

2015 - 2016 Report Card for Alternative Education Academy

SCHOOL GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

F

Performance Index

50.5%..... **D**

Indicators Met

6.9%..... **F**



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

D

Value Added

Overall..... **F**

Gifted..... **NR**

Students with Disabilities..... **F**

Lowest 20% in Achievement..... **C**



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

F

Annual Measurable Objectives

0.0%..... **F**



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

F

Graduation Rates

18.8% of students graduated in 4 years..... **F**

25.7% of students graduated in 5 years..... **F**



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

F

K-3 Literacy Improvement

0.0%..... **F**



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

F

Achievement



The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

F

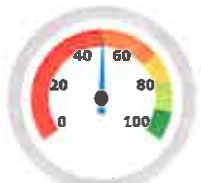
GRADE

D

Performance Index

The Performance Index measures the best results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

Performance Index

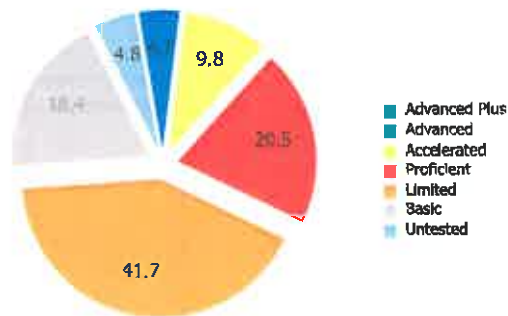


50.5%

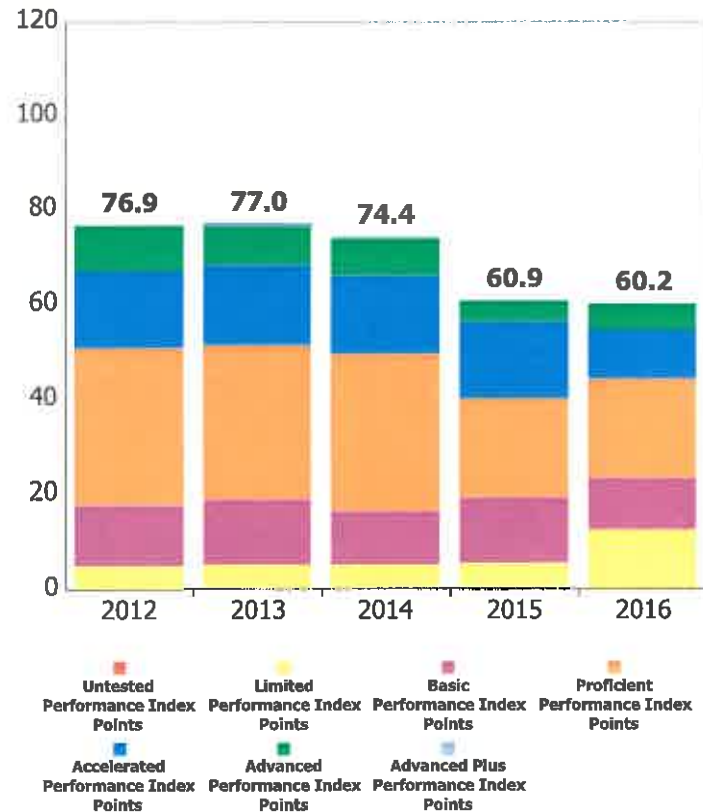
60.6 of a possible 120.0

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

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	4.7	x	1.2	=	5.7
Accelerated	9.8	x	1.1	=	10.8
Proficient	20.5	x	1.0	=	20.5
Basic	18.4	x	0.6	=	11.1
Limited	41.7	x	0.3	=	12.5
Untested	4.8	x	0.0	=	0.0
				=	60.6



Performance Index Trend



GRADE

F

Indicators Met

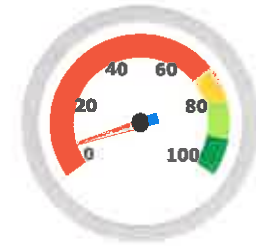
Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

Indicators Met %

6.9%

2 out of 29

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



Grades 3-5

3rd Grade	English Language Arts	44.9%	✗
	Mathematics	38.2%	✗
4th Grade	English Language Arts	40.3%	✗
	Mathematics	20.0%	✗
	Social Studies	43.5%	✗
5th Grade	English Language Arts	37.0%	✗
	Mathematics	20.5%	✗
	Science	35.6%	✗

Grades 6-8

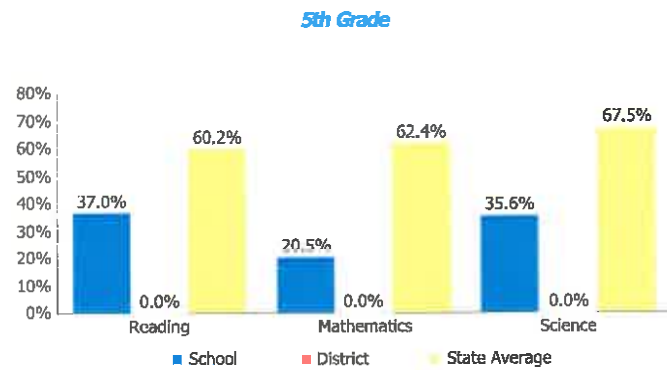
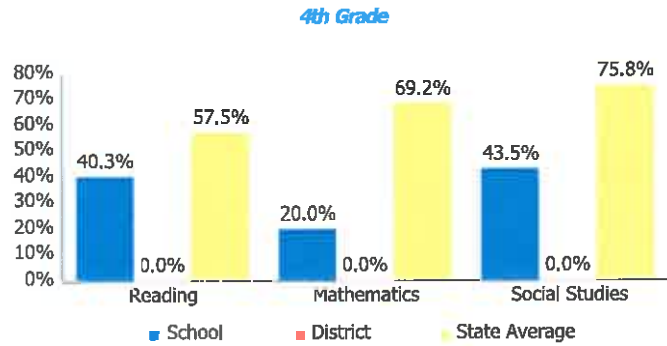
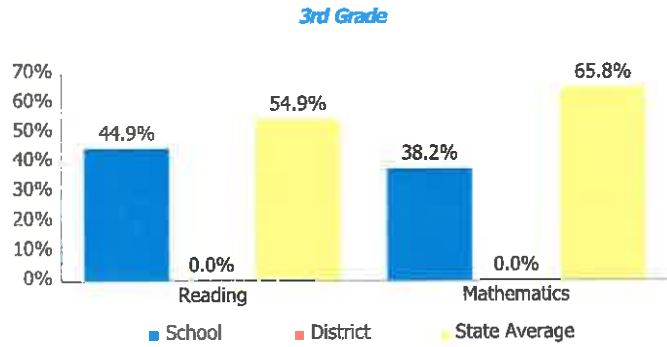
6th Grade	English Language Arts	33.8%	✗
	Mathematics	9.4%	✗
	Social Studies	31.3%	✗
7th Grade	English Language Arts	32.9%	✗
	Mathematics	25.4%	✗
8th Grade	English Language Arts	36.9%	✗
	Mathematics	41.0%	✗
	Science	42.7%	✗

High School

OGT, 11th Graders	Mathematics	75.0%	✗
	Reading	87.0%	✓
	Science	70.1%	✗
	Social Studies	83.8%	✗
	Writing	85.7%	✓
HS	Algebra I	16.9%	✗
	Biology	51.8%	✗
	English I	38.1%	✗
	English II	46.8%	✗
	Geometry	45.7%	✗
	Government	56.7%	✗
	History	71.1%	✗
	Physical Science	43.8%	✗

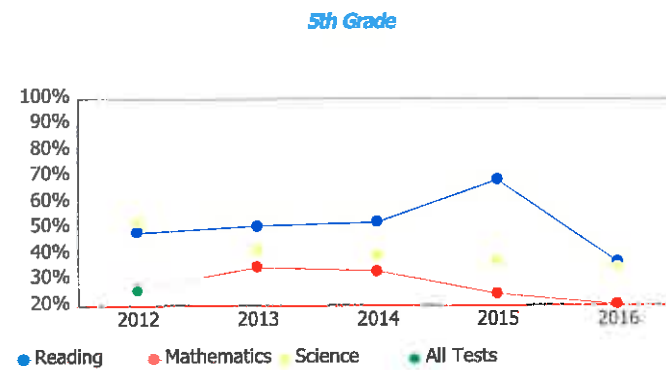
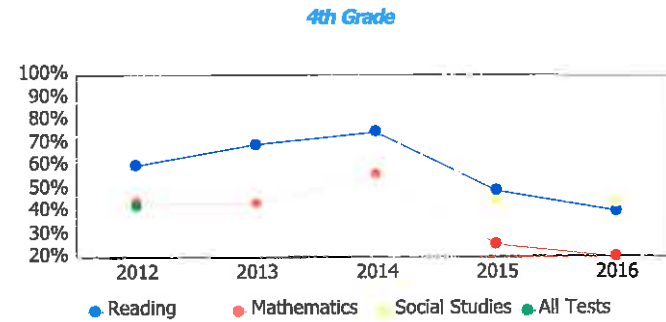
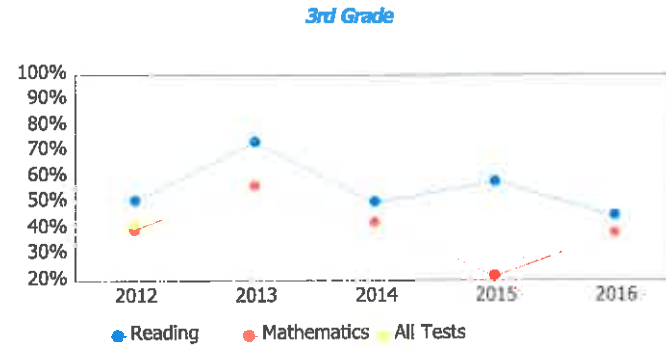
GIFTED INDICATOR NC

Achievement Levels by Grade



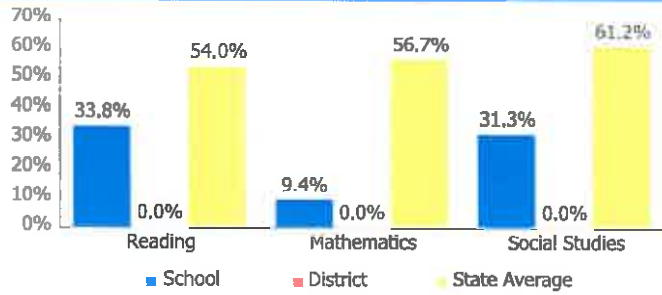
6th Grade

Proficient Percent Trend by Grade

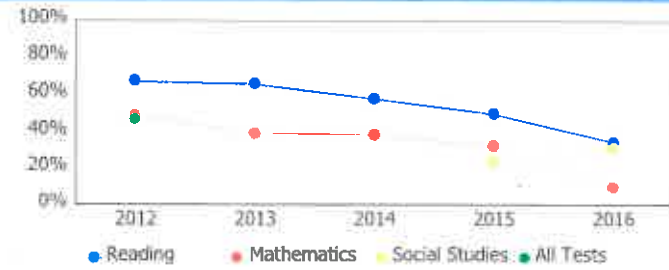


6th Grade

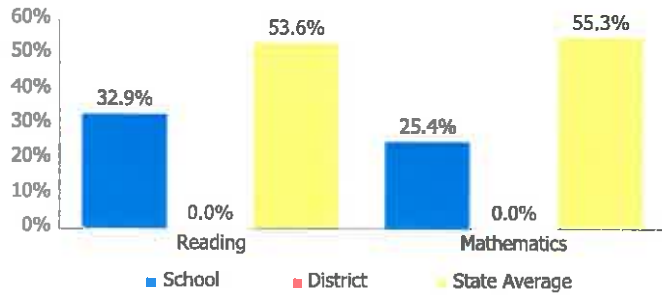
2015 - 2016 Report Card for Alternative Education Academy



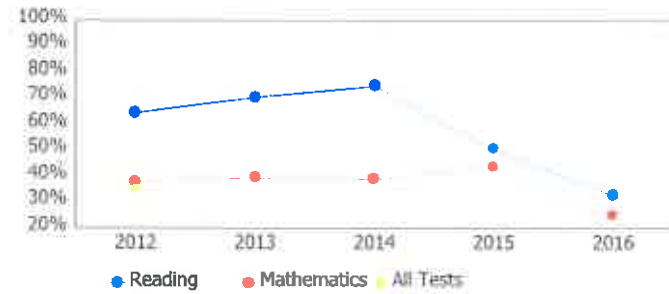
7th Grade



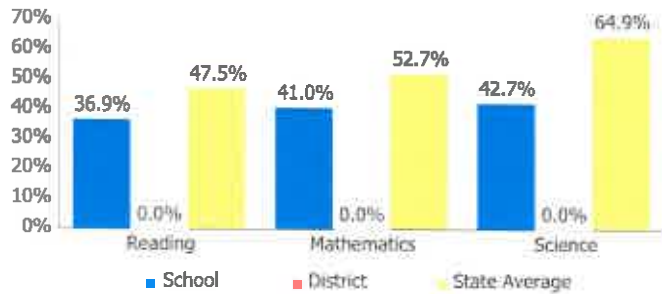
7th Grade



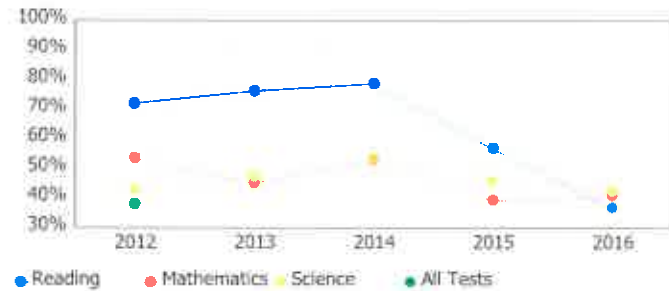
8th Grade



8th Grade

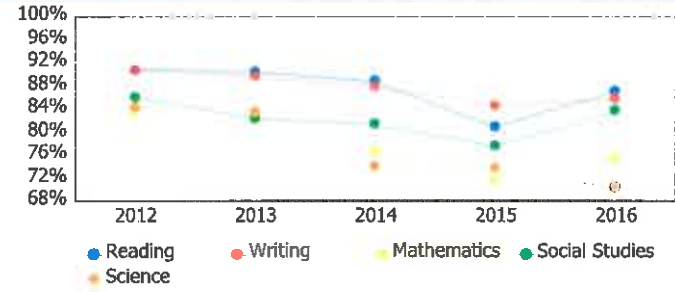
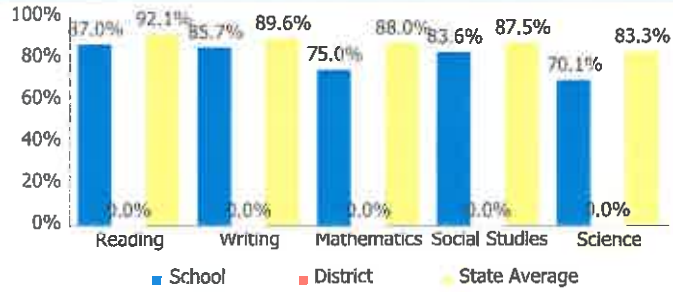


11th Grade Cumulative OGT

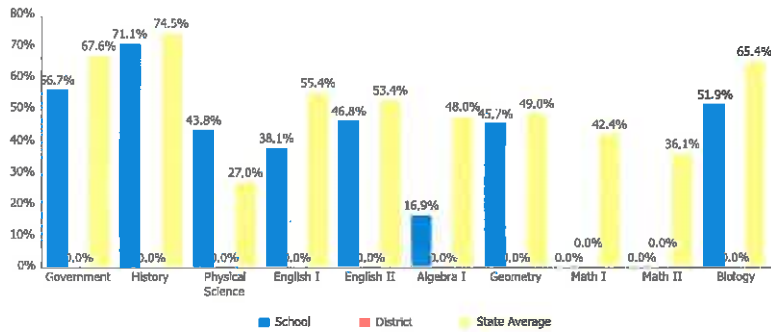


11th Grade Cumulative OGT

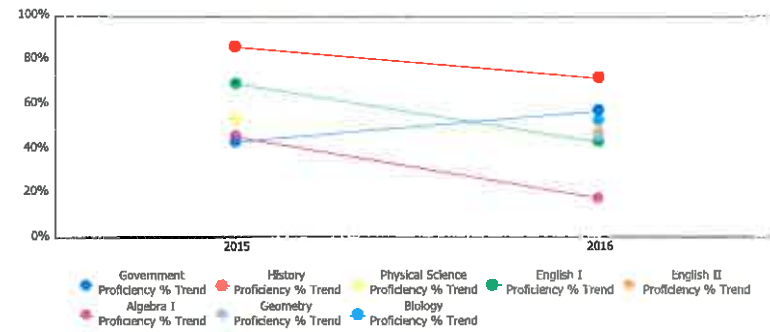
2015 - 2016 Report Card for Alternative Education Academy



High School



High School



Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.



Overview

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

Gifted Value Added

Value Added Grade: NR
Value Added Met?: NC
 Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.

Gifted Performance Index

Performance Index: 0.000
Performance Index Met?: NC
 Schools with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points: 0.0
Gifted Inputs Met?: Not Met
 Points are earned based on Identification and services provided to gifted students. Schools must earn 60 or more points out of a possible 100 to meet the Gifted Inputs component.

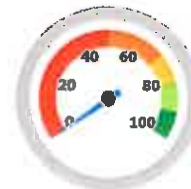
Gifted Indicator Final Result



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

Performance Index

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

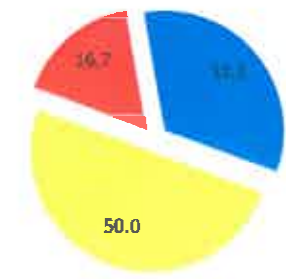


0.0%

0.000 of a possible 120.0

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

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	33.3	x	1.2	=	40.0
Accelerated	50.0	x	1.1	=	55.0
Proficient	16.7	x	1.0	=	16.7
Basic	0.0	x	0.6	=	0.0
Limited	0.0	x	0.3	=	0.0
Untested	0.0	x	0.0	=	0.0
					0.000



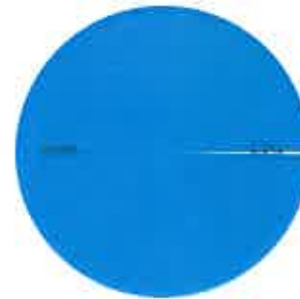
- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Gifted Indicator

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

Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking




Disadvantaged Students

Minority Students



 Receiving Gifted Services

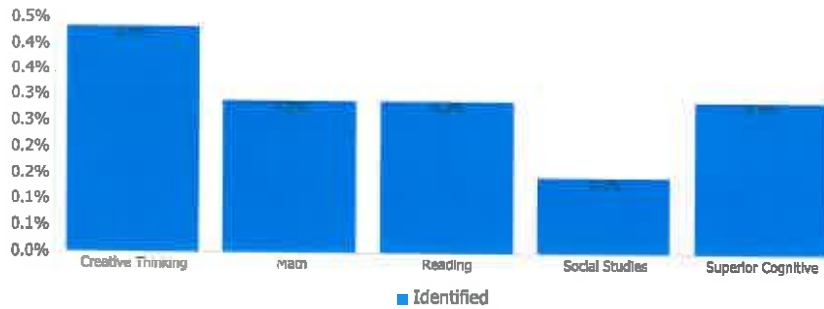
 Identified as Gifted, but not receiving services

 Not Identified as Gifted

Identification and Receiving Services

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.

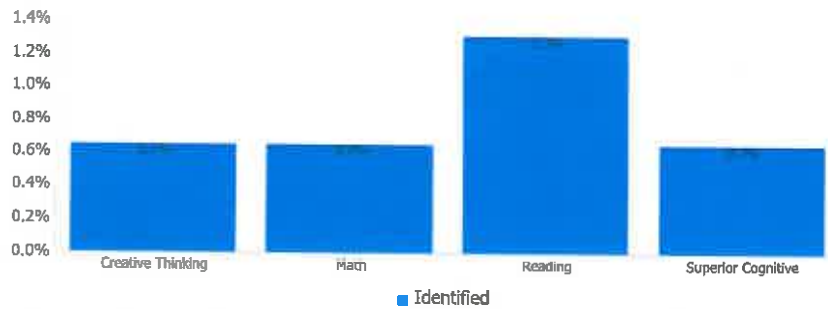
All Grades



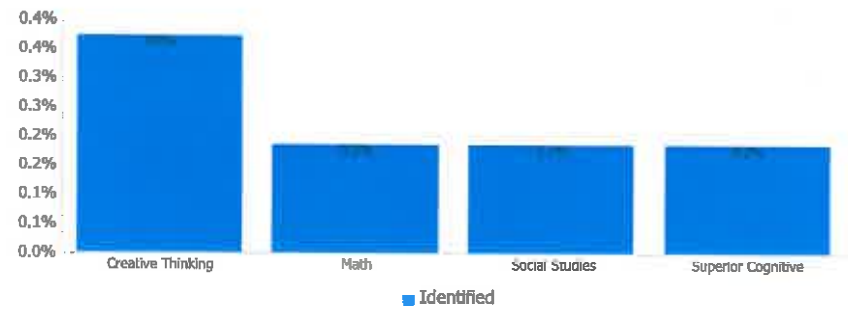
Grades K-3

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

Grades 4-8



Grades 9-12



Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

D

GRADE

F

Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE

NR

Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE

C

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE

F

Students with Disabilities

This measures the progress for students with disabilities.

GRADE

F

High Mobility

For districts and schools with a mobility rate of 25% or higher, this measures the progress of a subset of students that have been in the district for at least two years. This measure will not be included in the Progress component grade.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score				
	English Language Arts	Mathematics	Social Studies	Science	All Tests
All Grades	-1.21	-3.35	-3.55	-1.25	-3.68
4th Grade	0.80	-3.28			-1.47
5th Grade	-2.26	0.07		-2.72	-2.52
6th Grade	-1.54	-2.20	-3.55		-3.62
7th Grade	-0.57	0.65			-0.02
8th Grade	0.56	-2.11		-0.03	-0.84

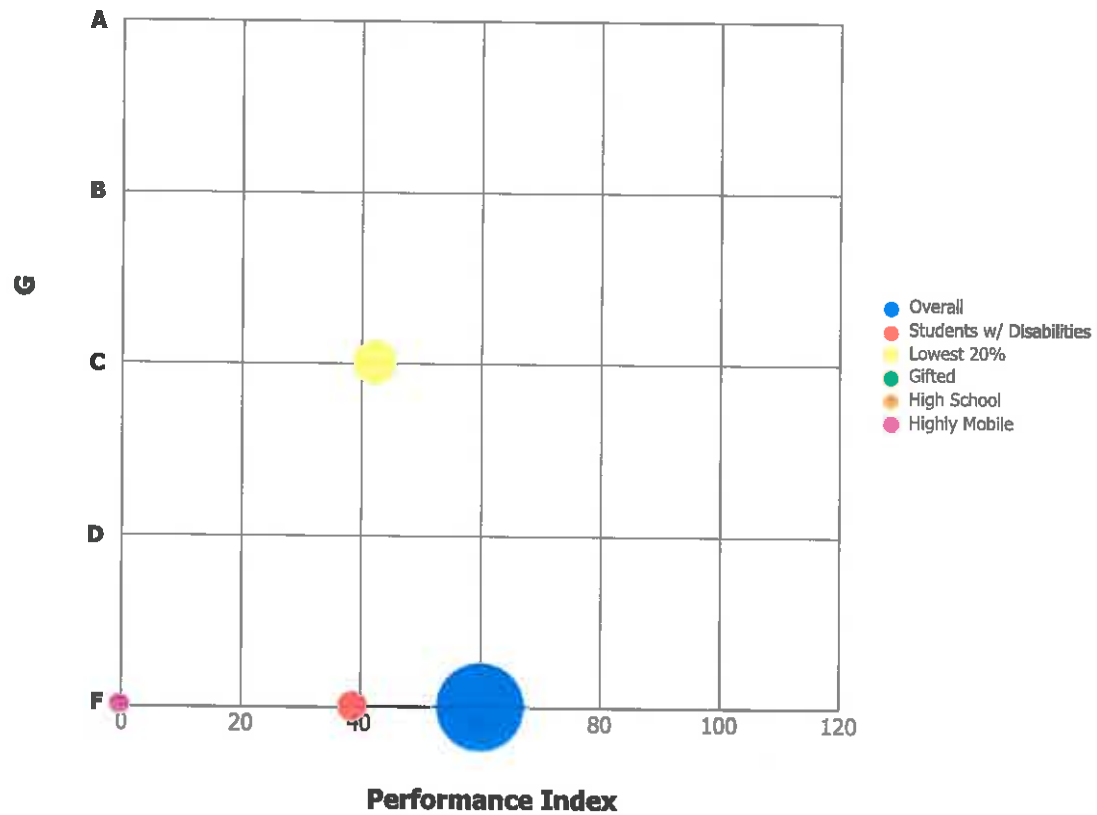
Test Grade	Progress Score	Test Grade	Progress Score
High School	English I 0.23	High School	Algebra I -0.62
	English II -1.26		Geometry -1.25

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

- A = 2.00 and up
- B = 1.00 to 1.99
- C = -1.00 to 0.99
- D = -2.00 to -1.01
- F = below -2.00

Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

F

GRADE

F

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

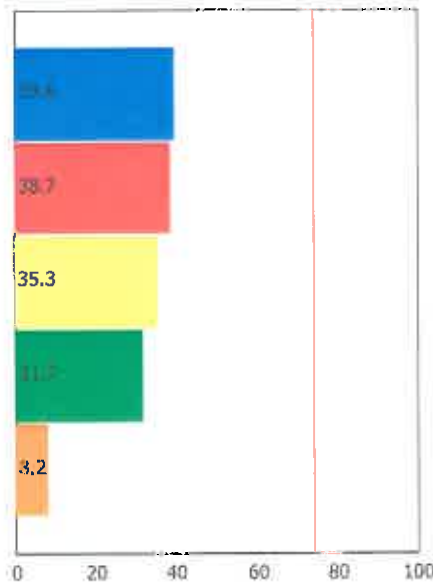
AMO Points



0.0%

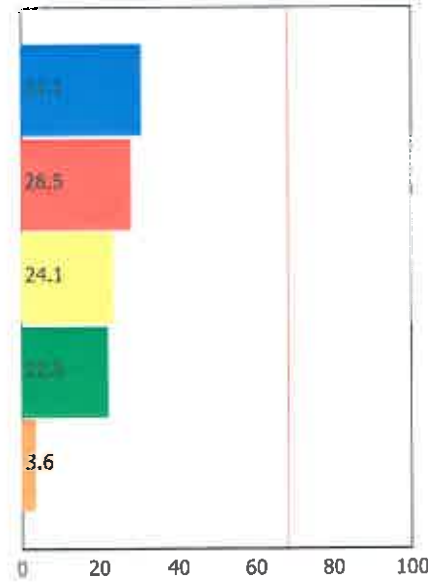
- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 60.0 - 69.9%
- F = 0.0 - 59.9%

English Language Arts



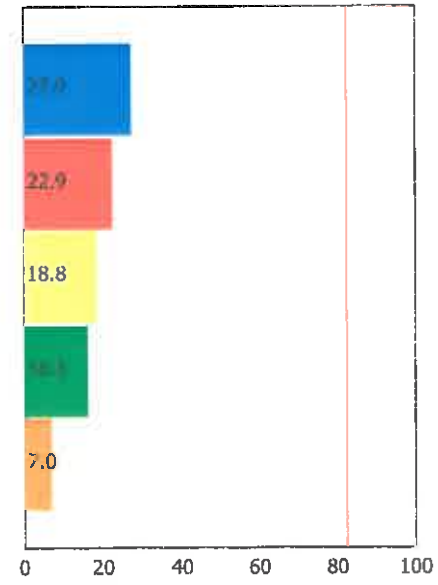
- White
- All Students
- African American
- Econ Disadvantage
- Students w/ Disab...

Math



- White
- All Students
- Econ Disadvantage
- African American
- Students w/ Disab...

Graduation Rate



- Students w/ Disa...
- All Students
- African American
- Econ Disadvantage
- White

The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 74.2%, for Math is 68.5%, and for Graduation Rate is 82.8%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

F

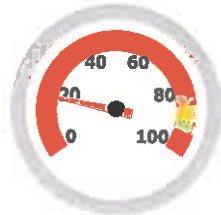
4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2015 who graduated within four years, i.e. students who entered the 9th grade in 2012 and graduated by 2015.

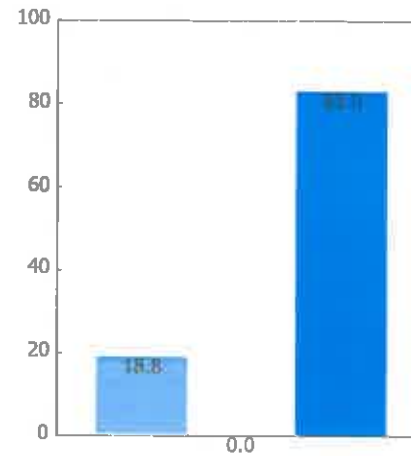


18.8%

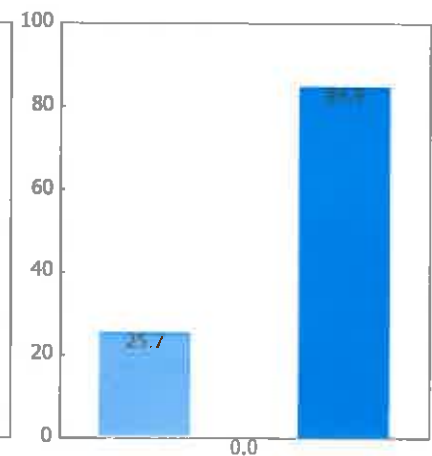
A = 93.0 - 100.0%
 B = 89.0 - 92.9%
 C = 84.0 - 88.9%
 D = 79.0 - 83.9%
 F = 0.0 - 78.9%



4-Year Rate



5-Year Rate



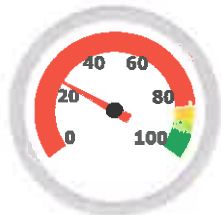
5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2014 who graduated within five years, i.e. students who entered the 9th grade in 2011 and graduated by 2015.



25.7%

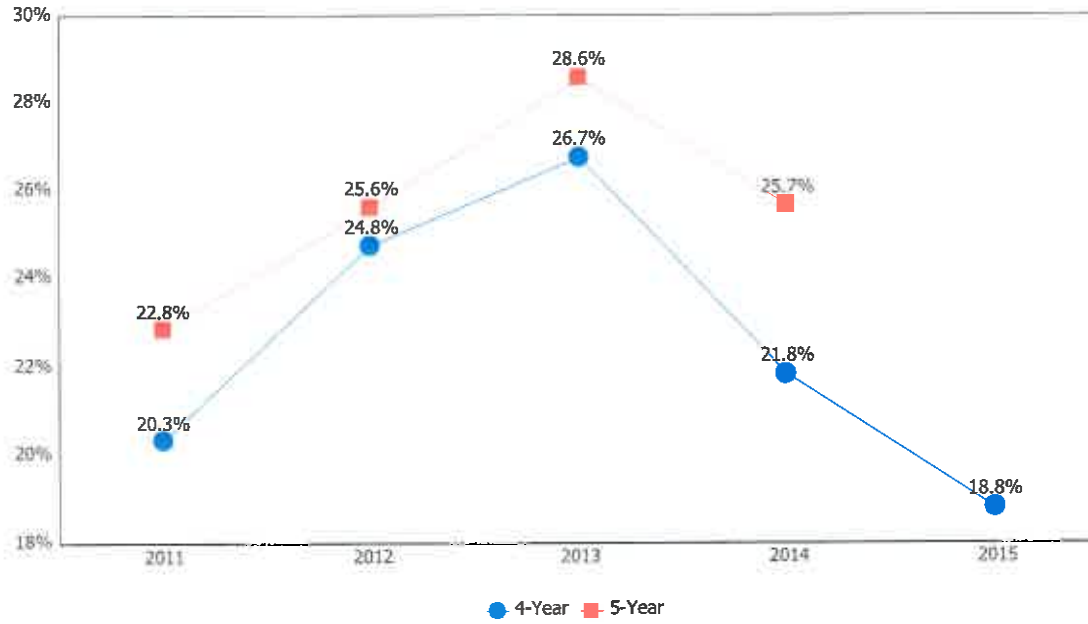
A = 95.0 - 100.0%
 B = 90.0 - 94.9%
 C = 85.0 - 89.9%
 D = 80.0 - 84.9%
 F = 0.0 - 79.9%



School District State Average

School District State Average

Graduation Rate Trend



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

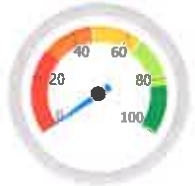
COMPONENT GRADE

F

GRADE

F

K-3 Literacy Progress



0.0%

-13 out of 46

A = 81.4 - 100.0%
 B = 62.6 - 81.3%
 C = 43.8 - 62.5%
 D = 25.0 - 43.7%
 F = 0.0 - 24.9%

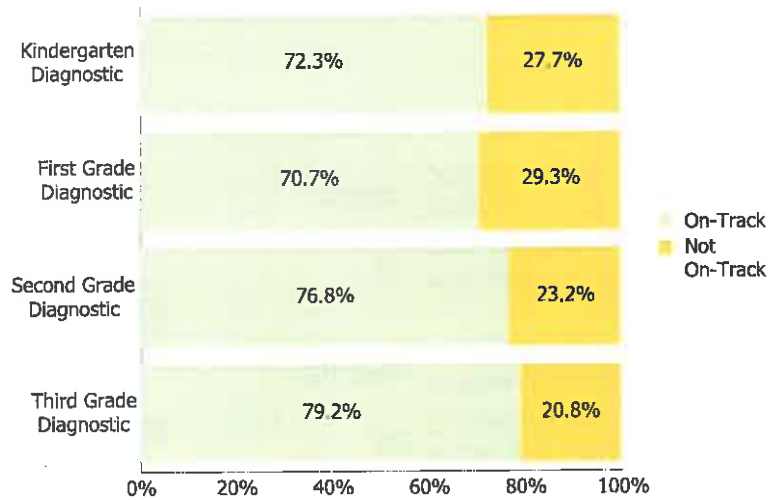
In Your School...

- 10** kindergarten students were not on-track last year.
30.0% of those students improved to on-track in 1st grade.
- 11** first grade students were not on-track last year.
18.2% of those students improved to on-track in 2nd grade.
- 10** second grade students were not on-track last year.
70.0% of those students improved to on-track in 3rd grade.
- 15** third grade students were not on-track this year.
0.0% of those students reached proficiency on the 3rd grade OAA.

Details of Measure

Not On-Track at Point A			Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2014 - 2015	10	to	1st Grade Reading Diagnostic, School Year 2015 - 2016	< 10
1st Grade Reading Diagnostic, School Year 2014 - 2015	11	to	2nd Grade Reading Diagnostic, School Year 2015 - 2016	< 10
2nd Grade Reading Diagnostic, School Year 2014 - 2015	10	to	3rd Grade Reading Diagnostic, School Year 2015 - 2016	< 10
3rd Grade Reading Diagnostic, School Year 2015 - 2016	15	to	3rd Grade Reading OST, School Year 2015 - 2016	< 10
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan				< 10
Totals	46			(13)

Percentage On-Track in Reading Diagnostic



This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2015-2016.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **89.6%**

How many third graders scored proficient on the state Reading test? **44.9%**

Prepared for Success



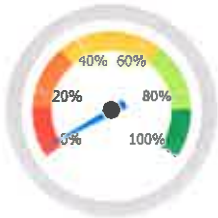
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

F

COMPONENT GRADE

F



2.4%

- A = 85.0% - 100.0%
- B = 65.0% - 84.9%
- C = 34.0% - 64.9%
- D = 15.0% - 33.9%
- F = 0.0% - 14.9%

Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an Industry-recognized credential

Number of Students	Point Value	Points Earned
17	1	17.0

The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school

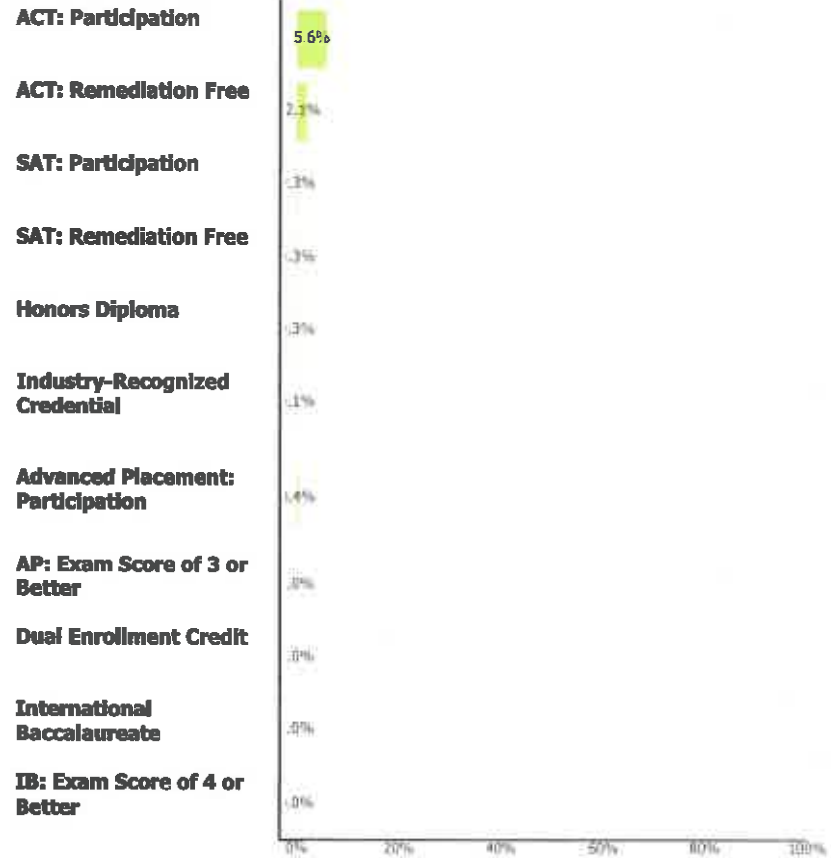
0	0.3	0.0
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Total Points: 17.0

Graduation Cohort: 701

Percentage: 2.4%

How Prepared were Your 2014 and 2015 Graduating Classes?



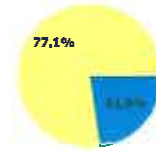
Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

Outcomes after High School Graduation

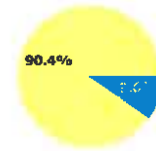
Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2013 Graduating Class Entered College within Two Years? **22.9%**



What Percentage of the 2009 Graduating Class Graduated from College within Six Years of Leaving High School? **9.6%**



Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.



Principal: Dominic P. Donatelli
Address: 1830 Adams St
 Toledo OH 43624-1428

Phone: (330) 253-8680
**Career Technical
 Planning District:** Toledo City CTPD

Directory Information current as of the 2015-2016 Report Card publication date.

Your School's Students

**Average
Daily
Enrollment:**

1,628

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

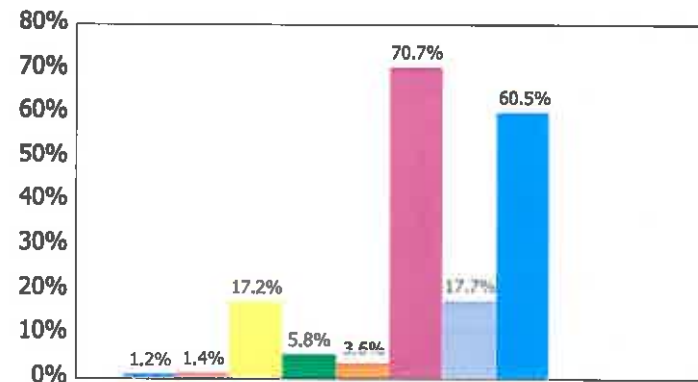
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Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	19	1.2%
Asian or Pacific Islander	23	1.4%
Black, Non-Hispanic	281	17.2%
Hispanic	94	5.8%
Multiracial	59	3.6%
White, Non-Hispanic	1,151	70.7%
Students with Disabilities	289	17.7%
Economically Disadvantaged	986	60.5%
Limited English Proficiency	NC	
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at <http://education.ohio.gov>.



- American Indian or Alaska...
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- Limited English Proficiency
- Migrant

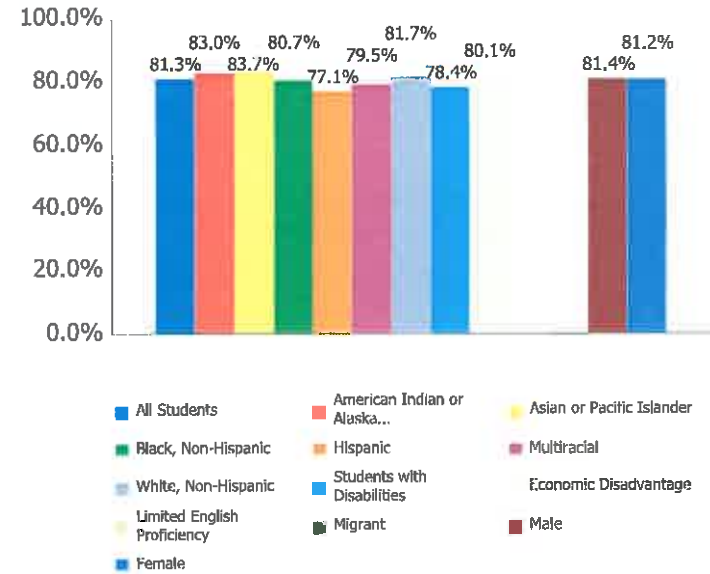
Attendance Rate

Chronic Absenteeism Rate:

53.8%

All Students	81.3%
Am. Indian / Alaskan Native	83.0%
Asian or Pacific Islander	83.7%
Black, Non-Hispanic	80.7%
Hispanic	77.1%
Multiracial	79.5%
White, Non-Hispanic	81.7%
Students with Disabilities	78.4%
Economic Disadvantage	80.1%
Limited English Proficiency	NC
Migrant	NC
Male	81.4%
Female	81.2%

NC = Not Calculated because there are fewer than 10 in the group



Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.0%
Am. Indian / Alaskan Native	0.0%
Asian or Pacific Islander	0.0%
Black, Non-Hispanic	0.0%
Hispanic	0.0%
Multiracial	0.0%
White, Non-Hispanic	0.0%
Students with Disabilities	0.0%
Economically Disadvantaged	0.0%
Limited English Proficiency	NC
Migrant	NC

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

NC = Not Calculated because there are fewer than 10 in the group

Your School's Teachers

Your School's Poverty Status: Medium-High	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	--
Percentage of teachers with at least a Master's Degree	39.3	--
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	--
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	--
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	--
Lead or Senior Teachers:	0.0	0.0

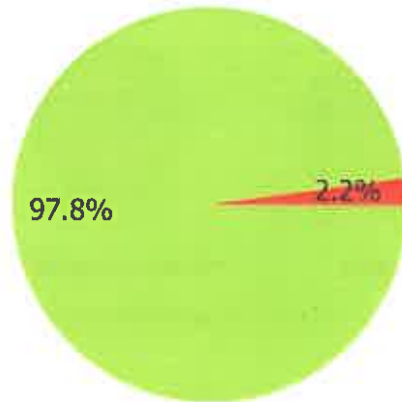
Number of Teachers by Program Area

	#	State Avg per 1000 Students
General Education Teachers	39.5	46.4
Career-Technical Teachers	0.0	2.3
Special Education Teachers	13.5	10.6
Teacher Aides	0.0	7.0
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	1.0	3.0
Music Teachers	1.0	2.5
Physical Education Teachers	1.0	2.9
ELL Specialists	0.0	0.3

A district's high-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

NC = Not Calculated because there are fewer than 10 in the group

Teacher Evaluations



- Accomplished
- Ineffective
- Skilled
- Not Complete
- Developing

Wellness and Physical Education

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

Moderate Success

Financial Data



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

Comparison Group: Online Community Schools

Classroom Spending Data

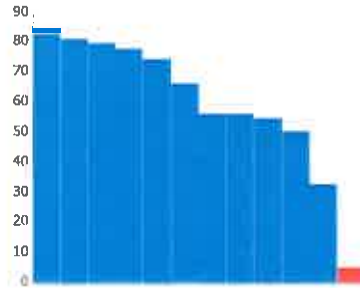
What percent of funds are spent on classroom instruction?

5.8%

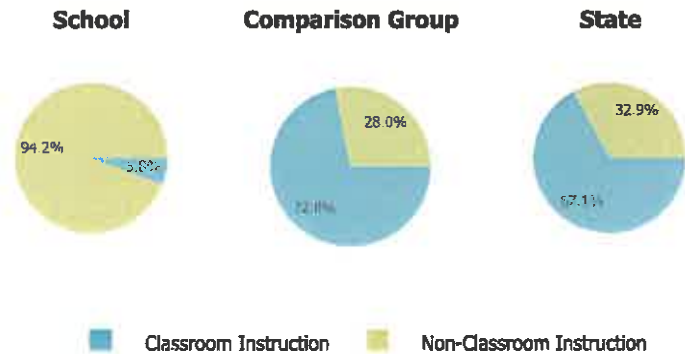
How does this school rank in comparison to other schools of similar size?

24 out of 24

A rank of 1 indicates the highest percent spent on classroom instruction.

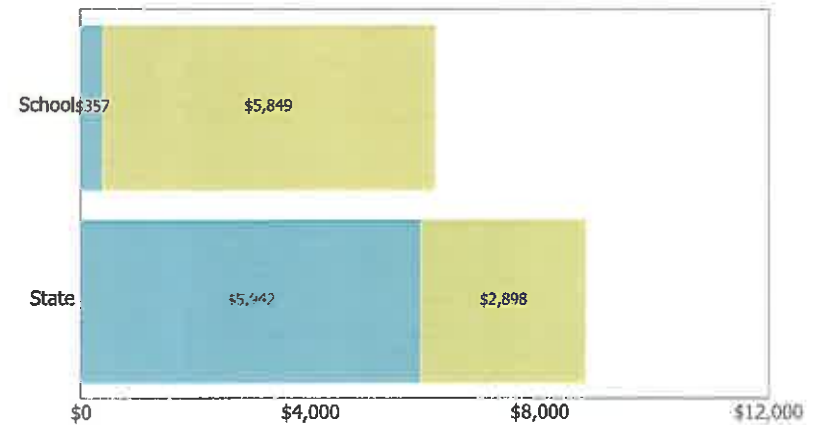


Rankings subject to change due to data appeals.



Spending per Pupil Data

	School	State
Operating Spending per Pupil	\$6,206	\$8,711
Classroom Instruction	\$357	\$5,845
Non-Classroom Spending	\$5,849	\$2,866



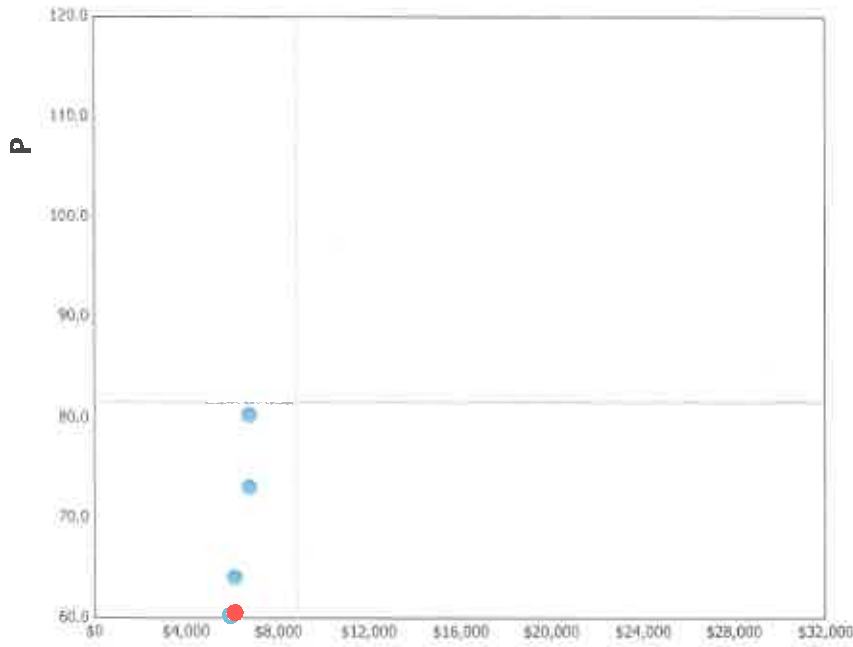
X Alternative Education Academy IS NOT among the 20% of traditional electronic community schools with the lowest operating expenditures per pupil.

✓ Alternative Education Academy IS among the 20% of traditional electronic community schools with the highest academic performance index scores.

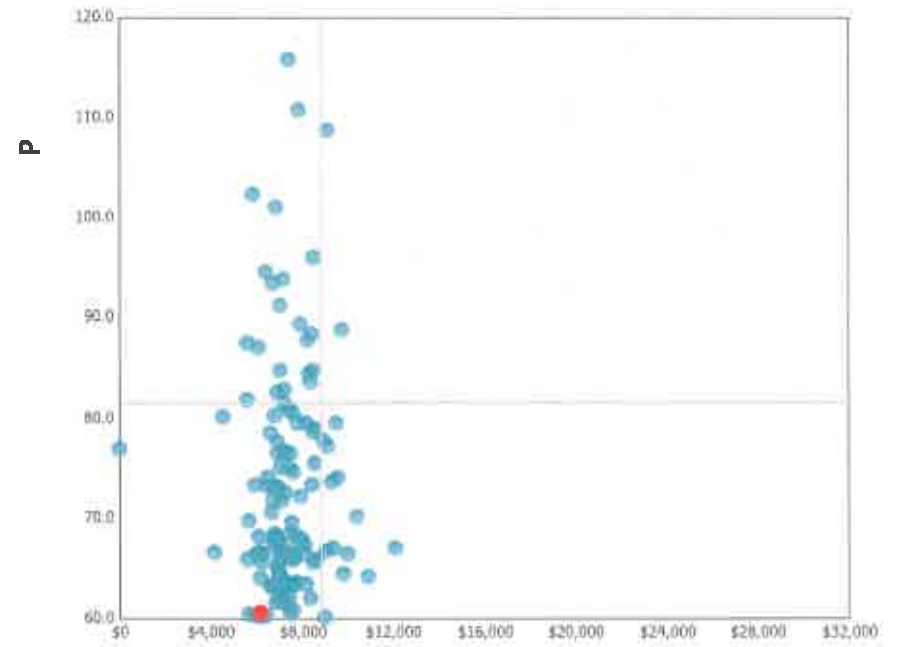
Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Comparison Group



All Community & STEM Schools



Spending per Pupil

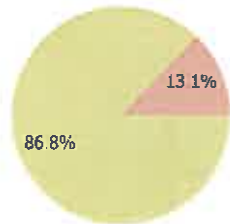
Spending per Pupil

The quadrant lines on these graphs represent the statewide average performance index score and the statewide average spending per pupil for all Community and STEM schools.

Source of Revenue

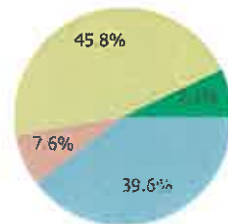
Source of Funds	School		State Total	
Local	\$0	0.0%	\$8,636,050,030	39.6%
State	\$11,242,495	86.8%	\$9,988,118,791	45.8%
Federal	\$1,699,035	13.1%	\$1,656,488,620	7.6%
Other Non-Tax	\$5,905	0.0%	\$1,546,639,712	7.1%
Total	\$12,947,436	100.0%	\$21,827,297,153	100.0%

School



Local State
Federal Other Non-Tax

State



Local State
Federal Other Non-Tax