

PLYMOUTH EDUCATIONAL CENTER DISTRICT

District 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 District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact Dr. Christopher Plum for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site www.plymouthed.org/aer 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

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.

District Reported Data

- Process for Assigning Students to Each School
- Description of each specialized school (if applicable)
- 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 District 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 3		
	Math	Reading
Level 1: Advanced	28.7%	14.9%
Level 2: Proficient	57.5%	63.2%
Level 3: Partially Proficient	13.8%	20.7%
Level 4: Not Proficient	0%	1.1%
Met or Exceeded	86.2%	78.2%
Not Met	13.8%	21.8%
Number Included	87	87
Number Tested	87	87

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

Fall MEAP 2010 3-9: Grade 4			
	Math	Reading	Writing
Level 1: Advanced	16.8%	17.7%	8.8%
Level 2: Proficient	76.1%	66.4%	31.9%
Level 3: Partially Proficient	7.1%	15.9%	54.9%
Level 4: Not Proficient	0%	0%	4.4%
Met or Exceeded	92.9%	84.1%	40.7%
Not Met	7.1%	15.9%	59.3%
Number Included	113	113	113
Number Tested	113	113	113

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

Fall MEAP 2010 3-9: Grade 5

	Math	Reading	Science
Level 1: Advanced	10%	20%	17.3%
Level 2: Proficient	45.5%	62.7%	44.5%
Level 3: Partially Proficient	37.3%	14.5%	28.2%
Level 4: Not Proficient	7.3%	2.7%	10%
Met or Exceeded	55.5%	82.7%	61.8%
Not Met	44.5%	17.3%	38.2%
Number Included	110	110	110
Number Tested	110	110	110

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

Fall MEAP 2010 3-9: Grade 6

	Math	Reading	Social Studies
Level 1: Advanced	13.4%	16.5%	16.5%
Level 2: Proficient	62.9%	63.9%	50.5%
Level 3: Partially Proficient	22.7%	16.5%	26.8%
Level 4: Not Proficient	1%	3.1%	6.2%
Met or Exceeded	76.3%	80.4%	67%
Not Met	23.7%	19.6%	33%
Number Included	97	97	97
Number Tested	97	97	97

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

Fall MEAP 2010 3-9: Grade 7

	Math	Reading	Writing
Level 1: Advanced	20.7%	21.4%	5.4%
Level 2: Proficient	48.6%	50.9%	43.8%
Level 3: Partially Proficient	28.8%	15.2%	46.4%
Level 4: Not Proficient	1.8%	12.5%	4.5%
Met or Exceeded	69.4%	72.3%	49.1%
Not Met	30.6%	27.7%	50.9%
Number Included	111	112	112
Number Tested	111	112	112

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

Fall MEAP 2010 3-9: Grade 8

	Math	Reading	Science
Level 1: Advanced	11.1%	22.2%	7.7%
Level 2: Proficient	41.9%	52.1%	47%
Level 3: Partially Proficient	37.6%	20.5%	41%
Level 4: Not Proficient	9.4%	5.1%	4.3%
Met or Exceeded	53%	74.4%	54.7%
Not Met	47%	25.6%	45.3%
Number Included	117	117	117
Number Tested	117	117	117

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

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	Teachers are participating in rigorous training across content areas to improve performance and establish a high-performing culture. Schedule changes and enhanced course

	one year of state assessment 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.	offerings in the areas of writing, foundational 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.
--	--	--

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.

NAEP Data (National Assessment of Educational Progress)

NOTE: The scores below are from 2009. The 2011 NAEP scores will be included once released.
Students Meeting State Proficiency Standards and Performing at or Above the NAEP *Proficient* Level: 2009

Percentages of students meeting state proficiency standards and performing at or above the NAEP *Proficient* level, by subject, grade, and state: 2009

State/jurisdiction	Reading				Mathematics			
	Grade 4		Grade 8		Grade 4		Grade 8	
	Percent meeting state proficiency standard	Percent at or above NAEP <i>Proficient</i> level	Percent meeting state proficiency standard	Percent at or above NAEP <i>Proficient</i> level	Percent meeting state proficiency standard	Percent at or above NAEP <i>Proficient</i> level	Percent meeting state proficiency standard	Percent at or above NAEP <i>Proficient</i> level
Alabama	86	28	75	24	79	24	74	20
Alaska	78	27	82	27	74	38	66	33
Arizona	72	25	69	27	74	28	63	29
Arkansas	70	29	71	27	78	36	61	27
California	60	24	48	22	65	30	41	23
Colorado	87	40	88	32	91	45	81	40
Connecticut	70	42	77	43	81	46	81	40
Delaware	77	35	77	31	76	36	66	32
District of Columbia	46	17	46	14	50	17	44	11

Florida	74	36	54	32	75	40	66	29
Georgia	87	29	77	27	75	34	81	27
Hawaii	62	26	68	22	50	37	39	25
Idaho	86	32	91	33	86	41	78	38
Illinois	74	32	83	33	85	38	82	33
Indiana	74	32	68	31	73	42	75	36
Iowa	80	34	73	32	80	41	76	34
Kansas	88	35	85	33	87	46	78	39
Kentucky	74	36	68	33	71	37	55	27
Louisiana	71	18	61	20	64	23	58	20
Maine	71	35	71	35	66	45	52	35
Maryland	87	37	80	36	89	44	66	40
Massachusetts	54	47	79	43	48	57	49	52
Michigan	77	30	77	31	88	35	75	31
Minnesota	75	37	67	38	73	54	58	47
Mississippi	52	22	48	19	58	22	54	15
Missouri	47	36	50	34	45	41	47	35
Montana	81	35	81	38	67	45	60	44
Nebraska	95	35	95	35	96	38	92	35
Nevada	62	24	61	22	64	32	55	25
New Hampshire	74	41	70	39	73	56	64	43
New Jersey	63	40	82	42	73	49	71	44
New Mexico	52	20	63	22	42	26	43	20
New York	77	36	68	33	87	40	80	34
North Carolina	69	32	66	29	81	43	80	36
North Dakota	80	35	76	34	81	45	71	43

Ohio	82	36	72	37	78	45	71	36
Oklahoma	62	28	66	26	66	33	59	24
Oregon	84	31	69	33	77	37	71	37
Pennsylvania	72	37	80	40	81	46	70	40
Rhode Island	68	36	62	28	63	39	53	28
South Carolina	84	28	71	24	69	34	75	30
South Dakota	77	33	74	37	77	42	74	42
Tennessee	90	28	93	28	90	28	90	25
Texas	84	28	94	27	85	38	83	36
Utah	78	31	83	33	73	41	62	35
Vermont	70	41	69	41	69	51	63	43
Virginia	89	38	87	32	86	43	85	36
Washington	73	33	68	36	52	43	51	39
West Virginia	64	26	61	22	65	28	53	19
Wisconsin	82	33	85	34	81	45	79	39
Wyoming	71	33	65	34	75	40	62	35

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2009 Reading and Mathematics Assessments. SY 2008-09 Consolidated State Performance Report Part I (retrieved on 01/18/2011 from

<http://www2.ed.gov/admins/lead/account/consolidated/sy08-09part1>)

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

Plymouth Educational Center's (PEC) core curriculum is aligned with the Michigan Curriculum Framework. The process of aligning curriculum is a collaboration of teachers, parents and support staff. Whole Faculty Study Groups (WFSG) are held weekly during the school year and throughout the summer. The WFSG assures that the curriculum is horizontally and vertically aligned and articulated to staff, providing a common set of standards which all students are expected to master. As a result of collaboration, a K-12 Scope and Sequence has been developed and implemented for the core areas and special courses. Student proficiency is measured in a formative way throughout the course of each year.

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	2009.2010	2010.2011
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

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
1-2	Terra Nova Comprehensive Test of Basic Skills
3-8	Performance Series Reading and Math
9	Explore by ACT
10	Plan by ACT
11	ACT

COMPLETE BATTERY

Group List Report, Part I

District: PLYMOUTH EDUCAT

Grade: 1

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Number of students: 70
Number of students using accommodations: 0

Form/Level: G-11
Test Date: 06/08/11 Scoring: PATTERN (IRT)
QM: 37 Norms Date: 2007

City/State: DETROIT, MI
CTBID: 11236M133860001-01-00001-000007

Norm-Referenced Scores

	No. of Students	No. using Accom	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	70	0	4.9	1.9	48.4	574.4	44.3	3-98
Mathematics	70	0	4.3	1.7	43.1	524.7	33.5	5-99
Total Score**	70	0	5.0	1.9	49.8	549.8	49.3	8-99
Science	70	0	5.1	2.2	51.7	568.7	43.3	3-99
Social Studies	70	0	4.3	1.6	44.0	578.1	35.5	4-99

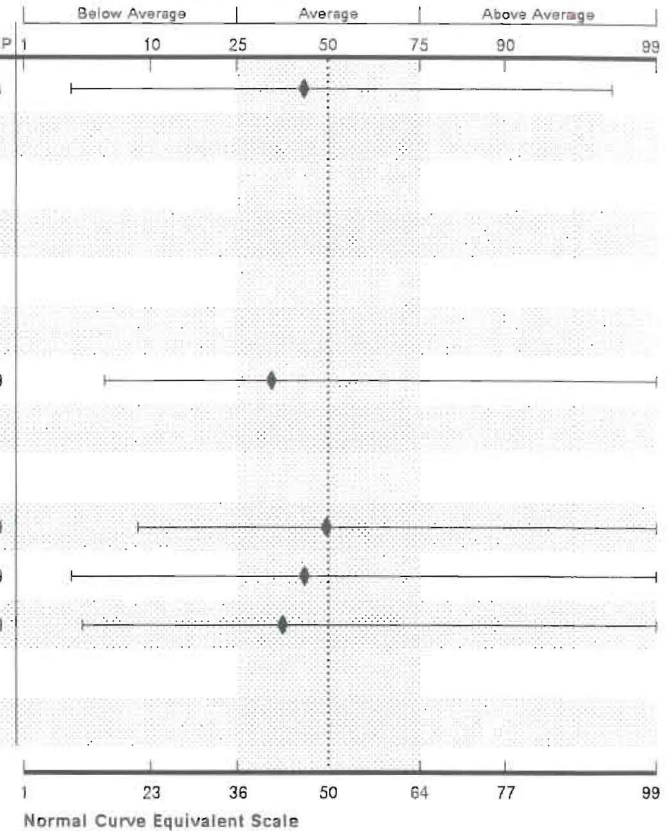
* Based on locally reported data
** Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
GME: Grade Mean Equivalent
MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
MDNP: Median National Percentile
Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Five of the group's five MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Scores in the area to the left of the shading are below the average range. No MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 44.3, which is in the average range. The lowest Reading score in the group is 3 and the highest is 98. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report, Part I

District: PLYMOUTH EDUCAT

Grade: 2

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Number of students: 95
 Number of students using accommodations: 0

Form/Level: G-12
 Test Date: 06/08/11 Scoring: PATTERN (IRT)
 QM: 37 Norms Date: 2007

City/State: DETROIT, MI

CTBID: 11236M133860001-01-00001-000008

Norm-Referenced Scores

	No. of Students	No. using Accom*	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	95	0	4.0	2.2	39.2	585.4	33.8	1-90
Mathematics	95	0	4.0	2.3	38.9	551.4	27.8	1-95
Total Score**	95	0	3.9	2.4	37.5	568.6	29.0	1-95
Science	92	0	4.5	2.4	44.5	576.4	37.0	1-99
Social Studies	91	0	5.1	3.2	51.0	614.9	46.7	1-99

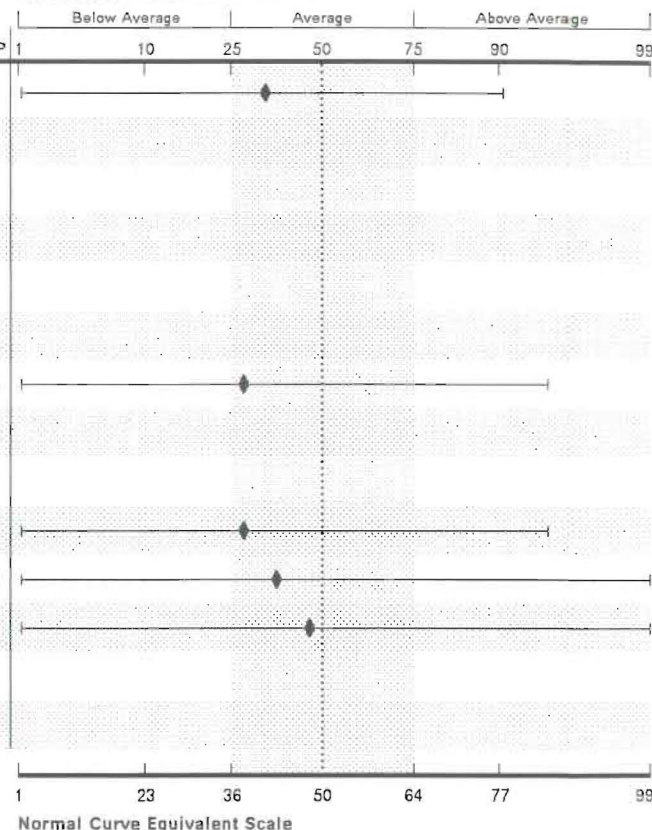
* Based on locally reported data
 ** Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Five of the group's five MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Scores in the area to the left of the shading are below the average range. No MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 33.8, which is in the average range. The lowest Reading score in the group is 1 and the highest is 90. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

Performance Series Spring Results

AVERAGES FOR STUDENTS ENROLLED FOR THREE OR MORE YEARS, AS COMPARED TO THE ACHIEVEMENT TARGETS¹

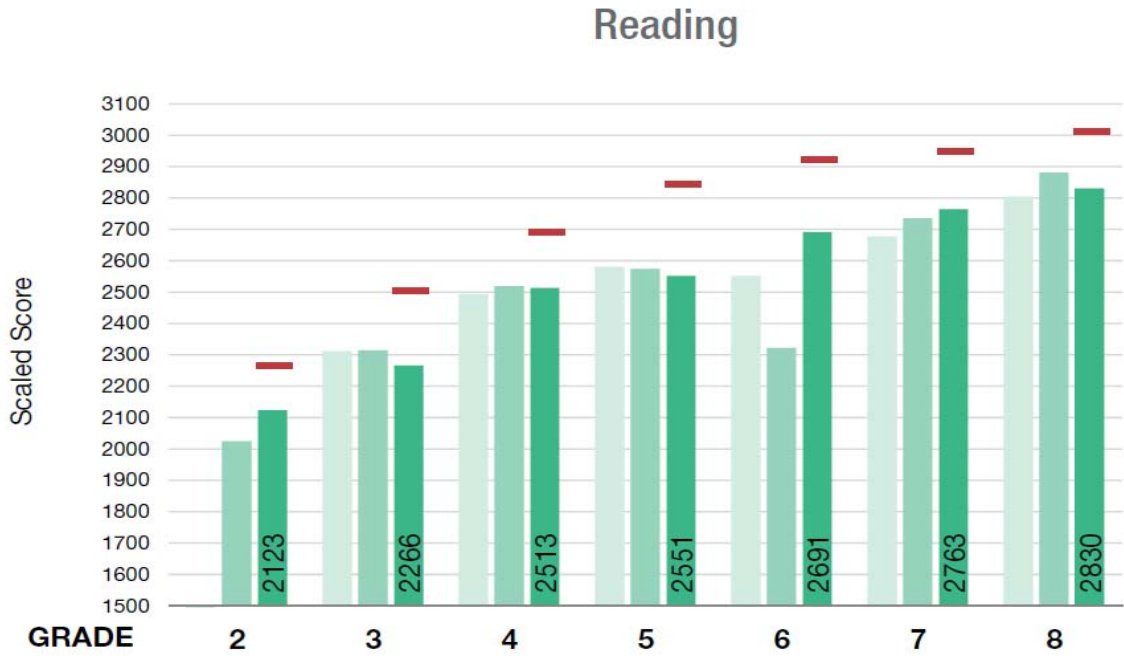


Fig. 11 3+ Year Spring 2009 3+ Year Spring 2010 3+ Year Spring 2011
 — Achievement Targets

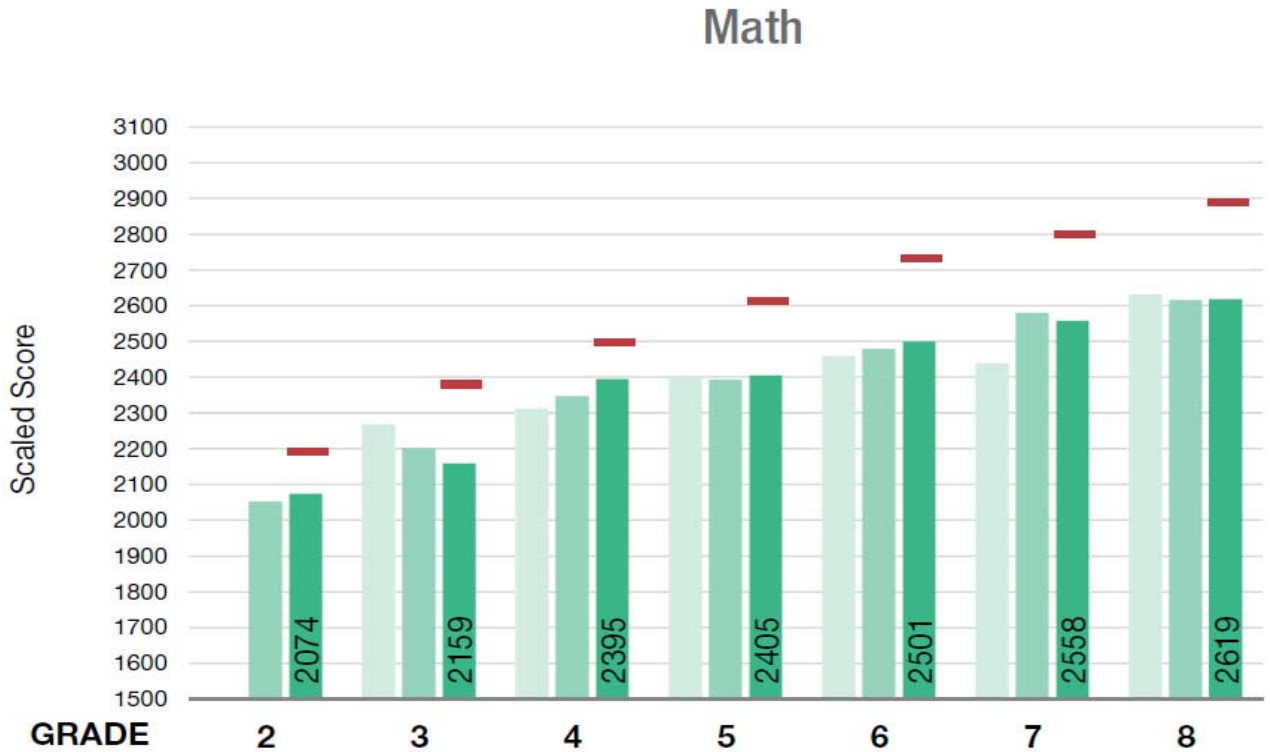


Fig. 12 3+ Year Spring 2009 3+ Year Spring 2010 3+ Year Spring 2011
 — Achievement Targets

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.

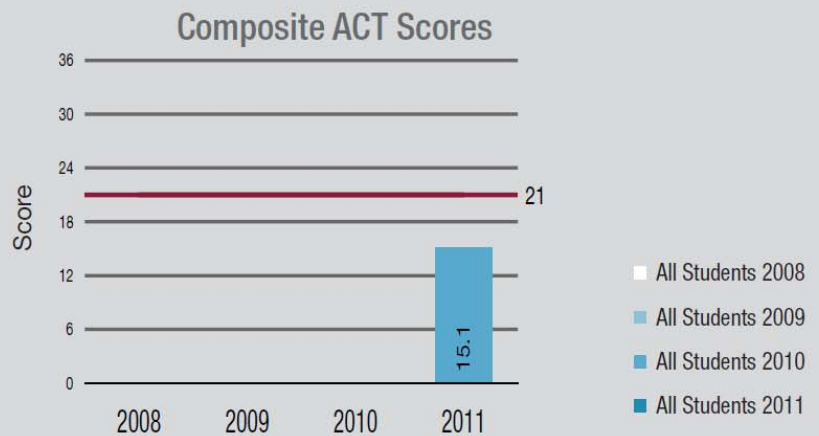


Fig. 14