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Ms. Patricia A. Davis, Principal

School Annual Education Report (AER) Cover Letter

January 19, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Hope 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 Patricia Davis for assistance.

The AER is available for you to review electronically by visiting the following website <http://www.hopeacad.org/>, or you may review a copy in Hope Academy's main office.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement school (CSI).

Hope Academy will enter into a partnership agreement with the Michigan Department of Education (MDE).

Student scores lifted from the state assessment, Michigan Student Test of Educational Progress (MSTEP) assessment, revealed students are performing below state standards in the content areas of ELA (reading and writing), mathematics, science, and social studies. Although students showed growth in English Language Arts by 48.71%, only 14.60% are proficient or performing on grade level. The data revealed less than 10% in growth with only 3% performing on or at grade level in mathematics. The academy continues to place a strong focus on student achievement through curriculum, instruction, assessment, teacher efficacy. The district also continues to place a strong focus on supplemental instructional programs and targeted interventions for all students in all subject areas.

Our continued focus is to close the achievement gap while raising student achievement in growth and proficiency by meeting students on all tiered levels, and improving delivery of instruction.

State law requires that we also report additional information.

1. Hope Academy parents or legal guardians complete an application and provide copies of specific enrollment documents. This includes the last school attended report card, immunization data, birth certificate, social security information, court documents allocating parental rights and responsibilities or custody (if appropriate) and all documents pertaining to specialized student services or Individualized Education Plan (IEP) where applicable.
2. Hope Academy is committed to the continuous growth for all invested stakeholders (parents, students, staff, and the community). The district utilizes the Michigan Department of Education (MDE) School Improvement Process to align high quality research best practices to meet the needs of all students through a Multi-Tiered System of Support (MTSS). The goals/objectives and strategies are reviewed throughout the year(s) in an effort to revise and adjust according to the individual needs of students and the district as a whole. All plans / state reporting is submitted electronically to the Michigan Department of Education (MDE).
3. There is no "specialized schools" within the Hope Academy School District.
4. Hope Academy's Curriculum is provided through Houghton Mifflin Harcourt (HMH). HMH is a content-rich curriculum that is fully aligned with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and Michigan Expectations for Social Studies. The curriculum is robust with embedded resources, lessons, assessments, differentiation strategies, project-based learning, performance task and embedded technology skills. The Common Core content uses universal design for learning principles.
5. The district's educational beliefs, curriculum, grades and grading systems, homework policy, and assessments dates are located in the student handbook. A requested review or hard copy of the curriculum can be found in the main office. The curriculum is implemented throughout the academic school year beginning with planning and preparation with all instructional staff. The curriculum aligns with the state standards and there are not variances from the state's model.
6. The Michigan Student Test of Educational Progress (MSTEP) assessment, revealed students are performing below state standards in the content areas of ELA (reading and writing), mathematics, science, and social studies. Although students showed growth in ELA by 48.71%, only 14.60% are proficient or performing on grade level. The data revealed less than 10% in growth with only 3% performing on or at grade level in mathematics. Students in 5th and 8th grades are administered the state science assessment. The data revealed more than half of the population is not proficient with only three students proficient and of the three one advanced. Students in 5th and 8th grades are also administered the state Social Studies Assessment. The

data revealed mostly all students were not proficient and only one student proficient in the content area.

7. The district's Progress Monitoring Conferences is a great opportunity to share the academic progress and growth of students based on classroom performance, testing data, homework, the child's strengths and weaknesses, behavior, social emotional needs, and learning style. Progress Monitoring Conferences are held three times within the academic school year. Conferences are schooled to meet and accommodate parents' schedules and needs in an effort to increase participation.

The district's first conference for the 2022/23 school year was a success. On October 14th 71 percent of parents connected with the district on behalf of their child

The chart below provides up-to-date and historical data of conferences held at the district.

[2019-2020 School Year- Student enrollment count 502/489/492](#)

<u>DATES</u>	<u># of Parent Conferences</u>	<u>% of Parent Conferences</u>
10-12-19	226	45%.
11-20-19	247	50%
12-13-19	108	21%

[2022-2023 School Year- Student enrollment count 413](#)

<u>DATES</u>	<u># of Parent Conferences</u>	<u>% of Parent Conferences</u>
10-14-22	294	71%

Hope Academy continues to work to serve the academic and social-emotional needs of all students and families. We continue to celebrate student achievement and progress through events such as student assemblies, Pep-Rallies and performance incentives. Hope Academy has invested in academic programming and materials to increase student performance. The academy has expanded its partnerships to help meet the individual academic needs of every child. Hope Academy provides parents involvement opportunities through Parent R.O.A.R meetings to help strengthen its village.

Sincerely,

Ms. Patricia A. Davis
Principal/Chief Academic Officer
