



THE MARITIME ACADEMY OF TOLEDO ANNUAL REPORT 2024–2025



LEADERSHIP TEAM

Superintendent:
Dr. Misha Stredrick
Principal:
Jacob Lofton
Fiscal Officer:
Anthony Swartz

GOVERNING BOARD MEMBERS:

Paul Hubbard Sr – Chairman
Jim Hartung – Vice Chairman
Dr. William Davis – Director
Joy Goodner – Director
Tim Goligoski – Director
Keith Jordan – Director
Kathy Simpson – Board Secretary

LETTER FROM THE SUPERINTENDENT

DEAR MARITIME ACADEMY FAMILIES AND COMMUNITY,

I am proud to present the 2024–2025 Annual Report for The Maritime Academy of Toledo. As Superintendent, it is an honor to lead a school dedicated to developing students into capable, resilient leaders, both on land and at sea.

Over the past year, our school has made meaningful progress in academics, school culture, and community engagement. As we enter the 2025–2026 school year, our work continues to focus on Academics, Attendance, Behavior, and College and Career Readiness.

- **Academics:** We strengthened core literacy and math instruction through the myPerspectives, SAVVAS, and Phonics for Reading curricula, resulting in increased student engagement and improved grade-level text comprehension.
- **Attendance:** Chronic absenteeism remains a focus, yet our Check and Connect mentorship program has fostered stronger relationships with students, contributing to better attendance outcomes.
- **Behavior:** Through our Positive Behavioral Interventions and Supports (PBIS) framework, we reinforced a culture of respect and accountability while expanding therapeutic supports to help students navigate personal and social challenges.
- **College and Career Readiness:** Students participated in hands-on experiences, and industry-focused pathways in maritime studies, culinary arts, and technical fields, preparing them for future success.

Looking ahead, we remain committed to enhancing student achievement through innovative instruction, targeted supports, and meaningful partnerships. Our mission to deliver rigorous, personalized learning experiences guides every decision, while our vision of shaping future leaders with character and creativity serves as the compass for all we do.

I extend my deepest gratitude to our teachers, staff, families, and community partners whose dedication makes this progress possible. Together, we will continue to rise, learn, and lead.

Sincerely,
Dr. Misha Stredrick, Superintendent
The Maritime Academy of Toledo

ACADEMIC OVERVIEW

The Maritime Academy of Toledo has made steady progress across academic indicators from the 2023-2024 School Year to the 2024-2025 School Year. Overall student performance increased, and diagnostic data indicate stronger foundational skills, particularly in literacy and math. The seventh grade continues to represent the lowest-performing group academically, with a small cohort of eight students. Focused supports have been implemented for this grade level.

Our 2024-2025 student body outperformed the 2023-2024 cohort across most key benchmarks, reflecting the impact of intentional instructional supports, targeted interventions, and improved curriculum alignment.



ENGLISH LANGUAGE ARTS

The implementation of *myPerspectives* has significantly increased student interaction with texts and strengthened comprehension through structured writing and analysis tasks. Teachers are using follow-up lessons to deepen engagement and ensure that students consistently interact with on-grade-level materials in every classroom. Phonics instruction has also yielded measurable gains, particularly among struggling readers. Of the 18 identified students, 13 are currently enrolled in the *Phonics for Reading* program, receiving small-group support across four instructional groups.

Additionally, *Star* and *Freckle* benchmark assessments show encouraging growth, with 58.7% of students exceeding typical progress benchmarks and 21.7% meeting district benchmarks. To further enhance literacy development, ELA Teacher-Based Teams have adopted a modified Frayer Model to strengthen vocabulary acquisition as a Tier I support for all students.

MATHEMATICS

The Mathematics Department has shown notable gains this year, beginning with higher starting points on STAR assessments compared to previous years. Students are increasingly using reference sheets and calculators to strengthen procedural fluency, with particular success in expressions, equations, and graphing. Geometry remains an area of continued focus and targeted support. Overall, math proficiency reached 23.1%, and 63% of students achieved a 40 Student Growth Percentile (SGP), signaling steady academic growth across grade levels.

In addition, *Freckle* usage surpassed 2,000 total sessions; an increase of 900 sessions and more than 3,000 extra minutes of math practice compared to last year. Teachers have effectively integrated the SAVVAS curriculum and adopted interactive strategies to gather real-time student responses. An Algebra I support class was also established to help students recover credits and reinforce essential mathematical foundations.





INSTRUCTIONAL PRACTICE

Instructional practices at Maritime are strengthened through consistent walkthroughs, detailed lesson plan feedback, and ongoing leadership coaching. Teachers have become increasingly proactive in seeking feedback during observations, demonstrating a shared commitment to continuous improvement. Walkthrough data reflect measurable growth in lesson delivery, student engagement, and the effective use of *myPerspectives* materials within ELA classrooms.

Best practices are introduced and reinforced during monthly professional development sessions, followed by targeted classroom monitoring to ensure implementation. Through leadership coaching and collaborative reflection, teachers are supported in translating new instructional strategies into tangible improvements in student outcomes.



SPECIAL EDUCATION AND STUDENT SUPPORTS

The Special Education team, in collaboration with the State Support Team, continues to strengthen supports for diverse learners across all grade levels. State Support Team staff are on-site weekly to assist with data collection, implement Positive Behavioral Interventions and Supports (PBIS), and provide targeted instructional feedback. Ongoing work through the State Personnel Development Grant (SPDG) has focused particularly on enhancing supports for seventh-grade students, ensuring that interventions are data-driven and responsive to student needs.

Together, the State Support Team and building leadership have developed data protocols to guide Teacher-Based Teams and classroom feedback cycles. This partnership has also emphasized addressing student behavior through a special education lens, promoting equitable, proactive, and supportive strategies that help all students thrive academically and socially.



ATTENDANCE AND MENTORSHIP

The 2024–2025 Report Card reflects a chronic absenteeism rate of 91.2%, marking an increase from the previous school year and demonstrating a concern in student attendance. Continued efforts are needed to further reduce absenteeism and strengthen consistent student engagement.

To support this work, the Modified Check and Connect initiative has been fully implemented across the school. Each staff member mentors a group of students, monitoring their academic, attendance, and behavioral progress through regular, documented check-ins. This system fosters stronger relationships between students and staff while providing early interventions to keep students connected to school and on track for success.



ONE PLAN GOALS

Maritime's One Plan is anchored in three key goals: Literacy, Graduation, and College and Career Readiness. Each goal is designed to promote academic excellence and ensure that every student is prepared for success beyond high school. Parent engagement nights this year have centered on literacy development, math fluency, and understanding the pathways to graduation, empowering families to take an active role in supporting student achievement.

The academy's growing industry credential program continues to provide students with hands-on learning and real-world experience in maritime studies, culinary arts, and other technical fields. Through these opportunities, students are building valuable skills and credentials that align with both college and workforce pathways.

FINANCIAL OVERVIEW

The Maritime Academy of Toledo remains fiscally responsible, balancing resources to support both instructional priorities and facility needs. Fiscal Year 2025 began with a strong cash balance and maintained financial stability throughout the year.



ESTIMATED RECEIPTS (FY25)

- State Foundation Funding: \$2,620,672
- Federal Grants (Title, IDEA, ESSER): \$635,141
- Other Grants and Reimbursements: \$165,646
- Loan Proceeds: \$271,383
- Interest and Miscellaneous: \$5,072
- Total Receipts: \$3,697,914

ESTIMATED EXPENDITURES (FY25)

- Salaries and Benefits: \$2,577,691
- Purchased Services: \$530,592
- Materials and Supplies: \$185,806
- Other/Capital: \$670,783
- Total Expenditures: \$3,964,372

The academy ended the fiscal year with an estimated cash balance of \$319,085, ensuring compliance with state financial standards.

REPORT CARD PERFORMANCE 2024–2025

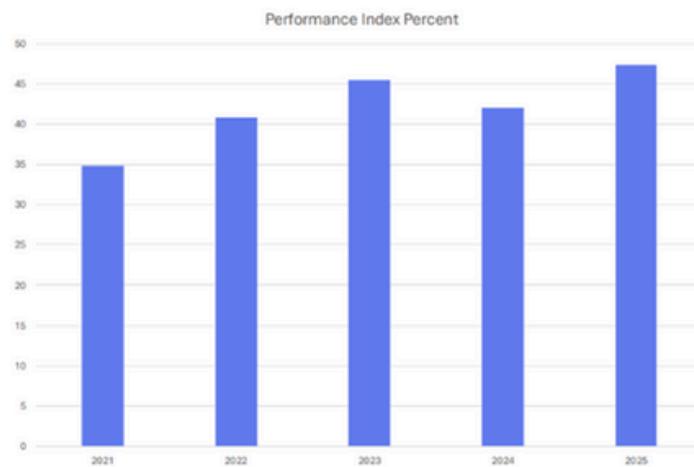
The Ohio School Report Card for the 2024–2025 school year provides a clear picture of The Maritime Academy of Toledo's academic performance, growth, and postsecondary readiness. Compared to the prior year, the academy demonstrated measurable progress in several components, particularly in student growth and college and career readiness. While achievement and graduation rates remain areas for continued improvement, the school continues to build upon foundational gains in literacy, attendance, and engagement.

Component	2023–2024 Rating	2024–2025 Rating	Change/Notes
Overall Report Card	★★ (2 Stars, 1.417)	★★☆ (2.5 Stars, 1.643)	Improved overall score and rating
Achievement (Performance Index %)	★ (42.1%)	★ (47.4%)	Increase of 5.3 percentage points
Progress (Value-Added Growth)	★★ (2 Stars, -3.14 Index)	★★★ (3 Stars, +1.25 Index)	Significant growth in student progress
Gap Closing	★★ (16.1%)	★ (3.8%)	Decrease due to ELA/Math group performance gaps
Graduation Rate	★ (64.4%)	★ (62.2%)	Slight <u>decline</u> : continued focus needed
College, Career, Workforce & Military Readiness (CCWMR)	NR / 17%	★★★ (63%)	Major improvement (+46%) and 3-star rating

THE 2024–2025 REPORT CARD HIGHLIGHTS KEY TRENDS IN MARITIME'S ACADEMIC PERFORMANCE:

- **Achievement:** The Performance Index increased from 42.1% to 47.4%, reflecting growth in foundational literacy and math.
- **Progress:** Maritime earned 3 Stars, showing strong student growth compared to peers statewide. The Value-Added Index improved from -3.14 to +1.25.
- **Gap Closing:** Although the Gap Closing component declined to 1 Star (3.8%), this measure reflects a statewide recalibration and the academy's ongoing efforts to close ELA and math achievement gaps.
- **Graduation:** The four-year adjusted rate is 62.2%. The academy continues to support students through credit recovery, mentoring, and targeted intervention to increase on-time graduation.
- **College, Career, Workforce, and Military Readiness:** Maritime achieved a 3-Star rating with 63% readiness; a significant improvement of over 45 percentage points from the prior year, driven by expanded credentialing and career pathway programs.

Performance Index Percent



Data source: Ohio School Report Cards > Download Data > Building Overview & Building Achievement Ratings

Progress Rating Explained

- The Progress component looks closely at the growth students are making on Ohio State Tests from year to year (considering current and two prior years of data).

Maritime Value Added Scores		
Year	Value-Added Growth Index	Value-Added Effect Size
2022-23	-0.3	-0.01
2023-24	-3.14	-0.09
2024-25	1.25 (↑)	0.04 (↑)

Data sources: 2024-2025-Report-Card-Guide-DPR.pdf.aspx; Ohio School Report Cards > Download data > Dropout Recovery Schools Value

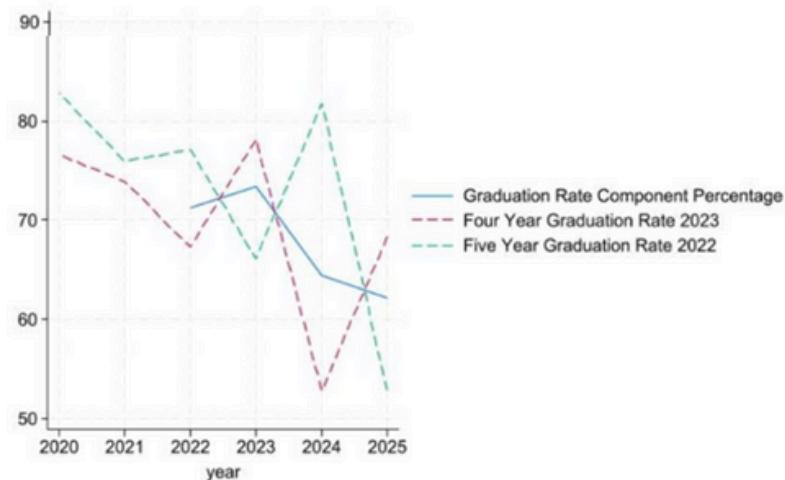


Gap Closing Explained

- The Gap Closing Component is a measure of the reduction in educational gaps for student groups.
 - It also measures how schools are doing in helping English learners become proficient in English; however Maritime does not have enough students to evaluate.
- For Maritime, the biggest gaps between performance and group goals in 2024-25 are for:
 - Math and ELA achievement for all students
 - ELA growth for all students and students identified as economically disadvantaged

Data source: Ohio School Report Cards (2024-25) reportcard.education.ohio.gov/dorp/000770

Graduation Ratings (by indicator) by year

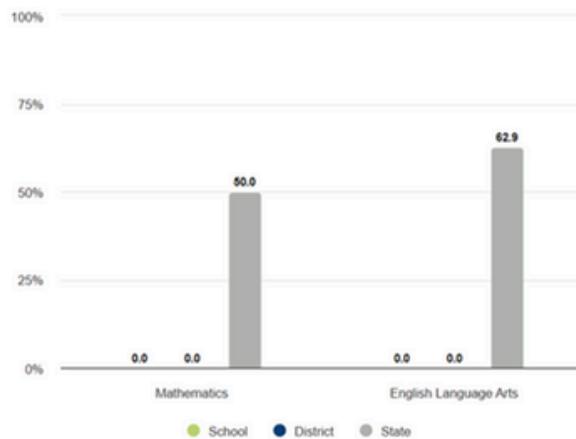


Data source: Ohio School Report Cards > Download Data > Dropout Recovery Schools Overview

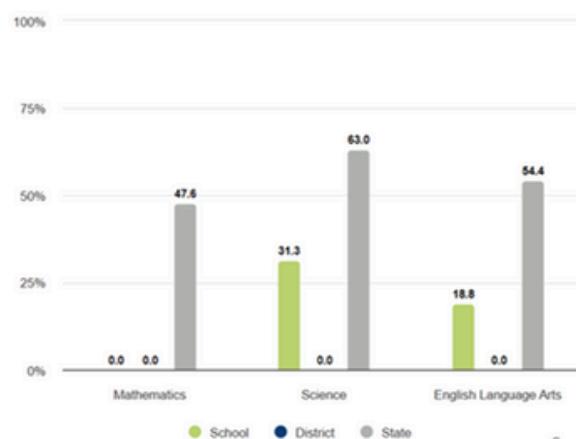


Middle School Student Achievement Data

Seventh Grade

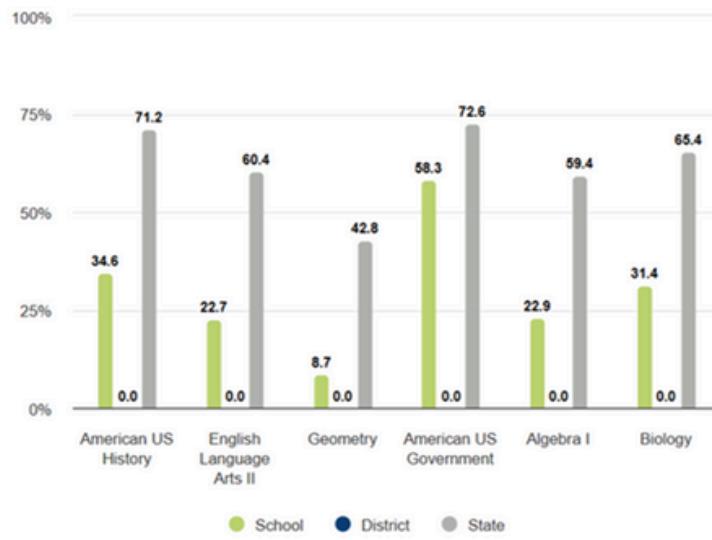


Eighth Grade



High School Student Achievement Data

NAVIGATING OUR PROGRESS



Overall, the Maritime Academy's 2024–2025 report card results reflect meaningful improvement in student progress and postsecondary readiness. The academy continues to build momentum through focused instructional practices and expanded career pathways, with sustained attention on literacy, attendance, and graduation outcomes as key priorities for the year ahead.