

Beacon Hill Academy



Annual Report 2020-2021

Board of Education

Mark Hochstetler, President
Dennis Keim, Vice-President
Joe Miller
John Henry Miller
Maynard Miller

Administrative Officers

Joy Zuercher, Superintendent
Judith Kestner, Treasurer



Dear Friends,

Beacon Hill Academy celebrates another year of continuous educational service to the Wayne County, Holmes County, and Stark County communities. Beacon Hill Academy offers educational opportunities to include valuable character education and standards-based achievement. Students attending the Beacon Hill educational programming attain treasured friendships, academic and personal growth, and skills that prepare them for a lifetime of success.

An education at Beacon Hill consists of project-based, hands-on academics, blended learning opportunities, and career-preparation. Various partnerships are formed between our communities, families, staff and alumni to ensure current and future success for our students. We are honored to be an integral part of our local communities and thankful for the many partnerships developed throughout the years.

Our promise is to provide students with a well-rounded education, continuous growth, and preparation for life-long success. We promise to provide families with educational opportunities for students to grow academically, socially, and emotionally. We promise to provide our communities and partners with citizens prepared to contribute to the community and the workforce.

Together, we partner to strengthen our communities

Joy Zuercher, Superintendent

Beacon Hill Academy Annual Report

I. Governance

Board Members

The Beacon Hill Academy Governance Board was comprised of five (5) Board members who represented families, local businesses, and community members in the area. The Governance Board reviewed policies and procedures and monitored school finances and annual goals for student achievement and progress monthly. During each monthly board meeting the treasurer provided financial reports to the board for review and approval. The superintendent presented legislative and educational updates to the governance board for review and approval. The Governance Board received curriculum and academic improvement updates.

The Board, along with various stakeholders, continued to monitor progression towards the vision and goals for Beacon Hill Academy. Preparing students for careers, facilities, safety and wellness of students, transportation and food service continued to be addressed.

The Beacon Hill Governance Board for the 2020-2021 school year included the following members:

Mark Hochstetler	President
Dennis Keim	Vice President
Joe Miller	Member
John Henry Miller	Member
Paul Raber	Member, <i>resigned March 2021</i>
Maynard Miller	Member, <i>replacement for Paul Raber</i>

Mission

Beacon Hill Academy provides a guiding light for our community's career and educational needs. We work closely with our families and the community to offer unique, personalized educational opportunities for all students. Our innovative and engaging educational programs utilize a blend of traditional classroom experiences, new-age eLearning platforms and integrated career-oriented experiences that optimize our student success.

Overview

Beacon Hill Academy operated as a site-based, conversion community school sponsored by the Ohio Department of Education, Department of Community Schools. Beacon Hill Academy operated at 10470 Winesburg Road, Dundee, Ohio 44659 in Wayne County. The 2020-2021 school year was the tenth full year of operation for Beacon Hill Academy. The Superintendent was Dr. Patty A. Main and the Treasurer was Ms. Barbara Markland (August 2020-March 2021) and Ms. Molly Koch (April 2021-July 2021). Educational programming and services were available for students in grades 7- 12. The operation of the educational program focused on student populations at-risk of attaining a high school diploma in the traditional school setting as well as students whose cultural beliefs limit traditional participation beyond a certain grade level.

Due to COVID-19 and Ohio Department of Education changes in state-wide testing, the district report card does not currently have ratings due to limited data. In the 2020-2021 school year, Beacon Hill did participate in annual state and local assessments.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. The data for this component is not available this year.



Component Grade

Progress

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.



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 data for this component is not available this year.



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. The graduation rates are available, and data was not impacted for the reporting years; however, the combined component will not be calculated.



Component Grade

[View More Data](#)

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. This data is partially available this year.



Component Grade

[View More Data](#)

Prepared for Success

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. This data is available and was not impacted for the reporting years.



Component Grade

[View More Data](#)

II.

Operations

Staffing

The staff for the 2020-2021 school year at Beacon Hill included a part-time administrative team of one (1) Superintendent, one (1) Treasurer and one (1) Building Administrator. There were five (5) instructional staff member which included one (1) full-time teacher and (4) part-time teachers. Support staff included one (1) full-time classified staff member, one (1) part-time guidance counselor and multiple shared-service contracts for personnel such as a nurse, EMIS coordinator, Technology Service personnel, speech therapist, and school psychologist.

The instructional staff at Beacon Hill provided traditional classroom instruction, vocational education, supplemental eLearning curriculum, blended learning, career readiness preparation, and community service experiences for students grade 7-12. Each staff member was certified in their respective subject areas and held a bachelor's degree in the subject area. Staff completed professional development aligned to learning goals through course work, training, workshops and/or professional learning communities.

Enrollment

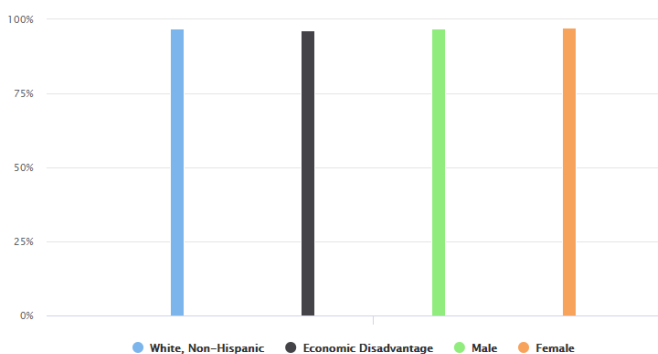
Beacon Hill was established as a Conversion Community School whose purpose was to provide formal education for an underserved population in one school district within Wayne County. The elimination of specially designed middle school units resulted in a need for additional educational opportunities for middle school aged students in the immediate area. Over the years, the educational programming expanded to include additional grade levels (9-12) and served four school districts within three surrounding counties during the 2020-2021 school year.

At the opening of the 2020-2021 school year, fifty-four (54) students were enrolled. During the school year three (3) additional students enrolled in the program. Throughout the year, five (5) students withdrew; four (4) to transferred to another school, and one (1) withdrew to pursue employment. The final enrollment on the last day of the school year was fifty-two (52) students. Two (2) students graduated with a high school diploma at the end of the 2020-2021 school year.

Student Enrollment by Grade Level at Opening of Year

Grade	Total
Grade 7	13
Grade 8	30
Grade 9	3
Grade 10	3
Grade 11	3
Grade 12	2
TOTAL	54

Student Attendance Rate

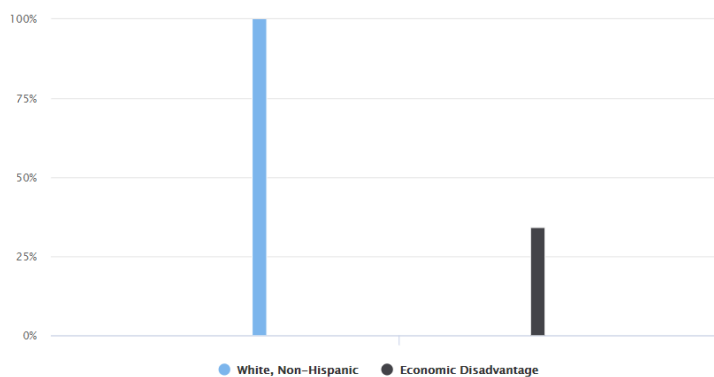


This graph shows attendance rates by subgroup.
If Enrollment is less than 10, results are Not Calculated (NC).

Demographics

The student population served by Beacon Hill Academy was from the surrounding Amish and Mennonite communities within the Wayne, Holmes and Stark counties. Formal education for students from our communities generally concludes at the end of grade six at which time they withdraw to Home School or at the end of eighth grade invoking Yoder vs. Wisconsin to leave school entirely.

Student Enrollment Demographics



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

Student-Teacher Ratios

The ratio of students to teachers for the 2020-2021 school year was approximately 11:1. Student core subject and German classes consisted of an average of 21 students per class. Building Trades and Home Economics classes consisted of approximately 10 students per class. Other learning opportunities consisted of individualized and small group (3-5 students) instruction.

Community Partners

Beacon Hill Academy partners with Plain community businesses and agencies in our attendance area for community service, field trips, job shadowing, and guest speakers and panels to promote employment opportunities for our students. Partnerships in 2020-2021 were limited due to the COVID-19 restrictions for guests and gathering, but included: a demonstration on resin/wood work with Andy Ryder from Stone & Timber, business presentations from Kevin Troyer of Troyer's Trail Bologna and various local food trucks such as Rafter C Chuckwagon and On-the-Rise BBQ, spine health and posture instruction by local chiropractor Dr. Bryce Chaffee from Paragon Health, art instruction with art-teacher-in-training Jessica Palmer, American Sign Language Instruction with Monica Bauman, instruction on natural remedies and health with local horticulturist Karen Geiser from Karen's Gardens.

Dozens of businesses across the area hosted Beacon Hill students for a variety of job-shadowing experiences in the spring. Career-readiness activities were not only incorporated through field trips in collaboration with deer farm Double H Whitetails, Steiner Hardwoods, and Mt. Eaton Greenhouse, but also through Career Day activities in which a handful of community business leaders from across multiple counties joined the school for a question-answer panel and mock-interviews with 8th graders. Students provided service to the community through activities such as roadside cleanup, yard-care, help at local festivals and benefits, among others. Continuous collaboration with family owned small businesses were vital partnerships offering wonderful opportunities and post-graduate employment to the students.

Beacon Hill Academy contracts services for special education and student testing through the Tri-County ESC, food services through Southeast Local Schools (Wayne County), and technology services through the Tri-County Computer Services Association. Community partners include: Lighthouse of Hope, Spring Haven Counseling Center, Mount Eaton Business Association, and Wayne County Workforce Innovation Network (WIN). Beacon Hill also collaborates closely with the Paint Township Fire and EMS, Wayne County Sheriff's Department, and the Wayne County Emergency Management Agency to ensure readiness for student safety in potential emergency situations.

III. Academics

Academic Results

Due to the limited data as a result of the COVID-19 pandemic, state report card data lists all categories as "NR" for the 2020-2021 school year. The school has received raw student assessment data for the 2020-2021 school year; however, due to lack of data in previous years, no calculations exist for growth measures, and considerations can be made for learning gaps created during the COVID-19 closure in 2019-2020 and the disruptions to the 2020-2021 school year.

Six Components of the Report Card

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. The data for this component is not available this year.



Component Grade

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Component Grade

[View More Data](#)

Student Performance: Indicators Met

Assessment	Number of Students Assessed	Percentage Passing
7 th Math	12	83%
7 th Language Arts	12	75%
8 th Math	30	90%
8 th Language Arts	30	70%
8 th Science	30	60%

Student Progress: Growth

Not Available for the 2020-2021 school year due to COVID-19 building closure and assessment waivers in 2019-2020.

Curriculum Model

Site-based and remote learning were the basis of instruction for students enrolled in Beacon Hill Academy programming during the 2020-2021 school year. Learning opportunities were aligned with the Ohio Learning Standards and community needs. Instruction in core areas and vocational education, such as Home Economics and Building Trades were provided for students as well as instructor guided e-Learning modules and courses in various core and supplemental subject areas through Edgenuity. Career and service-learning opportunities were also included in the educational programming during the 2020-2021 school year. This curriculum is used to provided students individualized pathways for high-school graduation, life-long career/educational pursuits, and employment opportunities.

Assessments

Multiple points of data were used for tracking growth and performance for Beacon Hill Students to include diagnostic, benchmark assessments, and project-based performance. Students received the benefit of i-Ready as a diagnostic and supplemental instructional program. Student progress and growth were monitored using assessment performance. Multiple points of data were reviewed for each student and areas of strength and concern were identified for students on an individual level. Staff used an array of available assessments and student results to adjust classroom instruction.

Academic Goals & Data

Data was reviewed and analyzed to determine the root cause for areas of concern aligned to the school mission and goals. Three goals for and the school mission statement were used to determine progress and to identify program adjustments. Progress on each goal was monitored during the year.

Goal 1	Increase passage rate in 8 th Grade English Language Arts from 69% to 85% or more by the Spring AIR tests in 2021 (adjusted from "2020" due to no statewide assessment in 2020).	Progressing
Goal 2	Increase the number of students entering 9 th grade to the number of students in the cohort at graduation from 40% to 80% by 2021.	No progress
Goal 3	Increase student enrollment to Beacon Hill Academy from 58 to 70 by Fall 2021.	Progressing

Goal 1: Student Achievement and Progress

Spring AIR tests were administered in 2020-2021; however, they were not administered in 2019-2020 due to the COVID-19 and closure of the building. Therefore, the data available to measure progress for Goal 1 is present (70% passing) should be considered within the context of the 2019-2020 school-building closure and resulting learning gaps present.

Goal 2:

The 2021 graduate cohort included less than 10 students. Therefore, no official graduation data is available to publish. However, the number of students entering high school, 9th Grade, for the class of 2021 was equivalent to the number of students graduating in the class of 2021, also two (2).

Student Enrollment by Graduation Cohort

Cohort	Grade 9	Grade 10	Grade 11	Grade 12
Class of 2021	2	1	3	2
Class of 2022	3	3	2	
Class of 2023	3	3	3	
Class of 2024	3	3		

Goal 3:

For the beginning of the 2020-2021 school year, enrollment decreased to 54 students for Beacon Hill Academy. Due to the school-building closure due to COVID-19 at the end of 2019-2020 school year, Beacon Hill was not able to host typical recruiting events for the 2020-2021 school year. Additionally, concern within our community led many families to choose alternate schooling, such as home-schooling, for their children due to concern of public school mandates surrounding COVID-19. During the year, enrollment fluctuated, finishing the year with fifty-two (52) students. Beacon Hill Academy continued to adjust programming to address local educational needs and expectations of our families and students.

Fall Student Enrollment by School Year

Grade	2017-2018	2018-2019	2019-2020	2020-2021
Grade 7	24	25	30	13
Grade 8	27	27	27	30
Grade 9	3	2	3	3
Grade 10	6	1	2	3
Grade 11	1	0	3	3
Grade 12	3	1	0	2
Total	64	56	65	54

Career Credentials

Beacon Hill students learned valuable skills through participation in middle school vocational education programs, job shadowing, and field trips to explore career fields.

Graduates

Over ninety percent (90%) of our students are from local Amish and Mennonite communities. The families within our communities generally see merit in formal education through grade eight, at which time they invoke Yoder vs. Wisconsin and leave school entirely. Historically, few students continue formal education at the high school level upon completion of grade 8. Furthermore, many of the students attending high school enter the workforce at age sixteen or earn a GED rather than pursuing a high school diploma. Exiting formal education upon completion of Grade 8 is considered the norm within the community, local businesses, and culture. Any formal education after eighth grade should be viewed positively rather than negatively.

High School Graduation Rate

The 2020-2021 Graduation cohort was less than 10 students. Therefore, no data is available for publication.

Scholarships and College

Beacon Hill Academy prepared students during the 2020-2021 school year for success in future endeavors in citizenship and college and career readiness. Opportunities are available for students to explore and prepare for both a career and college option. The 2020-2021 Graduating cohort was less than 10 students. Therefore, no data is available for publication.

IV: Financial

Financial Data

The Beacon Hill Academy treasurer was properly licensed and bonded and completed fiscal reporting for FY19 in an accurate manner. The treasurer provided written monthly financial reports to the Governing Authority and the Sponsor of the School. The reports were reviewed and approved by the Governance Board monthly.

Fundraising

None.

Grants

Beacon Hill Academy received and expended funds from federal, state, and local funding grant sources. The total amount of FY20 funding included Federal Grants totaling \$79,985.52, State Funding totaling \$472,302.42, and Other funding totaling \$100,764.89.

FY20 Federal Funding Sources

Federal Grants	Total
Title I	\$36,433.58
Title II-A	\$3,621.47
IDEA-B	\$12,877.88
Title III	\$159.34
Title IV-A	\$10,035.31
Rural Small Schools	\$1,157.94
TI-SS1	\$15,700
Total Funding	\$79,985.52

FY20 State Funding Sources

State Funding	Total
Opportunity Grant	\$379,302.80
Targeted Assistance	\$484.24
Economic Disadvantaged	\$3,127.19
Limited English Proficient	\$6,438.00
Special Education Funding	\$5,583.00
Career Tech Education Funding	\$20,093.04
Facilities Funding	\$15,824.10
Student Wellness and Success	\$41,455.05
Total Funding	\$472,302.42

Other Funding	Total
EOEC	\$789.58
CRF	\$1,898.37
ESSER 1 Revised	\$33,152.88
BROADBAND/CONNECTIVITY	\$64,924.06
Total	\$100,764.89

V. Additional Information

Community Service

Each student enrolled at Beacon Hill was required to complete eight (8) or more community service hours during the 2020-2021 school year. Students actively participated in obtaining the placement, collecting documentation, and reflecting on their respective community service experiences.

Post-Graduation & Alumni

Students from the community rarely complete high school to receive a diploma due to religious beliefs and customs. In 2020-2021, There were two (2) high school graduates. In 2019-2020, there were no high school graduates. In 2018-2019, there was one high school graduate. As graduation cohorts are all less than 10 students, there is no data available.

VI: Sponsor Statement

A message from the Ohio Department of Education, Office of Ohio School Sponsorship

Ohio Revised Code (ORC)3314.03(D)(2) specifies that the sponsor of school must “monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis.”

All Ohio community school sponsors must evaluate each school and submit a written report of school academic, financial, organizational performance, and legal compliance to the Ohio Department of Education and make the report available to the parents of students enrolled in the community school.

The Ohio Department of Education, Office of Ohio School Sponsorship evaluates its sponsored schools on the performance of Ohio School Report Card indicators and on performance measures as listed in the school's community school Contract.

The Office of Ohio School Sponsorship monitors the performance of its sponsored community schools through attendance at governing board meetings, on-site visits and through review of compliance surveys, monthly financial reports, and other reports related to the school's academic, financial and operational performance to ensure compliance with rule and law.