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Ohio School Report Cards

F The Autism Academy Of Learning

District Grade

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism. Performance Index 49.4%
Indicators Met 100.0%

D

Component Grade

F

A

Progress

The Progress component looks closely at the growth that all students are making based on their past performances. Value-Added Overall Gifted
Lowest 20% in Achievement Students with Disabilities

NR

Component Grade

NR
NR
NR
NR

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency. Annual Measurable Objectives 2.2%

F

Component Grade

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. Graduation Rates 0.0% of students graduated in 4 years
0.0% of students graduated in 5 years

NR

Component Grade

NR
NR

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers. Improving At-Risk K-3 Readers 0.0%

F

Component Grade

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

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D Achievement

Component
Grade

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

Performance Index

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

F

59.3 of a possible
120.0

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	0	X	1.2	=	0
Accelerated	3.3	X	1.1	=	3.7
Proficient	26.7	X	1.0	=	26.7
Basic	26.7	X	0.6	=	16
Limited	43.3	X	0.3	=	13
Untested	0	X	0.0	=	0.0

59.3

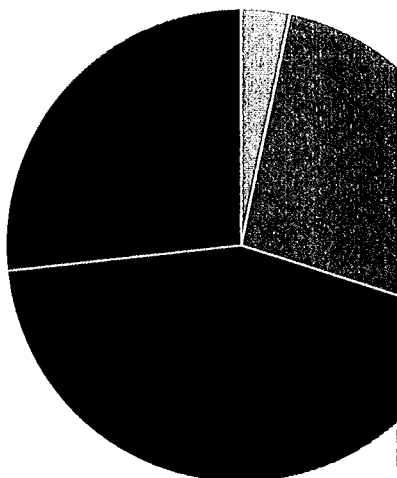
Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.

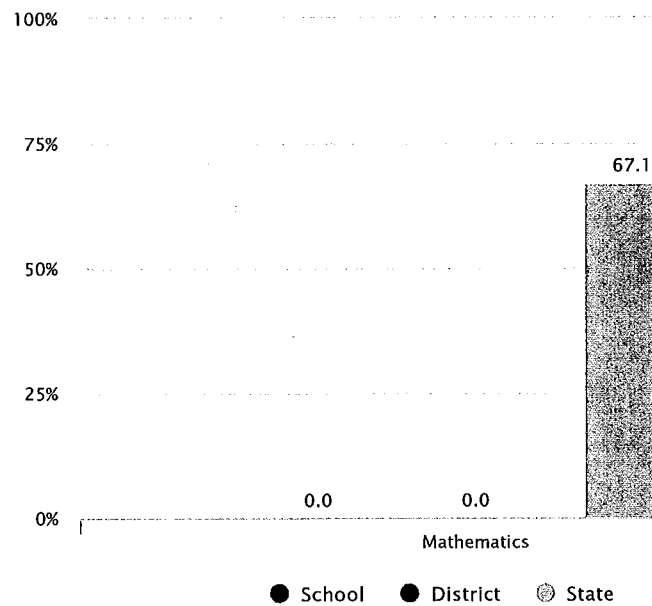
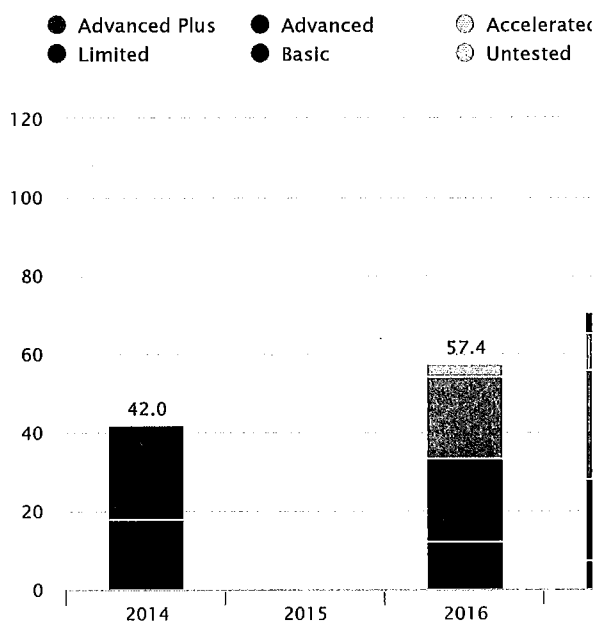
A

100.0%
1 out of 1

Third Grade		
Mathematics	NC	
Fourth Grade		
Mathematics	NC	
Fifth Grade		
Mathematics	NC	
Science	NC	
Sixth Grade		
English Language Arts	NC	
Mathematics	NC	
Seventh Grade		
English Language Arts	NC	
Mathematics	NC	
Eighth Grade		



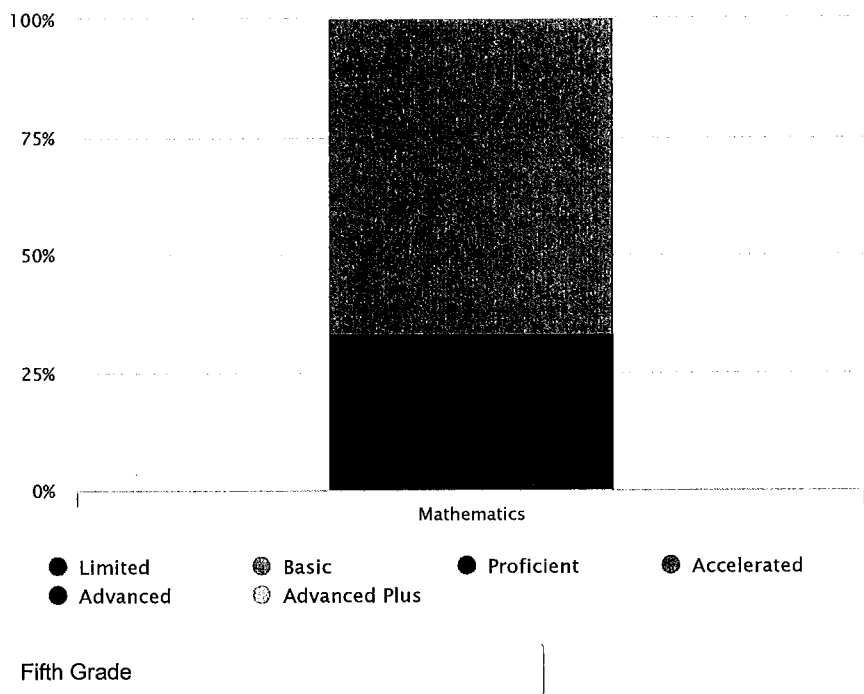
Mathematics	NC	
Science	NC	
High School		
American US History	NC	
Biology	NC	
Mathematics II	NC	
Non-Test Indicators		
Gifted Indicator		NC
Chronic Absenteeism	41.3%	☑
Third Grade		



- Limited
- Basic
- Proficient
- Advanced
- Advanced Plus

This chart compares the school to its district and to the state as a whole for each test.

Third Grade



Grade Key

A = 90.0 - 100.0%	D = 50.0 - 59.9%
B = 80.0 - 89.9%	F = 0.0 - 49.9%
C = 70.0 - 79.9%	

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NR Progress

Component
Grade

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

For more detailed data on Progress and Value-Added, [click here. \(https://ohiova.sas.com/fw.html?yU=143297&yV=143297\)](https://ohiova.sas.com/fw.html?yU=143297&yV=143297)

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

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

NR Students in the Lowest 20% in Achievement
This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.

NR Students with Disabilities
This measures the progress for students with disabilities.

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.

Progress				
Test Grade	English Language Arts			All Tests
	Mathematics	Science	Arts	
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

Progress				
Test Grade	English I	English II	Algebra	Mathematics I
	High School			

What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

Students made more progress than expected - significant evidence

Students made more progress than expected - moderate evidence

Students made progress similar to the statewide expectation - evidence


Students made less progress than expected - moderate evidence

Students made less progress than expected - significant evidence

Value Added data is not available

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F Gap Closing

Component
Grade

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. It also measures how schools are doing in helping English learners to become proficient in English.

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state average in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.

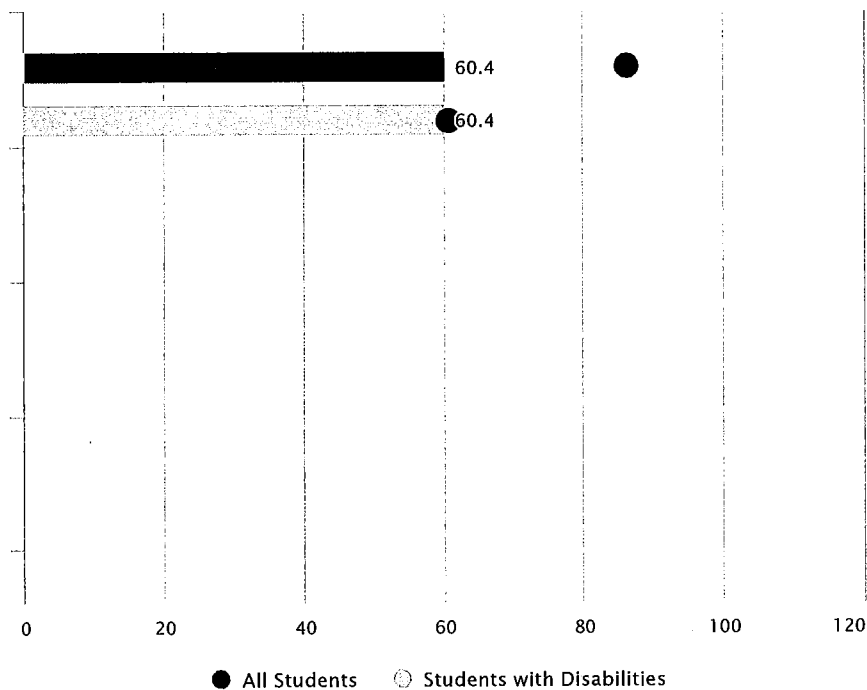
This school does not have an Annual Measurable Objective for English Language Arts because there were not enough students to evaluate.

F 2.2%

Grade Key

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

Performance Index by Subgroup




This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

The English Learner AMO is Not Rated because there are not enough students to evaluate.

Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 20 students are not rated and do not appear on the graphs.

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NR Graduation Rate

Component
Grade

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

This school has not been assigned a Graduation Rate because there were not enough students to evaluate.


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F Improving At-Risk K-3 Readers

Component Grade

This component looks at how successful the school is at improving at-risk K-3 readers.

0 Students Moved to On Track — 0 RIMP Deductions
 
 11 Students Started Off Track

F 0%

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?
 0.0%

How many third graders scored proficient on the state English language arts test?
 0.0%



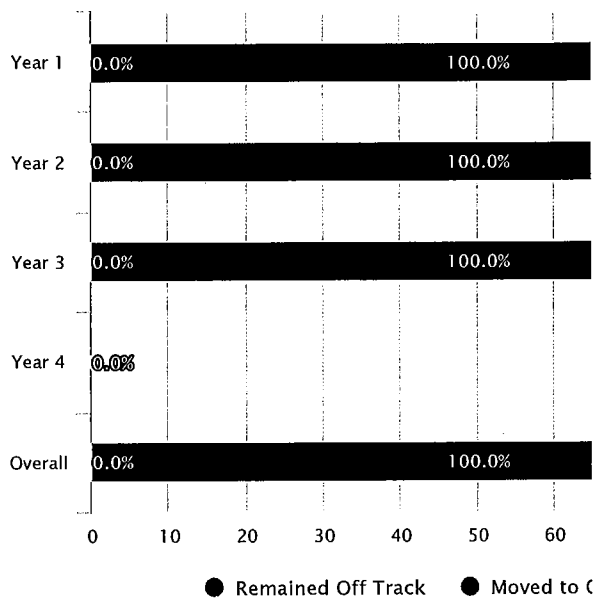
● Moved to On Track
 ● Remained Off Track

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

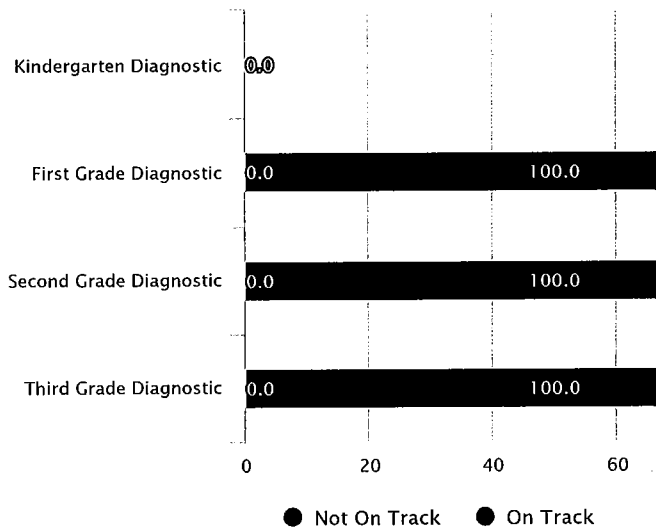
The Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring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

Grade Key	
A = 78.0 - 100.0%	55.8%
B = 55.9 - 77.9%	33.7%
C = 33.8 -	F = <11.7%
	D = 11.7 -

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.




Percentage On Track Reading Diagn



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NR Prepared for Success

Component
Grade

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.

This data cannot be shown because there are not enough students in the graduating class of 2018 to evaluate.

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NC

Indicator

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.

Gifted Indicator

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

Additional Information on Identification and Services

Gifted Value Added

Value Added Grade:	NR
Value Added Met?	NC

Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of NR results in Not Met if the district has an Enrollment of 600 or more.

Gifted Performance Index

Performance Index:	NC
Performance Index Met?	NR

Districts with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.

● Identified ● Receiving Services

This chart shows the percentage of all enrolled students that are identified as gifted and that are receiving gifted services.

Gifted Inputs



Points are earned based on identification and services provided to gifted students. Districts must earn at least 80 points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result



NC

Indicator

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot cause a district to fail to meet the Gifted Indicator. If both the Value Added and Performance Index components are NC, then the Gifted Indicator is either met or NC.

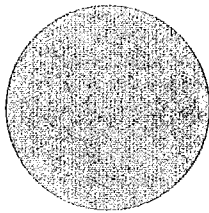
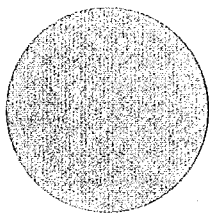
Click here (https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Achievement-Measure/Gifted-Students/Gifted_Indicator_tech.pdf.aspx) for a complete description of how the Gifted Indicator is determined.

A performance index cannot be calculated for this school because there are not enough students.

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

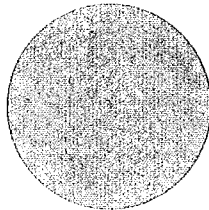
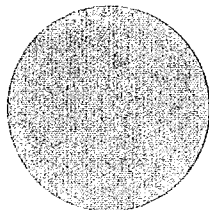
Visual/Performing Arts and Creative Thinking



- Receiving Gifted Services
- Identified as Gifted, not Receiving Services
- Not Identified as Gifted

**Disadvantage
Students**


Minority Students



- Receiving Gifted Services
- Identified as Gifted, not Receiving Services
- Not Identified as Gifted

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School Details

Principal
James Jones

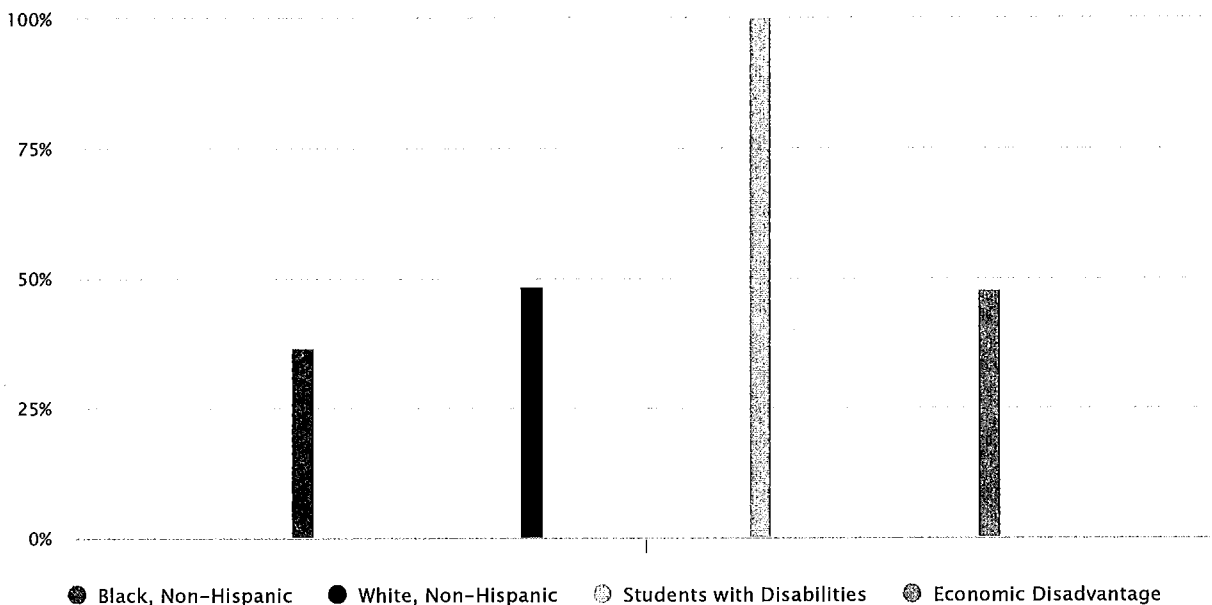
Phone
(419) 865-7487

Address
**110 Arco Dr
Toledo, OH 43607-2960**

Career Technical Planning District
Toledo City CTPD (/ctpd/overview/200061)

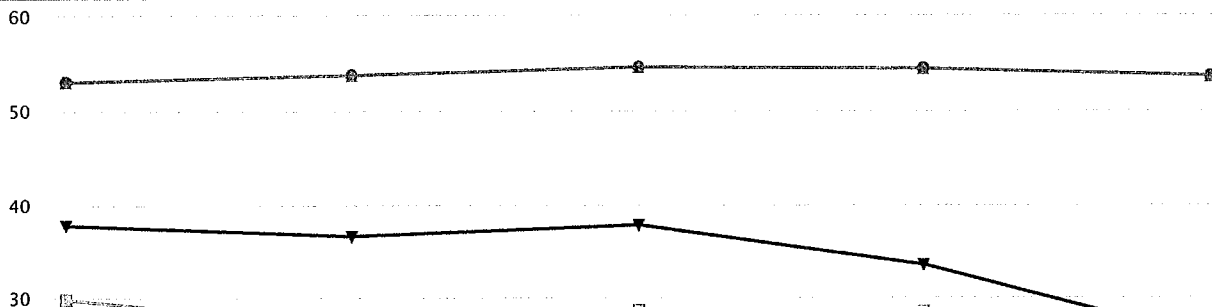
Directory information current as of the 2018-2019 Report Card publication date.

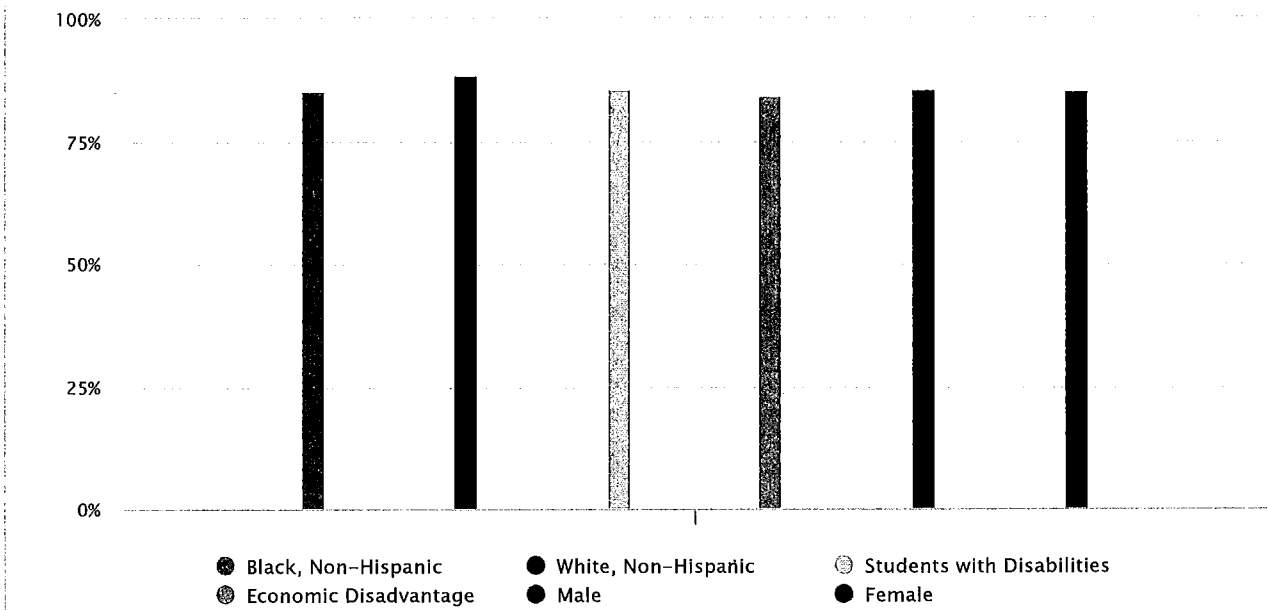
Sponsor
ESC of Lake Erie West



	Enrollment #	Pct
All Students	54	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	20	36.7
Hispanic	NC	NC
Multiracial	NC	NC
White, Non-Hispanic	26	48.4
Students with Disabilities	54	100
Economic Disadvantage	26	47.7
English Learner	NC	NC
Migrant	NC	NC

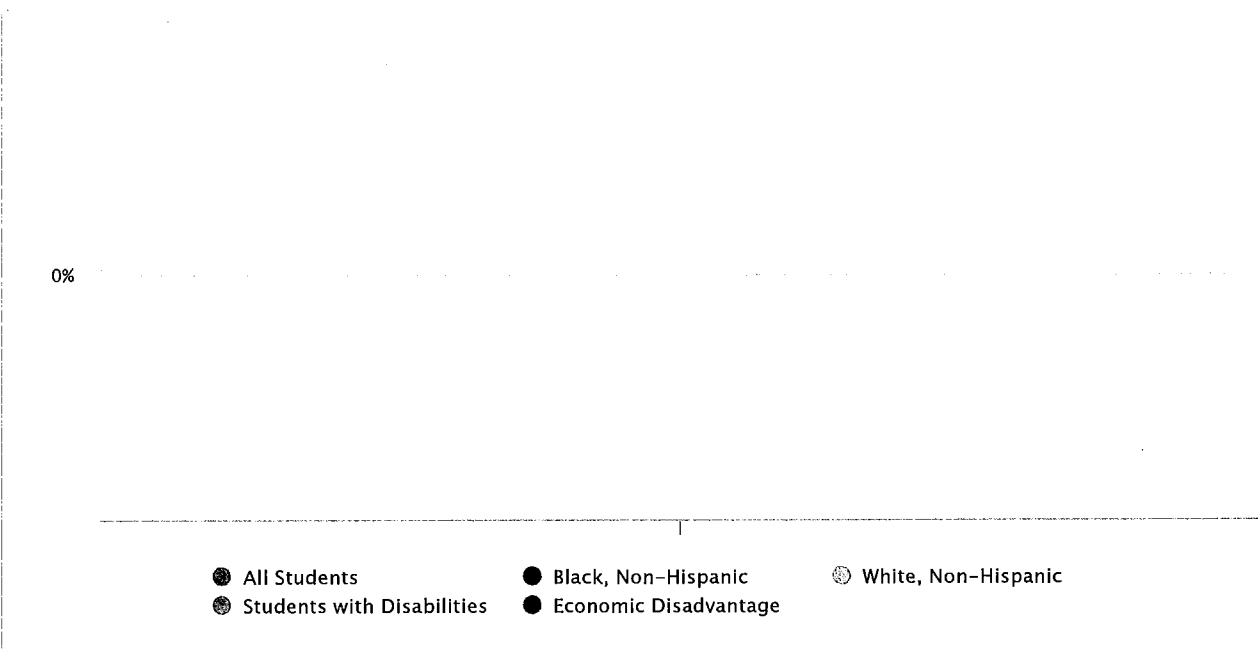
Show all subgroups





This graph shows attendance rates by subgroup.

	Attendance Rate
All Students	85.5%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	85.4%
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	88.4%
Students with Disabilities	85.5%
Economic Disadvantage	84.4%
English Learner	NC
Migrant	NC
Male	85.5%
Female	85.4%



This chart shows the percentage of students, who, because they moved into or out of the district, did not spend a majority of the year within the district.

	District Mobility
All Students	0%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	0%
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	0%
Students with Disabilities	0%
Economic Disadvantage	0%
English Learner	NC
Migrant	NC

If Enrollment is less than 10, results are Not Calculated (NC).

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

Positive Behavior Intervention

Has the district implemented a positive behavior intervention and support framework in

compliance with **Ohio Revised Code** (<http://codes.ohio.gov/orc/3319.46>)? **No**

Your School's Teachers

	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	77.8	
Percentage of teachers with at least a Master's Degree	22.2	
Percentage of inexperienced teachers	88.9	
Percentage of inexperienced principals		
Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed	26.7	
Percentage of teachers teaching with temporary or conditional credentials	0.0	
Lead or Senior Teachers	0.0	

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's 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.

Educators in your School

	Number	State Avg per 1000 Students
General Education Teachers	0	45.7
Career-Technical Teachers	0	1.1
Special Education Teachers	9	13.4
Teacher Aides	0	7.2
Gifted Intervention Specialists	0	0.6
Fine Arts Teachers	0	3.2
Music Teachers	0	2.6
Physical Education Teachers	0	3.1
ELL Specialists	0	0.4

Teacher Evaluations

Wellness and Physical

Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards	NC Success
Compliance with the federal requirement for implementing a local wellness policy	✘
Elected to administer BMI screening	✘
Participation in Physical Activity Pilot Program	✘

- Accomplished
- Skilled
- Developing
- Not Complete

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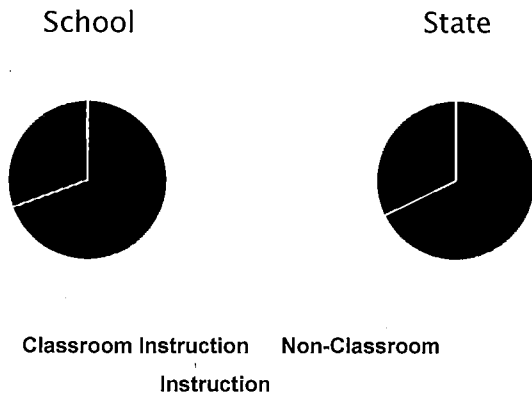
Financial Data

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: **Community Schools with Enrollment less than 150**

Classroom Spending Data

What percent of funds are spent on classroom instruction?
69.4%



Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$6,148	\$9,721
Classroom Instruction	\$4,268	\$6,583
Non-Classroom Spending	\$1,880	\$3,137
Federal Funds	\$303	\$687
State and Local Funds	\$5,845	\$9,034

