



January 2, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Charyl Stockwell Academy Middle 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 Dina Barnaby for assistance.

The AER is available for you to review electronically by visiting the following website [Annual Education Report \(1\)](#), or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 has not been given one of these labels.

The school recognized that all students are not performing at the same level as shown by the performance of our bottom 30%. We will continue to pay close attention to our math, science and social studies achievement. The school continues to develop its teachers in building challenging and relevant units of study that encourage high engagement from all learners in a developmentally appropriate, needs fulfilling environment.

State law requires that we also report additional information.

### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No students may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing

#### **Application Process**

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.

- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the University Charter Schools Office.

### **Legal Notice**

The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the University Charter Schools Office.

At a minimum, the legal notice must include:

1. The process and/or location(s) for requesting and submitting applications.
2. The beginning date and the ending date of the application period.
3. The date, time, and place the random selection drawing(s) will be held, if needed.
4. The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
5. The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

### **2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

All three schools within the Charyl Stockwell Academy District, the Charyl Stockwell Academy, the Charyl Stockwell Academy Middle School, and the Charyl Stockwell Preparatory Academy continue to make progress toward the goals in the School Improvement Plan. The school improvement process is a collaboration of all CSA stakeholders, including the administration, staff members from all units, a board member, and a parent. Each unit within the school is represented on the School Improvement Team. These unit representatives gather and report back information, so that all viewpoints are heard at the School Improvement Team meetings. In addition, members from all stakeholder groups are invited to participate. All stakeholders also have the opportunity to provide suggestions on goals and the creation of the plan. Additional stakeholder input is provided by the various data that is collected and used in creating the School Improvement Plan. This process relies on staff, parents, and students participating in collaborative decision making to formulate and implement a three-year school improvement plan. Together, the stakeholders work cooperatively to improve student achievement of the core curriculum goals.

### **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

At this time, Charyl Stockwell Academy Middle School does not offer any specialized schools.

**4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL**

Charyl Stockwell Academy Middle School is a public school and therefore utilized Grade Level Content Expectations, the Michigan State Standards and the Michigan Merit Curriculum as its guide for the development of all academic content areas of the CSAMS curriculum. Anyone interested in obtaining a copy of the curriculum may request one from Dina Barnaby, Dean of Curriculum and Instruction at Charyl Stockwell Academy Middle School.

**5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

In addition to M-STEP data that is collected and disaggregated by the State, available at [mischooldata.org](http://mischooldata.org), CSAMS also collects student achievement data using the NWEA at the middle school level.

Grade	Reading Average Percentile		Math Average Percentile	
	Spring 2022	Spring 2023	Spring 2022	Spring 2023
6 <sup>th</sup> Grade	77 <sup>th</sup>	62 <sup>nd</sup>	58 <sup>th</sup>	55 <sup>th</sup>
7 <sup>th</sup> Grade	46 <sup>th</sup>	66 <sup>th</sup>	48 <sup>th</sup>	70 <sup>th</sup>
8 <sup>th</sup> Grade	74 <sup>th</sup>	53 <sup>rd</sup>	65 <sup>th</sup>	48 <sup>th</sup>

Grade	Reading % Met Projection		Math % Met Projection	
	Spring 2022	Spring 2023	Spring 2022	Spring 2023
6 <sup>th</sup> Grade	48%	41%	47%	44%
7 <sup>th</sup> Grade	50%	47%	52%	54%
8 <sup>th</sup> Grade	46%	47%	51%	45%

In accordance with state requirements, students at CSPA, in the spring, take the PSAT 8 as 8th graders. Below is a summary of our performance on this assessment during the past two school years (2021-2022 and 2022-2023).

Test	Average Reading Score		Average Math Score		Average Composite Score	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
PSAT 8	465	451	433	436	898	887

**6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

The Charyl Stockwell Academy promotes a strong partnership with parents and guardians of the students who attend our academy. This strong partnership is critical to the individual success of each child in our school. CSA teachers schedule parent/teacher conferences on an individual basis, at least 2 times per year. This scheduling arrangement allows parents and guardians not only to schedule a time that is convenient for them, but also allows plenty of time for a meaningful discussion during the conference. This

has allowed us to serve a large percentage of our student population and their parents via conference. In 2021-2022, we served 96.5% of our parents (271 families) via conference. In 2022-2023, we served 96% of our parents (264 families) via conference.

CSAMS is proud to provide a unique and successful learning opportunity to all of its students and looks forward to the successes ahead.

Sincerely,

Matthew Stewart, Principal of Charyl Stockwell Academy Middle School  
Jessica Mocerri, Executive Director of Charyl Stockwell Academy District