

Detroit Public Schools

Cody Academy of Public Leadership

Annual Education Report (AER)

August 16, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2009-2010 educational progress for the Cody Academy of Public Leadership. 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. Information regarding student assessment and Adequate Yearly Progress (AYP) is not available at this time. If you have any questions about the AER, please contact us at (313) 873-6473 or email us at AER@detroitk12.org if you need assistance.

The AER is available for you to review electronically by visiting the following web site www.detroitk12.org/AER or you may review a copy in the school's office.

Our school services students in grades 9 and 10 for which an AYP status is not applicable.

Through inquiry-based instruction and curriculum that is both integrated and deep, students will have the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities. Students will graduate from Cody Academy of Public Leadership, with the skills, knowledge, leadership capabilities, and confidence to pursue their dreams, excel in their studies, and become productive, empowered, civic-minded citizens whose decisions and actions effect positive change in their communities. Curricular initiatives such as Texas Instrument Inspire mathematics initiative, double dosing in literature and mathematics, and ACT preparatory programs are just a few of the initiatives aimed to assist students in meeting adequate yearly progress.

The following are key components of the Redesign Schools parental involvement plan:

- Our mission is to represent and support the Detroit community to our fullest potential, and in turn, rely on the community to work us as best it can.
- Our schools will be the model the idea of "community". The Detroit Public Schools and our families are not just partners in education. We are a community. The best model of educating and preparing our students for successful young adult life is through constant communication and collaboration between home and school.
- In the Redesign Schools, families are automatically members of our student's Advisory group, and invited to meet regularly as an Adult Advisory group to engage in workshops and discussion related to topics of parent importance
- Families are invited four (4) formal times to meet with student's advisors and teachers to discuss academic and social progress.



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- Real–world training and workshops (financial planning, home improvement, resume writing, etc.) for parents in partnership with local community businesses.
- Monthly Local School and Community Organization meetings
- Bi-weekly town hall meetings addressing school and community issues.

Parents/guardians you can become involved in the successful education of your son/daughter by:

- Making sure that your son/daughter is in school every day possible!
 - Make sure they arrive;
 - On time!
 - On Task!
 - Ready to learn!
- Establish a daily family routine with scheduled homework time.
 - Designate a time and place for your child to do homework. Make sure all assignments are completed and promptly returned when due.
 - Be aware of tests and project schedules
- Use TV wisely
 - Academic Achievement drops for children who watch more than 10 hours a week.
 - Limit the amount of time spent watching TV
 - Select educational programs
 - Watch and discuss shows with your child(ren). This will help children understand how stories are structured.
- Make sure your son/daughter has access to a computer and the Internet
- Partner with your son/daughter 's teacher, stay informed about your child(ren)'s progress at school.
- Participate on local school committees
- Become a member of the Local School Community Organization (LSCO)
- Volunteer in and around school

Detroit Public Schools' Core Curriculum:

Attached

State law requires that we also report additional information.

Process for assigning pupils to the school

During the 2009-2010 school year, students were required to live within the boundary of the school to which they were assigned.



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During the 2010-2011 school year, Detroit Public Schools implemented the “Open Enrollment Initiative. This initiative allows students to elect to attend any Detroit Public School without being required to live within the boundary for that school. The “Open Enrollment Initiative” does not apply to the Examination High Schools, or Application Schools. Parents may enroll their child(ren) in the school of their interest as long as the school has not reached capacity for their particular grade. Enrollment preference is given to students who live within the boundary of a school. It should also be noted that transportation will not be provided for students who select a school outside of the boundary of their home school. Open Enrollment Initiative resources can be found on our web-site at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2009-2010	N/A
2008-2009	N/A

School Description

The Cody-Academy of Public Leadership combines a comprehensive, standard-based curriculum with education focusing on rule of law, community service and action planning. All students complete one year of R.O.T.C. leadership training. We have a partnership with University of Detroit Mercy’s Law Mock Trial program and offer dual enrollment through Wayne County Community College, ACE’s ACT prep tutoring, Michigan Youth in Government debate, robotics and male and female mentoring programs.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Cody Academy of Public Leadership can be found on the Detroit Public Schools’ web-page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following reports are available:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Annual Education Report

A hard copy is also available in the school’s office. Contact the school’s office for more details.

Postsecondary Enrollments: N/A



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College Equivalency Courses: N/A

Scores leading to College Credits

<i>School Year</i>	<i>Number of AP Test Takers</i>	<i>Number of Exams with Scores of 3, 4 or 5</i>	<i>Percentage of Exams with Scores of 3, 4, 5</i>
<i>2009-2010</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>2008-2009</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Source: College Board

Parent-Teacher Conferences (Interactions)

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability is developing a data collection system which will enable the district to comply with the Annual Education Report criteria of identifying the number and percent of students represented by parents at Parent-Teacher-Conferences. We are currently able to report the number of parent interactions as ascertained by Parent-Teacher-Conferences signature lists submitted by DPS schools. In the future, we will report the data according to the Annual Education Report criteria.

During the 2009-2010 school year, the School reported **107** parent interactions. In 2008-2009, the school did not exist.

We would like to wish the students, parents and community a successful school year.

Sincerely,
Jonathan Matthews, Principal



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Detroit Public Schools' Core Curriculum:

Consistent with the District academic plan, **Excellent Schools for Every Child**, there are aggressive plans to accelerate the rate of student achievement and to ensure that students graduate with the academic and social skills necessary for success in college and the workplace.

Specific curriculum actions include:

- *alignment of the curriculum, lessons planning and pacing calendars to national and state standards
- *ensuring that material and texts and supplemental resources and used in the classroom are directly linked to and with the grade expectations
- *defined grade level expectations to create alignment throughout the school
- * Administration and review of quarterly benchmark assessments for students in grades 3-12
- *use pre-intervention tools such as the Dynamic Indicator of Basic Early Literacy Skills (DIBLES) to assess language fluency for students on grades Prek-2 to ensure literacy foundation for reading success
- *use of the data (both formal and informal) to inform teaching strategies and professional development needs for staff, including but not limited to, teachers and administrators
- *focused professional development on the use of appropriate curriculum and teaching strategies, monitoring results and developing the interventions for re-teaching, as necessary
- *use technology (Learning Village/an on-line instructional management system) as a tool to manage instruction and teacher practice

Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the state standards and the NAEP. This represents the core curriculum which is supported by the texts, materials, computer soft ware and other school level resources used daily in the classrooms. All of the professional development activities are aligned to the core curriculum.

The implementation is a process delineated in the District Plan **Excellent Schools for Every Child**. This plan serves as the framework for each school's academic achievement plan. The frequent monitoring of the implementation of these plans is conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar.

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The variances from the state plan can be found in the grade level expectations which are also aligned to the higher standards of NAEP.

A Summer Parent University is offered with classes to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Regional Parent Resource Center are a vehicle for parents and other community member to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an on line instructional management system)

Web updates and semi-annual progress reports are also a means to disseminate information to parents and community.

Detroit Public Schools Core Curriculum is currently under revision. Pacing Charts and Curriculum guided will be posted to the Academic Affairs page of our web-site in the near future.

Parent Engagement

- *Use the technology portal for parents to view daily lessons and to communication with teachers

- *implement and follow through with the parent contracts

- *increase the Volunteer Reading Corps from approximately 5000 volunteers this year to 10,000 for next school year

- *use the Parent Resource Center to engage parents in innovative workshops and session that are practical and will result in parent support to students at home



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