
|-----------------------------------|---|
| <b>Areas of Strength</b>          | <p>Throughout the 2024–25 school year, Autism Model School demonstrated a strong commitment to student-centered learning, safety, and collaborative growth. Classroom observations highlighted the dedication and compassion of teachers, who fostered warm, supportive environments through individualized instruction and frequent check-ins. The leadership team exhibited strong collaboration, supporting one another and guiding new staff effectively, including a smooth transition for the new school operations manager. Autism Model prioritized compliance and student well-being by ensuring accurate, up-to-date IEPs, ETRs, and student files, while also working closely with families to improve attendance and reduce barriers. In addition, the school took meaningful steps to enhance safety by installing key fob access systems and upgraded classroom doors with lockdown devices, reflecting their commitment to providing a secure, nurturing environment where students can thrive.</p> <p>In the area of special education, Autism Model School demonstrated exemplary practices by ensuring that parents/guardians were given the opportunity to participate in the ETR planning meeting, enabling informed parental consent. Written, informed parental consent was obtained prior to conducting evaluations, affirming a commitment to collaborative decision-making. The ETR comprehensively addressed all areas related to the suspected disability, presenting a clear and concise description of the student’s educational needs. The IEP was crafted by a qualified team, including parents, and reflected measurable annual goals that directly address the child’s academic and functional needs. Additionally, the IEP clearly outlined specially designed instruction, assistive technology, and accommodations, ensuring the student's active participation and progress in the general education curriculum. Progress data for each measurable goal was consistently collected and aligned with established measurements, and the IEP was revised as needed throughout the school year to address changes in the student’s needs and abilities.</p> |
| <b>Areas for Improvement</b>      | <p>While Autism Model School has demonstrated strength in building supportive environments and maintaining compliance, continued growth could come from expanding academic and work-based opportunities for students who are ready for them. Additionally, strengthening communication and collaboration between instructional staff and clinical teams may lead to even more cohesive support for students’ academic and behavioral needs. As the school continues to evolve, exploring new strategies for family engagement—especially around academic involvement—could also deepen partnerships and reinforce learning beyond the classroom.</p> <p>In the area of special education, Autism Model School can improve in summarizing assessment results in the ETR, which would strengthen the overall evaluation process. Additionally, enhancing the IEP by incorporating detailed present levels of performance, measurable annual goals, and explicit descriptions of specially designed instruction and modifications would better address the child’s needs. By improving transition plans and ensuring consistent data collection and progress reporting, the educational team can provide a more targeted and effective support system that aligns with federal requirements.</p>   |
| <b>Prospects for Renewal</b>      | Probable  |

## Previous Academic Performance

| Achievement                                 |         |
|---|---------|
| Performance Index                           |         |
| 2022-2023                                   | MET     |
| Achievement Component                       |         |
| 2022-2023                                   | NOT MET |
| Chronic Absenteeism                         |         |
| 2022-2023                                   | MET     |
| Progress                                    |         |
| 2022-2023                                   | N/A     |
| Gifted Performance Index                    |         |
| 2022-2023                                   | N/A     |
| Graduation Rate                             |         |
| Graduation Component                        |         |
| 2022-2023                                   | NOT MET |
| 4-Yr. Graduation Rate                       |         |
| 2022-2023                                   | N/A     |
| 5-Yr. Graduation Rate                       |         |
| 2022-2023                                   | N/A     |
| Gap Closing                                 |         |
| Gap Closing Component                       |         |
| 2022-2023                                   | N/A     |
| Positive Behavior Intervention and Supports |         |
| 2022-2023                                   | MET     |

| Early Literacy                               |     |
|--|-----|
| Early Literacy Component                     |     |
| 2022-2023                                    | N/A |
| Proficiency in 3 <sup>rd</sup> Grade Reading |     |
| 2022-2023                                    | N/A |
| Promotion to Fourth Grade                    |     |
| 2022-2023                                    | N/A |
| Improving K-3 Literacy                       |     |
| 2022-2023                                    | N/A |
| Comparative Schools Data                     |     |
| Similar School #1                            |     |
| 2022-2023                                    | N/A |
| Similar School #2                            |     |
| 2022-2023                                    | N/A |
| Other Academic Measures                      |     |
| Subgroup                                     |     |
| 2022-2023                                    | MET |
| Reading                                      |     |
| 2022-2023                                    | MET |
| Math   |     |
| 2022-2023                                    | MET |
| Improving K-3 Literacy                       |     |
| 2022-2023                                    | N/A |

| 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           | N/A     |
| 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     |

| 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     |

| 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 |

| 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     |

## Previous Non-Academic Performance

| Mission Specific    |     |
|---------------------|-----|
| 2022-2023           | MET |
| Parent Satisfaction |     |
| 2022-2023           | MET |
| Student Discipline  |     |
| Grades K-3          |     |
| 2022-2023           | MET |
| Grades 4-8          |     |
| 2022-2023           | MET |
| Grades 9-12         |     |
| 2022-2023           | MET |

| Governing Board Performance  |         |
|------------------------------|---------|
| 2022-2023                    | MET     |
| Organizational & Operational |         |
| On-Time Rate                 |         |
| 2022-2023                    | EXCEEDS |
| Accuracy Percentage          |         |
| 2022-2023                    | EXCEEDS |
| Financial Performance        |         |
| 2022-2023                    | MET     |
| Financial Sustainability     |         |
| 2022-2023                    | NOT MET |

| 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 |



# School Report Cards



Needs significant support to meet state standards

## 2024 - 2025 Report Card for Autism Model School

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of up to six rated components.

### Achievement

The Achievement Component is a measure of how well students performed on state tests.



Needs significant support to meet state standards in academic achievement.

Performance Index

30.1%

### Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.



Needs significant support to meet state standards in graduation rates.

Graduation Rates

20.0% of students graduated in 4 years

25.0% of students graduated in 5 years

### Progress

The Progress Component is a measure of the growth students are making based on their past performance.



### Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.



Improving K-3 Literacy  
Third Grade Reading Proficiency  
Promotion to Fourth Grade

### Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student groups.



Meets state standards in closing educational gaps.

Annual Performance Goals

43.8%

### College, Career, Workforce, and Military Readiness

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities, whether



Needs significant support to meet state standards in college, career, workforce, and military readiness.

NC  
NC  
NC

training in a technical field or  
preparing for work or college.

**Students who are Ready**

**0.0%**