



August 19, 2011

Dear Mildred C. Wells Academy parents and community:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-11 educational progress for Mildred C. Wells Academy.

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 Lisa Casteel, school leader, for assistance.

The AER is available for you to review electronically by visiting: www.wellsacademy.com. You may also review a copy in the school leader's office.

Every child deserves a quality choice in public education. At Mildred C. Wells Academy, we know that a safe, caring and peaceful environment is a great place for kids to learn, grow. At Wells Academy, we have high standards in academics and behavior – and provide every child with the tools and attention needed to get there. Students at Mildred C. Wells Academy are achieving excellence and enjoying the benefits of our tuition-free public charter school including: free bus transportation, full-day kindergarten, school uniforms, a nutritious breakfast and lunch served daily, after-school programs, tutoring and much more.

Our Mission Mildred C. Wells is determined to build a safe academic environment where all students excel through creativity and respect. Mildred C. Wells Academy, a place where life-long learners are developed.

2010-11 Highlights Include:

- **The academy achieved Adequate Yearly Progress (AYP) again this year – and has done so every year of its existence. In addition, the academy earned a “B grade” on the State of Michigan School Report Card.**
- The academy utilized a push-in Title I intervention team that serviced every child at the school four times per week.
- All students were provided the Second Step program on a weekly basis, which targets anti-bullying and character development.
- The academy partnered with the local YMCA to provide health and physical fitness to all of our students through the “Healthy-U” program, where students learned to swim and participated in gym activities and health education.
- All test scores are on the rise including MEAP results, as well as school-wide assessments such as DIBELS, Scantron, STAR.

- Grade 7 student leaders participated in many community efforts, including volunteering at the soup kitchen and Salvation Army, to promote selfless service to our community.

AYP Status of the School Mildred C. Wells Academy has made Adequate Yearly Progress (AYP) goals again this year in English language arts and mathematics and has achieved AYP every year the school has been in existence.

While we are pleased to have reached these important academic goals, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

The annual education report (AER) 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

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

State law requires that we also report additional information:

Process for assigning pupils to the school:

- Mildred C. Wells Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

The status of the 3-5 year school improvement plan:

The school improvement plan is viewed as a working tool. Sessions were held at faculty meetings to obtain staff input and to offer ongoing support pertaining to the plan's goals and strategies. The school improvement team met weekly to discuss and refine staff ideas, review the plan and create new tactics. In addition, test scores were analyzed and served as progress indicators.

The academy implemented more tailored interventions to meet students' needs. In addition, the school staff more utilized the incentive color charts as part of our PBS program; students were also rewarded for high achievement on universal assessments.

The school improvement team consists of the school leader, instructional coach, classroom teachers, Title I teachers, para-pros, school social worker, resource teachers and parents.

Status of the curriculum

The academy utilized the Kent County Collaborative Core Curriculum (KC4) at all grade levels. This quality, proven curriculum is aligned to state standards and promotes mastery of math, English language arts, science and social studies. Employing various learning styles and teaching strategies, the KC4 curriculum provides the foundation for expanded learning opportunities and enables all students to achieve academic success.

As a complement to core instruction, the academy offered learning opportunities in the arts and physical education. An instructional coach worked closely with teachers and administrators to plan, pace and assess the curriculum to ensure its quality and alignment with state standards. The school also assessed its curriculum through state and standardized tests.

Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation and submission of classroom goals to the instructional coach.

Technology complements the educational curriculum at Mildred C. Wells Academy. The school has a technology plan on file at the academy, local intermediate school district and with the state. Computers in every classroom tie directly into core instruction.

Aggregate Student Achievement - Scantron

2010-11

| Location ^ | Grade | Item Pool | Reading Student Count | Mean Reading SS | SE of Mean Reading SS | Reading Overall SIP (%) | Math Student Count (English) | Mean Math SS (English) | SE of Mean Math SS (English) | Math Overall SIP (%) (English) |
|--------------------------|----------------|-----------|-----------------------|-----------------|-----------------------|-------------------------|------------------------------|------------------------|------------------------------|--------------------------------|
| Mildred C. Wells Academy | Overall | | 101 | 2498 | | | 122 | 2369 | | |
| | <u>Grade 2</u> | Grade 2 | | | | | 21 | 2191 | (29) | 70 |
| | <u>Grade 3</u> | Grade 3 | 24 | 2237 | (51) | 57 | 24 | 2228 | (32) | 61 |
| | <u>Grade 4</u> | Grade 4 | 19 | 2529 | (66) | 70 | 19 | 2468 | (34) | 63 |
| | <u>Grade 5</u> | Grade 5 | 24 | 2517 | (41) | 55 | 24 | 2417 | (40) | 33 |
| | <u>Grade 6</u> | Grade 6 | 24 | 2597 | (49) | 56 | 24 | 2426 | (37) | 29 |
| | <u>Grade 7</u> | Grade 7 | 10 | 2786 | (68) | 63 | 10 | 2636 | (51) | 43 |

2009-10

| Grade | Item Pool | Reading Student Count | Mean Reading SS | SE of Mean Reading SS | Reading Overall SIP (%) | Math Student Count | Mean Math SS | SE of Mean Math SS | Math Overall SIP (%) |
|----------------|-----------|-----------------------|-----------------|-----------------------|-------------------------|--------------------|--------------|--------------------|----------------------|
| Overall | | 112 | 2269 | | | 113 | 2187 | | |
| <u>Grade 3</u> | Grade 3 | 32 | 2020 | (50) | 34 | 32 | 2008 | (27) | 40 |
| <u>Grade 4</u> | Grade 4 | 30 | 2126 | (50) | 30 | 30 | 2104 | (26) | 30 |
| <u>Grade 5</u> | Grade 5 | 22 | 2434 | (55) | 46 | 23 | 2346 | (39) | 27 |
| <u>Grade 6</u> | Grade 6 | 28 | 2577 | (45) | 54 | 28 | 2351 | (27) | 23 |

Parent-Teacher Conferences

2010-11:

100% of our students were represented by parents at parent-teacher conferences, which included telephone meetings and home visits.

2009-10:

98% of our students were represented by parents at parent-teacher conferences, which included telephone meetings and home visits.

I would like to personally congratulate the staff, students and families of Mildred C. Wells Academy on a successful school year. Thank you for choosing Mildred C. Wells Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

Lisa Casteel, school leader