



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 though 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

Clark 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

Ohio Revised Code (ORC) 3314.03(D)(2) specifies that the sponsor of the 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.”

Buckeye Community Hope Foundation (BCHF) bases its evaluation of school performance on each of the State required indicators and 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 schools performance. Buckeye Community Hope Foundation served as the sponsor for Clark Preparatory Academy during the 2015-2016 school year, and found the school substantially compliant with the rules and regulations governing community schools.

State Report Card

Annual Measurable Objectives	NR
Performance Index	40.0% - F
Indicators Met	0.0% - F
Value Added	NR

Financial Condition

Total Assets:	\$298,770.00
Total Liabilities:	\$446,450.00
Total Operating Revenues:	\$ 1,280,612.00
Total Operating Expenses:	\$1,428,292.00



Board Members

Rodney Hale, President	Nicole Barnes
Robert McIntosh	Kelly Goettsche
Deborah Dorsey	Fred Shuemaker

Clark 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.