

Plymouth Educational Center (HS)

School Annual Education Report (AER) Cover Letter

August 11, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Plymouth Educational Center Preparatory High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Dr. Christopher Plum for assistance.

The AER is available for you to review electronically by visiting the following web site www.plymouthed.org/aerhs or you may review a copy in the Principal's office.

The report contains the following information:

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup
- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group

- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

School Reported Data

- Process for Assigning Students to School
- Description of school
- Status of School Improvement Plan
- Status of Core Curriculum Implementation
- Parent/Teacher Conference Data
- Post Secondary and/or College Accredited Courses (if applicable)
- Dual Enrollment (if applicable)
- Locally Administered Assessments (if applicable)

Thank you for all that you do to make Plymouth Educational Center District the model of success that it has become. We look forward to the coming year and promise to provide the best possible education for the students that we serve.

Again, thank you for your support and feel free to contact us regarding this report or any other matter.

Sincerely,

Jessie E. Kilgore, Jr., Ph.D.
Superintendent

Plymouth Educational Center (HS) 2010.2011 Data

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan’s Alternative Assessment Program (MI-Access)

NOTE: MI-Access Scores may be reviewed in the Principal’s office upon request

Fall MEAP 2010 3-9: Grade 9	
	Social Studies
Level 1: Advanced	1.8%
Level 2: Proficient	41.8%
Level 3: Partially Proficient	50%
Level 4: Not Proficient	6.4%
Met or Exceeded	43.6%
Not Met	56.4%
Number Included	110
Number Tested	110

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

AYP Data

For 2010-2011, **Plymouth Educational Center District** made Adequate Yearly Progress (AYP) in English language arts and mathematics; however, all schools in the district did not make AP. Below you will find a list of the schools not making AYP, the reasons for not making AYP and a summary of the actions underway to improve. The principal has a letter and school specific AER that will help answer your questions. These are posted on the district and school web sites. None of our schools were identified for school improvement, corrective action or restructuring.

School Name	Reason(s) for not making AYP	Key actions underway to address the Issues
Plymouth Preparatory High School	Plymouth Preparatory High School received AYP Advisory Status – This means that while the school has scores that were below the annual state objective, the school only has one year of state assessment	Teachers are participating in rigorous training across content areas to improve performance and establish a high-performing culture. Schedule changes and enhanced course offerings in the areas of writing, foundational

	<p>results. With only one year of state assessment results, a safe harbor calculation is not able to be calculated. Essentially, two years of data are required to complete a full AYP analysis.</p>	<p>skills, and test preparation will improve performance. Added support in the way of intervention programming for students who are not meeting proficiency standards will be in place.</p>
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Teacher Quality

100% of the instructional staff at the Plymouth Educational Center are highly qualified relative to 89% of students in the building who receive free and reduced lunch.

School Reported Data

Process for Assigning Students to School

The Plymouth Educational Center is a public school academy and as such does not discriminate on any grounds.

Student applications are taken annually through an established application process. A public lottery is held at the school annually. Applications that are not drawn are placed on a waiting list.

Description of Each Specialized School

The Plymouth Educational Center holds as its central focus the preparation for all students through college, career and life. The Kindergarten through Eighth Grade Campus, the 9th Grade Academy and Preparatory High School Campuses share the above focus as well as the following components: Project Based Learning, ATLAS (Authentic Teaching and Learning for All Students), TESA (Teacher Expectations and Student Achievement), Differentiated Instruction and Academic Games. However, the district’s three schools also have very unique specializations. The Kindergarten through Eighth Grade campus is divided into three distinct units- K-2, 3-5, and 6-8 and utilizes phonics instruction, parallel teaching, micro society, foundations and advanced topics, robotics in middle school, and career exploration. The 9th Grade Academy and 10-12 Preparatory High School utilize one-to-one computing, student Presentations of Learning, Advisory, daily morning meetings, and internships. All students in the K-8th Grade and 10-12th Grade participate in a Mandarin Chinese Curriculum

Status of School Improvement Plan

The Academy, as required by the Revised School Code, annually updates the School Improvement Plan (SIP). The Academy submits the updated plan to the authorizer

for review. The Center for Charter Schools review focuses on finding evidence in the SIP that the Academy has high quality, continuous improvement process in place. The emphasis is on the planning process and not the Plan. A Comprehensive Needs Assessment (CNA) is conducted. All staff, under the direction of the School Improvement Team, are involved in the collection of data. This data is used as a basis for goals and objectives in the action plan.

Status of Core Curriculum Implementation

The Academy, as required by the Revised School Code, annually updates the School Improvement Plan (SIP). The Academy submits the updated plan to the authorizer for review. The Center for Charter Schools review focuses on finding evidence in the SIP that the Academy has high quality, continuous improvement process in place. The emphasis is on the planning process and not the Plan. A Comprehensive Needs Assessment (CNA) is conducted. All staff, under the direction of the School Improvement Team, are involved in the collection of data. This data is used as a basis for goals and objectives in the action plan.

Parent-teacher Conference Data

The percent of the students who were represented by a parent(s) guardian at the parent-teacher conference was:

- 2008-2009: 73% Participation Rate
- 2009-2010: 68% Participation Rate
- 2010-2011: 77% Participation Rate

Dual Enrollment & Post Secondary and /or College Accredited Courses

Programs	2008.2009	2009.2010
Percentage of Dual Enrolled Students	0.00%	0.00%
Number of College Level Equivalent Courses Offered	0	0
Number of Students that took a College Level Equivalent Exam	0	0
Percentage of Students who Achieved a College Credit Eligible Score	0.00%	0.00%

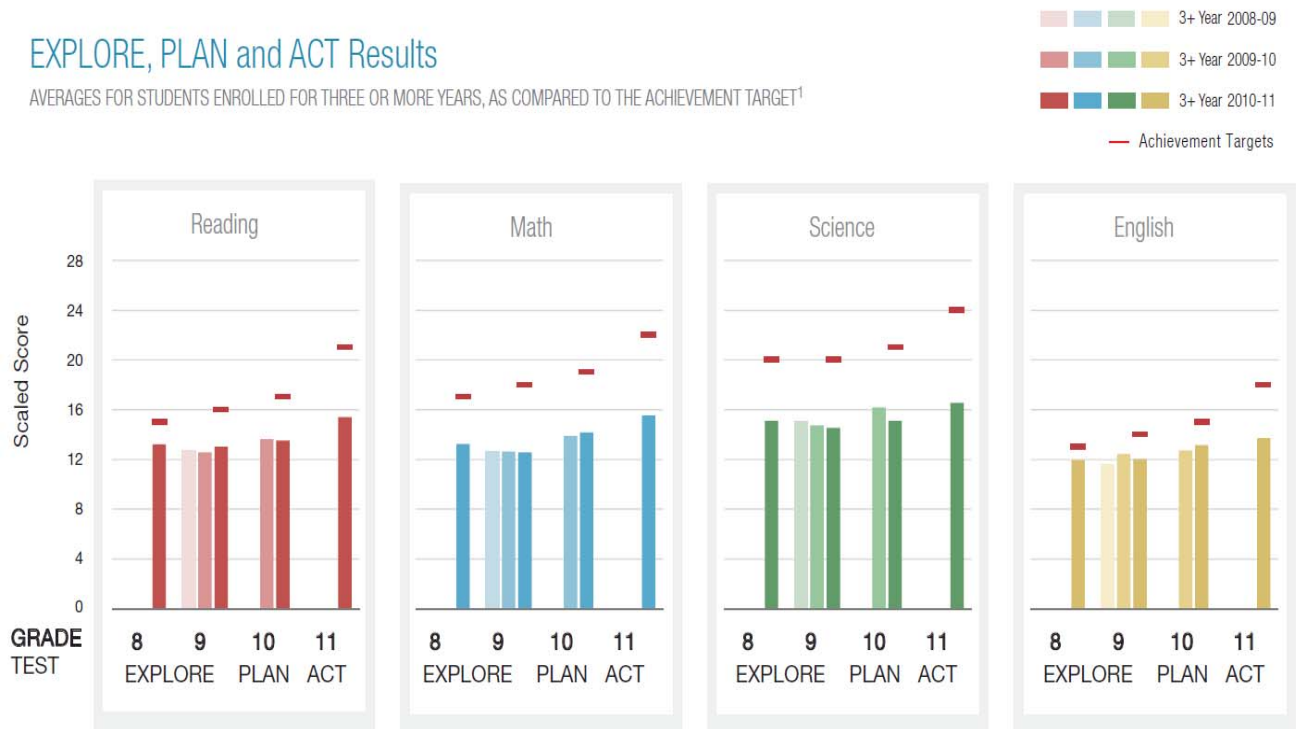
Locally Administered Assessments

Michigan law requires that schools use a nationally recognized norm-referenced assessment or another assessment to annually assess student achievement in mathematics and literacy in grades 9-11. Below is information on which assessment(s) the Academy has listed in its contract. For detailed results of these assessments please contact the main office.

Grades	Tests In Contract
9	Explore by ACT
10	Plan by ACT
11	ACT

EXPLORE, PLAN and ACT Results

AVERAGES FOR STUDENTS ENROLLED FOR THREE OR MORE YEARS, AS COMPARED TO THE ACHIEVEMENT TARGET¹



ACT Composite Results

This chart shows average composite scores for students who took the ACT test in the spring of 2011. The chart also includes a horizontal line illustrating the ACT College Readiness Benchmark Score of 21. The maximum score that can be achieved on the ACT is a 36. The 2009-10 national average for students entering college was a composite score of 23.

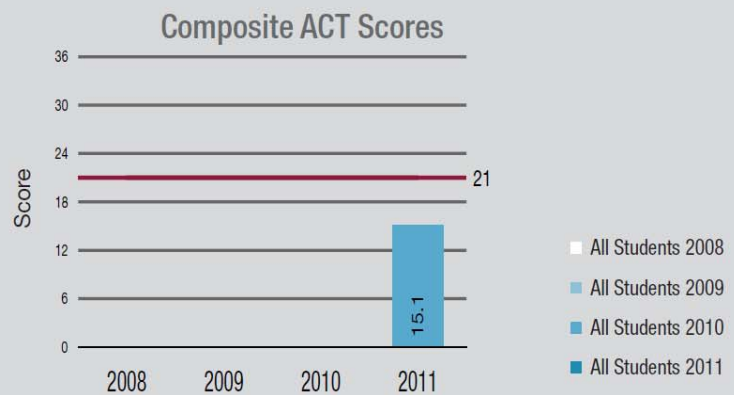


Fig. 14