



PHOENIX
Community
Learning
Center
2021-2022
Annual Report

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The annual report for 2021-2022 will be disseminated to parents and the community by making it available on the school's website. In addition, hard copies will be available in the school's main office. Parents will be informed of the availability of the report through the school weekly Wednesday communication folder.

	Phoenix Community Learning Center - Rating	
Primary Academic Indicators	Primary Academic Indicators	Primary Academic Indicators
Performance Index (PI)	Falls Far Below	
Value Added (VA)	Does Not Meet	
Gap Closing	Does Not Meet	
Prepared for Success	NA	
Graduation Rate (4 years)	NA	
Improving At-Risk K-3 Readers	Falls Far Below	
Performance v. Local Market (PI)	Falls Far Below	
Performance v. Local Market (VA)	Falls Far Below	
Performance v. Statewide Charters (PI)	Falls Far Below	
Performance v. Statewide Charters (VA)	Falls Far Below	
Supplemental information (not rated)		
Internal Assessments		
Mission specific goals (section A.7 of the contract)		
Family and student survey		
Financial Measures of Success (Current Year)		
Ratio of Assets to Liabilities	Exceeds	
Days Cash	Exceeds	
Current year enrollment variance	Meets	

Financial Measures of Success (Prior Years)		
Multi-year Ratio of Assets to Liabilities	Meets	
Cash Flow	Meets	
Operations/Governance Primary Indicators		
Records Compliance	Exceeds	
Special Education Performance Determination (most recent annual)	Exceeds	

Internal Academic Goals

GOAL 1:

By Spring 2023, students in grades K-8 will show at least 1 years growth in reading school wide.

Metric: NWEA

Explanation: Students did not show 1 years growth in all areas. NWEA data shows that students in grades K-8 showed 0.89 percent growth school wide in reading last Spring. Only three classes showed a years growth. The NWEA will be administered in the Fall, Winter, and Spring.

GOAL 2:

By Spring 2023, students in grades K-8 will show at least 1 years growth in math school wide.

Metric: NWEA

Explanation: Students did not show 1 years growth. NWEA data shows that students in grades K-8 showed 0.69 percent growth school wide in math. Four classes were able to show a years growth. The NWEA will be administered in the Fall, Winter, and Spring.

GOAL 3:

Short Cycle Assessments (SCA's) are scheduled to be given approximately every six weeks throughout the 2022-2023 school year. SCAs are designed to provide formative information for planning and creating lessons that provide differentiation. 80% of students will reach their target score or better in reading in grades K-8.

Metric: NWEA

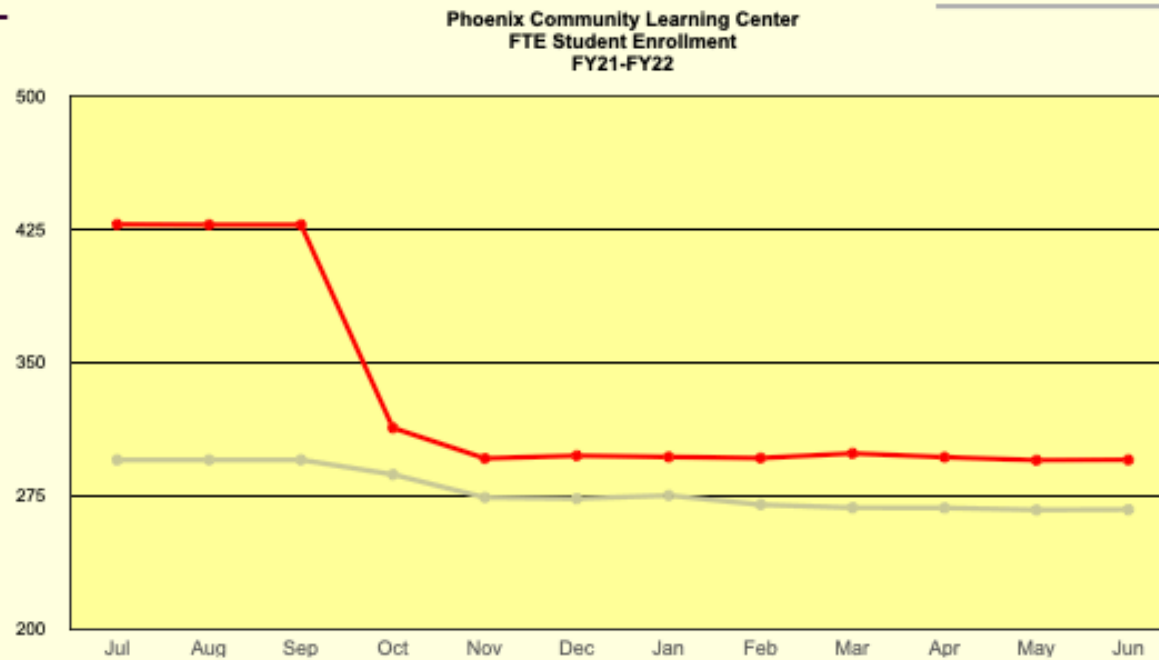
GOAL 4:

Short Cycle Assessments (SCA's) are scheduled to be given approximately every six weeks throughout the 2022-2023 school year. SCAs are designed to provide formative information for planning and creating lessons that provide differentiation. 80% of students will reach their target score or better in math in grades K-8.

Metric: NWEA



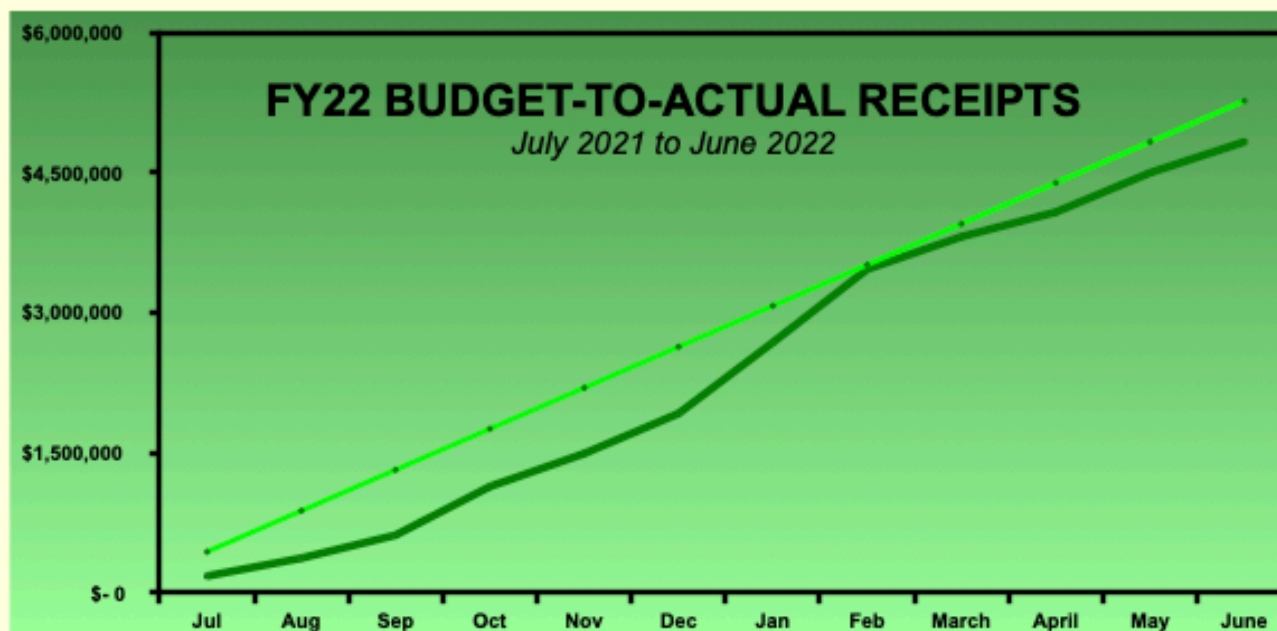
FY22 Full Time Equivalent (FTE) student enrollment was ~ 28 lower than FY21.



Source: FY21 and FY22 Ohio Department of Education Settlement Reports



Total Receipts for FY21 were \$437,938 lower than projected year-to-date.

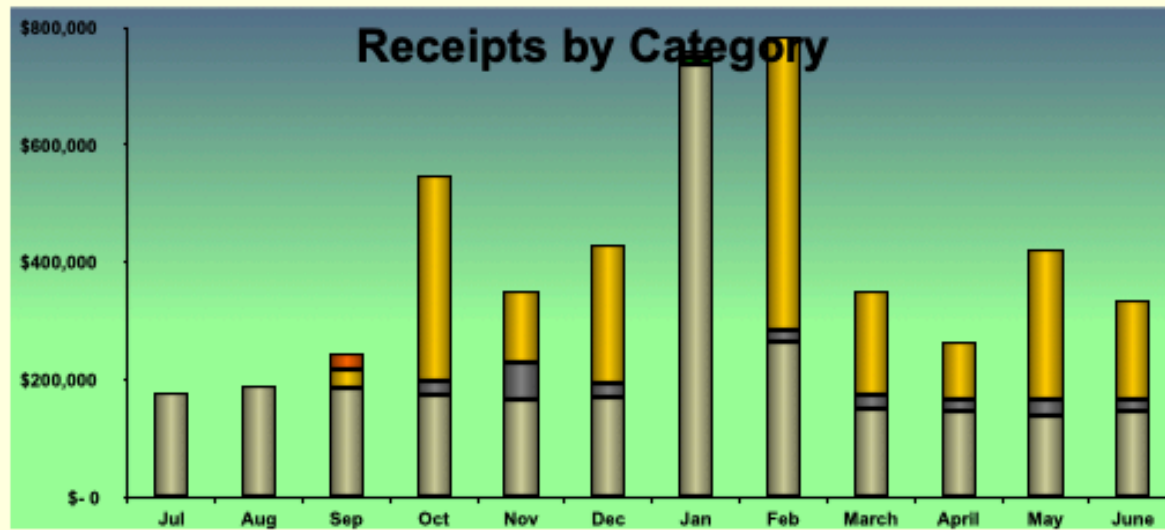


Source: FY22 Management Report



Total receipts averaged \$402,426 per month.

Financial Overview

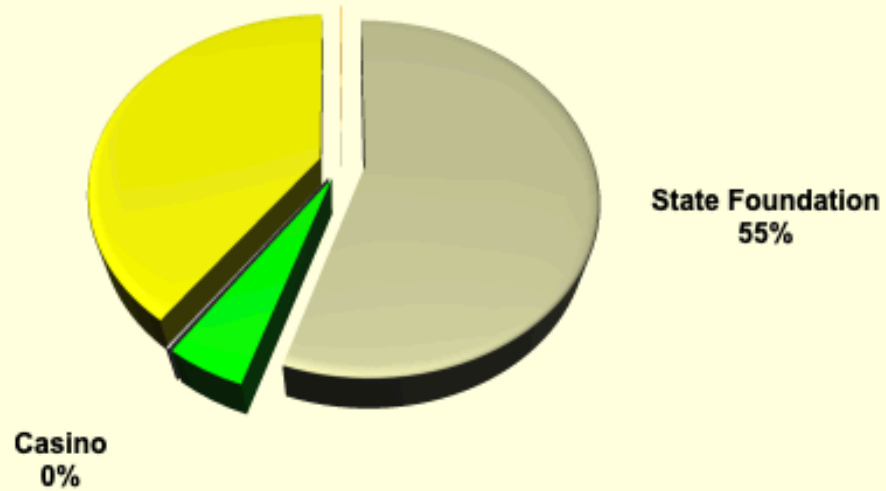


Source: FY22 Management Report



55% of Revenues for FY22 were derived from State Foundation payments.

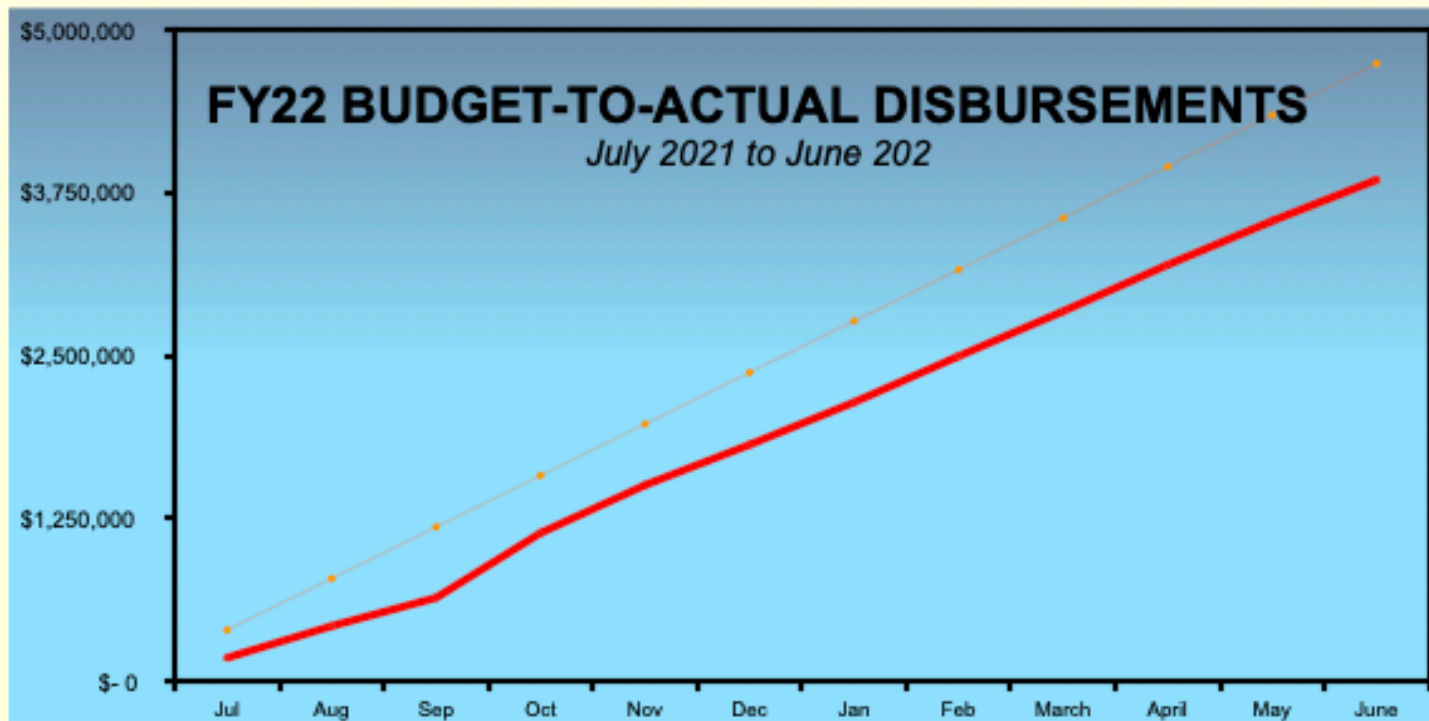
FY21 Actual Receipts





***FY22 total disbursements were \$891,666
lower than projected year-to-date.***

Financial Overview

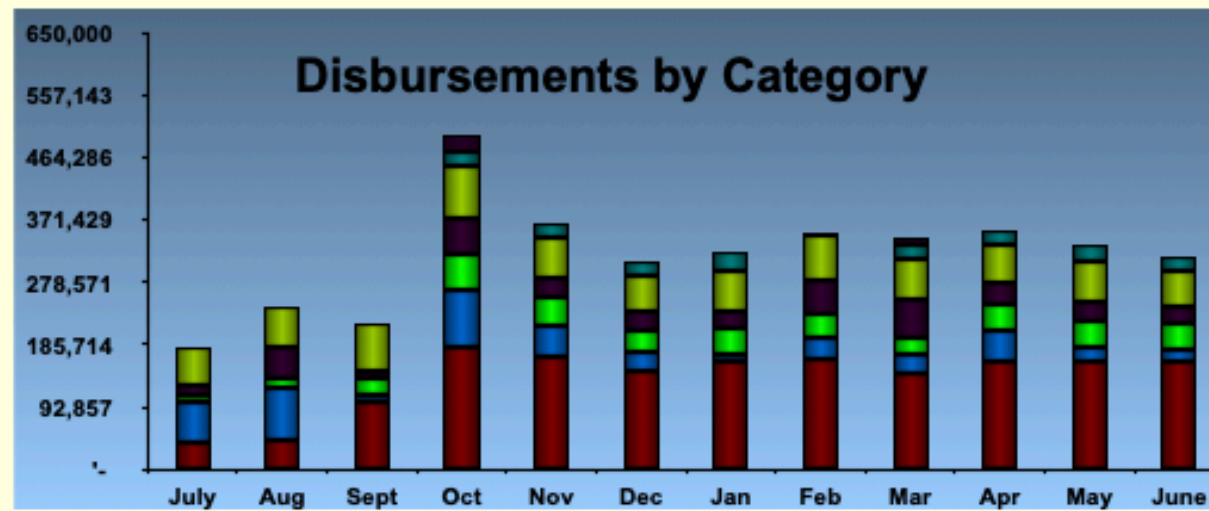


Source: FY22 Management Report



Total disbursements averaged \$320,853 per month.

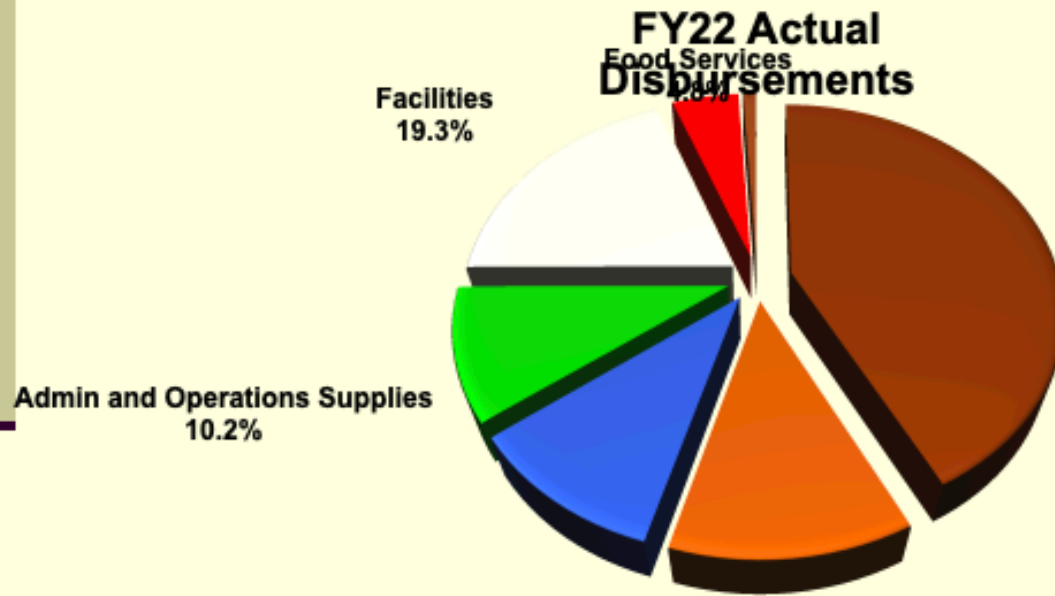
Financial Overview



Source: FY22 Management Report

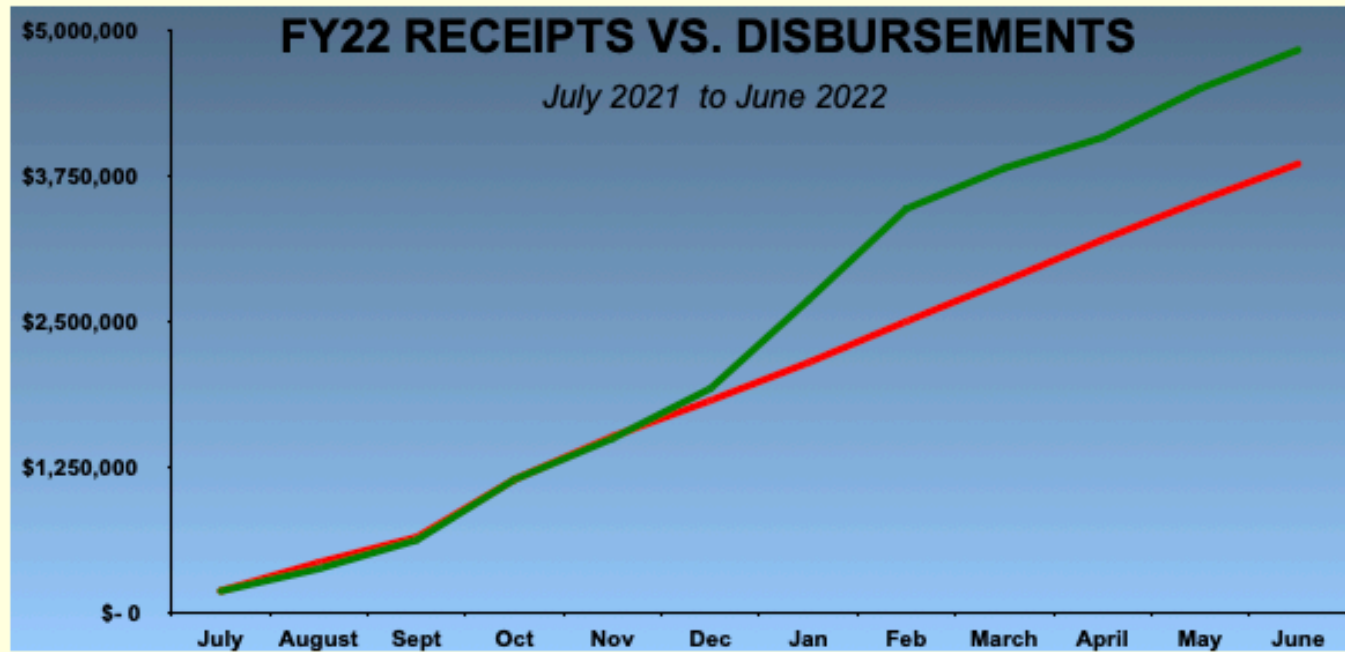


54% of FY22 disbursements were directed toward Instruction staff and supplies.



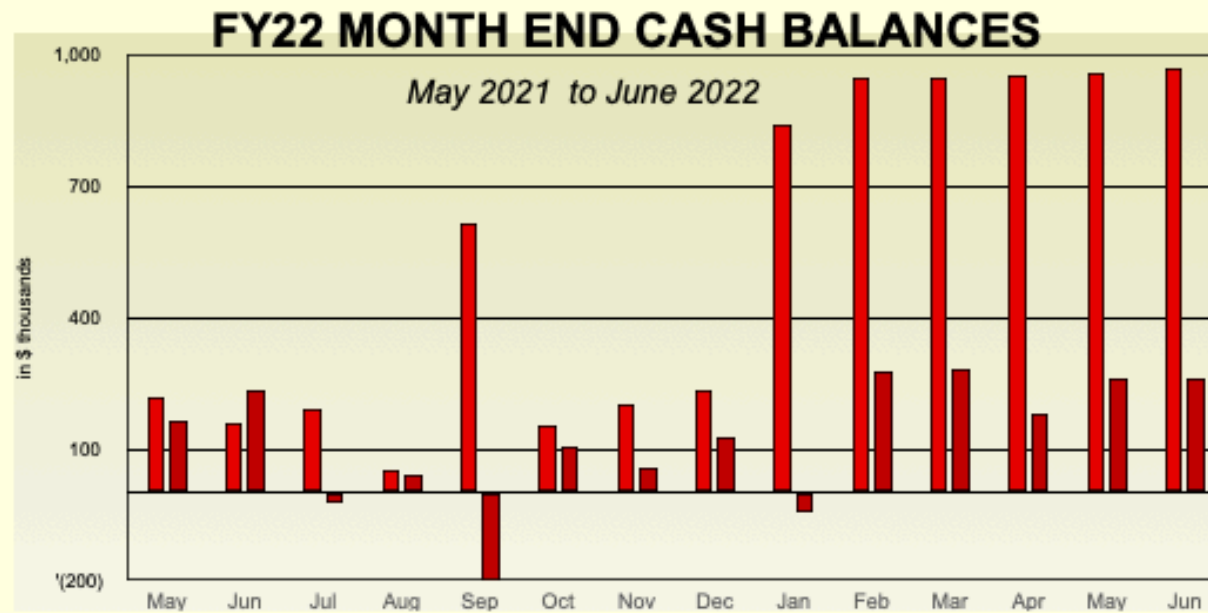


Year-to-date Receipts for FY2 were \$978,870 higher than Disbursements.





The unrestricted cash balance increased significantly towards the end of FY22.



COMMUNITY PARTNERS

1. **Compassionate Justice** - Pastor Chuck Peckhman works with Compassionate Justice located at 11199 Montgomery Road, Cincinnati OH. This community organization has been working with PCLC for the last three years. They reached out to us in their mission of Keeping Avondale Beautiful. They continue to be supportive in helping us keep our school grounds neater. They have assisted with clearing leaves from the grounds and weeding.



COMMUNITY PARTNERS CONTINUED

2. Talbert House - Joan Wyler is the coordinator of the Talbert House Community Outreach Prevention & Education (COPE) Program. After about a five year absence, Talbert House was able to return to PCLC. They are located at 2600 Victory Parkway, Cincinnati OH. Talbert House reports to the school weekly to provide social skills groups for children in grades 4-6 during the course of the day. Linda Sawan is the Talbert House facilitator of programs that works with our students.

Talbert House Groups 2021-2022

10:00 – 10:45 – 4B (Ms. Pawlowski – room 22 – extension 1402)

- S. Walton
- M. Cooper
- L. Allen Jr.

11:00 – 11:45 – 6A (Mr. Moe – room 15 – extension 1701)

- D. Wilson
- D. Bryant
- C. Shepherd

12:30 – 1:15 – 4A (Ms. Crumpley – room 13 – extension 1401)

- Y. Neeley
- J. Davis
- C. Thompson
- C. Watkins

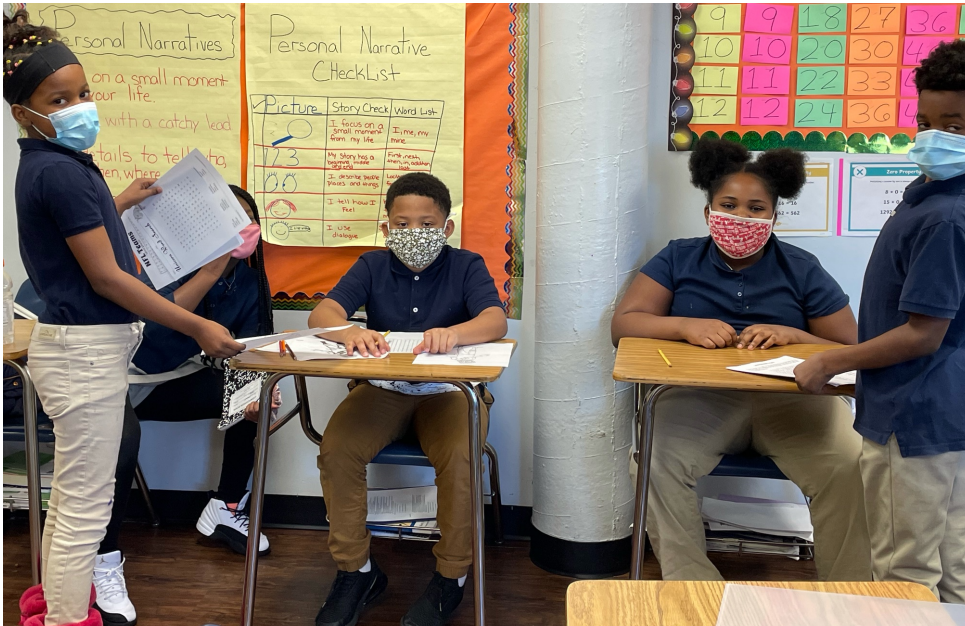
1:30 – 2:15 5th and 6th

- C. Richardson 6A (Ms. Koshler – room 17 – extension 1501)
- Z. Williams 5A (Mr. Scott – room 16 – extension 1702)
- K. McCoy 5B (Mrs. Taylor – room 18 – extension 1502)

2:30 – 3:15 4A (Ms. Crumpley – room 13 – extension 1401)

- A. Edwards
- R. Bingham
- G. Starr
- K. Dunskin

Talbert House Work Groups



COMMUNITY PARTNERS CONTINUED

3. Catholic Charities - Contina Davis, the director of the local AmeriCorps Seniors Foster Grandparent Program, reached out to PCLC two years ago. We have two volunteers to assist us with task at school such as:

- Serve as a school greeters / support admission and dismissal activities to encourage safe practices for students and parents (i.e. taking temperatures and assisting with masks distribution)
- Help with the distribution of school lunches
- Help with recess activities
- Tutoring
- Supporting students with completing projects
- Clerical assistance with putting together student packets
- Front Office Support

APPENDIX 1

Annual Growth Summary

SY22

PCLC Annual MAP Summary - SY22																					
Grade		KG		1st		2nd		3rd		4th		5th		6th		7th		8th		Whole School Growth	
		AVG GL	# students	AVG GL	# students	AVG GL	# students	AVG GL	# students	AVG GL	# students	AVG GL	# students	AVG GL	# students	AVG GL	# students	AVG GL	# students		
RDG	Fall	0.14	27	0.57	17	1.41	24	2.08	32	2.99	36	3.14	26	3.87	29	4.90	29	6.00	27		
	Winter	0.84	24	1.12	14	1.85	25	2.44	29	3.28	32	3.70	22	4.32	31	5.39	31	6.78	28		
	FW Growth	0.70		0.55		0.44		0.36		0.29		0.56		0.45		0.49		0.78		0.51	
	Spring	1.78	24	1.42	15	2.49	24	2.85	29	3.62	30	3.76	22	4.91	30	5.54	29	6.71	24		
	FS Growth	1.64		0.85		1.08		0.77		0.63		0.62		1.04		0.64		0.71		0.89	
MTH	Fall	0.16	27	0.60	17	1.38	23	1.89	33	2.88	34	3.14	26	4.00	28	4.17	30	5.46	24		
	Winter	0.42	24	1.10	14	1.91	25	2.06	27	3.33	30	3.41	17	4.27	27	4.38	32	5.36	27		
	FW Growth	0.26		0.50		0.53		0.17		0.45		0.27		0.27		0.21		-0.10		0.28	
	Spring	1.43	21	1.72	14	2.55	24	2.98	30	3.64	28	3.34	17	4.12	30	4.34	28	5.77	23		
	FS Growth	1.27		1.12		1.17		1.09		0.76		0.20		0.12		0.17		0.31		0.69	
SCI	Fall	Not Tested										2.92	20	4.41	26						
	Winter	Not Tested										3.23	20	4.39	26						
	FW Growth	Not Tested										0.31		-0.02							0.15
	Spring	Not Tested										3.84	12	5.06	26						
	FS Growth	Not Tested										0.92		0.65							0.79

APPENDIX 2

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Phoenix Community Learning Ctr
 School at a glance
☰

2021 - 2022 Report Card for Phoenix Community Learning Ctr

Print This Page

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 significant support to meet state standards in academic achievement.

Performance Index **37.3%**

Progress

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

★★★☆☆
Evidence that the school met student growth expectations.

Overall

Gap Closing

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

★★☆☆☆
Needs support to meet state standards in closing educational gaps.

Annual Performance Goals **21.2%**

Graduation

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

★★★★★
Significantly exceeds state standards in graduation rates.

100.0% of students graduated in 5 years

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

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 **16.9%**
Third Grade Reading Proficiency **20.0%**
Promotion to Fourth Grade **100.0%**

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 **NC**

Dr. Stephanie K. Siddens
Interim Superintendent of Public Instruction

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