

BLANCHE KELSO BRUCE ACADEMY
“A SMART SCHOOL WHERE LEARNING RULES”
8045 Second Avenue, Detroit, Michigan 48202

August 20, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2011-2012 educational progress for the Blanche Kelso Bruce Academy – St. Jude. 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 Mrs. Gwen Johnson for assistance.

The AER is available for you to review electronically by visiting the following web site www.bkbacademy.org or you may review a copy located in the principal’s office at our school. Due to our Strict Discipline Academy status – we are exempt from traditional AYP requirements.

State law requires that we also report additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

BKBA follows the eligibility criteria for enrollment into a Michigan strict discipline academy. BKBA has little or no control over the students who are placed in the residential facilities where we provide educational services. Students come and go at the pleasure of the courts, Care Management Organizations, and the Department of Human Services. The majority of BKBA students are adjudicated.

Pursuant to Michigan’s Revised School Code, PA 451 of 1976, strict discipline academies are created to specifically enroll and educate an exclusive segment of the pupils in Michigan. The following are categories of eligibility to qualify for services in a strict discipline academy:

- Students placed with the school by the Court or FIA or a County juvenile agency under the direction of a Court. MCL 380.1311g(3)(a);
- Pupils who have been expelled for weapons, arson, or CSC acts. MCL 380.1311g(3)©;
- Other expelled pupils referred to the strict discipline academy by that pupil’s previous school and placed in the strict discipline academy by the pupil’s parent or legal guardian. MCL 380.1311g(3)(d);
- A strict discipline public school academy shall be open for enrollment of a special education pupil who does not meet any of the above requirements [subsection (3)] if the special education pupil’s individualized educational planning committee recommends that the special education pupil be placed in the strict discipline public school academy. MCL 380.1311g(4).

1. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The District School Improvement Team has written and submitted a comprehensive school improvement plan focused on raising achievement in English/Language Arts, writing, science, social studies, math and two other goals focused on specific need of teachers and students in a strict discipline academy setting. The team analyzed data from MEAP/MME-ACT and numerous other assessment data in each of these content areas and developed a strategic plan for accomplishing these goals.

BKB Academy has a School Improvement Team at each site that monitors the development and implementation of the District and Site Specific School Improvement Plans. School Improvement Teams meet regularly with representatives from each stakeholder group to monitor and refine the School Improvement Plan (SIP) based on the new School Improvement Framework.

Parents, students, community members, partners, and school staff participate in the School Improvement Team and they focus on involving interested stakeholders in the process of continuous improvement.

2. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Distance Learning

This site was founded in 2004 out of a growing need to provide educational services for residential students at the Don Bosco's **DePaul** Center, and Holy Cross's **St. Thomas** Center. These sites are serviced through the BKBA Distance Learning Site housed at BKBA West. Distance Learning has a hub that coordinates the educational services for these distant sites. Approximately 40 students are educated through this site throughout the year.

3. 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

Copies of the core curriculum-scope and sequence are available through the site leader's office. BKBA's curriculum follows the Michigan Merit Curriculum and does not vary from the Michigan Content Expectation, or Common Core.

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

During the 2011-2012 school year, BKBA tested 100% of eligible students with the MEAP/MIAccess and MME/ACT tests appropriate for their grade level. The results are summarized in charts and statistics provided to all stakeholders at the Annual General Meeting. The

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summary charts for the District (BKBA)) and State show a comparison between yearly scores to demonstrate growth rates. Other District and State charts show the disaggregated statistics for the categories the Michigan Department of Education has defined as mandatory reporting categories. All data are generated by the Office of Educational Assessment and Accountability (MDE).

Due to the extremely transient nature of our student population, most students fall into the category of “Less Than A Full Academic Year.” This category of students must still be tested to meet the requirement that 95% of eligible students must be tested, but that particular category of student (LTFAY), is not added to the calculations for AYP. Therefore, the scores reported on the BKBA District charts are somewhat skewed. BKBA is no longer part of the AYP process, due to an exemption granted to school that receive Title 1D funds exclusively.

BKB Academy students enroll in our sites with an average deficit of more than two grade levels behind their contemporaries in all subjects and in accrued credit. Generally, our students have an average math grade level of about 4.5 and reading grade level of about 5.0 though the average grade level is ninth grade. We have specialized programs that help remediate these grade level gaps. We expect that our students will not demonstrate grade level competencies on cognitive achievements tests. Subsequently, we derive grade level gains from daily Reading Acceleration scores and weekly math assessments (Odyssey, Scantron) that demonstrate that most of our students are advancing more than a one grade level in reading and math during a standard school year. Often we see very quick advancement once the student’s learning style and educational profile are developed. We are very proud of our successes, which we attribute to our specialized programs and intensive instructional delivery methodologies.

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

At all BKBA sites, parents and partners are invited each card-marking period (every six weeks) to a Parent/Partner/Teacher Conference for each student. Some of our students are either from foster homes, wards of the state, have no parents in the vicinity, or are living in circumstances where a parent or guardian are not available for conferences. Care Management Organization Case Workers, Parole Officers and other caregivers, visit the students frequently to make sure they are doing well and are fully engaged in the learning process. Parent participation is about 25%. Also, computerized attendance and behavior reports are maintained and available as need for partners and caregivers.

6. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
There are 0% postsecondary enrollments (dual enrollment).
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
There 0% of college equivalent courses offered (AP/IB).
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
There 0% of students enrolled in college equivalent courses (AP/IB)
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT.
There is 0% of students receiving a score leading to college credit.

This information is available at the school and district offices. Please contact the principal if you wish to review this information.

Staffing of Highly Qualified Teachers

BKBA has continued to be able to hire experienced teachers and excellent staff. All teaching staff is certified and meet the highly qualified status requirements of NCLB.

We are continuing to recruit and train leaders to implement and vigorously pursue our program and vision. Special education support staff, psychologists, social workers, counselors, Teacher Consultants, information technology staff, legal counsel, analysts, security staff, Discovery Assessment Team staff, and office staff have worked well to balance the administrative and special needs of the centers. Weekly staff meetings focus the efforts of all staff and school improvement is the driving force of planned, continuous development.

Sincerely,
Gwendolyn Johnson, Instructional Leader