



Phoenix Multicultural Academy
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August 13, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Phoenix Multicultural Academy. 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.

The AER is available for you to review electronically by visiting the following web site: <http://www.michigan.gov/ea> and click on Annual Education Reports, or you may review a copy in our main office.

Our school has been identified as a Priority school.

Reading When considering the percent of students' proficient, on average there is a 3% difference between students who are English language learners and students who are not English language learners according to MEAP 2011(ELL-36% vs. non-ELL-39%). The ELPA data shows that there is an average of 70.5% non- proficiency for ELL students. There is a discrepancy between the ELPA and MEAP test as to who are identified as ELL students. The MEAP generally shows more students who are ELL than the ELPA test. This accounts for why there is only a 3% difference between ELL and non-ELL students on the ELA MEAP test.

Currently grades 3-5 English language learners have proficiencies of 23%, 50%, and 23% respectively on the MEAP, while the non-English language learners in grades 3-5 have proficiencies of 29%, respectively. Grades 6-8 English Language learners 48%, 22%, 46% respectively while the non-English language learners in grades 6-8 have proficiencies of 59%, 30% and 48%.

Cause for Gap: Additional data analysis identifies that the primary cause at the 3rd and 4th grade level students need improvement in informational texts, 5th grade-comprehension, 6th and 7th grade-informational texts and 8th grade-comprehension. Lack of professional development addressing the needs of Bilingual, ESL or LEP students contributed greatly to the gap. The lack of curriculum and development for utilizing bilingual, ESL instructional strategies and techniques contributed to unfocused lesson delivery. A Shortage of bilingual and/or ESL staff and bilingual support contributed to the gap due the majority of the student population being at eighty-five percent, which is based on Home Language Surveys.

Math Currently grades 3-5 proficiency levels are 86%, 64%, and 19%, respectively. Grades 3 and 4 have shown substantial increases in achievement since 2008; however grade 5 has showed a 9%

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drop since 2008. Grades 6-8 proficiency levels are 49%, 30%, and 43%, respectively. Grade 6 has increased by 2%, however, 7th grade has declined by 3%, and 8th grade has increased by 20%, respectively. Overall, the percentage of students who are proficient on the MEAP has not changed drastically over the past five years. There has been several content area tests in specific grade levels over the past five years that have seen very large gains, however, these gains are not seen in the subsequent year with the same cohort. Due to excessive mobility and transience that begins in the late elementary and late middle years these gains are typically wiped out by the lack of continuum in a student's education. On average we lose 30% of our students in any grade level transition. When analyzing a cohort continuum from year to year of students who are at Phoenix for multiple consecutive years, these students score slightly better than those who are new to our school. Also, Phoenix Elementary Bilingual and Special Education sub group populations are scoring considerably lower on standardized tests.

Cause for Gap: Contributing causes for the achievement gap is a complete lack of Mathematics professional development activities for all staff, lack of appropriate differentiated instruction interventions in math, as well as achievement gaps in measuring, word problem solving, concept of duration of time, numbers and operations relationships, patterns, and graphical interpretation/data representation. MEAP data and population data suggest that a lack of interactive and computer based applications.

Overall, we see those lowest performing students demonstrate low attendance rates and/or high absenteeism. Additionally, lower performing students tend to have little to no parental involvement or parent communication at the school level.

Our school has identified key initiatives to close the achievement gap to name a few;

Guided Reading/Small group instruction

Student Data Analysis Meetings

English as a Second Language PD

Analyzing student work in whole faculty learning teams

Small group differentiated instruction

Data guided differentiation and learning centers

Additionally, teachers will work with Literacy and Data coaches, bilingual coaches and attendance and parent involvement staff to address student support issues.

Sincerely,

Dr. Alexander M. Cintron

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