

Detroit Public Schools

William Beckham Academy

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 William Beckham Academy. 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. 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 request a copy at (313) 873-6473 or email us at AER@detroitk12.org if you need assistance.

For the 2009-2010 school year, we are in **AYP Phase 8**. We did not make Adequate Yearly Progress (AYP) because:

- We did not meet the 90% attendance rate goal.
 - Attendance Rates for All Students 83.4%; Black 83.4%; Students With Disabilities 80.2% and Economically Disadvantaged 83.2%.
- We did not test 95% of our students
 - Only 71.7% of Students with Disabilities were assessed in English Language Arts and 76.1% were assessed in mathematics.
- We did not attain target achievement goals for all subgroups of students in English language arts.
 - Only 43.8% of our Students with Disabilities met the AYP State Objective in Reading
- We did not attain target achievement goals for all subgroups of students in mathematics.
- Only 53.1% of Students with Disabilities met AYP State Objective in Mathematics.

Because our school has not made AYP for 9 year(s), we are identified for Restructuring Extended Implementation.

To improve our Adequate Yearly Progress status, we will develop a plan to test students that are not in the school building during testing sessions. We will aggressively work to assure that student's attendance rate improves. We will contact parents after a child is absent 2 consecutive days, prior to the MEAP Test and 1 day during the MEAP Test. The attendance agent will attend our Open Day Meeting for the express purpose of explain the process of dealing with students with irregular attendance and completing the referral forms. Students last year's

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attendance will be scrutinized and students will be referred to Resource coordinating team. An attendance incentive program will be put in place to encourage good attendance. We will continue to communicate the importance of test participation to both students and parents. We will avoid missing AYP due to unnecessary demographics. We will create learning centers, utilization of more technology, follow DPS's procedural guidelines, create an incentive store, utilization of school-wide behavior modification plan, combined with reflection time for the students, and promote Accelerated reading and math. We will make math facts at a flash. Ensure that reading materials are available in a wide range of difficulty, in a variety of genres, and with representation of all students. We will continue to monitor the reading and math progress of students utilizing multiple measures and Early intervention programs.

Parent workshop will be offered on best practice for creating a successful student.

Parents will be offered a plethora of workshops. Parents will be asked to sign off on the homework for their child. We will emphasize the importance of the parent's role to encourage and support their child. We will provide parent workshops to train parents on how to be better parents. We will provide information to parents about early reading. Parents will be told about suggested times for reading and quiet times. Parents can read to their child. We will encourage parents to get library cards for the child and alternative gifts that stress education. We will provide a resource room where parents will be encouraged to check out teaching aides for their child. Parents will be trained on grant writing so that they can ascertain funding for educational purchases.

Parents/guardians you can become involved in the successful education of your child(ren) by:

- Making sure that your child 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 child has access to a computer and the Internet
- Partner with your child'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)

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- 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.

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	Restructuring - AYP Not Met
2008-2009	Restructuring - AYP Not Met

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for William Beckham Academy 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

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

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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.

Parent-Teachers-Conferences information is forthcoming. When the data becomes available, the website information will be updated. Please contact the school office for more information.

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

Sincerely,

Yolanda Herbert, 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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