

Beacon Hill Academy



Annual Report

2022-2023

Board of Education

Mark Hochstetler, President
John Henry Miller, Vice-President
Joe Miller
Maynard Miller
Roy Schlabach

Administrative Officers

Joy Zuercher-Pyle, Superintendent
Sandy Hadsell, Treasurer

Report prepared by: Joy Zuercher-Pyle, *superintendent* & Sandy Hadsell, *treasurer*

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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-Pyle

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 2022-2023 school year included the following members:

Mark Hochstetler	President
John Henry Miller	Vice President
Joe Miller	Member
Maynard Miller	Member
Roy Schlabach	Member

Mission & Vision

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, modern 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 2022-2023 school year was the twelfth full year of operation for Beacon Hill Academy. The Superintendent was Joy Zuercher-Pyle and the Treasurer was Sandy Hadsell. 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.

In the 2022-2023 school year, Beacon Hill participated in annual state and local assessments; the current report card levels, marked on a new star-based system, are provided in the achievement section of this report.

II. Operations

Staffing

The staff for the 2022-2023 school year at Beacon Hill included an administrative team of one (1) Superintendent (with teaching and school counseling roles in addition to administrative duties), and one (1) Treasurer. Additionally, there were four (4) instructional staff members which included four (4) full-time teachers and one (1) part-time instructor. Support staff included one (1) full-time classified staff member 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 teacher was appropriately certified in their respective subject areas and held a bachelor's or master's degree in their content area. Staff completed professional development aligned to learning goals through course work, training, workshops and/or professional learning communities.

Enrollment

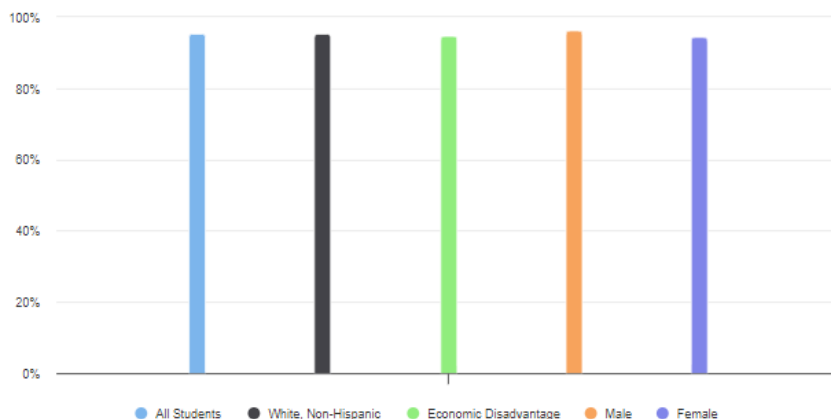
Beacon Hill was established as a Conversion Community School whose purpose was to provide formal education for an underserved population in one school district within Wayne County. The elimination of specially designed middle school units in area districts resulted in a need for additional educational opportunities for middle school aged students in the immediate area. The educational programming at Beacon Hill expands beyond 7th and 8th grades to include the high school grade levels (9-12) and served five school districts within three surrounding counties during the 2022-2023 school year.

At the opening of the 2022-2023 school year, fifty-nine (59) students were enrolled. Throughout the year, five (5) students withdrew; one (1) transferred to another school, two (2) transferred to homeschool, and two (2) withdrew to pursue employment. The final enrollment on the last day of the school year was forty-nine (54) students. One (1) students graduated with a high school diploma at the end of the 2022-2023 school year.

Student Enrollment by Grade Level at Opening of Year

Grade	Total
Grade 7	24
Grade 8	28
Grade 9	0
Grade 10	1
Grade 11	4
Grade 12	2
TOTAL	59

Student Attendance Rate

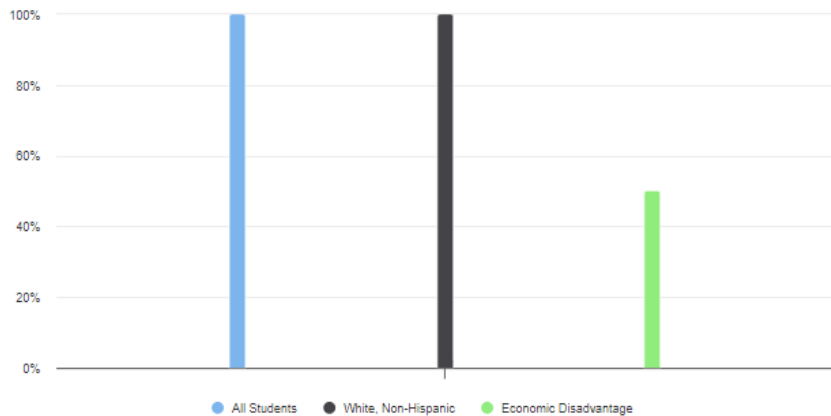


This graph shows attendance rates by subgroup.
If Enrollment is less than 10, results are Not Calculated(NC).

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 eighth grade, with families invoking Yoder vs. Wisconsin for their child to leave formal 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 2022-2023 school year was approximately 13:1. Student core subject and German classes consisted of an average of 25 students per class. Building Trades and Home Economics classes consisted of approximately 12 students per class. Other learning opportunities consisted of individualized and small group (3-7 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 life skills and employment opportunities for our students. Community connections in 2022-2023 included presentations from Valley View Plumbing and Walnut Hills Retirement Home in regards to potential careers, First Aid training and awareness from Paint Township EMS, a bike and road safety presentation from the Wayne County Highway Patrol, and a computer programming technology career presentation from Eagletek Solutions.

Dozens of businesses across the area hosted Beacon Hill students for a variety of job-shadowing experiences in the fall. Career-readiness activities were not only incorporated through field trips in collaboration with Weaver Leather, Mullet Cabinet, and Ventrac, but also through Career Day activities including a question and answer panel of a handful of community business leaders from across our area, a job fair of more than ten area businesses, and mock-interviews held with 8th graders. Students provided service to the community through activities such as roadside cleanup, yard-care, quality time with individuals in nursing homes, 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 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

The Ohio Department of Education new report card and ranking system showed the 2022-2023 data on a star ranking system. In the three areas in which Beacon Hill received rankings, three-star and four-star rankings were given with an overall ranking of 3.5 stars, revealing that Beacon Hill had either met or exceeded state standards.

Components of the Report Card
OVERVIEW



Overall Rating

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five rated components. The College, Career, Workforce and Military Readiness Component is report only and does not contribute to the overall rating on the 2023 Ohio School Report Cards.

Print

Achievement

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



Meets state standards in academic achievement.

View More Data

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.

View More Data

Gap Closing

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



Exceeds state standards in closing educational gaps

View More Data

Gifted

Graduation

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



View More Data

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.



View More Data

College, Career, Workforce and Military Readiness

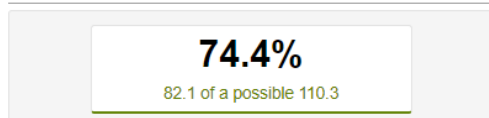
This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

View More Data

ACHIEVEMENT- Student Indicators Met

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.



Calculation Pie Chart Trend

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	10.3	X	1.2	=	12.4
Accomplished	18.4	X	1.1	=	20.2
Proficient	34.6	X	1.0	=	34.6
Basic	17.6	X	0.6	=	10.6
Limited	14.7	X	0.3	=	4.4
Untested	4.4	X	0.0	=	0.0

82.1

Performance Indicators (Report Only)

The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

Indicators	Comparison	Achievement Levels	Trend
Seventh Grade			
English Language Arts		68.2%	
Mathematics		86.4%	
Eighth Grade			
English Language Arts		55.6%	
Mathematics		70.4%	
Science		48.1%	
High School			
American US History		NC	
Biology		NC	
Geometry		NC	

Beacon Hill 2022-2023 state test performance can be more holistically understood with comparison to the passage rates across the state of Ohio.

7th Grade Math 2022-2023 State Test

	Scale Score	Raw Score	Performance
State	699	n/a	
School	728	n/a	

State Average Passing Rate: 48%

Beacon Hill Passing Rate: 86%

7th Grade English Language Arts 2022-2023 State Test

	Scale Score	Raw Score	Performance
State	713	n/a	
School	715	n/a	

State Average Passing Rate: 65%

Beacon Hill Passing Rate: 68%

8th Grade Math 2022-2023 State Test

	Scale Score	Raw Score	Performance
State	698	n/a	
School	714	n/a	

State Average Passing Rate: 47%

Beacon Hill Passing Rate: 70%

8th Grade English Language Arts 2022-2023 State Test

	Scale Score	Raw Score	Performance
State	704	n/a	
My Students	703	n/a	

State Average Passing Rate: 57%

Beacon Hill Passing Rate: 55%

8th Grade Science 2022-2023 State Test

	Scale Score	Raw Score	Performance
State	716	n/a	
School	699	n/a	

State Average Passing Rate: 64%

Beacon Hill Passing Rate: 48%

PROGRESS: Student Growth

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.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School								

What do the colors mean?

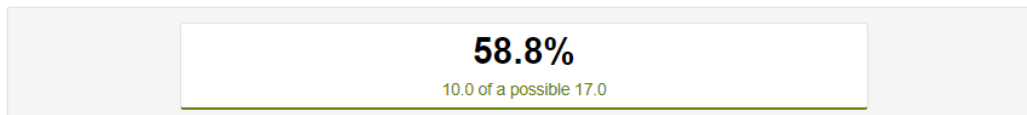
The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Significant evidence that the school exceeded student growth expectations by a larger magnitude
- Significant evidence that the school exceeded student growth expectations
- Evidence that the school met student growth expectations
- Significant evidence that the school fell short of student growth expectations
- Significant evidence that the school fell short of student growth expectations by a larger magnitude
- Value Added data is not available

GAP CLOSING

Annual Performance Goals

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. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.



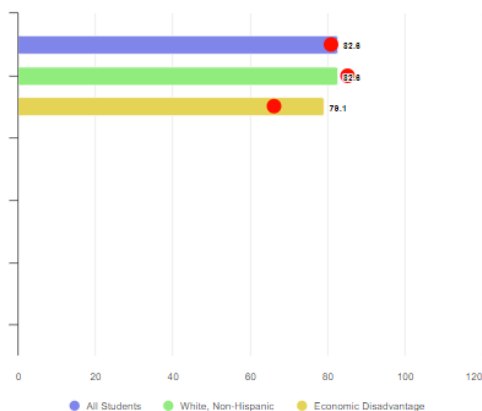
Participation Rate **99.0%**

English Language Arts Achievement	Math Growth	Chronic Absence
Math Achievement	Graduation	Gifted
English Language Arts Growth	English Learners	

Each student subgroup has its own interim and long-term goals in English language arts, math and graduation. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.

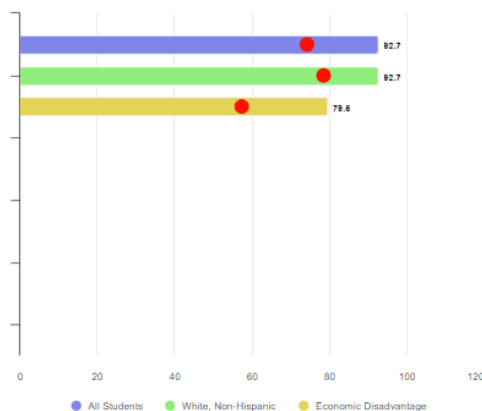
English Language Arts Achievement

Performance Index by Subgroup



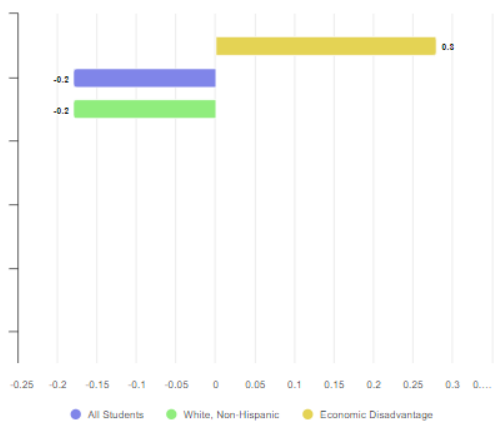
Math Achievement

Performance Index by Subgroup



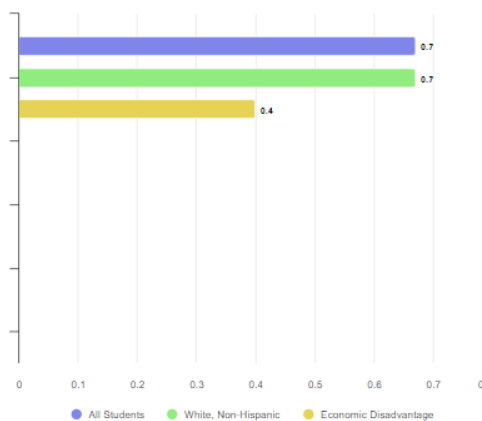
English Language Arts Growth

Growth Index by Subgroup



Math Growth

Growth Index by Subgroup



Curriculum Model

Site-based instruction was the basis of instruction for students enrolled in Beacon Hill Academy programming during the 2022-2023 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 2022-2023 school year. This curriculum is used to provide 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 and teachers utilized the data to shape instruction and reinforcement across the curriculum. Multiple points of data were reviewed for each student and areas of strength and concern were identified for students on an individual level. Students completed self-assessments on personal growth and academic development, and multiple inventories were taken in areas of personal characteristics and skills as well as career skills and interests. Staff used an array of available assessments and student results to adjust classroom instruction.

Career Credentials

Beacon Hill students learned valuable skills through participation in middle school vocational education programs, job shadowing, various Beyond Day career presentations, Career Day, and field trips to explore career fields, as noted in previous sections on community partnerships. High school students worked towards earning diploma seals for graduation.

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 formal education entirely. Many Amish families celebrate their child's 8th grade graduation much like non-Amish treat a child's 12th grade graduation. 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

Beacon Hill graduated one high school seniors in 2023. The 2022-2023 Graduation cohort was less than 10 students. Therefore, no further data is available.

Scholarships and College

Beacon Hill Academy prepared students during the 2022-2023 school year for success in future endeavors in citizenship and college and career readiness by consistent reflection in Student Success Binders, including the utilization of Student Success Plans. Opportunities are available for students to explore and prepare for both a career and college option. The 2022-2023 Graduating cohort was less than 10 students. Therefore, no further data is available.

IV: Financial

Financial Data

The Beacon Hill Academy treasurer was properly licensed and bonded and completed fiscal reporting for FY23 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

In 2022-2023, students completed a pizza-sale fundraiser to bring in funds towards the 8th grade and high school Washington DC trip in May 2023 and general programming expenses at Beacon Hill. The fundraiser was handled by Lem's Pizza of Fredericksburg, OH and brought in a profit of \$18,928.37..

Grants

Beacon Hill Academy received and expended funds from federal, state, and local funding grant sources. The total amount of FY23 funding included Federal Grants totaling \$218,042.99, State Funding totaling \$472,234.44, and Other funding totaling \$47,315.41.

FY23 Federal Funding Sources

Federal Grants	Total
Title I	\$36,524.73
Title II-A	\$2,313.23
IDEA-B	\$11,233.46
ESSER	\$97,028.53
Title IV-A	\$10,055.87
Rural Small Schools	\$23.84
TI-SS1	\$60,863.33
Total Funding	\$218,042.99

FY23 State Funding Sources

State Funding	Total
Base Funding	\$384,556.84
Casino Tax	\$3,400.94
Facilities Funding	\$27,586.51
Disadvantaged Pupils	\$6,294.74
Career Tech Education	\$19,991.93
English As Second Language	\$8,171.89
Student Wellness	\$20,431.59
Network Connectivity	\$1,800.00
Total Funding	\$472,234.44

Other Funding	Total
DC Trip Fundraisers	\$40,219.00
Principal's Fund Receipts	\$2,054.25
Building Trades Receipts	\$3,520.00
Interest	\$1,499.79
Other	\$22.37
Total	\$47,315.41

V. Additional Information

Community Service

Each student enrolled at Beacon Hill was required to complete eight (8) or more community service hours during the 2022-2023 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 2022-2023, There was (1) high school graduate. In 2021-2022, there were two (2) high school graduates. In 2020-2021, there were two (2) high school graduates. In 2019-2020, there were no high school graduates. As graduation cohorts are all less than 10 students, there is no further data available.

VI: Sponsor Statement

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

The Ohio Department of Education, Office of Ohio School Sponsorship Ohio Revised Code (ORC)3314.03(D)(2) specifies that the sponsor of school the 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.