



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 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 Jessica Mocerri for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3mT2bEO>, 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 achievement. The school continues to develop its teachers in building challenging and relevant units of study utilizing the Understanding by Design curriculum framework that encourage high engagement from all learners in a developmentally appropriate, needs fulfilling environment. We have also implemented a new mathematics resource that is aligned to the Michigan state standards and benchmarks.

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**

The Charyl Stockwell Academy continues 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 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 Academy is a public school and therefore utilizes the Michigan State Standards. The core curriculum at the Charyl Stockwell Academy provides learning experiences in reading, writing, spelling, speaking, listening, handwriting, mathematics, social studies, science and technology. Art, Music, and Physical Education are also offered. Activities that

promote character development, motor development, health education, and library skills are integrated into the core content curriculum areas. Anyone interested in obtaining a copy of the curriculum may request one from Lisa Pick, Director of Curriculum and Instruction at Charyl Stockwell 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](http://mischooldata.org), CSA also collects student achievement data using the NWEA.

Grade	Reading Average Percentile		Math Average Percentile	
	Spring 2019	Winter 2020	Spring 2019	Winter 2020
1 <sup>st</sup> Grade	71 <sup>st</sup>	51 <sup>st</sup>	58 <sup>th</sup>	63 <sup>rd</sup>
2 <sup>nd</sup> Grade	62 <sup>nd</sup>	57 <sup>th</sup>	86 <sup>th</sup>	76 <sup>th</sup>
3 <sup>rd</sup> Grade	62 <sup>nd</sup>	62 <sup>nd</sup>	64 <sup>th</sup>	43 <sup>rd</sup>
4 <sup>th</sup> Grade	52 <sup>nd</sup>	59 <sup>th</sup>	52 <sup>nd</sup>	39 <sup>th</sup>
5 <sup>th</sup> Grade	83 <sup>rd</sup>	60 <sup>th</sup>	72 <sup>nd</sup>	52 <sup>nd</sup>

Grade	Reading % Met Projection		Math % Met Projection	
	Spring 2019	Winter 2020	Spring 2019	Winter 2020
1 <sup>st</sup> Grade	58%	46%	51%	42%
2 <sup>nd</sup> Grade	40%	30%	46%	34%
3 <sup>rd</sup> Grade	35%	48%	53%	33%
4 <sup>th</sup> Grade	41%	38%	38%	24%
5 <sup>th</sup> Grade	48%	40%	60%	46%

**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 2017-18 we had 90% (568) parent attendance for our elementary students at parent/teacher conferences, while

in 2018-19 we had 91.5% (508) attend. In 2019-2020, we had 90% (492) attend.

The Charyl Stockwell Academy is delighted to have been recognized by the State of Michigan as a reward school in 2012 and 2013 and as a School of Excellence by CMU in 2013. CSA is committed to its mission of providing a developmentally appropriate education in an environment where all students grow and learn. We are grateful to our parents, our students, and our community for their support and look forward to the continuation of this partnership.

Sincerely,  
Jessica Mocerri, Principal of Charyl Stockwell Academy