

# Ohio School Report Cards



School Grade

## 2020 - 2021 Report Card for Summit Academy Akron Elementary School

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 10 measures and six components. *The 2020-2021 report card will not have grades or ratings per Ohio law.*

### Achievement

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

Performance Index:

**44.2%**

Indicators Met

NC



Component  
Grade

### Progress

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

Value-Added

Overall

Gifted

**Lowest 20% in Achievement Students with Disabilities**

NR

NR

NR

NR



Component  
Grade

### Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency. *The English language proficiency data is not available this year.*

Annual Measurable Objectives

NC



Component  
Grade

### Graduation Rate

This component shows the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates



Component  
Grade

### Improving At-Risk K-3 Readers

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

Improving At-Risk K-3 Readers



Component  
Grade

### Prepared for Success

This component looks at how well-prepared Ohio's students are for future opportunities, whether



Component  
Grade

NR

10/21/21, 8:29 AM

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

**NC**

Ohio School Report Cards

**NR**

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

# Ohio School Report Cards



## 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' index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.



Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus	0	X 1.3	= 0
Advanced	2.2	X 1.2	= 2.7
Accelerated	5.2	X 1.1	= 5.7

### 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%.

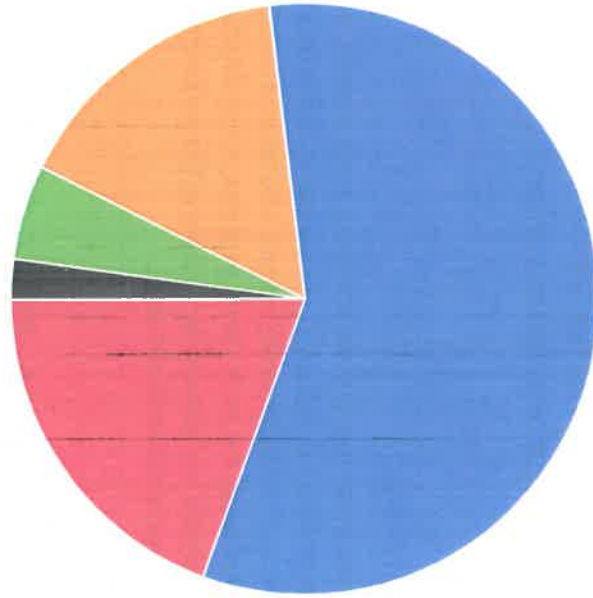


Third Grade	Fourth Grade	Fifth Grade
English Language Arts	37.5%	11.1%
Mathematics	25.0%	11.1%

Achievement Level	Pct of Students	Points for this Level	Points Received
Proficient	15.7	X 1.0	= 15.7
Basic	19.4	X 0.6	= 11.6
Limited	57.5	X 0.3	= 17.2
Untested	0	X 0.0	= 0.0

**53.0**

100%



- Advanced Plus
- Limited
- Advanced
- Basic
- Accelerated
- Untested
- Prof

English Language Arts	Mathematics	Science
45.5%	4.5%	27.3%

Non-Test Indicators

Gifted Indicator **NC**

Chronic Absenteeism **78.2%**

Third Grade

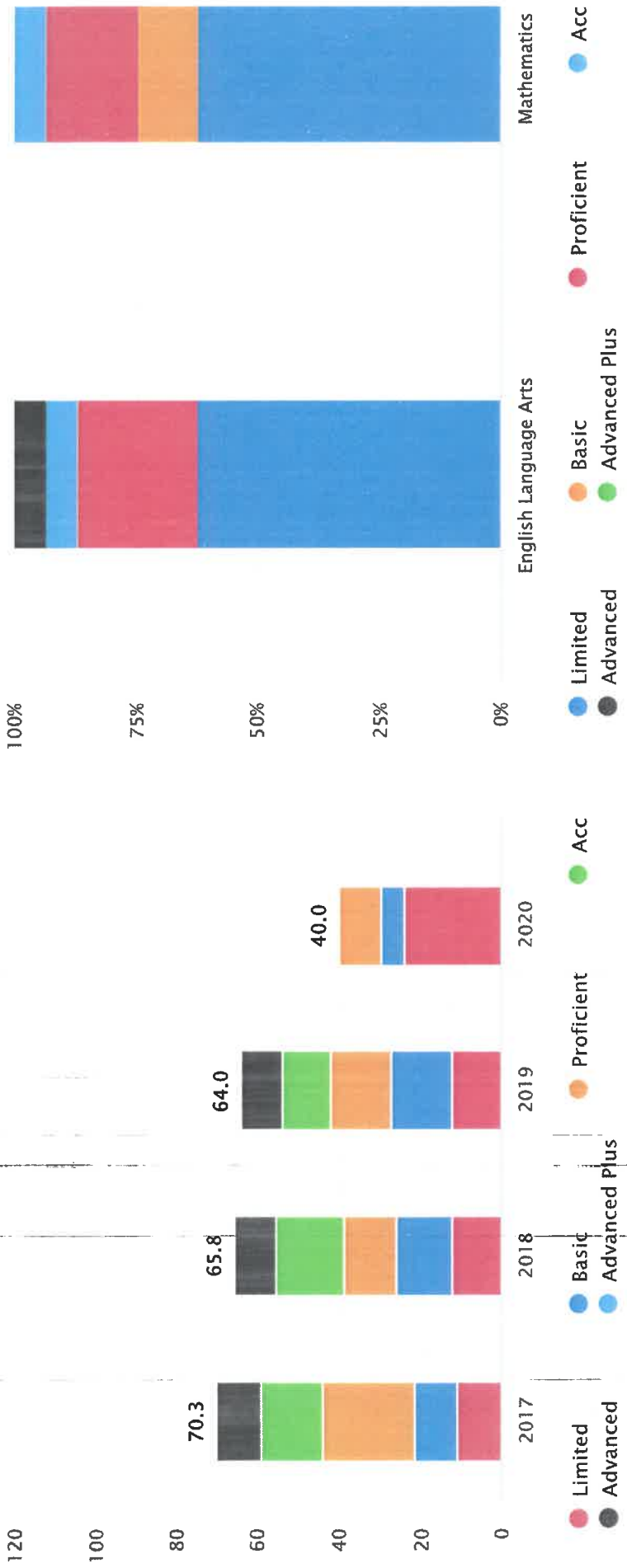


- School
- District
- State

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

Third Grade



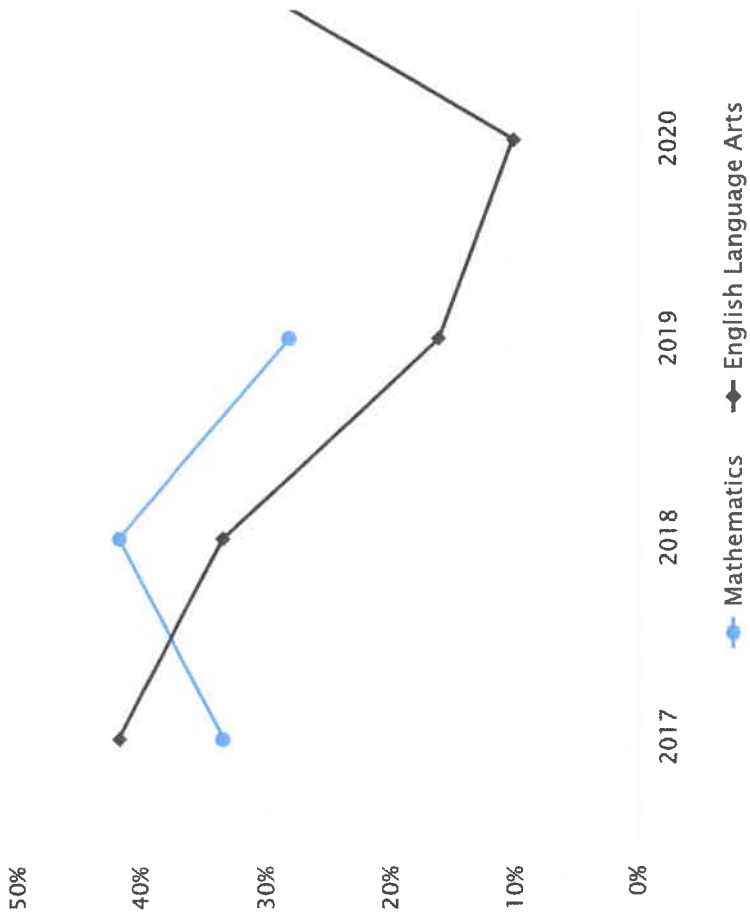


Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

Third Grade



### Ohio School Report Cards



Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

# Ohio School Report Cards



## Progress

Component Grade

This component looks closely at the growth all students are making based on their past performances. The data for this component is not available this year.

For more detailed data on Progress and Value-Added, click here. (<https://ohiova.sas.com/fw.html?yU=133587&yV=133587>)



### 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.



### Gifted Students

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



### 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.



### 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	Mathematics	Science	All Tests
All Grades	Progress	Progress	Progress	Progress
4th Grade	Progress	Progress	Progress	Progress
5th Grade	Progress	Progress	Progress	Progress
6th Grade	Progress	Progress	Progress	Progress
7th Grade	Progress	Progress	Progress	Progress
8th Grade	Progress	Progress	Progress	Progress

#### Progress

Test Grade	English	English	Algebra	Geometry	Mathematics	Mathematics
Grade I	I	II	I	I	I	II
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



# Ohio School Report Cards



Component  
Grade

## Gap Closing

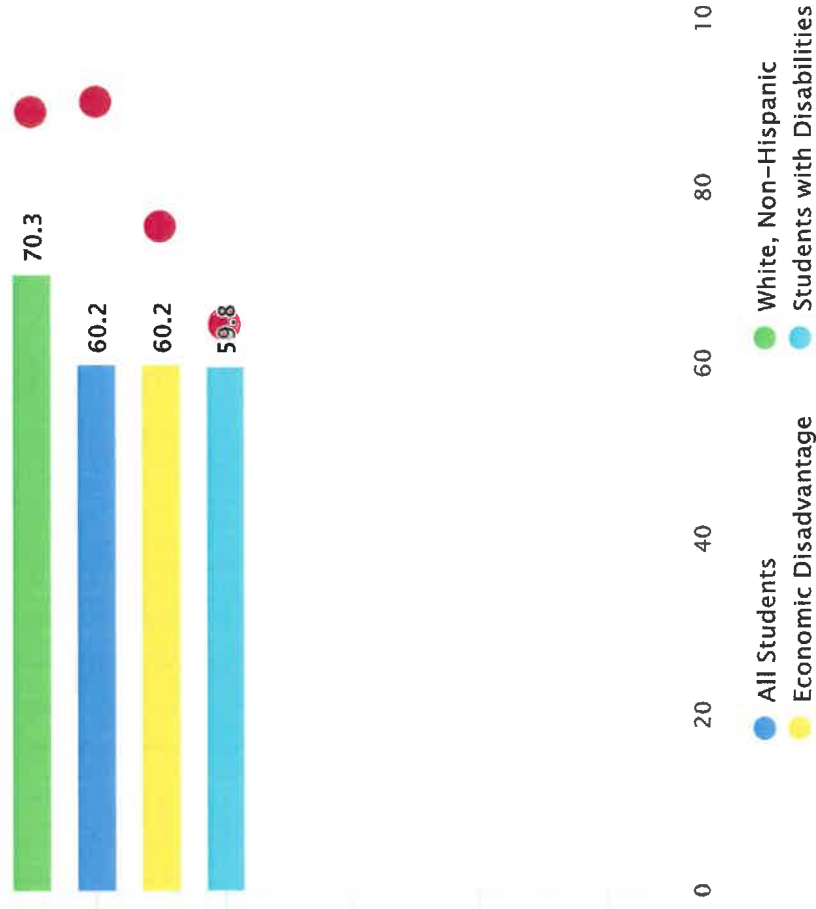
The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.

### Annual Measurable Objectives

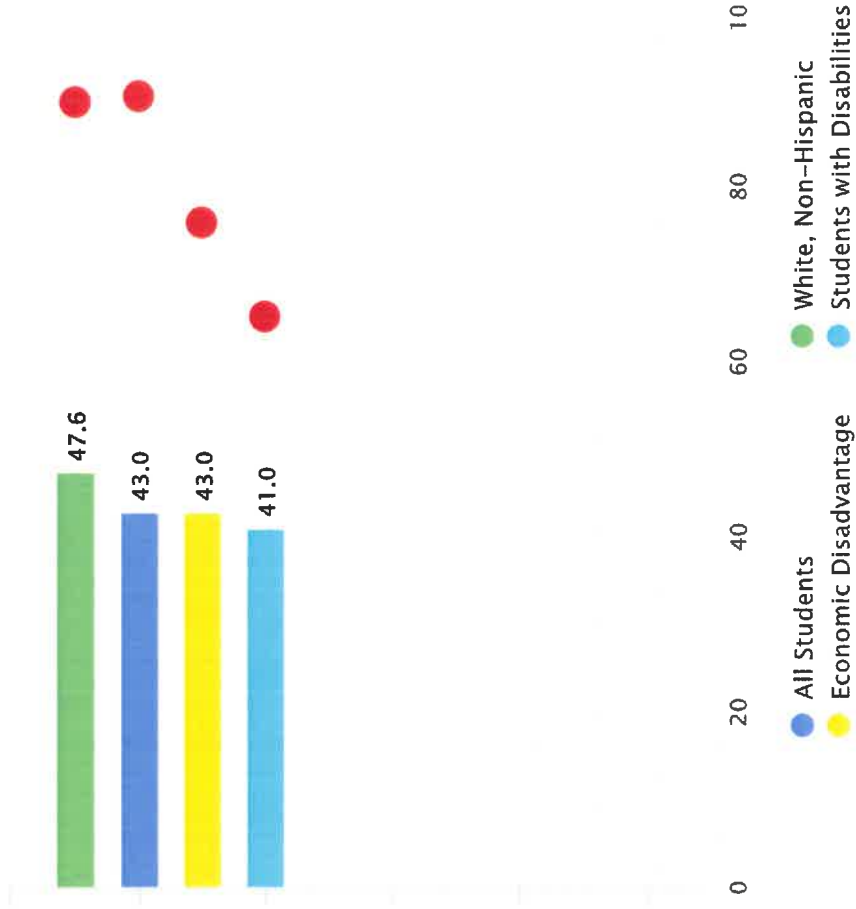
Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state expectation in ELA, math and graduation. A fourth AMO measures whether English Learners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

**NR 0.0%**

### Performance Index by Subgroup



### Performance Index by Subgroup



This school does not have an Annual Measurable Objective for Graduation Rate because there were 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 15 students are not rated and do not appear on the graphs.



# Ohio School Report Cards

## Improving At-Risk K-3 Readers

Component  
Grade

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

4 Students Moved to  
On Track —  
0 RIMP Deductions

● / ●  
29 Students Started  
Off Track

How many third graders met the  
Third Grade Reading Guarantee  
requirements for promotion to 4th  
grade?  
**100.0%**

NR **13.8%**



● Moved to On Track ● Remained Off Track

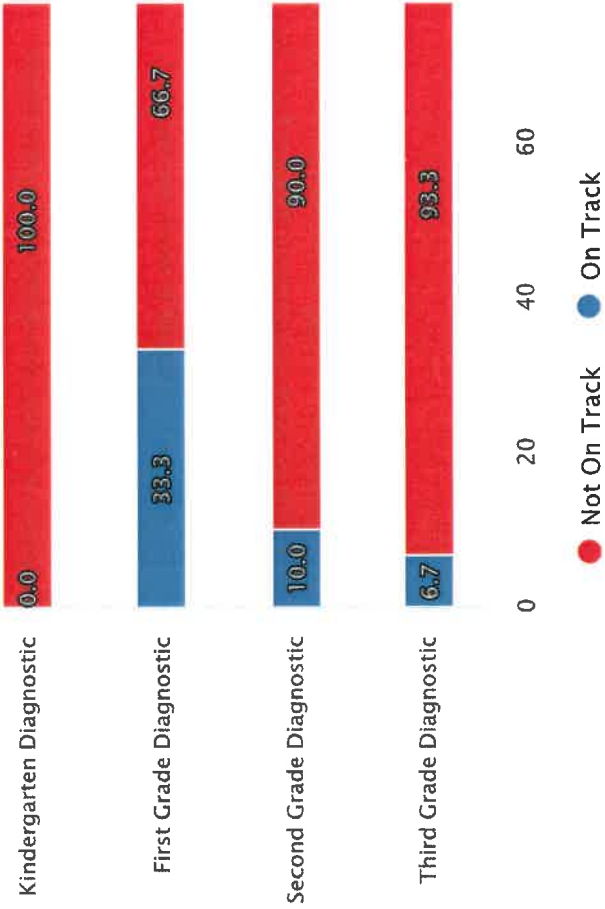
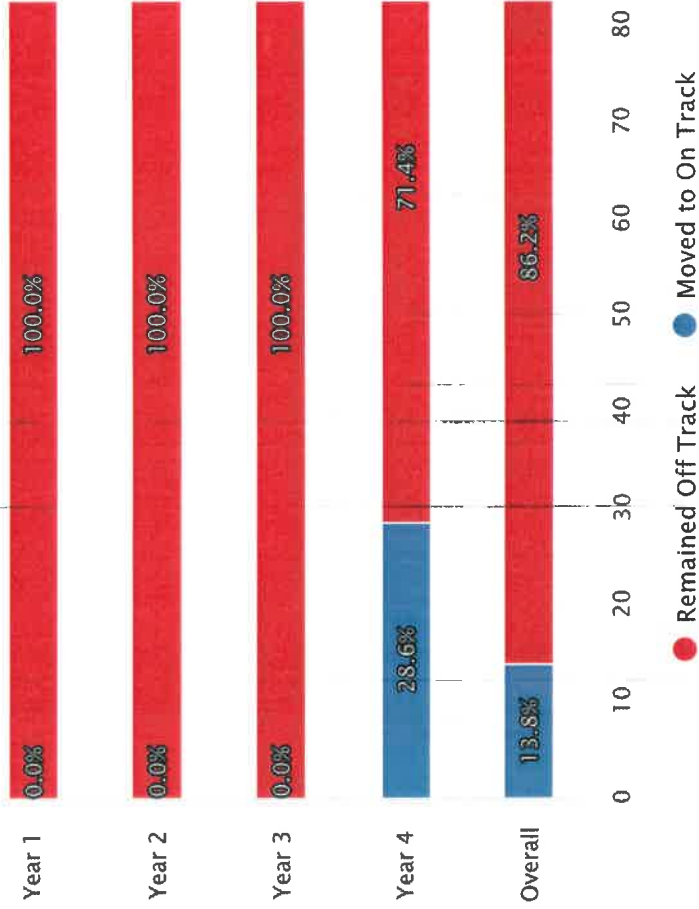
RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

How many third graders scored  
proficient on the state English  
language arts test?  
**37.5%**

Ohio's Third Grade Reading Guarantee provides a proactive approach to reading supports beginning in kindergarten. If a child needs additional support to be reading at grade level in any grade from kindergarten through third, the school collaborates with the child's family to develop and provide a Reading Improvement and Monitoring Plan. The goal of this state-wide policy is to ensure every child 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 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. *For the 2020-2021 school year, Ohio law temporarily waived the requirement that a student meet the promotion threshold to advance to fourth grade.*

# Percentage On Track Reading Diagnostic



# Ohio School Report Cards



Component  
Grade

## 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.

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





# Ohio School Report Cards



Component  
Grade

## 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.

This data cannot be shown because there are not enough students in the graduating class of 2020 to evaluate.



# Ohio School Report Cards

## Gifted Students

NC

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.

#### Gifted Value Added

Value Added Grade: NR

Value Added Met? NC

#### Gifted Performance Index

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0

### Additional Information on Identification and Services

All Grades

Performance Index Met? NR

or better to meet the Gifted Performance Index component.

### Gifted Inputs

Total Points: 0.0

Gifted Input Met? NC

Points are earned based on identification and services provided to gifted students. Schools 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.

 Identified  Receiving Services

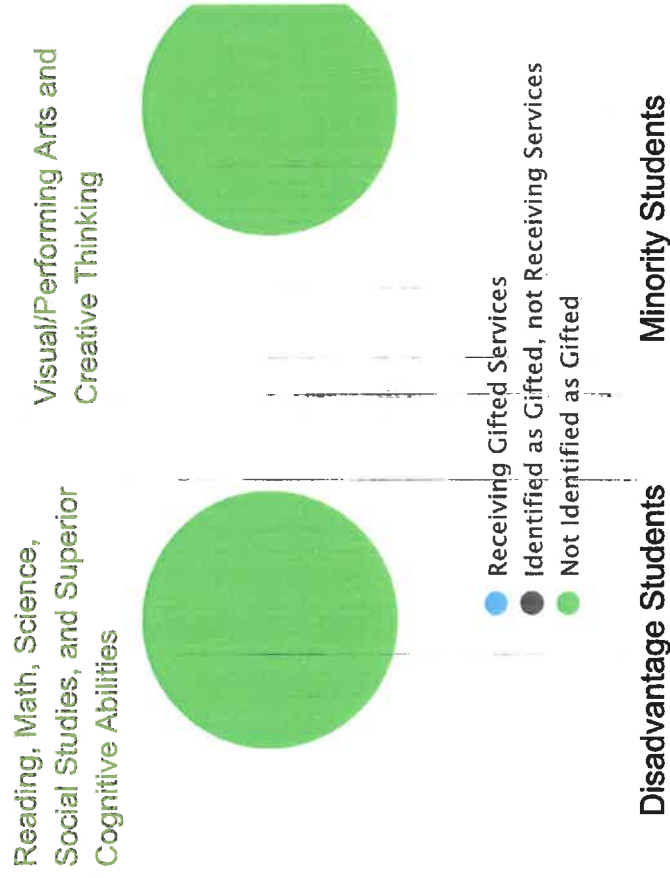
This chart shows the percentage of all enrolled students that are identified as gifted and that are receiving gifted services.

**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.





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







# Ohio School Report Cards

## School Details

Principal

**Dawn R. Presley**

Phone

**(330) 253-7441**

Address

**2503 Leland Ave  
Akron, OH 44312-2426**

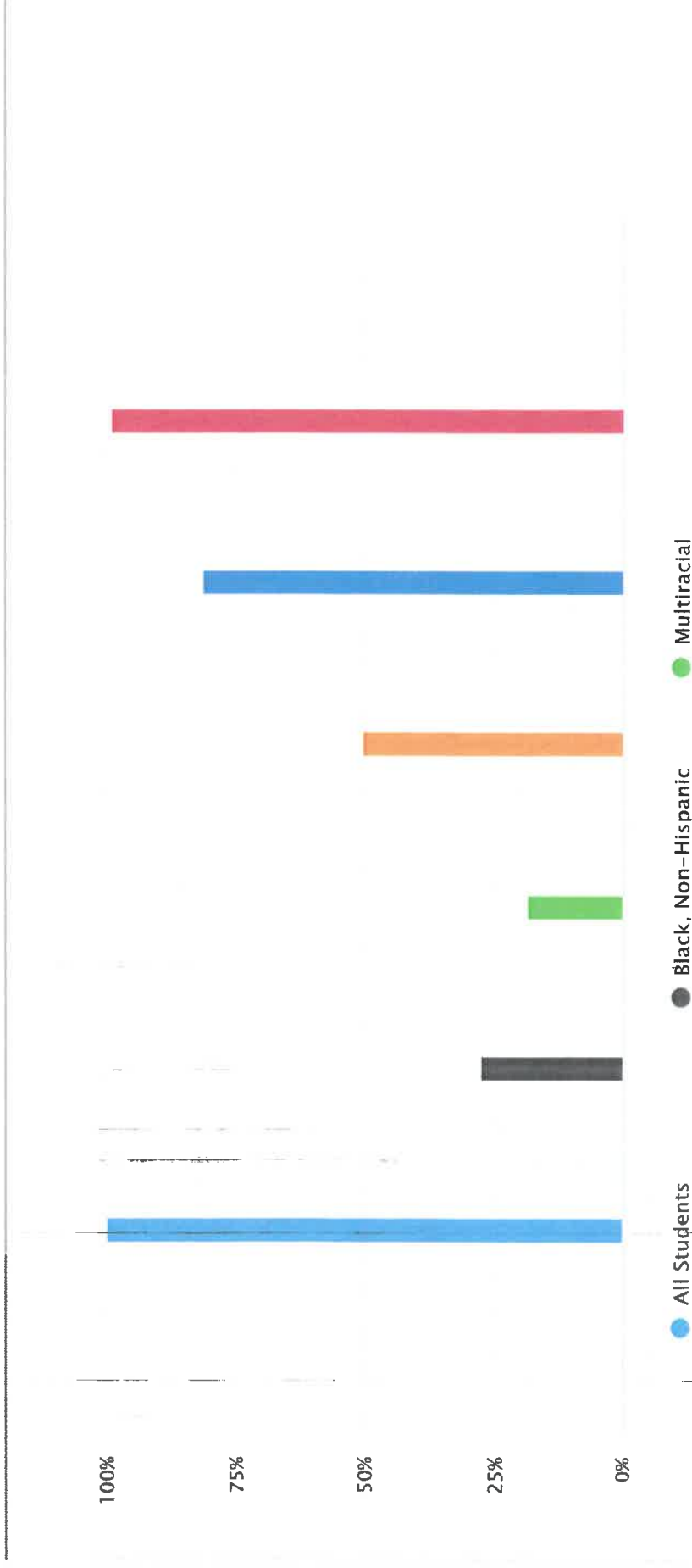
Career Technical Planning District

**Akron City CTPD (/ctpd/overview/200095)**

Sponsor

**ESC of Lake Erie West**

Directory information current as of the 2020-2021 Report Card publication date.



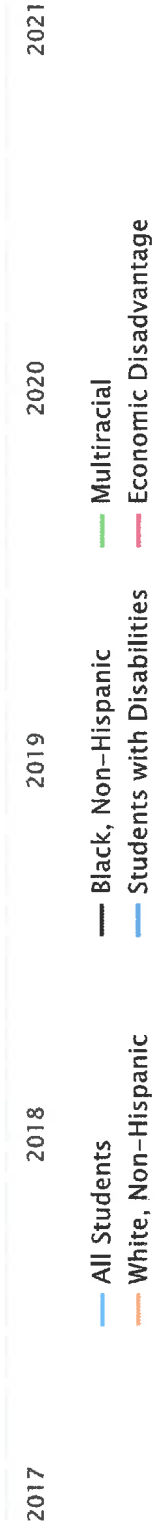
● White, Non-Hispanic
 ● Students with Disabilities
 ● Economic Disadvantage

Enrollment # Pct

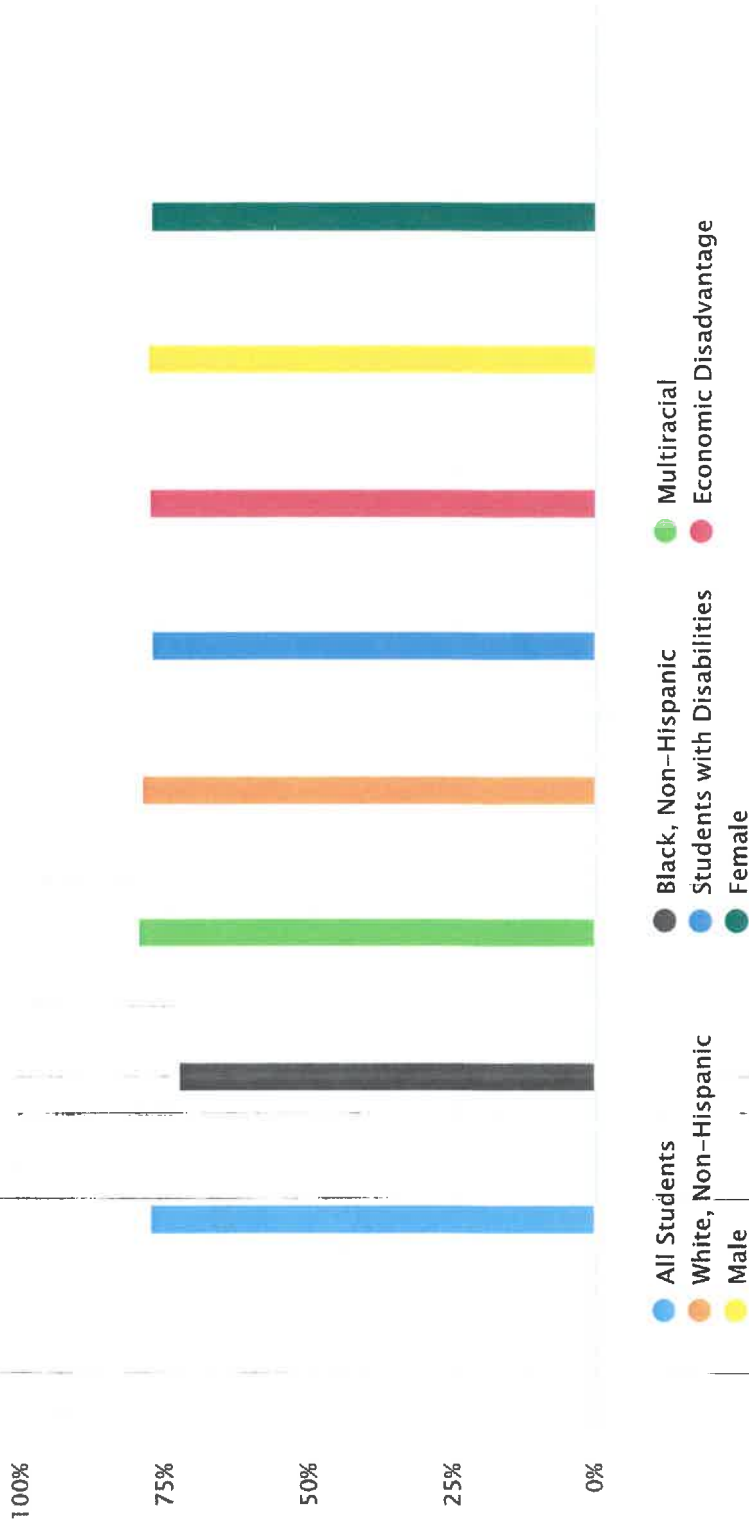
All Students	90	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	25	27.9
Hispanic	NC	NC
Multiracial	17	19.1
White, Non-Hispanic	45	50.8
Students with Disabilities	73	81.3
Economic Disadvantage	89	99.2
English Learner	NC	NC
Migrant	NC	NC

Show all subgroups ▼





This graph shows enrollment trends across time.



Attendance Rate  
Attendance Data

All Students 77.5%

American Indian or Alaskan Native NC

Asian or Pacific Islander NC

Black, Non-Hispanic 72.6%

Hispanic NC

Multiracial 79.6%

White, Non-Hispanic 78.7%

Students with Disabilities 77%

Economic Disadvantage 77.4%

English Learner NC

Migrant NC

Male 77.8%

Female 77.1%

40%

30%

20%

10%

0%

- All Students
- White, Non-Hispanic
- Black, Non-Hispanic
- Multiracial
- Students with Disabilities
- Economic Disadvantage

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

26.4%

American Indian or Alaskan Native

NC

Asian or Pacific Islander

NC

Black, Non-Hispanic

21.4%

Hispanic

NC

Multiracial

15.8%

White, Non-Hispanic

33.3%

Students with Disabilities

23.2%

Economic Disadvantage

25%

NC

District Mobility

### Migrant

NC



- All Students
- White, Non-Hispanic
- Black, Non-Hispanic
- Economic Disadvantage
- Multiracial
- Students with Disabilities

Chronic Absenteeism Rate

All Students

78.2%

American Indian or Alaskan Native

NC

Asian or Pacific Islander

NC

Black, Non-Hispanic

88%

Hispanic

NC

NC

NC

Chronic Absenteeism Rate

White, Non-Hispanic

72.4%

Economic Disadvantage

78.8%

English Learner

NC

Students with Disabilities

76.9%

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)? Yes**

### Wellness and Physical Education

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

Moderate Success

Compliance with the federal requirement for implementing a local wellness policy



Elected to administer BMI screening



Participation in Physical Activity Pilot Program



## Your School's Teachers

Your School      Your District

Percentage of teachers with at least a Bachelor's Degree

86.7

Percentage of teachers with at least a Master's Degree

0.0

Percentage of inexperienced teachers

40.0

Percentage of inexperienced principals

0.0

Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed

0.0

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	6.0	47.3
Career-Technical Teachers	0.0	1.1
Special Education Teachers	9.0	13.7
Teacher Aides	2.0	14.3



Number State Avg per 1000 Students

Gifted Intervention Specialists

0.0 0.6

Fine Arts Teachers

0.0 3.6

Music Teachers

0.0 3.0

Physical Education Teachers

0.0 3.6

ELL Specialists

0.0 0.4

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# Ohio School Report Cards District Home

Superintendent

Phone

**(330) 253-7441**

Address

**2503 Leland Ave  
Akron, 44312-2426**

County

Career Technical Planning District

Directory information current as of the 2020-2021 Report Card publication date.

**Akron City CTPD (/ctpd/overview/200095)**

**Click here ()** to go to the district's profile page.

By clicking this link you will leave the Ohio Department of Education's website, and the Department is not responsible for any external site's content.

## Your District's Students

Enrollment

Attendance Rate

%

Graduation Rate

0%

Number of Schools

## Your District's Teachers

Attendance Rate

%

Average Salary

\$

Avg. Years of Experience

Lead or Senior Teachers



### Opportunity to Learn

Technology Access and Learning Model  
Data

[\(/district/learn/133587\)](/district/learn/133587)



### Report Card Overview

Ohio School Report Card Results

[\(/district/overview/133587\)](/district/overview/133587)



### Special Education Profiles

Link to Profile Reports on IDEA Indicators

[\(\)](#)



### Financial Data

School and District Spending and Source of  
Funds Data

[\(/district/finance/133587\)](/district/finance/133587)

# Ohio School Report Cards

## Financial Data

The financial measures provide information about spending on classroom instruction, average spending per student and comparisons to other districts and schools.

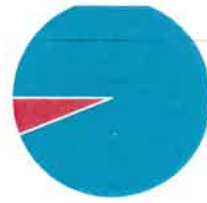
Comparison Group: **Community Schools with Enrollment less than 150**

### Classroom Spending Data

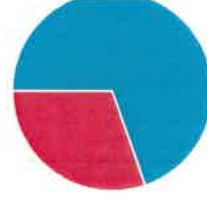
What percent of funds are spent on classroom instruction?

**94.0%**

School



State



Classroom Instruction

Non-Classroom Instruction

### Spending Per Pupil Data

Operating Spending per Pupil ⓘ **\$7,754** **\$10,334**

Classroom Instruction **\$7,287** **\$7,194**

Non-Classroom Spending **\$467** **\$3,141**

Federal Funds **\$1,154** **\$1,058**

State and Local Funds **\$6,600** **\$9,276**

### Ohio School Report Cards

