

Inkster Preparatory Academy

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December 23, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019 - 20 educational progress for Inkster Preparatory Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Shawn Hurt for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3slJEnE>, or you may review a copy in the main office at your child's school.

For the 2019 - 20 school year, schools were identified using definitions and labels as required in the, Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

The key challenges for Inkster Preparatory Academy are:

- Math Proficiency
- Effective Virtual and/or Remote Teaching
- Differentiated instruction using a virtual platform

The strategies/initiatives that Inkster Preparatory Academy uses are:

- After school virtual tutoring and virtual Summer Enrichment in the area of math to provide additional learning for students struggling with math
- Professional development in Social Emotional Learning for students and teachers.

While we celebrate the growth of the students, the Academy continues to strive for greater student achievement in all academic areas for all students. The following initiatives will continue to assist the students in reaching their highest level of performance:

- Reading and Math Specialists during the day
- Online supplemental support (IXL, IReady, Razkids, and Newsela)

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- The Academy shall make reasonable effort to advertise its enrollment openings.
- The Academy’s open enrollment period shall be a minimum of two weeks (14 calendar days) in duration and shall include evening and weekend times.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the Academy’s next open enrollment period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the Authorizer.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- The Academy’s School Improvement Team meets virtually at least once per month.
- The goals and objectives of the school improvement plan are as follows:
 - a. At least 50% of students who have been with the academy for 3years or more will be proficient in English Language Arts, mathematics, social studies, science and writing.
 - b. The median growth of all students will be at or above 50% as measured by MAP/NWEA.
 - c. The Academy has incorporated extended instructional time for English Language Arts and mathematics across all grade levels to ensure students are becoming competent in these areas at each grade level. In addition, rigorous intervention plans have been developed for all grade levels to meet the needs of ALL students.

3. We are a single district school and our school is not specialized.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

5. The Academy has a curriculum for the core content areas (English Language Arts- includes reading, listening, writing, and vocabulary, mathematics, social studies, and science). A copy of the curriculum is available in the main office of the school, upon request and on the school’s website.

6. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

The Academy receives an annual Academic Performance Report from the Authorizer (Central Michigan University). The 2019 - 20 Academic Performance Report includes the aggregate student achievement results for 2019 - 2020 for students enrolled for the 2019 – 20 school year.

2018-2019 84% of the students met the target in Reading

2018-2019 92% of the students met the target in Mathematics

2019-2020 50% of the students met the target in Reading - *This data represents Fall – Winter MAP scores*

2019-2020 64% of the students met the target in Mathematics - *This data represents Fall – Winter MAP scores*

7. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

- During the 2018 - 19, parent teacher conferences data was as follows:
 - Fall Conference: 104 families represented 82% attendance
 - Spring Conference: 89 families represented 70% attendance
- During the 2019 - 20, parent teacher conferences data was as follows:
 - Fall Conference: 85 families represented 73% attendance
 - Spring Conference: *No data due to COVID 19 School Closings*

The Academy appreciates all stakeholders who contributed to our growth this academic year and encourage you to continue to support the students, staff, and families.

Sincerely,

Shawn Hurt, MA. Ed.S
Principal