



Our Program

All students deserve a high quality education within supportive learning environments and dynamic educational experiences that enable them to achieve academic success. We believe that by combining academics with a strong sense of community, we will empower students to become global citizens, problem solvers, and lifelong learners. Our elementary school model creates a student-centered and individualized approach to learning by incorporating small group, self-directed, and peer group learning environments that enable students to become confident and successful.

Our teachers believe in the potential of each and every student. They differentiate instruction by using learning, assessment, and communication tools to discover each student's strengths. Our curriculum has been developed within the frameworks of the Common Core State Standards while focusing on the individual learning goals of each student.

Teachers continuously modify and adjust instruction based on a student's individual progress and achievement of learning goals. We embrace 21st century learning and equip students with technology as a tool to facilitate and enhance the learning experience. Learning to collaborate with others and connect through technology are essential skills that will allow our students to thrive in the 21st century.

Academic Goals

Our goal is to provide students with the essential knowledge and higher order thinking skills they need to become responsible and productive adults in society. Our academic goals provide a road map for teachers to follow while still allowing the time for creativity, differentiation, and completion of the performance standards necessary for all students to understand the content, and to have experiences that connect learning to real world scenarios. We accomplish this goal by providing students with the following:

All students regardless of the initial ability level can make significant academic gains in all content areas each school year. By equipping students with the skills necessary to become self-directed learners through the use of technology we make sure students are responsible owners and managers of their own learning process.

Our Mission

East Preparatory Academy is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, at future work, and in life.

To achieve the mission, our school will integrate current learning technologies into each classroom. We will offer authentic learning experiences that are representative of how children learn best, as well as offer a schedule and support activities that enable each student to reach to his or her potential. We want our students to leave with the skills and abilities necessary to achieve academic excellence, personal growth, and success as lifelong learners. This mission requires the support of the faculty, staff, families, and community in order to encourage and empower students to be responsible and valued citizens.

Our Vision

The school's vision is to improve the lives of its students and stakeholders through education.

Through careful planning and rigorous tracking, we allow students to take ownership of their academic growth. Providing students with the opportunity to grow socially is extremely important. We create environments in which students can work together in peer groups to accomplish shared goals and learn social responsibility. Our goal is to create an integrated system of instruction that allows students to advance both academically and socially. Quality teaching in a small group setting allows all students to develop at their own pace. Within the small group environment our teachers act as facilitators to encourage healthy group interaction and develop academic cooperation. This system of learning not only helps students who struggle, but also those who excel because it gives them the opportunity to mentor each other. We strive to build the self-esteem of our students while enhancing their knowledge of the grade level content.

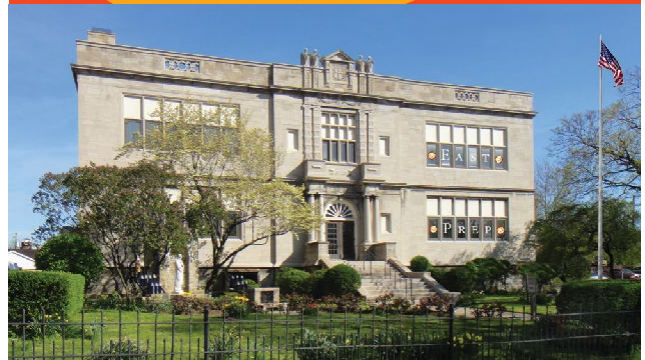
Sponsor Compliance Data

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 on each of the required Ohio School Report Card components is assessed and evaluated. 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 (State prescribed academic data is not available for SY2020-2021), financial, and organizational performance, as well as the school's legal compliance to the Ohio Department of Education. 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, 2021. 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.

State Report Card

Achievement Component	NR
Performance Index	NR
Indicators Met	NR
Progress Component	NR
Lowest 20%	NR
Gap Closing Component	NR
Annual Measurable Objectives	NR
Improving at-risk K-3 readers	95.7%
Overall Grade	NR
Student Attendance	88.2%

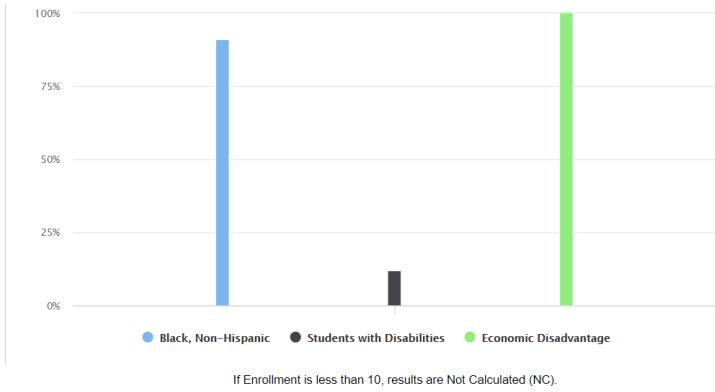


Board Members

Rhonda Young-Hurt, President Marilyn Williams
 Lisa Gonzalez
 Amanda Threat
 Brenda Goins
 Velma Chandler

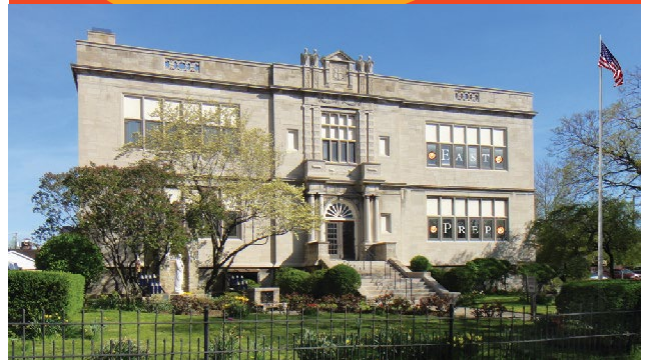
East Preparatory Academy is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administration or the Ohio Department of Education. All information contained in this report was accurate to the best of our knowledge at the time of printing

Student Demographics



Financial Condition (Unaudited)

Total Assets	\$436,342.00
Total Liabilities	\$407,707.00
Total Operating Revenues	\$2,499,177.00
Total Operating Expenses	\$2,133,619.00



Board Members

Rhonda Young-Hurt, President	Marilyn Williams
Amanda Threatt	Brenda Goins
Velma Chander	Lisa Gonzalez

East Preparatory Academy is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administration or the Ohio Department of Education. All information contained in this report was accurate to the best of our knowledge at the time of printing.