

Zenith Academy East

The Future of Our Children

Community School Annual Report

2021-2022

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SYNOPSIS

Zenith Academy East started operation on July 1st 2010 with 50 students from Kindergarten to 6th grade. The enrollment has steadily grown from 100 in Jul 2011 to 290 in 2022. The current grade span is K through 8th grade. The location of the school is 2261 S. Hamilton Road. The floor space is about 30,000 sq. ft. and further expansion is being considered to accommodate more students. Zenith Academy East is sponsored by Saint Aloysius Orphanage. Zenith Academy East has finished eleven years of operation successfully. The report card for fy22 shows that the students made more progress than expected in most grades while in some grades Students made progress similar to the statewide expectation.

Zenith Academy East Curriculum and Goals

Curriculum

Zenith Academy East uses Houghton Mifflin's 'Journeys' curriculum and McGraw Hill's 'MyMath' curriculum for ELA and Math respectively. Both are aligned to the Common Core Standards (CCS). The CCS serves as the curriculum for all other subject areas. Zenith Academy East focuses on promoting our LEP students to grade level performance. In this regard, the curriculum is supplemented by online training modules for use by students including but not limited to Learning A-Z. Zenith Academy East also has a Foreign Language Instruction component. In regards to character building, Zenith Academy East trains its staff on Positive Behavior Interventions and Supports (PBIS). This model encourages students to self-regulate as well as promoting positive reinforcement for their peers. Besides the core academic subjects, Zenith Academy East offers Art, Physical Education, Health, Library/Media classes. All of these are taught by highly qualified teachers licensed with ODE.

Goals

We will show a 25% reduction of students in grades 3-8 who are not on track or proficient in their reading assessment. This will be measured by NWEA MAP assessments (given 3x a year) and the student's performance on the AIR assessments. We are also working towards 100% of our teachers using best practices when teaching and assessing reading. We will create a K-5 90 minute literacy block to ensure that there is adequate time being spent on reading instruction. In grades 6-8 we will have classroom reading block as well as a 15 minute writing block first thing in the morning and a 30 minute leveled reading block directly before lunch. Students will be leveled based on MAP scores and can be moved as their skills increase.

The Gap Closing component shows how well schools are meeting the performance expectations for our students in English language arts, math, and graduation. It also measures how schools are doing in supporting English learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying gifted students and providing gifted services.

The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English Language Arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year.

The fy22 report card shows that our school significantly exceeds state standards in closing educational gaps.

By June 2023, 90% of all students (including those in identified subgroups) in grades K-8 will utilize appropriate classroom and hallway behaviors that increase time on task and contribute to a positive learning environment as measured by decreased office referrals, suspension, and expulsions as compared to August 2022.

Our goals are to graduate students who are successful lifelong learners and responsible citizens of their school, community, neighborhoods, and world.

Our school goals are continually striving for excellence. State assessment data indicate that our students make an average of 2 year's worth of growth per academic year.

Instructional Strategies

Zenith Instructional Strategies are solely based on assessment data. We incorporate monthly assessments within the instructional planning schoolwide to ensure students are learning the curriculum at a high level of achievement. From the assessments, we drive our instructional strategies based off of the student's needs. Some of these strategies include but aren't limited to: Hands on manipulatives, read alouds, choral reading, pictorial learning, alternative ways to assess, small group instruction, word to picture correspondence, and real life perspectives.

Classroom Management

Zenith Classroom Management is developed by the classroom teachers through positive based instructional supports. A teacher-led committee designs and oversees the implementation of district-wise strategies. Our goal is to apply the same expectations within and outside the classroom environment.

Staff Development

The Zenith staff undergo curriculum training for writing, math and science directly by the curriculum publishers. They have also engage in blood borne pathogens and child abuse recognition training among other in-house professional development seminars. In addition to in-house professional development, Zenith also procures vendors for targeted staff training focusing on ELL strategies, the ETR process, PBIS, administration, and technology. For example, the Beacon Educational Services of Franklin County provided in-service in Adaptive Behavior Strategies and ESL related problems.

Zenith reimburses 75% of the tuition cost up to a maximum of \$2000 per year for each full time staff member who desires to enhance his/her skills in a relevant subject area.

Managing Behavior Problems

Zenith enforces a set discipline policy. Playground and classroom rules and expectations are clearly stated and, for the most part, regularly followed. Students having difficulty obeying school rules are involved in a character education and/or incentive program. Zenith has parent liaisons that help students on making the right choices for their behavior. The following is the number of expulsions, suspensions and detentions during 2016-17 academic year:

# of students expelled	0
#of students who served in-school suspension/Peak Room	3
#of students who served out of school suspension	6

Staff Demographics

Zenith Academy East staff is diverse in background, education and experience. The following reflects the number of administrators, teaching staff and support personnel as well as their racial composition:

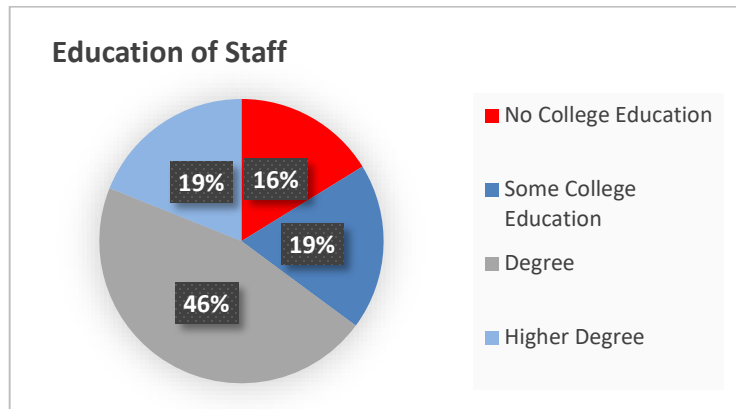
Composition of Staff	
Classroom Teachers	16
Instructional Assistants	4
Intervention Specialist	2
ESL Teacher	1
CTE Instructor	2
Administrative	3
Parents' Liaison	1
Physical Education	1
Library/Media Specialist	1
Food Service	3
Total	39

Racial Composition of Staff:

American Indian and Alaskan Native	0%
Asian	11%
Black or African American	35%
Hispanic or Latino	0%
Native Hawaiian or Other Pacific Islander	0%
White	54%

Staff with Specialties:

Reading Endorsement	3
Physical Education	1
Masters Degree	7
ESL	1



FINANCIAL REPORT

Income:

Following shows the income and expenditures for 2021-2022 Academic year:

Income	Amount
State Foundation	2,762,230
Fed Grants	1,330,656
Other Funds	
Misc.	95
Total	\$4,092,981

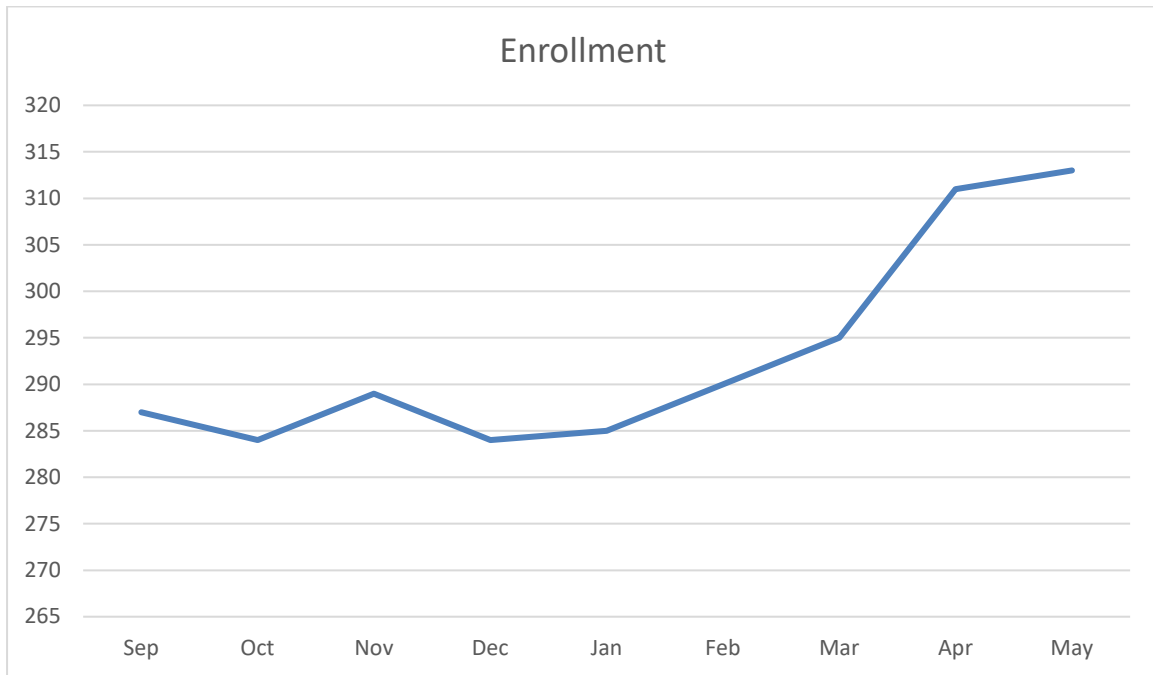
Expenditure:

Expense	Amount
Salaries and Wages	1,377,696
Retirement and Benefits	318,014
Purchased Services	835,278
Supplies	79,065
Professional Fees	1,134,462
Capital Outlay	0
Misc	16,124
Total	\$3,760,639

ATTENDANCE

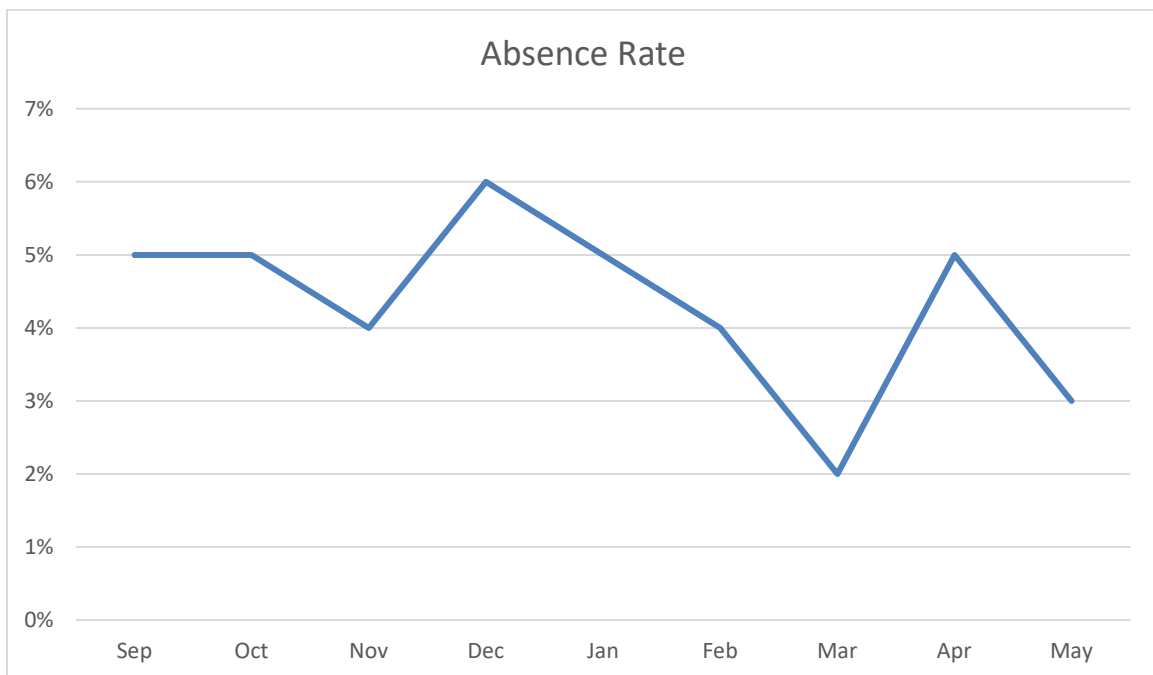
Student Enrollment

The enrollment has steadily increased from 220 in FY11 to 295 in FY21. On the average, each classroom has 15 to 20 students.



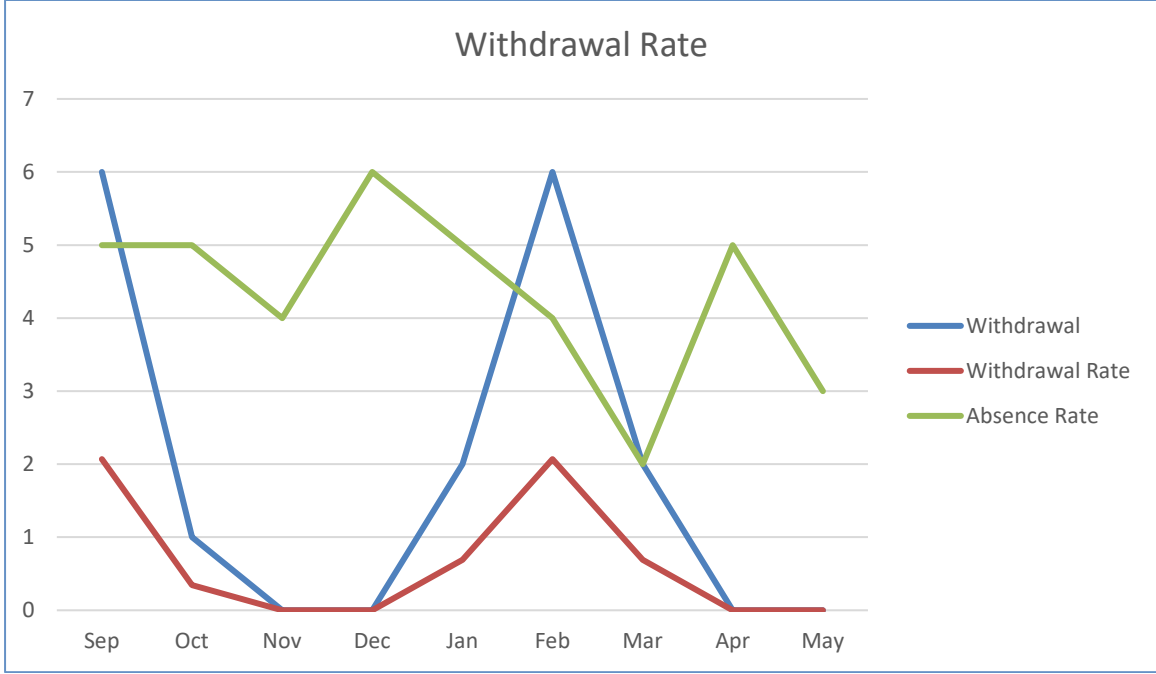
Absence Rate:

2021-2022 was our ninth full Academic year. The average absence rate was 4.8% of the total enrollment.



Student Withdrawal Rate:

The withdrawal rate ranged from 0 to 2%. The graph below shows the trend.



ASSESSMENT RESULTS

All students at Zenith Academy East were assessed for their English Proficiency through LAS Links testing. Those who qualified were evaluated through administration of OELPA in the Spring of 2022. In addition, AIR tests were administered in March to grades 3 through 7 as required by the State Department. As to assist in assessing progress for SY 2022 including any report card data, and their grade level proficiency, Zenith also administered the MAPS test to grades 2-8 in the fall of 2021 and again in spring of 2022. This test was to determine the student's ability in acquiring a year's growth and if they could be promoted to the next grade.

STRATEGIC PLANNING

Zenith Academy East Board Goals

The goal at Zenith Academy East is to remove barriers to equal access to education.

Zenith Academy East's goal is to meet the academic and character development needs of a diverse group of students. The students' needs will be met through the well-developed academic and character education plan.

Zenith Academy East's current educational plan encourages participation of parents and the community. The plan has helped the school to integrate with the community and agencies.

Administrative Goals

Zenith Academy East Administrative Goals are to provide procedures, curriculum, and materials to staff and students.

Zenith Academy East Administrative team will work to enhance and promote student activities and parent participation in school activities and parent information. Their focus is to help cultivate the best possible environment conducive to learning and the character development of our students

Educator Goals

Zenith Academy East educator goals are

- to teach, align and support Zenith Academy East Curriculum.
- to work with Local Professional Development Committee to document Individual Professional Development Plans for individual teachers.
- to increase technology in the classroom.
- to learn and apply new ways of evaluating student performance as tied to instruction.
- to keep certifications and licensure current and updated.
- to attend workshops, in-services and classes to improve skills and keep credentials current.

Student Goals

Zenith Academy East student goals are to learn English as a second language. Students are to become proficient in English. Students are to learn and apply knowledge in all content areas: Reading, Math, Science and Health and Social Studies as well as Citizenship.

Support Staff Goals

Zenith Academy East support staff goals are to increase job knowledge (to seek, enhance and develop skills in working with students.)

Zenith Academy East support staff goals are to develop strategies to work with students and colleagues, other support staff and parents.

Zenith Academy East support staff goals are to develop behavior modification techniques and feedback with students.

Zenith Academy East support staff goals are to further improve their own education by attending classes for professional development and certification.

Parent Goals

Zenith Academy East parent goals are to develop an active partnership with the school, staff and administration to support their student's success in learning.

Zenith Academy East parent goals are to develop better communication with the school by attending classes on English and Behavior Interventions. Zenith Academy East holds parent teacher conferences on a quarterly basis. They are regularly informed about their child's behavior, homework completion, and academic progress.

Conclusion

Our hard work has laid the solid foundation for a stable community school. Considering the milestone we set in our first year, we are committed to strive to be in a continuous improvement trend. We are committed to nurture our diverse student body and to meet all the goals articulated in our contract with our current sponsor CSS.

SPONSOR' STATEMENT

- St. Aloysius, as the sponsor of this school, is legally mandated to provide oversight, monitoring, and technical assistance. As part of the monitoring process, the performance of the school is assessed and evaluated on each of the required Ohio School Report Card components. Additionally, St. Aloysius has a regular presence at school board meetings where student performance indicators such as attendance, behavior, and academic achievement are tracked and financial and organizational issues that impact student success are reviewed and discussed. Key to the oversight, monitoring, and technical assistance is St. Aloysius' review of the school's Ohio Improvement Process (OIP) plan development and implementation. As a result of our thorough oversight and monitoring, St. Aloysius has determined that this school is substantially compliant with the rules and regulations governing community schools.

All community school sponsors are required to submit a written report of the evaluation results of the school's academic, financial, and organizational performance, as well as the school's legal compliance with Ohio Revised Code, Ohio Administrative Code, and to the terms of the Community School contract. This report must be made available to parents of students enrolled in the community school by November 30th of each year under OAC 3301-102-05 (A) (3). An Annual Report regarding the performance of this school and other schools under the sponsorship of St. Aloysius will be posted on our website at www.stalschildren.org/charterschools and www.charterschoolspec.com no later than November 30, 2022. Parents are urged to review this report, in addition to other monitoring and evaluation reports available through the school or the sponsor for a full understanding of the school's performance.

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Zenith Academy East

The Ohio School Report Cards include performance information provided by schools and districts including academic, financial, and opportunity to learn data. Some of this data is then combined into six components that receive star ratings to indicate the level of performance for the school and district.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

★☆☆☆☆
Needs support to meet state standards in academic achievement.

Performance Index

54.1%

Graduation

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

☆☆☆☆☆

graduation rate.

Graduation Rates

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

Progress

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

★★★★★
Significant evidence that the school exceeded student growth expectations by a

larger magnitude.

Overall

Early Literacy

This component looks at how successful schools are at improving reading for at-risk students in grades K-3.

★☆☆☆☆
Needs significant support to meet state standards in early literacy (K-3).

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

13.9%
31.8%
100.0%

Gap Closing

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

★★★★★
Significantly exceeds state standards in closing educational gaps.

Annual Performance Goals

81.0%

College, Career, Workforce and Military Readiness

This component looks at how well-prepared Ohio's students are

for future opportunities, whether training in a technical field or preparing for work or college.
Students who are ready

