



## **School Annual Education Report (AER) Cover Letter**

April 23, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for The Dearborn 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 for assistance.

The AER is available for you to review electronically by visiting the following website <https://goo.gl/BAicPA>, 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 has not been given one of these labels.

As indicated in the 'Combined Reports', a leading challenge faced by The Dearborn Academy is the performance of its White students. These students are lagging behind the state in all subjects and grades. However, many of these students are of middle-eastern descent and included in the Limited English Proficient (LEP) group. Another prominent challenge includes the performances of Economically Disadvantaged (ED) and LEP students. Despite both groups outperforming the State in Math and ELA (both groups and all grades), we are endeavoring to make stronger progress. Moreover, in 4<sup>th</sup> and 7<sup>th</sup> grade Science, our ED and LEP students are lagging behind the State. Likewise, 4<sup>th</sup> and 7<sup>th</sup> grade and LEP students lag behind the state in Social Studies. Finally, further investigation of gender differences yielded the following: for the most part, females outperformed the males in ELA, Math except for in 3<sup>rd</sup> grade ELA and math and 6<sup>th</sup> and 7<sup>th</sup> grade math one year ago as well as 5<sup>th</sup> and 7<sup>th</sup> grade math last year. Moreover,

5<sup>th</sup> grade females outperformed males and 8<sup>th</sup> grade males out performed females in Social Studies. Also, males outperformed females in Science.

The key initiatives that will be used to accelerate student achievement and close the gap in these areas are Sheltered Instruction Observation Protocol (SIOP), an emphasis on academic language, and the use of nonlinguistic representations. Furthermore, a paraprofessional funded via Title III-IS was hired. As such, we will continuously work to improve in all subject areas that have proven to be challenging for our population of students. We appreciate the continued support of parents, staff, and our community in this effort.

State law requires that we also report the following additional information.

**Process for assigning pupils to the school:** We are a single-building district. Students enroll during open enrollment period. Seats are filled based on a first come, first serve basis. Waiting lists are generated when classes have reached maximum capacity. In addition, the lottery option is available should the need arise.

**Status of the 3-5 year School Improvement Plan:** We revise the SIP on an annual basis, and we reconfigure school-wide academic strategies based on student performance data. The Dearborn Academy is maintaining a progressive effort to address improvement of teaching and learning. Goals were established based on the priorities of the school as determined through a comprehensive needs assessment.

Our 2017-2018 school improvement goals encompass the following:

**Goal 1:** All students will increase proficiency in grade-level math objectives across all content areas.

**Goal 2:** All students will participate in school-wide Positive Behavior Intervention and Supports.

**Goal 3:** All students will increase proficiency in grade-level reading objectives across all content areas.

**Goal 4:** Increase the percentage of students achieving proficiency in grade-level science objectives.

**Goal 5:** Increase the percentage of students achieving proficiency in grade-level social studies objectives.

**Goal 6:** All students will increase proficiency in grade-level writing objectives across all content areas.

Strategies and activities over the last three years have focused on increasing the academic vocabulary/language of the Limited English Proficient (LEP) students who make up the majority of the student population.

The plan can be viewed at: <http://www.thedearbornacademy.org/>

**A brief description of each specialized school:** The Dearborn Academy is a single-building district. It is a PreK-8 public charter serving a diverse student population from Detroit, Dearborn, and surrounding areas.

**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 Dearborn Academy curriculum is fully aligned to the Michigan Academic Standards. For a copy of the core curriculum and a description of its implementation, please contact Mrs. Lisa Swingle, Curriculum Coordinator, for assistance.

**The aggregate student achievement results for any local competency tests or nationally normed achievement tests:** In the 2013-2014 school year, the school switched to the Northwest Evaluation Association’s Measures of Academic Progress (NWEA MAP). It was administered to 1<sup>st</sup> through 8<sup>th</sup> grade students.

Please see attached for NWEA’s most recent data reports. Scores for the 2017-2018 school year are pending completion of Spring testing.

**Identify the number and percent of students represented by parents at parent-teacher conferences:**

The Dearborn Academy believes in providing information to parents and legal guardians on a regular basis. Progress reports and report cards provide information on student progress. The school hosts parent/teacher conferences twice a year and one student led-conference. The number and percentage of parents, legal guardians, or persons in loco parentis participating in parent/teacher conferences are listed in the table below (at the time of this printing, the 2<sup>nd</sup> set of conferences have not occurred).

| Grade Span         | 2016-2017 Conferences | %     | 2017-2018 Conferences | %   |
|--------------------|-----------------------|-------|-----------------------|-----|
| KG-8 <sup>th</sup> | 190/293               | 64.5% | 175/283               | 62% |

We, at The Dearborn Academy, sincerely believe that our caring and hard-working staff can make all the difference in your child’s life. Please support our efforts as we go forward together into this new school year.

Sincerely,

Mrs. Afrin F. Alavi/Principal