



Chandler Park Academy High School

Co-Principals: Brian Ericson and Evelyn Shropshire

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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 2015-16 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, Co-Principal, for assistance.

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

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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 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. 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 student needs. Such data also places ninth through eleventh grade students in supplemental mathematics and English courses. This year is the first year that a science supplement course is also being offered to underclassmen. Also, our SAT bootcamp program offered to eleventh grade students. The bootcamp curriculum is also derived from student data

and addresses unique student needs. Data is also used to create action plans for each content area, which address student deficiencies and priority Common Core State Standards.

State law requires that we also report additional information:

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.

Accountability Scorecard

The state of Michigan has replaced Adequate Yearly Progress report cards with scorecards. Several components make up a school's scorecard. The components are: 1) participation on state assessments, 2) graduation and attendance rates, 3) educator effectiveness reporting, 4) school improvement plan reporting, and 5) proficiency on standardized tests. Scorecards use a color system. The colors from highest to lowest are: green, lime, yellow, orange, and red.

For the 2015 – 2016 school year, Chandler Park Academy High School was awarded a color of **lime**. We received all of the possible points for participation on state assessments, graduation rate, educator effectiveness reporting, and school improvement plan reporting.

When measuring student proficiency on standardized tests, students are ranked in comparison to similar students across the state, using prior test scores. This new measurement is called student growth percentile. Overall, our students performed very well compared to their counterparts and we received the maximum amount of points for their overall performance.

The one main area for growth for Chandler Park Academy High School is in the subgroup entitled. “lowest 30%”. This group consists of our students who scored the lowest on their 8th grade exam. These students demonstrated growth when taking the 11th grade MSTEP and SAT, but not significant growth when compared to their similar peers across the state of Michigan. This is our paramount challenge moving into the 2016 – 2017 school year.

Status of the 3-5 Year School Improvement Plan

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

- Continues to strive for yearly improvement in reading, writing, mathematics, and science through a plethora of strategies and activities that are detailed in the school improvement plan.
- Has been recommended for a renewal of its charter by Saginaw Valley State University.
- Has completed a program evaluation in accordance with the requirements by the state of Michigan. The program evaluated was after-school tutoring, and significant changes were made to the program to improve its effectiveness.
- Has adopted the Marzano Instructional Framework for teacher evaluation. This is one of the three models recommended by the Michigan Department of Education.
- Continues to impose strategies aimed to increase standardized test scores, such as supplemental 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.
- Ensures the School Improvement team reviews the past School Improvement Plan, hosts quarterly stakeholder meeting, and makes appropriate and necessary revisions.
- 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.

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 followed this year.

Core Curriculum

Chandler Park Academy Curriculum was developed by Saginaw Valley State University, aligned to Michigan Science Standards, the Common Core State Standards (for English and Mathematics), and the Michigan Standards (for Social Studies). 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 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/images/CPAGraduationRequirements.pdf>

<http://www.chandlerparkacademy.net/images/CPAHSCourseCatalog.pdf>

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

The curriculum has also been aligned to College Board standards to better align to the SAT college entrance exam.

Teacher Qualification

Chandler Park Academy High School has thirty-four core and elective teachers. All teachers are certified and highly qualified in the areas in which they teach.

Student Assessment

The 2015 – 2016 school year featured the transition from the ACT to the SAT for 11th grade mathematics and English. Therefore, last school year will constitute our baseline data.

Following is our data compared to state averages:

	Average Score	Met ERW Benchmark	Met Math Benchmark
Chandler Park Academy High School	875	32%	8%
State of Michigan	999	60%	37%

While we do not have data from multiple years to demonstrate growth, the 11th grade students were administered the PSAT in October, 2015. The following results show growth which occurred over the course of the 2015 – 2016 school year:

Fall PSAT v. Spring SAT			
	PSAT	SAT	Change
Average Score	831	875	+44

While English and Mathematics were tested for the first time using the SAT exam, science and social studies were tested using the MSTEP for the second straight year. The following data indicates that we are performing below the average for the state of Michigan, but have seen improvement over the last year:

Percent Proficient (3 & 4)		
	Science	Social Studies
State of MI Avg. 2015	29%	44%
CPA 2015	5%	13%
CPA 2016	7%	17%
CPA Change	+ 2%	+4%

Parent-Teacher Conferences

Attendance from parent-teacher conferences shows a significant decline. This drop in parent attendance correlates to an increase in Edline usage among parents. Edline allows parents to monitor student grades and attendance online with daily updates.

<i>Conference</i>	<i>Date</i>	<i>Number Attended</i>	<i>Percentage</i>
October/November	2015	230	32%
	2014	387	55%
	2013	325	47%
	2012	346	47%
	2011	441	66%
	2010	287	45%
January	2016	135	18%
	2015	256	37%
	2014	205	29%
	2013	250	34%
	2012	412	62%
	2011	228	35%

March/April	2016	189	27%
	2015	245	36%
	2014	229	33%
	2013	167	22%
	2012	247	37%
	2011	178	28%
Yearly Average	2015-2016	185	26%
	2014-2015	296	43%
	2013-2014	253	36%
	2012-2013	253	34%
	2011-2012	366	55%
	2010-2011	231	36%

Post-Secondary Enrollments

The number of students involved in the dual enrollment program remained relatively constant over the last two years. In the 2015 – 2016 school year, there was an increase of over 100 credits earned by students. This is due to more consistent enrollment and less drops.

Dual Enrollment Program Student Enrollment Totals	
*2009 - 2010	65
*2010 – 2011	85
*2011 – 2012	62
2012 – 2013	84
2013 – 2014	70
2014 – 2015	97
2015 - 2016	95

Total Number of 3 or 4 Transferable College Credits	
*2009 - 2010	243
*2010 – 2011	324
*2011 - 2012	243
2012 – 2013	473
2013 – 2014	693
2014 – 2015	905
2015 - 2016	1,015

*= Had not adopted summer semester

College Equivalent Courses

During the 2015 – 2016 school year, the advance placement program returned for juniors and seniors. AP European History was offered and will again be offered in the 2016 – 2017 school year. Plans exist for the creation of an AP English course and an AP Calculus course in the future.

2010-2011	Advance Placement Classes	Number of Students
	United States History	6
	Biology	16
	English Language and Composition	23
	Chemistry	19
	World History	15
	Total Number of Students	79
2011-2012	Advance Placement Classes	Number of Students
	Environmental Science	39
	United States History	11
	English Language and Composition	13
	World History	23
	Total Number of Students	86
2012–2013	Advance Placement Classes	Number of Students
	Biology	13
	World History	11
	Total Number of Students	24
2015 – 2016	Advance Placement Classes	Number of Students
	European History	22
	Total Number of Students	22

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 seventh 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
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Chandler Park Academy High School



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Chandler Park Academy High School