



January 31, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023/24 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 Ms Tiffany Dudley for assistance.

The AER is available for you to review electronically by visiting the following web site: [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-D,2950,119,0](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-D,2950,119,0) or you may review a copy in the main office at your child's school.

For the 2024-2025 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-2022. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement school. The academy has struggled to meet annual growth and proficiency targets in reading and mathematics. 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 high quality instructional 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 Interventionist during the school day
- Paraprofessional supports
- Phonics and Phonemic Awareness Specific Instruction
- Beyond Basics supplemental targeted reading supports
- Middle school STEM programs
- Online Intervention Program (iReady)
- After school tutoring
- PBIS
- Summer School
- Sports Teams
- Social Emotional Learning
- Foreign Language Exposure

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 MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PLAN

- All interim benchmarks were met per MDE review.
- The Academy's School Improvement Team meets during monthly staff meetings and during bi-weekly data meetings to update the 3-5 year School Improvement Plan.
- The goals and objectives of the school improvement plan are as follows:
  1. 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.
  2. The median growth of all students will be at or above 50%ile as measured by MAP/NWEA
  3. By June 2025, IPA will reduce the number of chronically absent students by 10%
  4. By June 2025, IPA will fully implement the recruitment and retention plan to increase the number of certified teachers

5. By June 2025 IPA will increase the number of students proficient in reading by 3% as measured by MSTEP
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3. We are a single district school and our school is not specialized.
  4. 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.

5. 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 2017-2018 – 2022-2023 Academic Performance Report includes the aggregate student achievement results for 2022-2023*

2022-2023 16% of the students met the target in Reading

2022-2023 10% of the students met the target in Mathematics

2023-2024 20% of the students met the target in Reading

2023-2024 14% of the students met the target in Mathematics

6. MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (MSTEP)

- 2023-2024 Overall Growth Index: 40.13
- 2023-2024 Overall Proficiency Index: 23.18
  - ELA Growth: 47%
  - Math Growth: 45%
  - ELA Proficiency: 12%
  - Math Proficiency: 7.7%

7. Identify the number and percent of students represented by parents at Parent-Teacher Conferences:

- During the 2022-2023, parent teacher conference data was as follows:
  - Fall Conference: 97 families 38.3%
  - Spring Conference: 71 families 28%
- During the 2023-2024, parent teacher conference data was as follows:
  - Fall Conferences: 91 families 36%
  - Spring Conferences: 68 families 27%

8. Our current grade level span is KDG- 8<sup>TH</sup> Grade.

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,

*Tiffany Dudley*

Tiffany Dudley

