Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 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 Dr. Charlene Mallory, Principal at (313) 347-7280 for assistance.

The AER is available for you to review electronically by visiting the District’s website http://detroitk12.org/aer, the school’s website at http://detroitk12.org/schools/eevpa/or the MiSchool Data website at https://goo.gl/nWvKFM. You may review a copy in the main office at your child’s school or in the Office of Parent and Community Engagement, Fisher Building, 12th Floor, 3011 W. Grand Boulevard, Detroit, Michigan 48202.

Due to the Michigan Department of Education’s transition to the Michigan Student Test of Educational Progress (M-STEP), Accountability data for the 2014-2015 school year does not include school/district-level proficiency targets or final accountability outcomes. This information will resume being a part of the Annual Education Report starting with 2015-2016 data. Graduation, Attendance and Participation Rates are included as a part of the Annual Education Report for the 2014-2015 school year.

April 22, 2016

Judge Steven Rhodes, Transition Manager
The key challenge for our school is as follows:

**We did not test 95% of our students.**

- Only 93.85% of the Students with Disabilities subgroup was assessed in English Language Arts.
- Only 93.85% of the Students with Disabilities subgroup was assessed in mathematics.
- Only 92.31% of the Students with Disabilities subgroup was assessed in science.
- Only 88.71% of the Students with Disabilities subgroup was assessed in social studies.

We are actively working to address our assessment participation challenges, maintain/accelerate student achievement and close gaps in achievement.

**Parent Involvement**

- 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.
- Have parent representation on the school’s Leadership Counsel.

**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
6. School blog

**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)
- Weekly Robo-calls from the principal to update parents on school events
State law requires that we also report additional information.

**Process for Assigning Pupils to the School**

**Open Enrollment Initiative**

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. 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/).

**Application Schools**

Detroit Public Schools has twenty-two (22) schools that require an application for enrollment. Families can apply during the application process window. Applications are open to families of current Detroit Public Schools students as well as those newly enrolling or attending school elsewhere. The District uses one application for its Application Schools. Please note requirements on the application for submission of report cards, test data, transcripts, essay and Grade Point Average information. Schools also may have other individual entry requirements. Be prepared to provide behavior reports.

**Examination High Schools**

During the Examination High Schools application window, all 8th grade students attending public and non-public schools are eligible to apply for admission to the 9th grade at Cass Technical High School, Renaissance High School and Martin Luther King, Jr. Senior High School’s Mathematics, Science and Applied Technology (MSAT) and Center for International Studies and Commerce programs. Residency is not required. During the beginning of the school year, students must complete and submit an application to take the placement examination.

An application is available at:

- All Detroit Public Libraries
- All Detroit Public School’s Middle Schools
- Detroit Public Schools’ Parent Resource Centers
Examination High Schools (Continued)

- Detroit Public Schools Research and Assessment Office located in the Support Services Complex Building A - 1425 East Warren Avenue

Students must submit an application to be eligible to take the examination. Completed applications and all required documents must be submitted to the student’s current school or the Detroit Public Schools’ Office of Research and Assessment. Detroit Public Schools’ students who submit an application will test at their middle school. Non-Detroit Public Schools’ students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

School Improvement Status

<table>
<thead>
<tr>
<th>Year</th>
<th>School Improvement Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>N/A</td>
</tr>
<tr>
<td>2013-2014</td>
<td>No Status</td>
</tr>
</tbody>
</table>

We will continue to work towards meeting our School Improvement Plan goals in reading, writing, mathematics, science and social studies. Research-based strategies, comprehensive data analyses and data driven decision-making drives our school improvement efforts.

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
Specific curriculum actions are based on the District’s strategic plan to: (Continued)

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

Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the Michigan Department of Education standards (science and social studies) and Common Core State Standards (mathematics and English language arts). This represents the core curriculum for Detroit Public Schools 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 and/or standards. The implementation is a process delineated in the District Academic Plan at: (http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary_2012.pdf). 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 public may access the core curriculum via our public website www.detroitk12.org and then click on the link to the individual academic offices.

Parents/Guardians are offered classes through Parent University to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Parent Resource Centers are a valuable resource that allow parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. The Detroit Public Schools Hub, Web up-dates and semi-annual progress reports are a means to disseminate achievement information to educators.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly NWEA~MAP Reading and Mathematics reports for our school can be found in the Resources section of our school’s website at http://detroitk12.org/schools/eevpa/. The following reports are available on the Detroit Public Schools’ web page at the Research, Evaluation and Assessment site at http://detroitk12.org/data/rea/:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- NWEA~MAP aggregate student achievement results
- Annual Education Report at (detroitk12.org/aer)
Parent-Teacher Conferences (Interactions)

The Detroit Public Schools’ Office of Research and Assessment 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 (and in some instances school open houses) 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 Some Detroit Public Schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least two (2) instances, the calculated percentages are in excess of 100%. In each instance, each of these two (2) 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.

Postsecondary Enrollments (Dual Enrollments):

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # of 11th/12th Graders Enrolled</th>
<th># of Dual Enrollment Students</th>
<th>% of Dual Enrollment Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>527</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>720</td>
<td>273</td>
<td>38.0%</td>
</tr>
</tbody>
</table>
## College Equivalency Courses:
Number and percentage of students enrolled in college equivalent courses (AP/IB)

<table>
<thead>
<tr>
<th>School Year</th>
<th># of Courses Offered</th>
<th># of Students Enrolled in Advance Courses</th>
<th>% of Students Enrolled in Advance Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>5</td>
<td>285</td>
<td>18.1%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>5</td>
<td>303</td>
<td>21.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of AP Students</th>
<th>Number of AP Exams</th>
<th>Number of Students taking the AP Exam(s) with Scores of 3, 4 or 5</th>
<th>Percentage of Students taking the AP Exam(s) receiving a Score of 3, 4, or 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>64</td>
<td>84</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2013-2014*</td>
<td>88</td>
<td>102</td>
<td>0</td>
<td>0.0*</td>
</tr>
</tbody>
</table>

*Per the Detroit Public Schools, Office of Curriculum, Instruction and Accountability, Research and Assessment, data was obtained from the Advanced Placement (AP) Current Score Summary (2015) Report. This report was run July 29, 2015.

The 2015 data for this report provides, per school, the total number of Advanced Placement (AP) students who scored 3, 4, or 5 on at least one (1) Advanced Placement (AP) Exam divided by the total number of AP exams per school.
Our staff wishes to encourage our students, parents, community and stakeholders to continue to have faith in our commitment to meet the educational needs of our students. Our resolve is firm; we will meet the challenge of “creating a successful future” for our students.

Sincerely,

Dr. Charlene Mallory, Principal