



# Chandler Park Academy High School

Co-Principals: Brian Ericson and Evelyn Shropshire

20254 Kelly Road • Harper Woods, MI 48225 • phone 313-499-3010 • fax 313-499-3052

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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 Chandler Park Academy High School. 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 Brian Ericson, Building Administrator, for assistance.

The AER is available for you to review electronically by visiting the following web site; [www.chandlerparkacademy.net](http://www.chandlerparkacademy.net). You may also review a copy from the main office at the high school.

The key challenge faced by Chandler Park Academy is improving student proficiency on standardized tests. There has been a transition from the ACT exam to the SAT exam, and from the MME to the MSTEP. To assist students in this transition, there are a number of supports in place. Ninth and tenth grade students are administered different PSAT exams in order for the school to collect performance data and to cater instruction to their needs. Such data also places ninth through eleventh grade students in supplemental mathematics, English, and science courses. An additional support is a SAT bootcamp program offered to eleventh grade students. The bootcamp curriculum is also derived from student data and addresses unique student needs.

State law requires that we also report additional information:

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## **Accountability Scorecard**

The state of Michigan has replaced Adequate Yearly Progress report cards index scores for schools. Index scores are out of 100 total points and are calculated based on the following factors: 1) standardized test growth, 2) standardized test proficiency, 3) graduation rate, and 4) standardized test participation, and 5) school quality and student success factors. School quality and student success factors include attendance, post-secondary enrollment, and advanced coursework. The state average index score was 66. Chandler Park Academy High School earned a 59.5.

## **Process for Assigning Pupils**

Chandler Park Academy conducts fair and open admissions as a charter school and provides enrollment opportunity to eligible students who reside within the State of Michigan. The academy enrolls all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. The academy shall give enrollment preference to pupils returning to the school and to siblings of pupils already enrolled in the school.

If remaining capacity is insufficient to enroll all pupils who submit a timely application, the academy will select pupils through an equitable selection process (waiting list or lottery).

Chandler Park Academy does not limit enrollment based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability. The academy reserves the right to refuse enrollment to a pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

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## **Status of the 3-5 Year School Improvement Plan**

Over the last two school years, Chandler Park Academy High School:

- Continues to impose strategies aimed to increase standardized test scores, such as supplemental Mathematics and English courses, teacher office hours for students identified with low test scores, SAT Bootcamp, and a behavior RTI program that fosters more support for students with past behavior problems.
- Has conducted annual “Comprehensive Needs Assessments”. (CNA)
  - Based on the CNA results, CPA High School Improvement Team identifies the school’s strengths and weaknesses based on the achievement data
- Ensures the School Improvement team reviews the past School Improvement Plan, hosts quarterly stakeholder meeting, and makes appropriate necessary revisions.

In the last two years, Chandler Park Academy High School’s Improvement Plan was submitted in accordance with MDE and Wayne RESA procedures and guidelines. The same process will be following this year.

## **Core Curriculum**

Chandler Park Academy Curriculum was developed by Saginaw Valley State University, aligned to Michigan Curriculum Framework in all content areas, and aligned to the Common Core State Standards in core courses. The components of the Chandler Park Academy curriculum include: English Language Arts, Mathematics, Science, Social Studies, Fine Arts, Technology, World Language, and Health Education. The curriculum is easily accessible by going to the Saginaw Valley State University School Partnership Office Website: [www.svsu.edu/supo](http://www.svsu.edu/supo) or by contacting the school office.

The CPA high school core curriculum is designed to prepare high school students for access to and for success in college and the workforce. For this reason, Chandler Park Academy High School students are required to complete four credits of science and four credits of social studies in order to graduate. This is one additional credit in each area, compared to the requirements set forth by the state of Michigan. Following is the Chandler Park Academy High School core curriculum. It can also be located on the school website:

<http://www.chandlerparkacademy.net/index.php/schools/high-school.html>.

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## CPA High School Core Curriculum

*English* 4 credits

*Math* 4 credits

*Science* 4 credits

*Social Studies* 4 credits

*Visual/Performing Arts* 1 Credit

*PE/Health* 1 credit

*World Language* 2 credits

In the past the curriculum has also been aligned to ACT standards. As the state has transitioned to the SAT in the 2015 – 2016 school year, so too has the curriculum of Chandler Park Academy High School.

## Student Assessment

SAT results from the 2016 – 2017 school year demonstrate growth in mathematics and evidence-based reading and writing (ERW). There is also growth in the number of students who met the benchmarks in both areas.

SAT Averages					
	ERW Average	Met ERW Benchmark	Math Average	Met Math Benchmark	Overall Average
<b>2016</b>	<b>451</b>	<b>32%</b>	<b>424</b>	<b>8%</b>	<b>874</b>
<b>2017</b>	<b>458</b>	<b>38%</b>	<b>458</b>	<b>11%</b>	<b>916</b>
<b>Change</b>	<b>+8</b>	<b>+6%</b>	<b>+34</b>	<b>+3%</b>	<b>+42</b>

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In the 2016-2017 school year, we additionally saw increases in science and social studies proficiency on the MSTEP exam.

	4 – Adv. Proficient	3 - Proficient	2 – Partially Proficient	1 – Not Proficient
Science 2015	1%	3%	19%	76%
Science 2016	1%	7%	24%	69%
Science 2017	1%	8%	25%	65%
Social Studies 2015	1%	12%	73%	14%
Social Studies 2016	1%	16%	68%	15%
Social Studies 2017	2%	19%	64%	15%

## Parent-Teacher Conferences

<i>Conference</i>	<i>Date</i>	<i>Number Attended</i>	<i>Percentage</i>
October	2016	261	35%
January	2017	215	29%
March	2017	151	21%
May	2017	142	19%
<b>Yearly Average</b>	<b>2017-2018</b>	<b>209</b>	<b>27%</b>

*\*Data collected from parent sign-in sheets*

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## Post-Secondary Enrollments

<b>Dual Enrollment Program Student Enrollment Totals</b>	
2009 - 2010	64
2010 – 2011	104
2011 – 2012	72
2012 – 2013	74
2013 – 2014	87
2014 – 2015	107
2015 - 2016	104
2016 - 2017	76

<b>Total Number of 3 or 4 Transferable College Credits</b>	
2009 - 2010	243
2010 – 2011	324
2011 – 2012	243
2012 – 2013 (Summer semester began this year)	473
2013 – 2014 (Summer not yet included)	333
2014 – 2015 (Summer included)	905
2015-2016	1,012
2016-2017	1,018

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Students earned more dual enrollment credit during the 2016-2017 school year than in any other school year. The number of students enrolled in the dual enrollment program decreased due to the fact that there were only a select few part-time dual enrollment students. The majority of the cohort was comprised of students who enrolled full time in the fall, spring, and summer.

## College Equivalent Courses

2010-2011	<u>Advance Placement Classes</u>	<u>Students</u>
	United States History	6
	Biology	16
	English Language and Composition	23
	Chemistry	19
	World History	15
	<b>Total Number of Students</b>	<b>79</b>
2011-2012	<u>Advance Placement Classes</u>	<u>Students</u>
	Environmental Science	39
	United States History	11
	English Language and Composition	13
	World History	23
	<b>Total Number of Students</b>	<b>86</b>
2012-2013	<u>Advance Placement Classes</u>	<u>Students</u>
	Biology	13
	World History	11
	<b>Total Number of Students</b>	<b>24</b>
2013 – 2014	<u>Advance Placement Classes</u>	<u>Students</u>
	<b>Total Number of Students</b>	<b>0</b>
2014 – 2015	<u>Advance Placement Classes</u>	<u>Students</u>
	<b>Total Number of Students</b>	<b>0</b>

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2015–2016	<u>Advance Placement Classes</u>	<u>Students</u>
	European History	22
	<b>Total Number of Students</b>	<b>22</b>
2016–2017	<u>Advance Placement Classes</u>	<u>Students</u>
	European History	15
	<b>Total Number of Students</b>	<b>15</b>

While there is only one advanced placement class offered at this time, there are plans for an advanced placement mathematics class. AP Calculus will be offered during the 2020-2021 school-year. Chandler Park Academy 8<sup>th</sup> grade students now have the option to enroll in Algebra IA and Algebra IB for high school credit. This places this on track to take Geometry as a freshman, Algebra II as a sophomore, Pre-calculus as a junior, and AP Calculus as a senior.

Thank you for your interest in Chandler Park Academy High School. We are proud of our students, staff and community. Even though we are only in our sixth year of a full high school curriculum, we are excited about our potential. While we have met goals, we will continue to strive for improvement.

Sincerely,

Brian Ericson

Co-Principal

Evelyn Shropshire

Co-Principal

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