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J .E. Clark Preparatory Academy

15755 Bremen Street
Detroit, Michigan 48224-3443

2015-2016 Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the J.E. Clark 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 Demond Thomas, Principal at (313) 417-9340 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/clark/> or the MiSchool Data website at <https://goo.gl/9TXki9>. You may review a copy in the main office at your child's school or in the Parent Resource Room at Detroit Collegiate Preparatory High School at Northwestern, 2200 W. Grand Boulevard, Detroit, Michigan.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings,

top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a Priority school.

The key challenges for our school are as follows:

We did not meet the 90% attendance rate goal.

The attendance rate for the All Students subgroup is 83.36%.

We did not test 95% of our students.

Only 87.74% of the All Students; 88.10% of the African American; 87.90% of the Economically Disadvantaged and 78.41% of the Students with Disabilities subgroups were assessed in English Language Arts.

Only 88.17% of the All Students; 88.31% of the African American; 88.17% of the Economically Disadvantaged and 86.36% of the Students with Disabilities subgroups were assessed in mathematics.

Only 91.30% of the All Students; 91.30% of the African American and 90.73% of the Economically Disadvantaged subgroups were assessed in science.

Only 80.38% of the All Students; 80.77% of the African American; 82.64% of the Economically Disadvantaged and 69.70% of the Students with Disabilities subgroups were assessed in social studies.

We did not attain Differentiated target achievement goals for all subgroups of students in English Language Arts.

Only 0.00% of the Bottom 30%; 13.64% of the Economically Disadvantaged and 0.00% of the Students with Disabilities subgroups met the Differentiated target in English Language Arts.

We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.

Only 1.85% of the Bottom 30% and 5.71% of the Students with Disabilities subgroups met the Differentiated target in mathematics.

We did not attain Differentiated target achievement goals for all subgroups of students in science.

Only 5.96% of All Students; 0.00% of the Bottom 30%; 5.96% of African American and 4.92% of Economically Disadvantaged subgroups met the Differentiated target in science.

We did not attain Differentiated target achievement goals for all subgroups of students in social studies.

Only 0.00% of the Bottom 30% subgroup 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:

English Language Arts:

During the 2016-2017 school year, 95% of our students will participate in a school-wide writing plan and complete at least two writing assessments that are able to be scored with a rubric and will have a writing portfolio. All core areas will integrate Close reading passages as a building block for larger analysis; to guide students to analyze passages, find details, and comment on points of style. Effective implementation of the writing and reading program will enhance the curriculum and increase student interest and achievement.

Mathematics:

In preparation for the 2016-2017 school year, we will analyze data from 2015-2016 school year to determine the school's strengths and needs. We will base our Mathematics program goals and objectives on the needs of our changing, diverse student population. Instructional emphasis for math will include more targeted reading and constructed responses (writing) during the instructional block design. Some instructional strategies will include the use of mathematics manipulatives, scientific and geometric calculators to reinforce concepts and skills.

Science:

During the 2016-2017 school year, we will emphasis a science program that demonstrates cooperative problem-solving skills and writing constructed responses. We will plan in implement cooperative learning with emphasis on professional development to increase interest and student achievement. We will link science with literacy to support K-8 classroom teachers.

Social Studies:

Teach civic responsibility and involve students in constructive activities such as tell parents, report to an organization, or write letters to newspapers. We will incorporate project based activities with emphasis on research, writing, speaking and listening.

During the 2016-2017 school year, the percentage of overall students meeting the standards for growth on the MAP (Measures of Academic Progress-Math) and M-STEP (Michigan Student Test of Educational Progress) will increase with a 10% gain. To begin eliminating the achievement gap between comparable subgroups for our students with disabilities and general education students, we will map out an educational curriculum and plan to include highly qualified teachers in all core areas, student centered lessons, differentiated instruction, and school-wide positive behavior discipline plan.

We will address the needs of all children in the school in order to meet or exceed the District's proficient and advanced levels of student performance. Based on data from the MAP, MSTEP, and MI ACCESS, we will prioritize the areas of focus and formulate corresponding Tier 2 indicators/goals and develop strategies with an emphasis on academic achievement in the core academic areas. These goals will be directly aligned to the District and State accountability standards.

Regular school attendance increases student achievement and we want to monitor and adjust our discipline procedures to reduce the number of referrals by 30% for the 2016-2017 school year; and increase positive interventions within our school-wide discipline plan using the data collected from our School Climate Intervention inventory.

Parent Involvement

In order to engage parental involvement among families, we will continue to request parental involvement at conferences and special programs and Newsletter. Additionally, we will analyze data from our Parent School Climate inventory to design programs with the consideration of parents. We will include a variety of events at Clark encouraging the involvement of parents at awards assemblies, student programs and after school programs. Staff will be made aware of and develop an understanding of the life circumstances of school families and the environmental factors affecting them.

State law requires that we also report additional information.

Process for Assigning Pupils to the Schools

Open Enrollment Initiative

Detroit Public Schools Community District has an "Open Enrollment Initiative." This initiative allows students to elect to attend any Detroit Public School Community District 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/

Application Schools

Detroit Public Schools Community District has twenty-two (22) schools that require an application for enrollment. Families can apply during the application process window.

Process for Assigning Pupils to the Schools (Continued)

Applications are open to families of current Detroit Public Schools Community District 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 Schools Community District's Middle Schools
- Detroit Public Schools Community Districts' Parent Resource Centers
- Detroit Public Schools Community District 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 Community Districts' students who submit an application will test at their middle school. Non-Detroit Public Schools Community Districts' students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

School Improvement Status

School Year	School Improvement Status
2015-2016	Priority
2014-2015	N/A

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

Detroit Public School Community District's Core Curriculum



Detroit Public School Community District's Academic Plan will provide guidance to align all resources in the interest of student achievement and support. Consistent with the Academic Plan is an aggressive plan designed 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. The plan is organized around five Pillars of Excellence.

Pillar 1: Literacy

Provide a continuum of learning, enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

Pillar 2: Career Pathways

Provide students with a context for studying traditional academics and learning the skills specific to a career.

Pillar 3: Innovation

Create a shift in mindset to ensure staff is encouraged to: be flexible; try something new, and explore new ways of thinking.

Pillar 4: Family & Community

Enhance and enrich positive relationships for all stakeholders.

Pillar 5: Wrap Around Services

Ensure every student received appropriate support to elevate their social, emotional, and academic performance.

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 Community District 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/2016/11/ACADEMIC-PLAN-Executive-Summary-FINAL-2.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 Community District 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 Community District's 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/clark/>. The following reports are available on the Detroit Public Schools Community Districts' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>:

Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2015-2016	0	0.0%
2014-2015	334	11.4%

Parent-Teacher Conferences (Interactions) (Continued)

The Detroit Public Schools Community Districts' 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 Community District 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.

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

Sincerely,

Demond Thomas, Principal