



December 8, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Charyl Stockwell 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 Matt Stewart for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3oAt1SB>, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

The school recognized that all students are not performing at the same level as shown by the performance of our bottom 30%. We will continue to pay close attention to our math, science and social studies achievement. The school continues to develop its teachers in building challenging and relevant units of study that encourage high engagement from all learners in a developmentally appropriate, needs fulfilling environment.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No students may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- 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 next application 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 University Charter Schools Office.

Legal Notice

The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the University Charter Schools Office.

At a minimum, the legal notice must include:

1. The process and/or location(s) for requesting and submitting applications.
2. The beginning date and the ending date of the application period.
3. The date, time, and place the random selection drawing(s) will be held, if needed.
4. The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
5. The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse students body.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Both the Charyl Stockwell Academy and the Charyl Stockwell Preparatory Academy continue to make progress toward the goals in the School Improvement Plan. The school improvement process is a collaboration of all CSA stakeholders, including the administration, staff members from all units, a board member, and a parent. Each unit within the school is represented on the School Improvement Team. These unit representatives gather and report back information, so that all viewpoints are heard at the School Improvement Team meetings. In addition, members from all stakeholder groups are invited to participate. All stakeholders also have the opportunity to provide suggestions on goals and the creation of the plan. Additional stakeholder input is provided by the various data that is collected and used in creating the School Improvement Plan. This process relies on staff, parents, and students participating in collaborative decision making to formulate and implement a three-year school improvement plan. Together, the stakeholders work cooperatively to improve student achievement of the core curriculum goals.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Charyl Stockwell Preparatory Academy does not offer any specialized schools.

4. IDENTIFY 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

Charyl Stockwell Preparatory Academy is a public school and therefore utilized Grade Level Content Expectations, High School Content Expectations, the Michigan State Standards and the Michigan Merit Curriculum as its guide

for the development of all academic content areas of the CSPA curriculum. The CSPA high school graduation requirements and its curriculum delivery model have been designed with the school’s mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from CSPA High School. Students with disabilities are assisted in meeting these graduation requirements as appropriate and as specified in their Individualized Education Program (IEP). Students with disabilities who are unable to meet these graduation requirements, or for whom these requirements are deemed inappropriate, may request a personal curriculum. Anyone interested in obtaining a copy of the curriculum may request one from Matthew Stewart, Principal at the Charyl Stockwell Preparatory Academy.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

In addition to M-STEP data that is collected and disaggregated by the State, available at mischooldata.org, CSPA also collects student achievement data using the NWEA at the middle school level and Explore, Plan, and SAT at the high school level.

Grade	Reading Average Percentile		Math Average Percentile	
	Spring 2019	Winter 2020	Spring 2019	Winter 2020
6 th Grade	67 th	85 th	52 nd	61 st
7 th Grade	89 th	70 th	52 nd	57 th
8 th Grade	75 th	87 th	67 th	83 rd

Grade	Reading % Met Projection		Math % Met Projection	
	Spring 2019	Winter 2020	Spring 2019	Winter 2020
6 th Grade	53%	43%	33%	29%
7 th Grade	60%	43%	42%	31%
8 th Grade	51%	53%	38%	38%

In accordance with state requirements, students at CSPA, in the spring take the PSAT 8/9 as 9th graders, PSAT 10 as 10th graders, and the SAT as 11th graders. Below is a summary of our performance on these assessments during the past two school years (2018-2019 and 2019-2020).

Test	Average Reading Score		Average Math Score		Average Composite Score	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
PSAT 8/9	481	463/487	447	448/453	927	911/941
PSAT 10	516	N/A (COVID)	473	N/A (COVID)	989	N/A (COVID)

SAT	538	N/A (COVID)	504	N/A (COVID)	1042	N/A (COVID)
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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

The Charyl Stockwell Academy promotes a strong partnership with parents and guardians of the students who attend our academy. This strong partnership is critical to the individual success of each child in our school. CSA teachers schedule parent/teacher conferences on an individual basis, at least 2 times per year. This scheduling arrangement allows parents and guardians not only to schedule a time that is convenient for them, but also allows plenty of time for a meaningful discussion during the conference. This has allowed us to serve a large percentage of our student population and their parents via conference. In 2016-17, we served 97% of our parents (534 families) via conferences. In 2017-2018, we served 92% of our parents (507 families) via conferences. In 2018-19, we served 94% of our parents (489 families) via conferences. In 2019-20, we served 92% of our parents (529 families) via conferences.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

1. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

- i. In 2016-17, we transitioned to an IB school, meaning all Junior and Senior High School students are now enrolled in college-level courses and all core courses at CSPA carry that distinction. Because of this transition, there is no data for the 2016-2017 school year. In 2017-2018, 20 students were dual enrolled in college courses, which equals to 8% of all high school students. In 2018-19, 5 students were dual enrolled in college courses, which equals 3% of all high school students. In 2019-20, 9 students were dual enrolled in college courses, which equals 4% of all high school students.

2. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

- i. In 2016-17, we transitioned to an IB school, meaning all Junior and Senior High School students are now enrolled in college-level courses and all core courses at CSPA carry that distinction. In 2017-2018, CSPA offered 19 IB courses and 2 AP courses. In 2018-19, CSPA offered 32 IB courses and 6 AP courses. In 2019-20, CSPA offered 27 IB courses and 7 AP courses.

3. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

- i. In 2016-17, we transitioned to an IB school, meaning all Junior and Senior High School students are now enrolled in college-level courses and all core courses at CSPA carry that distinction. In 2017-2018, a total of 37 students were enrolled in IB courses. 39 students were enrolled in AP courses. In total, 66 students were enrolled in AP and IB courses, which equates to 30% of all high school students. In 2018-19, a total of 126 students were enrolled in IB courses. 66 were enrolled in AP courses. In total, 189 students were enrolled in AP and IB courses, which equates to 97% of all high school students. In 2019-20, a total of 125 students were enrolled in IB courses and 89 were enrolled in AP courses. In total, 214 students were enrolled in AP and IB courses, which equates to 92% of all high school students.

4. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

- i. In 2016-2017, 7 out of 97 students who were dual enrolled (7%). Of those 7 students, 6 earned a college credit (86%). In 2017-2018, 29 of the 39 students took exams, and 12 students received college credits. Out of the 39 students, 31% (12 students) received a score leading to a college credit. In 2018-19, 5 of 126 students dual enrolled (4%). Of those 5 students, 5 earned a college credit (100%). In 2018-19, 51 of 66 students took AP exams, and 41% (21 students) received a score leading to a college credit. In 2018-19, 31 students took IB exams and 31 (100%) received a score leading to college credit. In 2019-20, 9 of 125 students dual enrolled (7%). Of those 9 students, 9 earned college credit (100%). In 2019-20 89 of 106 took AP exams and 46% (41 students) received a score leading to college credit. In 2019-20, 16 students took IB exams and 13 (81%) received a score leading to a college credit.

CSPA is proud to provide a unique and successful learning opportunity to all of its students and looks forward to the successes ahead.

Sincerely,

Matthew Stewart, Principal of Charyl Stockwell Preparatory Academy
Lisa Pick, Director of Curriculum and Instruction, Charyl Stockwell Academy District