

Detroit Public Schools

Crockett Career and Technical Center

Annual Education Report (AER)

August, 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 Crockett Career and Technical Center. 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 review a copy in Crockett Career and Technical Center's office.

Our school does not have an Adequate Yearly Progress Status. Student assessment information can be found at each student's comprehensive high school.

Detroit Public Schools' Core Curriculum:

Attached

State law requires that we also report additional information.

Process for assigning pupils to the school

We serve tenth, eleventh, and twelfth grade students from throughout the City of Detroit. Students who elect, through their guidance counselor, to come to our center spend half the day at their comprehensive high school where they receive academics as well as the opportunity to participate in extracurricular activities. The other half of their day is spent at our center where they receive career training in one of our career pathways.



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School Improvement Status

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

School Description

Crockett Career and Technical Center provides career focused training to students in grades 10 through 12 to prepare them for careers in the health occupations, arts and communications and human services industries. Programs such as nursing assisting, sports medicine and design technology are offered on a half-day schedule for 1 or 2 years depending upon the student's career goals. In addition to high school credit, most programs offer college credit and state or national certification. Eligible student can apply through their high school's Guidance Department. Breithaupt Career and Technical Center is to ensure that all students are prepared for the world of work, higher education or the military through a customer-directed, data/technology driven learning environment; and to enhance students' academic achievement levels to equip them for the best career opportunities and skills for life. For more detailed information about our school please visit our web-site at <http://detroitk12.org/schools/all-schools/>. Click on the name of our school.

Detroit Public Schools Core Curriculum

The DPS Core Curriculum is currently being revised and will be available, on-line, during the 2010-2011 School year.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Crockett Career and Technical Center 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 comprehensive school's office. Contact the school's office for more details.



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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, Crockett Career and Technical Center reported **68** parent interactions.

Postsecondary Enrollments: None

College Equivalency Courses: None

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>Information Forthcoming</i> | | |
| <i>2008-2009</i> | <i>0</i> | <i>0</i> | <i>0%</i> |
| <i>Source: College Board</i> | | | |

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

Sincerely,

Brenda Belcher, 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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