

REVISED 2017-18 TEMPLATE

School Annual Education Report (AER) Cover Letter

May 16, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for DK 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. If you have any questions about the AER, please contact Principal Lucas Trierweiler for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/pM2pM7> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given a label.

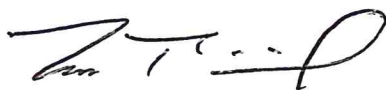
DK Academy has shown growth in the areas of math, reading, social studies, and science, over the last two years. Our percentage of students proficient in each area still lags behind the state average. DK Academy has taken large strides on increasing graduation, attendance, and academic success rates. DK Academy is attempting to improve the success of students at DK Academy by increasing the use of seat time waivers and by assigning Highly Qualified staff to be available for students needing specialized instruction in the core areas. DK Academy has also switched to a new virtual learning program "Edmentum" allowing more flexibility and greater individualizing of curriculum and instruction to meet student needs. Flexible scheduling for students has also increased student participation and success.

State law requires that we also report additional information.

1. Students are assigned to DK Academy based upon a deficit of credits needed for graduation. Students who are not on pace for graduation, enroll into the academy and are allowed to accelerate their credit recovery. Other students are assigned based upon their ability to learn at a better rate in a non-traditional learning environment or when their lives and schedules do not allow access to a traditional school setting. All students are interviewed prior to admission to the academy to inform them of the options available through Delton Kellogg Schools.
2. The DK Academy School Improvement Plan was updated in 2016-2017 for improvement in the core academic areas and in implementing technology for each student across all grade levels. It was filed with the Michigan Department of Education.
3. Delton Kellogg Schools have two High Schools. DKHS is for grades 9-12 and DK Academy is an alternative High School for students 16-22 years of age.
4. A copy of the core curriculum, a description of its implementation and how it may vary from the state's model is available by contacting the school office.
5. The aggregate achievement for the last two years for MME showed that we moved up to 18.2% proficient in science and up to 18.2% proficient in social studies. DK Academy also moved from a composite score of 754.2 on the SAT up to 840.9. SAT reading mean score increased from 392.5 up to 456.4 and in SAT math a mean score of 361.7 up to 389.5.
6. Parent Teacher conferences were attended at a rate of 19.2% and 11.5% for 2017-2018 school year (fall and spring).
7. College equivalent courses are not offered through the DK Academy, but students may attend Advanced Placement classes through Delton Kellogg High School by recommendation. During school year 2016-2017, no students attending DK Academy participated in AP courses.

DK Academy is continually working on growing our student success through curriculum and instructional improvement, increased rigor, integrating technology, social and emotional growth, college and career readiness. This is all possible due to our great partnership with our community members, parents, and outstanding professional staff. We strive to create a school that meets the needs and life situation of our students. At DK Academy, we are staying positive and building relationships.

Sincerely,



Lucas Trierweiler, Principal

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