



# DETROIT PUBLIC SCHOOLS

## East English Village Preparatory Academy

17200 Southampton  
Detroit, Michigan 48224

### Annual Education Report (AER) Cover Letter (2013-2014)

August 15, 2014

Dear Parents and Community Members:

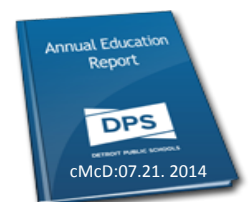
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the East English Village Preparatory Academy. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Patricia Murray, Principal at (313) 873-0655 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer> or the school's website at <http://detroitk12.org/schools/eevpa/>. You may also view a printed copy in the main office at your child's school or at the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan 48202.

The State has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the State. Our school has not been given one of these labels.

The key challenges for our school are as follows:

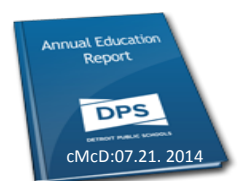
- **We did not meet the 80% graduation rate goal.**
  - 4-Year Cohort: 82.81%; 5-Year Cohort: -; 6-Year Cohort: -
  - Only 84.59% of the All Students; 84.50% of the Black; 83.08% of the Economically Disadvantage and 77.42% of Students with Disabilities subgroups were assessed in reading.



- Only 86.30% of the All Students; 86.22% of the Black; 85.28% of the Economically Disadvantage and 70.49% of Students with Disabilities subgroups were assessed in writing.
- Only 82.27% of the All Students; 82.16% of the Black; 85.28% of the Economically Disadvantage and 74.19% of Students with Disabilities subgroups were assessed in mathematics.
- Only 84.59% of the All Students; 84.50% of the Black; 83.08% of the Economically Disadvantage and 75.81% of Students with Disabilities subgroups were assessed in science.
- Only 84.31% of the All Students; 84.21% of the Black; 84.46% of the Economically Disadvantage and 71.95% of Students with Disabilities subgroups were assessed in social studies.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
  - Only 0.00% of the Bottom 30% subgroups met the Differentiated target in reading.
- **We did not attain Differentiated target achievement goals for all subgroups of students in writing.**
  - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in writing.
- **We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**
  - Only 0.00% of the Bottom 30% and 0.00% of the Students with Disabilities subgroups met the Differentiated target in social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement by implementing the following key initiatives:

- Make use of data to identify where students are and where students need to go
- Use of data to drive instruction, create interventions, differentiate instruction, and successfully educate students
- Personalization of education, goals and attainment of goals student by student
- State approved Title I plan
- Credit Recovery program (during the school year and summer school is available to all students that have failed a course)
- Tiered instruction, including RTI available for students that are farthest from the target
- On-going professional development available for staff, ensuring best practices are being utilized in the classroom
- ACT/MME workshops available for students



- Three attendance agents/officers to help with attendance problems
- Quarterly progress reports and quarterly report cards to communicate with parents/guardians
- Pre and Post Assessment
- Surveys – Parents/Students
- Parent Conferences
- After-School Tutoring
- Constant monitoring of all steps of improvement for success

## **Parent Involvement**

- Through Technology – MISTAR Portal (24 hour online access for questions, information, or concerns regarding their child)
- Administration/Teacher/Parent Connection
  1. Email
  2. U.S. Mail
  3. Phone
  4. School visitation
  5. Twitter/Facebook/Text
- Parent Resource Room
- Parent Conferences
- Parent focused workshops
- Parent advisory board (Network and provide encouragement for other parents with children of the same age, grade, and expressed goals)
- Parent 5-minute walk-thru of classrooms
- Open door policy (At East English Village Preparatory we value our parents insight)

State law requires that we also report additional information.

## **Process for Assigning Pupils to the School**

Detroit Public Schools has an “Open Enrollment Initiative.” This initiative allows students to elect to attend any Detroit Public School without being required to live within the boundary for that school. The “Open Enrollment Initiative” does not apply to the Examination High Schools or Application Schools. Parents may enroll their child(ren) in the school of their interest as long as the school has not reached capacity for their particular grade. Enrollment preference is given to students who live within the boundary of a school.

## Process for Assigning Pupils (Continued)

It should also be noted that transportation will not be provided for students who select a school outside of the boundary of their home school. "Open Enrollment Initiative" resources can be found on our website at: [http://detroitk12.org/resources/prospective\\_students/](http://detroitk12.org/resources/prospective_students/)

## School Improvement Status

| Year      | School Improvement Status |
|-----------|---------------------------|
| 2013-2014 | No Status                 |
| 2012-2013 | No Status                 |

## Detroit Public Schools' Core Curriculum:

Consistent with the Detroit Public Schools 2013-2017 Strategic Plan, there are aggressive plans to accelerate the rate of student achievement and to ensure that students graduate with the academic and social skills necessary for success in college and the workplace.

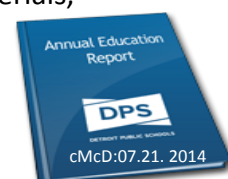
### Specific curriculum actions are based on the District's strategic plan to:

- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service
- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. Minimize the Impacts of Change
- IX. Foster School-Based Leadership
- X. Celebrate and Promote Success
- XI. Ensure Fiscal Stability
- XII. Improve Attendance and Discipline

The "Neighborhood-Centered, Quality Schools," Strategic Plan, is available online at [http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic\\_Plan\\_DRAFT-FINAL.pdf](http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.pdf)

## Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the State standards and the NAEP. This represents the core curriculum, which is supported by the texts, materials,



computer software and other school level resources used daily in the classrooms. All of the professional development activities are aligned to the core curriculum.

The implementation is a process delineated in the District Plan. This plan serves as the framework for each school's academic achievement plan.

The frequent monitoring of the implementation of these plans are conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar.

The variances from the State Plan can be found in the grade level expectations, which are also aligned to the higher standards of NAEP.

Parents/Guardians are offered classes to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Regional Parent Resource Center is a vehicle for parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an online instructional management system), Web up-dates and semi-annual progress reports are a means to disseminate achievement information to educators. Parents will have the opportunity to monitor students' progress, including attendance, through **Parent Connect** in the fall.

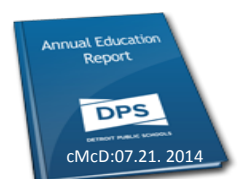
Detroit Public Schools' Core Curriculum is currently under revision. Pacing Charts and Curriculum guides will be posted to the Division of Teaching and Learning under the Leadership page of our website in the near future.

## **Parent Engagement**

- ❖ Use the technology portal for parents to view daily lessons and to communicate with teachers.
- ❖ Implement and follow through with the parent contracts.
- ❖ Use the Parent Resource Center to engage parents in innovative workshops and sessions that are practical and will result in parent support to students at home.

## **Student Achievement Results**

Aggregate Student Achievement Results and Detroit Public Schools Quarterly NWEA ~ MAP Reading and Mathematics reports for East English Village Preparatory Academy can be found on



the Detroit Public Schools' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following reports are available:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Michigan Accountability Scorecard Report
- Annual Education Report
- NWEA ~ MAP aggregate student achievement results

### Parent-Teacher Conferences (Interactions):

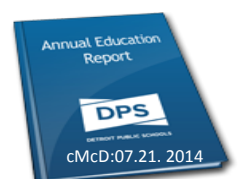
| School Year | Total Parent Interactions | Percent |
|-------------|---------------------------|---------|
| 2013-2014   | 1957                      | 207.1%  |
| 2012-2013   | 2542                      | 39.9%   |

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability has developed a data collection system which has enabled the District to comply with the Annual Education Report criteria of identifying the number and percent of students represented by parents at Parent-Teacher Conferences (PTC).

- 1.0 Data from the PTC Forms represent “parent interactions” with teachers, per school, per card marking.
- 2.0 Parent Interaction Definition: During Parent-Teacher Conferences Schools/Teachers are advised to have each parent participant provide a parent signature-a parent may not sign for a student if they did not talk about that student.
- 3.0 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least eight (8) instances, the calculated percentages are in excess of 100%. In each instance, each of these eight (8) schools may have experienced a large parent turnout at each of the required conferences. If during each conference, one (1) parent with two (2) students enrolled in the school visited three (3) teachers for each of their two (2) students, this would count as six (6) parent interactions, thus increasing the base number and resulting percentage.

\*Per the Evaluation Unit of the Detroit Public Schools Office of Research, Evaluation, Assessment and Accountability, data was obtained from the Advanced Placement (AP) Current Score Summary (2014) Report. This report was run July 21, 2014.

The 2014 data for this report provides, per school, the total number of Advanced Placement (AP)



## Parent-Teacher Conferences (Interactions) (Continued)

students who scored 3, 4, or 5 on at least one Advanced Placement (AP) Exam divided by the total number of AP exams per school.

### Postsecondary Enrollments (Dual Enrollments):

| Year      | Total # of 11th/12th Graders Enrolled | # of Dual Enrollment Students | % of Dual Enrollment Students |
|-----------|---------------------------------------|-------------------------------|-------------------------------|
| 2013-2014 | 720                                   | 273                           | 38.0%                         |
| 2012-2013 | 596                                   | 196                           | 32.7%                         |

### College Equivalency Courses:

Number and percentage of students enrolled in college equivalent courses (AP/IB)

| School Year | # of Courses Offered | # of Students Enrolled in Advance Courses | % of Students Enrolled in Advance Courses |
|-------------|----------------------|---|---|
| 2013-2014   | 5                    | 303                                       | 21.0%                                     |
| 2012-2013   | 3                    | 84  | 9.24%                                     |

### Percentage of Students Receiving a Score Leading to College Credit (Scores from: ACT/SAT/AP)\*

| School Year | Number of AP Students | Number of AP Exams | Number of Students taking the AP Exam(s) with Scores of 3, 4 or 5 | Percentage of Students taking the AP Exam(s) receiving a Score of 3, 4, or 5 |
|-------------|-----------------------|--------------------|---|--|
| 2013-2014   | 58                    | 66                 | 4   | 6.1%   |
| 2012-2013   | 88                    | 102                | 0   | 0.0%   |

Source: College Board

We would like to wish our students, parents and community a successful school year.

Sincerely,

Patricia Murray, Principal

