



April 26, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016 - 17 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://goo.gl/Mn8zJf> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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 Academy will employ the following strategies in the school-wide plan which will focus on helping ALL students reach the State's standards: Teachers will utilize best practices for whole group and small group instruction that focuses on both math and reading, reinforcing basic skills through differentiation (small group and one-on-one), technology and extended learning opportunities for all students (at-risk, average and advanced) in order to deepen their understanding of concepts. The Academy believes that parents and teachers share many roles. The Academy provides developmental activities during curriculum nights to support all parents in their ability to assist in the education of their students in order to improve their child's skills in all core content areas. The Academy Staff will provide additional learning opportunities for students furthest from the targets of the state and local assessments in order to improve skill levels in core content areas. Teachers continually review data at the end of each testing cycle to identify students who may be in need of additional assistance in a smaller group setting. The school social worker will help resolve conflicts that arise between all students regarding academic requirements and behavior/attendance/health policies and/or expectations in order to improve academic achievement.

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:

- After school tutoring and enrichment programs
- Reading and Mathematics Specialist during the school day

- Online Intervention class (Compass Odyssey Learning)
- PBIS
- Summer School

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 during weekly staff meetings and during weekly data meetings to update the 3-5 year School Improvement Plan.
- 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 3 years 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. 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

- 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.

4. 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 2016-2017 Academic Performance Report includes the aggregate student achievement results for 2016-2017 for students enrolled for the 2016 – 17 school year. There would not be any data for the previous years, because the academy began operation during the 2016-2017 school year.

2016-2017 84% of the students met the target in Reading

2016-2017 92% of the students met the target in Mathematics

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

- During the 2016-2017, parent teacher conferences data was as follows:
 - Fall Conference: 92 families represented 80% attendance
 - Spring Conference: 70 families represented 86% attendance

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