

HOPE LEARNING ACADEMY OF TOLEDO



ANNUAL REPORT

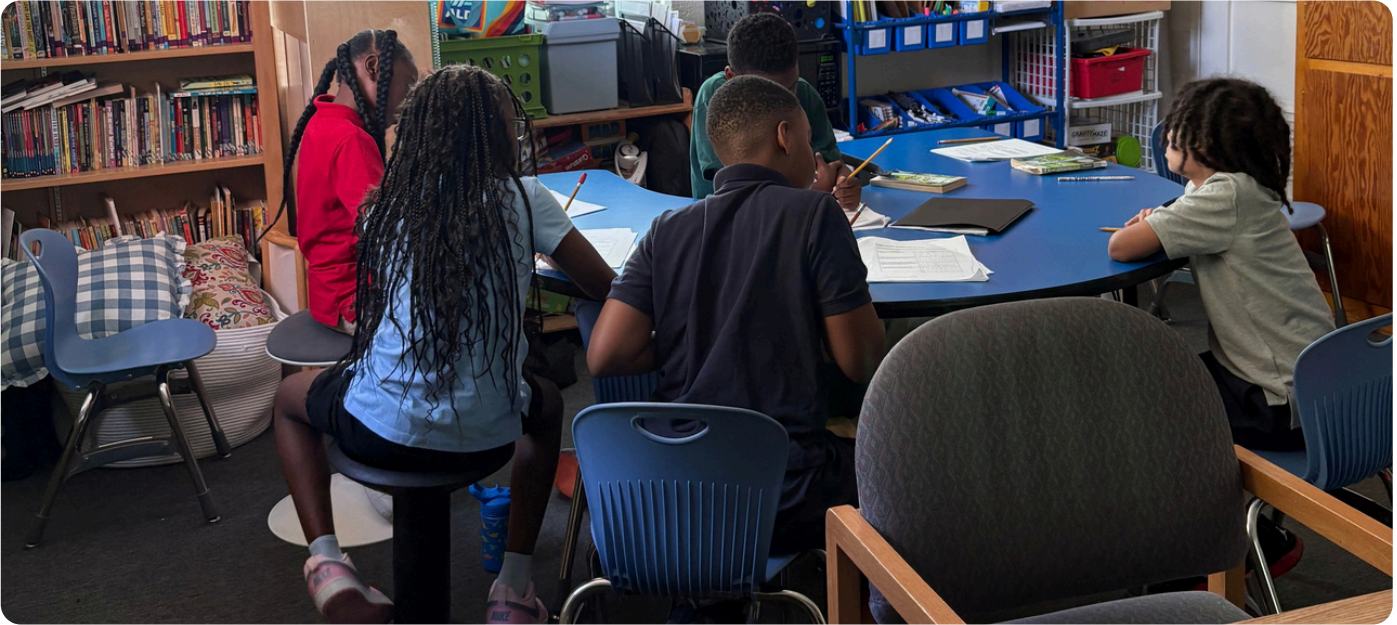
2025-2026 School Year



Hope Learning Academy of Toledo
4234 Monre Steet, Toledo, Ohio 43606
IRN: 014091

HOPE LEARNING ACADEMY OF TOLEDO

HOPE Learning Academy of Toledo is dedicated to cultivating a positive, safe, and supportive learning environment where children are not only valued but also provided with individualized attention to meet their unique learning needs.



THIS YEAR AT A GLANCE

55

Students Enrolled

3 Stars

Ohio Report Card

92%

Attendance Rate

2025- 2026 Ohio School Report Card



Meets state standards

Overall Rating

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of up to six rated components.

[Print](#)

Achievement

The Achievement Component is a measure of how well students performed on state tests.



Needs support to meet state standards in academic achievement.

[View More Data](#)

Progress

The Progress Component is a measure of the growth students are making based on their past performance.



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 groups.



Meets state standards in closing educational gaps.

[View More Data](#)

[Gifted Data](#)

[Chronic Absenteeism](#)

Graduation

The Graduation Component is a measure of the percentage of students that graduate within 4 or 5 years.



[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

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared



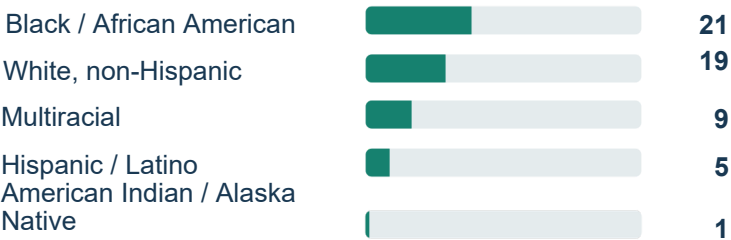
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Our students and our mission

We are committed to providing a positive, safe, and supportive learning environment where kids are valued. HOPE is a place where children's individual learning needs are met so that they can reach their highest potential.



Demographics



Ethnicity counts are from the StudentInformation summary.

THE HOPE DIFFERENCE

Classes of 10 or fewer help staff know each child well and adjust instruction quickly.

Small-group rotations combine teacher-led learning, hands-on practice, and online tools such as i-Ready.

Support without stigma: accommodations that help one learner are made available to help other learners.

Relationships first: trust, self-advocacy, and family partnership create the foundation for learning.

Our purpose

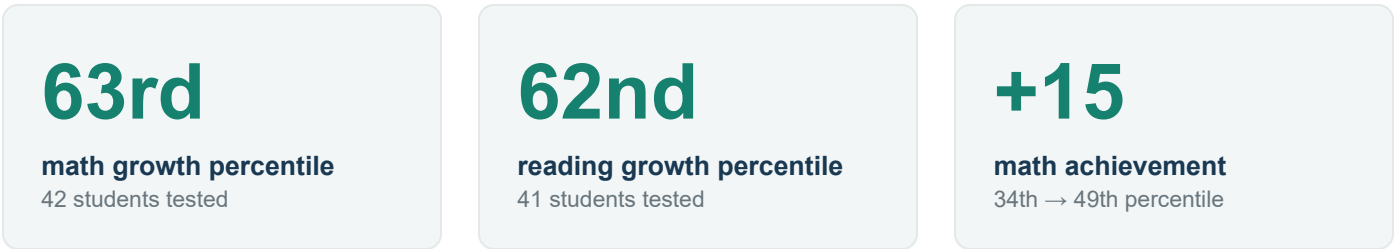
To cultivate self-reliance, critical thinking, problem-solving, and social growth through research-based instruction in a safe, encouraging school culture.

Commitment to students

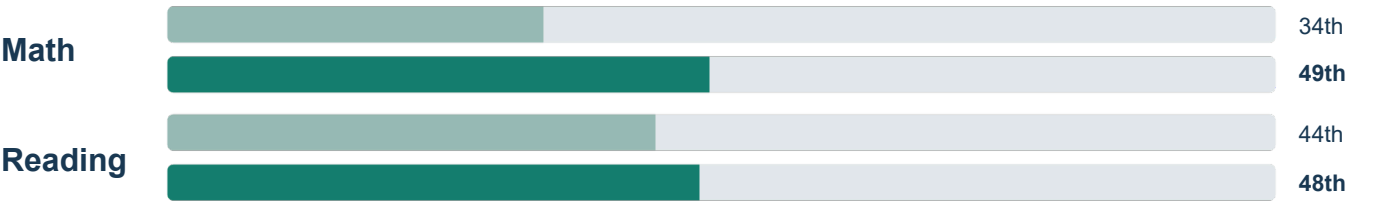
1. Helping kids reach their highest potential
2. Implementing various teaching strategies to accommodate different learning styles
3. Protect their right to learn
4. Expecting only positive outcomes

Learning and Achievement

Students made above-average progress compared with national growth peers from fall to winter 2025–2026.



Fall-to-winter achievement



Growth above the national midpoint

The 50th percentile is the national midpoint for growth. HOPE’s median growth was above that point in both math and reading.

Spring OST bright spots

- 01 **Grade 3 ELA grew 42 scale-score points**, from 671 in fall to 713 in spring.
- 02 **Grade 7 posted strong results** in Math (703) and ELA (701).
- 03 **Grade 5 Science reached 684**, the stronger of the two tested science grades.



WHAT COMES NEXT

Math: By May 2028, we will increase middle school students’ i-Ready math growth by 10%.

Attendance: By June 2028, we will decrease chronic absenteeism for all students by 15%.

Reading: By May 2028, we will increase the number of students meeting their annual NWEA MAP reading growth target to 47%.

Attendance: more students in school

Daily attendance improved substantially. Fewer students missed 10% or more of instructional time, the state definition of chronic absenteeism.

Chronic absenteeism rate



13

percentage points lower

35% in 2024–25 → 22% in 2025–26

12

chronically absent FTE

down from 20 in 2024–25

A 13% relative decline in one year

The change from 35% to 22% means substantially more students had consistent access to instruction, intervention, and school relationships.

How HOPE protects learning time

- 01 **Daily monitoring and early outreach**

Staff notice patterns early and respond before absences become chronic.
- 02 **Family collaboration**

Conversations focus on solving barriers, including transportation, health, and routines.
- 03 **A welcoming school culture**

Students are known, supported, and encouraged to return each day.
- 04 **Consistent intervention**

More time in school means more access to specialized instruction and progress monitoring.

WHY IT MATTERS

Attendance growth and academic growth reinforce one another. HOPE will continue protecting instructional time while maintaining compassionate, practical support for students and families.

How growth happens at HOPE



“When a child knows, likes, and trusts you, then they’re going to learn from you.”

-Joella Simmons

Instruction built for learners

Structured literacy

Explicit phonics, vocabulary, fluency, comprehension, Lexia, and Orton-Gillingham routines.

Small-group teaching

Teacher-led instruction, guided practice, hands-on work, and targeted intervention.

Data-informed support

MAP, i-Ready, state tests, and classroom evidence guide groups and next steps.

Strong core curriculum

Wonders, i-Ready Math and Reading, Discovery Education, Studies Weekly, and Four-Square Writing.

Whole-child support

Social skills instruction

Counselor-led lessons teach communication, friendship, regulation, and problem-solving.

Sensory-informed practices

Flexible seating, movement, quiet spaces, and occupational therapy support access to learning.

Family partnership

Staff call to collaborate and solve problems, while honoring the realities families manage at home.

Student voice and self-advocacy

Students learn to understand their supports, express needs, and build independence.

Growth beyond a score

HOPE students have grown to grade level, exited IEP services when appropriate, and successfully transitioned to selective Toledo programs. Each outcome reflects stronger skills, confidence, and readiness for the next step.

About the measures: MAP percentiles compare growth with national peers and are not proficiency rates. The 31.9% state-assessment figure in the supplied dashboard combines proficiency levels for students with disabilities across selected grades and subjects; it is not a schoolwide rate.

Annual financial summary

FY2026 actual | July 1, 2025 - June 30, 2026

Receipts exceeded disbursements, increasing the year-end fund cash balance.

\$1,834,554 Total receipts Operating and nonoperating	\$1,810,857 Total disbursements Including interest charges	\$23,697 Annual cash surplus Receipts less disbursements
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Where funds came from

State foundation		\$1,099,116	59.9%
Donations		\$625,000	34.1%
Federal grants		\$86,768	4.7%
Other operating		\$23,670	1.3%

Where funds were spent

Salaries and wages		\$1,200,060	66.3%
Employee benefits		\$353,627	19.5%
Purchased services		\$218,315	12.1%
Supplies / materials		\$32,843	1.8%
Interest / fiscal charges		\$4,588	0.3%
Other operating		\$1,424	0.1%

Salaries and benefits represented 85.8% of total disbursements.

Cash position \$147,895 Beginning fund cash	\$171,592 Ending fund cash	\$23,697 Annual increase
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Source: HOPE forecast, August 2026 submission; FY2026 actual receipts, disbursements, and fund cash.
Cash-basis summary. Percentages rounded to one decimal; zero-value categories omitted. No forecast figures used.

Leadership, Governance & Sponsorship

School Leadership

Daniel J. LaValley Superintendent
Joella Simmons Assistant Superintendent
David Massa Treasurer

Board of Directors

John Graham	John Szuch
Sister Mary Jo Szpila	Mark Luetke
Richard Yarder	

SPONSOR / AUTHORIZER

North Central Ohio Educational Service Center

The sponsor monitors academic performance, fiscal stewardship, governance, legal compliance, and continuous improvement. HOPE’s leadership and Board work with the sponsor to meet Ohio community-school requirements and protect strong school operations.

Legal Compliance

HOPE Learning Academy administrators and governing authorities understand that compliance and following all regulations as set by our sponsor, North Central Ohio Educational Service Center, as well as all legal compliance set forth by the Ohio Department of Education, is vital to the overall management and operations of the school. HOPE makes a meaningful and purposeful attempt to be in 100% compliance, at all times, with NCOESC and ODE. This is shown to be true throughout the past eight years as HOPE has not been out of compliance once, and continues to be in 100% compliance during all 10-day assurance compliance visits, Fall Compliance visits, and Spring Compliance visits, Audits, Health and Safety Regulations and visits. HOPE Learning Academy has adjusted very HOPE with the sponsor’s legal compliance changes to Epicenter and will continue to make compliance a priority in relation to the management and operations of the school moving forward. HOPE Learning Academy understands and believes that without a school in compliance, HOPE cannot reach our population and meet the goals that are of most importance to the population HOPE serves.



HOPE Learning Academy of Toledo

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hopelearningacademy.org

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