



Monday, February 9, 2026

Dear Parents and Community Members:

We are pleased to present the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for **Martin Luther King, Jr. Education Center Academy**. The AER addresses the complex reporting information required by federal and state laws. The school’s report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Jackie Haymes for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4tyGggu> or you may review a copy in the main office of your child’s school.

For the 2025-26 school year, schools were identified based on previous years’ performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified as: **‘Has Not Been Given One of These Labels.’**

STATE LAW REQUIRES THAT WE ALSO REPORT ADDITIONAL INFORMATION.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students may enroll at MLKECA throughout the year as openings are available and space allows. Open enrollment dates in the spring are made public via flyers. If the number of applicants exceeds the number of slots available, students will be enrolled by lottery. All remaining applications will be placed on a waiting list for subsequent openings that may occur before and during the current academic year.

STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The School Improvement Team is comprised of administrators, teachers, support staff, parents, and community members. Annually, we conduct a review of our School Improvement Plan. School data drives the establishment of goals, objectives, strategies, and activities to be implemented for the school year. MLKECA continued as a Title I Schoolwide school in the 2024-2025 school year.

Martin Luther King, Jr. Education Center Academy monitored the Title I School-wide School Improvement Plan (SIP) in the 2024-2025 school year, which was revised in school year 2023-2024. The SIP supports the mission, goals, and objectives of our district and outlines strategies, responsibilities, and timelines. Emphasis is placed on improving school effectiveness and increasing student achievement for all students in the school. Our School Improvement Plan focuses on the attainment of student outcome objectives in such areas as reading, mathematics, science, and student attendance.



Our School Improvement Plan is reviewed regularly based on monitoring and evaluation information, including the use of disaggregated data. The outcome of our review process is reflected in the continued implementation of successful strategies, discontinuation or modification of unsuccessful strategies, and the initiation of new strategies that address needs that are not being met. Most of our strategies are research-based.

The development and implementation of our plan has been a collaborative decision-making process involving all school constituencies (administrators, teachers, support staff, parents, community, and students). Our School Improvement Team meets regularly and provides progress reports to the school staff and the local school community organization. Professional development activities in support of our plan are conducted for both staff and parents.

CORE CURRICULUM

MLKECA’s core curriculum is based on the Michigan Curriculum Framework and its Teaching and Learning and Assessment Standards. The curriculum aligns with Common Core State Standards. Curriculum mapping and pacing guides have been updated to ensure that all students are college and career ready. Please contact the MLKECA main office for access to the Core Curriculum.

The educational program at MLKECA is based on the belief that students need a diverse and challenging educational experience, provided by professionals with artistic as well as academic backgrounds. It also assumes that children can master basic concepts of reading and math at an early age. Beginning in kindergarten, students will be enrolled in an accelerated structured reading program.

Use of the arts in education is an effective way to stimulate interest and excitement about learning in that the arts appeal to many urges and interests of the developing child. An art infused curriculum meets the aesthetic as well as academic needs of students. Artistic instruction includes music, art, dance, and creative writing.

The learning process is enhanced by MLKECA’s implementation of technology. Our diversity of software programs accommodates the various learning styles of our students with self-paced features. Students are motivated, resulting in higher achievement. Developing technological skills in our students equips them to function in the 21st century.

Courses of study are designed to meet student educational needs while having a wide range of opportunities to discover, explore, and develop their unique giftedness. Individualized programs allow for placement of students by ability. Evaluation of achievement is based on objectives attained. Class sizes are small, allowing for greater differentiated instruction as well as small group activities.

CURRICULUM MODEL

Our curriculum model of instruction is based on recognized and accepted strands and objectives for students age five through thirteen (K-8) as well as the newly implemented Common Core Standards. A primary focus is to provide all students with a variety of accelerated learning opportunities appropriate to their individual abilities, competency, skill levels, desire, and motivation. Curriculum areas include mathematics education, science education, social studies education, language arts education, computer technology education, health education and physical education. Accelerated offerings include a structured reading program beginning at kindergarten level, as well as foreign language. Artistic offerings include specialized music training in Suzuki strings, theory, dance (tap, ballet, and modern), art, and creative writing.



GOALS

- To provide highly effective teaching from Kindergarten through Eighth grade.
- To provide for the emotional, intellectual, physical, social, aesthetic, and cultural needs of each student.
- To actualize potential, capabilities and gifts through creative teaching and thinking.
- To teach basic knowledge in all subjects at given levels using interdisciplinary techniques.
- To foster the development of skills using constructive and critical thinking to enable the individual to deal effectively with problems which are new to his/her experience in ways which encourage him/her to act in an independent, self-fulfilling and responsible manner.
- To increase motivation and enthusiasm for learning through technology.

OBJECTIVES

- To develop character of the highest caliber through artistic as well as academic nurturing.
- To engage students in community service through performances.
- To provide incentives for creative and professional achievement especially as they enhance effectiveness in teaching.
- To encourage and foster parental involvement.
- To equip students with the technological skills needed for success in the 21st century.



MEASURES OF ACADEMIC PROGRESS (MAP)

MAP testing was administered in the fall, midyear, and spring during the 2024-2025 school year to determine student academic progress. MAP is a nationally recognized test that provides national norms for comparison of student achievement in reading and math for students in grades 3-8. Tests are administered three times each year.

MEASURES OF ACADEMIC PROGRESS (MAP)

Student Growth Summary Report on the MAP tests:

<u>Grades</u>	<u>MAP MEAN</u> <i>Reading</i> <u>Fall '24</u>	<u>MAP MEAN</u> <i>Reading</i> <u>Spring '25</u>	<u>Gain/loss</u>	<u>MAP MEAN</u> <i>Math</i> <u>Fall '24</u>	<u>MAP MEAN</u> <i>Math</i> <u>Spring '25</u>	<u>Gain/Loss</u>
K	138.0	161.2	23	137.3	161.8	25
1 ST	152.5	156.8	4	156.0	162.8	7
2 ND	167.5	179.8	12	168.4	184.3	16
3 RD	183.6	189.0	5	179.2	189.6	10
4 TH	186.8	191.5	5	188.0	194.7	7
5 TH	194.3	200.2	6	194.1	213.2	19
6 TH	207.1	209.2	2	202.4	209.9	8
7 TH	207.6	212.3	5	201.7	204.1	2
8 TH	214.6	216.3	2	210.9	216.3	5



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K	135.7	172.7	37	138.7	176.5	38
1 ST	150.4	169.4	19	155.4	176.7	21
2 ND	163.0	179.0	16	166.7	183.4	17
3 RD	180.1	190.7	11	177.9	193.1	15
4 TH	188.1	199.3	22	188.7	203.8	15
5 TH	194.4	198.8	4	195.8	199.7	4
6 TH	199.1	208.4	16	199.1	205.0	6
7 TH	210.9	216.0	37	204.3	215.9	12
8 TH	218.0	222.0	4	214.6	222.4	8

Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) was administered for grades 3rd-8th in April-June for the 2024-2025 school year. Students tested through the online platform. Test scheduling and enhanced technologies provided a flexible pace for students to achieve their best efforts in completing the assessment. In the recently preceding years, new Chromebooks, laptops and tablets were acquired. Students were trained in keyboarding and word processing to ensure excellence in technology-based testing. Students M-STEP results are accessible through the following link: <https://bit.ly/4tyGqgu>



PARENT-TEACHER CONFERENCES

MLKECA holds four Parent-Teacher Conferences each school year. Parents demonstrate commitment to their child’s academic success by participating at a rate exceeding 80% for our students in grades K-8.

One of the most important factors in a child’s educational success is the involvement of parents or guardians. It is important for parents and teachers to discuss students’ progress on a regular basis. To encourage and measure parental participation, records are maintained and reported on the number and percentage of students whose parents or guardians participate in conferences. We define a conference as a face-to-face meeting between a parent or guardian of a student and a school educator for the purpose of improving the educational program or student learning for that student.

In the 2024-2025 school year **186** of our **222** students had a parent or guardian attend at least one conference, yielding a participation rate of **84%**. During the previous school year of 2023-2024, 290 of our **372** students had a parent or guardian attend one or more conferences, a participation rate of **78%**. Most of these conferences were held during our four scheduled Parent-Teacher Conferences, all of which were held immediately following report card marking periods. These conferences provided opportunities to address student academic and social needs and to discuss ways to strengthen school-home cooperation to increase student learning. Other conferences included those relating to student adjustment and student program planning.

In addition to the above Parent-Teacher Conferences, parents support our school in many other ways, including meetings relating to the school program, extracurricular activities, tutoring, field trips, fund raising, social activities, parent nights and parent workshops. Our local school community organization is actively involved in supporting our school. School support provided by our parents is an essential and important ingredient in contributing to improving the quality of education and the achievement of students in our school.

CONCLUSION

As my first year serving as the School Leader for MLKECA approaches its conclusion, I want to recognize and commend the important work that took place last year, before I had the privilege of joining this community. In the 2024-2025 school year, several supplemental resources were employed to improve student outcomes, including Reading Specialists/Coaches, Reading & Math Interventionists, continued use of an exemplary reading program, after school tutoring, and parent involvement programs/workshops.

Reflecting on that progress, I am inspired by the strong foundation that was built and motivated to continue strengthening it alongside our dedicated staff and families. While celebrating those successes, we also acknowledge the challenges that remain and approach them with determination, collaboration, and a shared commitment to continuous improvement.

In addition to maintaining a strong focus on academic achievement, MLKECA is committed to ensuring that the necessary resources are in place to support students’ social and emotional well-being and to address barriers to learning. Meeting the full range of our students’ needs requires meaningful partnerships between school and home. I am grateful for the relationships that have already been established with our families, and I recognize that we have opportunities to grow even stronger in this area. As we look ahead, I am excited to work together to engage our students and families even more intentionally as partners, creating greater opportunities for every student to thrive.



With the continued commitment of all stakeholders, we will meet the challenges of maintaining educational excellence in the 21st century.

Previous school years at MLKECA have included many honors and awards such as:

In the 2018-19 school year, MLKECA’s Superintendent, Dr. Constance Price, was honored as one of the ‘Top Five Michigan Charter Administrators.’ The recognition was awarded by MAPSA and acknowledged by our Michigan lawmakers. MAPSA stated that Dr. Price “...is deserving of a huge thank you... driving incredible results for MI students.”

MLKECA was ranked as a top DPS Charter School in Detroit Public School’s Charter School 2016-2017 portfolio. Our state scorecard color ranking was lime at 78.95%, which indicates that it was extremely favorable.

MLKECA was ranked #1 Elementary and Middle School in the state with an *A grade ‘for outstanding achievement’* by [The Michigan Context and Performance Report Card: Public Elementary and Middle Schools, 2015](#).

We received a B rating for our 2015 Excellent Schools Score Card Grade. According to Excellent Schools Score Card listing, we ranked within the top 10 of Detroit schools. Grades are calculated based on state standardized tests, student progress, and the overall culture of the school.

We hold the title of Academic State Champs for the 2014-15 school year. MLKECA was awarded the designation of *Academic State Champs* per Bridge Online Magazine.

Our school accomplished the highest MEAP Scores statewide, among schools with a high poverty level during the 2013-14 school year. MLKECA achieved a Top 25 ranking within the Top-to-Bottom listing of schools in Michigan for the 2013-2014 school year by MDE.

Michigan for the 2013-14 school year by MDE. Recognition from the Mackinac Center as one of the Top 10 Elementary & Middle Schools in Michigan as of July 2013. Designation as a Reward School ranked MLKECA within the top 5% of schools in Michigan in 2013.

Our past awards and citations include the Golden Apple Award, Skillman Good Schools Grant, and Top Performing Charter – Beating the Odds.

Educationally Yours,

Jackie Haymes

School Leader

Martin Luther King, Jr. Education Center

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