



**ACADEMY FOR
URBAN SCHOLARS
HIGH SCHOOL**

**ANNUAL REPORT
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Aspiration Statement

The Academy for Urban Scholars High School (AUS) aspires to lead the nation in educating urban youth by changing the paradigm of how education is delivered in the urban community. We will create a model which produces responsible, educated,

and productive holistic citizens to ensure they are equipped and prepared with the tools to enter college or the workforce upon graduation. conditions of our community for this and future generations.

A Note from the School Director

The Academy for Urban Scholars High School has completed another year of successfully fulfilling its mission of developing community self-sufficiency through academics, wellness, and career-readiness. For the ninth consecutive year, we have advanced the concept of how education works in the Urban Community. Our state and the students we serve are at the forefront of redefining how students engage in school and prepare for careers. This past June, over 125 students and their families celebrated the completion of a critical component of their career preparation, earning their high school diplomas. Even though this diploma signifies an extremely valuable accomplishment, we consider it a stepping-stone along a lifetime of learning and professional development for our students.

We continued to expand our college and job placement programs, saw a record number of our students earn industry-recognized credentials across high-demand employment sectors such as technology, healthcare, and advanced manufacturing. Through all of our changes, growth, and evolution, the success of our students and their families continues to be based on our founding principles: Supportive and caring relationships, Meaningful individual assessments, and Hands-on experiential learning. With the support of our Board of Directors, we look forward to leading change and changing lives for many years and appreciate the opportunity we have been given to serve our community.

Yours in Education,
Emmanuel Anthony, MBA, M.Ed.
School Director



Board of Directors

Margaret Hightower, President

Reuel Barksdale, BS. MS, ABD

Sandra Moody-Gresham

Jody Korte

Pamela Shields, MBA

James Willis Jr.

AUS STAFF

Emmanuel Anthony, MBA, M.Ed	School Principal
Roger Fox, MBA.	Director of Education
Kristen Muenster, M.Ed.	Director of Curriculum & Instruction
DeVonne Gregory, MBA	Director of Compliance
Tracey Sigers, MBA	Director of Technology
Kourtney M. Rix	Director Administrative Services
Mark Waterstreet, M.A	Senior Network Administrator
Derek Lee, M.Ed	Director of Special Education
Oluminde Olanrewaju, M.A.C	Guidance Counselor
Laura DeGenaro	Administrative Assistant
Charles Jefferson	Dean of Student Services
Ralph Carter	Dean of Student Services
Nancy Quesenberry	Admissions/Records Officer
A.J. Murray	Intervention Specialist
Shawn Riggins, M.Ed	Title One Teacher
Jim Locke	Instruction Technology Specialist
Dayatra Hales "Coach" M.Ed.	Lead Teacher, English
Charles Nabrit	Science Teacher
Gregory Brothers, M.Ed	Social Studies Teacher
Andrew Clarke M.A.	Math Teacher
Anne Hatter	Math Intervention Teacher
Patrice Hussey	General Education Teacher
Tressje Mock	Workforce Director
Edward Avery	AMP Workforce/Engagement Coach
Bridgette Boffman	AMP Workforce Engagement Coach
A.C. Dunlap	Engagement Coach
Porchaya Stocks	Engagement Coach
Tyrel Horsley	Engagement Coach
Tanika Nabrit	Student Services Coordinator

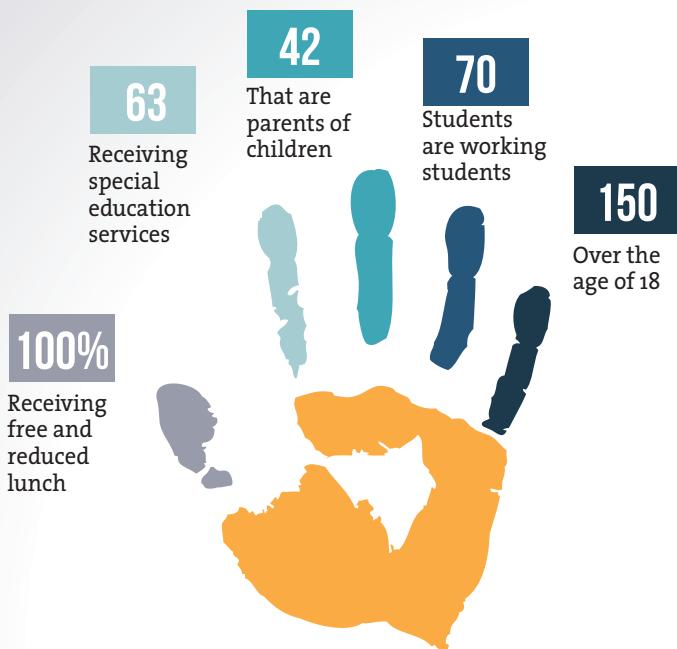
How We Measure Success

Guiding students to achieve their dreams is only possible if we monitor our progress. Data helps us understand our impact, what is working, and what needs to be enhanced. Our data team meets frequently to examine our program.

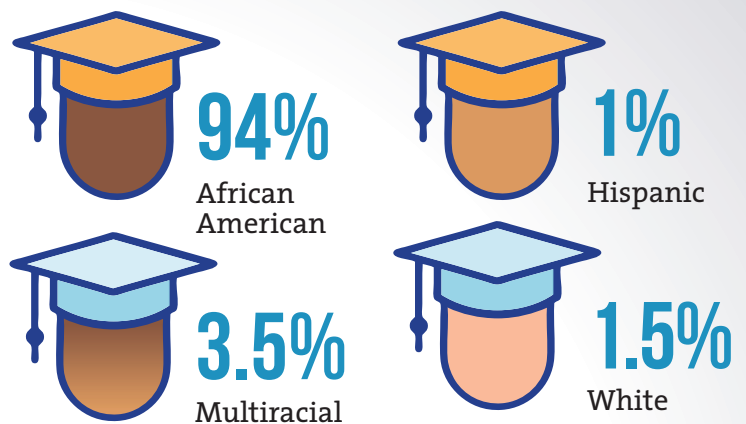
The school's leadership team meets often to examine the data. We use seven essential questions to provide a measure for our progress, keep us focused as we have grown, and –most importantly, help us keep the promise we make to our students, their families, and our community.

Essential Measurements

Serving the Students Who Need Us



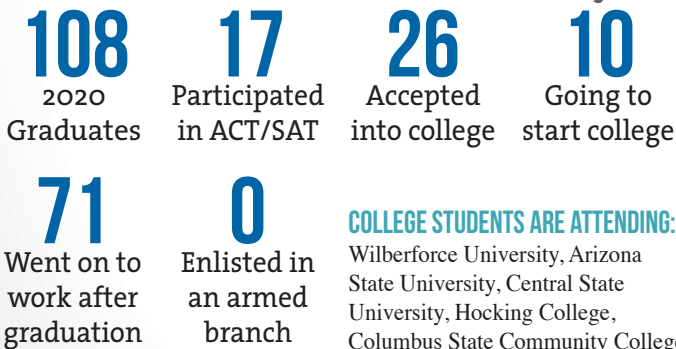
Diversity Demographics



AUS Students Staying with Us



AUS Students in Postsecondary



AUS Staff Retention



State Report Card

For the 2019-2020 school year, The Department of Education shall not publish state report card rating under section 3302.03, 3302.033, 3314.012 or 3314.017 of the Revised Code nor shall the Department be required to submit preliminary data for report cards

Buckeye Community Hope Foundation In its evaluation of school performance, Buckeye Community Hope Foundation (BCHF) assess the performance of the school on each of the required Ohio School Report Card indicators and on performance measures listed in the charter contract. BCHF monitors the performance of the community school thru attendance at board meetings, bi-monthly visits to the school, monthly reviews of financial reports and quarterly reviews of academic progress reports along with a number of other reports relative to the school's performance. Buckeye Community Hope Foundation served as the sponsor for Academy for Urban Scholars High School during the 2019-2020 school year, and found the school 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, financial, and organization performance as well as the school's legal compliance to the Ohio Department of Education and make the report available to parents of students enrolled in the community school. As such, an Annual Report regarding the performance of this school and other schools under the sponsorship of Buckeye Community Hope Foundation will be posted on our website www.buckeyehope.org, no later than November 30, 2020.

Parents

Satisfied with the school overall:	84.7%
Staff is supportive:	84.7%
Student feels safe at school:	86.4%
Staff enforces rules:	83.1%
School expectations are clear:	83.1%
Student looks forward to coming to school:	76.3%
Friendly and welcoming atmosphere:	94.9%

Students

I feel safe at school:	90.1%
I like AUS:	90.1%
My teachers believe I will be successful:	90.9%
I am recognized for good work:	77%
I am challenged by the work my teachers ask me to complete:	58.4%
The work I do makes me think:	80%
School understands my learning style:	71.6%
School is preparing me for the workforce:	87.7%
School is preparing me for college:	87.7%
There is at least 1 person that cares about me at AUS:	90%
My engagement coach contacts me at least once a week:	82.7%
I have a support system at home for my learning:	70%
I have internet access at home:	91.4%
I am homeless:	10%

Survey Results



Each year we survey our parents and students.

4E's

- ENROLLMENT
- EMPLOYMENT
- ENLISTMENT
- ENTREPRENEURSHIP



Students are prepared for the 4E's Educational Program

Non-Classroom Based Learning Opportunities: AUS strives to provide high-quality learning activities beyond the classroom walls. These opportunities are critical for helping students appreciate first-hand experiences, practice skills or inquiry, reflection and problem-solving skills.

Differentiation: AUSC teachers are required to know their students' learning styles and needs. Teachers provide each student with individual experiences and tasks that will improve and maximize student learning.

Individual Career Plans (ICPs): Career planning is a systematic method that is designed to assist each student's career goal and ensure 100% of our graduates are prepared to enter the workforce, college, and / or military upon graduation.

STUDENT INVOLVEMENT



CBI

Nearly 100 students participated and earned credit in the Career Based Intervention (CBI) Course. Students learned how to set up, access, and utilize Ohio Means Jobs. They also participated in mock interviews, college visits, college application process and FASFA completion. Resume writing, job safety, job placement, and internship opportunities were readily available as well.

College Tours/College Fairs

Students excitedly toured campuses of Central State University, Wilberforce University, Columbus State Community College, The Ohio Media School, Fortis College, The Aveda Institute and Eastern Michigan University. Students who were unable to attend college tours were given other opportunities to participate in college fairs. They were able to ask questions about the campus, programs, FASFA, and extracurricular activities. Representatives from our Armed Forces were also present and were able to distribute valuable information regarding scholarships and the admissions/recruitment process.

Healthcare Pathway

38 students participated in our healthcare pathway. 36 completed the State Tested Nursing Assistant

(STNA) program and two students completed in the Phlebotomy program. Students who participated in the healthcare program spent 75 hours towards certification. Students in the program are able to receive hands-on practice in the classroom, exposure to opportunities for employment, clinical experience at a 4-star rated, multi-skilled nursing and rehab facility, assistance with applying for the state exam, AM and PM class hours, live blood draws, and connection to area employers.

Construction Pathway

14 students participated in our Construction Pathway. Students were taught construction fundamentals, construction mathematics, earned their CPR certification and 10-hr OSHA. Students were able to report to the work site three days a week and complete a gutting and renovation project. The students participating in construction were given real construction site opportunities, practice carrying and lifting heavy materials, and part of the process of rehabbing a eight bedroom double home, which will be turned into a home for

STUDENT INVOLVEMENT

abused women. The students were so committed to the project that they continued their own site duties during the COVID shut down. Students were exposed to plumbing, carpentry, and electrical training.

Technology Pathway

AUS is on the move to curve the digital divide with infusing technology throughout our high school. Programs offered include Amazon Future Engineer, Microsoft Word Certification, Cloud Computing, CompTIA A+ certification, and FANUC Handling and Tool Programming. 65 students participated in the technology pathway and continue to decrease the digital divide in the urban community!

Martin Luther King Jr. Breakfast

25 students and staff members attended the Martin Luther King Jr. Breakfast at The Columbus Convention Center. The breakfast is a powerful tribute to Dr. King's philosophy and stature. Every year, thousands of guests break bread and sit submolically at "The Table of Brotherhood" to reflect upon values of courage, truth, justice, compassion, dignity, humility and service he taught us through his example.

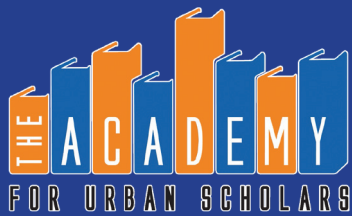
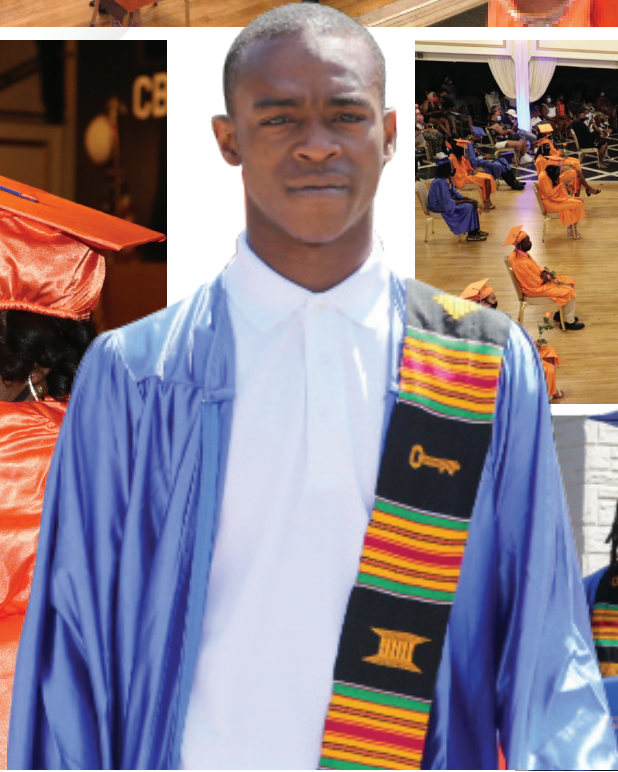
Achieve More & Prosper (AMP)

Students, ages 16-24, are provided with hands-on training opportunities in the areas of Information Technology, Healthcare, Construction, Advanced Manufacturing and Business. This program is a partnership in conjunction with the Franklin County Department of Job & Family Services (FCDJFS) and the Workforce Development Board of Central Ohio (WDBCO). 60 AUS students participated in the program and completed requirements to earn their high school diploma.

Mentoring Monday

For one hour, every Monday, staff and students broke into small groups for mentoring. The purpose of the Monday mentoring sessions was to reconnect with the students after the weekend, develop critical social skills, establish a sense of belonging, and provide opportunities for small group field trips and other outings. Students received a Life Skills elective credit for successful completion of sessions.





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