

BLANCHE KELSO BRUCE ACADEMY  
“A SMART SCHOOL WHERE LEARNING RULES”  
8045 Second Avenue, Detroit, Michigan 48202  
Phone: 313-656-2600 Email: [www.bkbcademy.org](http://www.bkbcademy.org)

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 year 2011-2012 educational progress for the Blanche Kelso Bruce Academy and our schools. The AER addresses the complex reporting information required by Federal laws and some requirements of State laws; however, our staff is available to help you understand this information. Please contact Mrs. Sharion Brown, District Chief Operating Officer, for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site [www.bkbcademy.org](http://www.bkbcademy.org) or you may review a copy in the principal's office at your child's school.

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 or MEAP-Access)**

- Presents achievement data for all five tested subjects (mathematics, reading, science, social studies and writing) compared to targets for all students as well as subgroups of students
- Provides achievement data for all five tested subjects (mathematics, reading, science, social studies and writing) for students with significant disabilities (MI-Access or MEAP-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**

Information used to rank schools and determine AYP is based on the development of the Top to Bottom list of schools and their performance. Each school's ranking will be based on student achievement, student growth over time, school improvement over time and achievement gaps across all five tested subjects (mathematics, reading, science, social studies and writing). **Because we have a Strict Discipline Academy status, Blanche Kelso Bruce Academy is exempt from this requirement.**

**Teacher Qualification 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

East 5555 Conner Townsend Detroit 48213	West 5690 Cecil Detroit 48210	JDF 1326 St. Antoine Detroit 48226	DePaul Center 609 E. Grand Blvd. Detroit 48207	Ferguson (CFA) Thomas 2750 Seldon St. Detroit 48208	8333 48213
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### **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

As a Strict Discipline Academy, we at Blanche Kelso Bruce Academy (Academy) work towards addressing the needs of our diverse culture of students in a variety of settings. Many students are enrolled due to severe discipline or behavioral problems, are adjudicated, or are expelled from other public schools. They may be transient or come with *special needs*. Although some of our students may be enrolled for a longer duration, many are with us for just a few months or even a few days. Because of these special circumstances, the educational measure for our students is to show growth on an Individualized Learning Plan as an indicator of academic achievement. When considering the students' enrollment status, traditional measures of achievement such as MEAP, MME and other state assessments may not be a true reflection of student growth. These measurements do not take into consideration other behavioral factors that effect student performance and that often must be addressed before academic achievement can be gained.

The Academy has continued to actively work towards increasing student achievement by adopting for the 2012-13 school year, a new reform model based on the "Big Picture Schools." This model, based on "best practices," has worked well with "at-risk" high school students and teenagers. Big Picture Schools are small, personalized, public schools where children learn-learn and work-work. Additionally, the Academy continues many of its research-based practices by using the Brain Honey, Scantron Performance Series, and the Discovery program that help to identify the needs and placement of students. The Academy provides direct instruction and distance learning, based on State of Michigan curriculum standards, by hiring highly qualified teachers and professional staff to address those needs; thus placing students on a path to college readiness or workplace success.

In summarizing, I would like to state that the Academy operates in a wide array of settings—including residential placements, secure detention facilities and community-based schools in cooperation with a number of local youth service organizations. The majority of students who enroll at Blanche Kelso Bruce Academy possess skills that are several grade levels below their age-appropriate levels at time of enrollment. Many of these students enroll at the academy for various periods of time, due to engagement with the juvenile justice system.

For those students who remain enrolled in the academy for longer durations, we work diligently to assist them to strengthen gateway skills, including reading and writing, mathematics, science and social studies. As such, the academy focuses on *growth* in student achievement, as we believe this is a critical indicator for future academic success. We believe that by supporting students' efforts to develop these critical skills, students will be more likely to accrue necessary high school credits toward graduation and be poised for success in post-secondary education or the workplace.

Sincerely,  
*Blair Evans*  
Superintendent