



DETROIT PUBLIC SCHOOLS

Henderson Academy

Annual Education Report (AER) 2010-2011

August, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Henderson 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 the school for assistance. You may also leave a message on the AER Hot-line (313) 873.6473 or email us at aer@detroitk12.org.

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 Henderson Academy's office.

We are in **AYP Phase 0~Alert** for the 2010-2011 school year. We did not make Adequate Yearly Progress (AYP) because:

- ❖ We did not meet the 90% attendance rate goal.
 - Attendance Rates for All Students 86.4%; Black 86.5%; Students with Disabilities 86.8% and Economically Disadvantaged 86.5%.

Because our school has not made AYP for 1 year(s), it is not identified for school Improvement.

All strategies and action steps are aligned to AYP goals as indicated in the School Improvement Plan, the Comprehension Needs Assessment, and the Professional Development Plan. For the 2011-2012 school year, the continuation of After School Extended Day programs, and the Title I Push -In program will be designed to support targeted students needing additional assistance in core subjects, and those who did not meet performance criteria on the 2010-2011 MEAP.

By using the data performance tool, Data Director, teachers will more easily be able to analyze both Quarterly Benchmark assessments, DIBELS, BURST and MEAP data results to adjust, inform and differentiate instruction and lesson planning using intervention strategies to support Response





DETROIT PUBLIC SCHOOLS

To Intervention model (RTI) for tier 2 students performing at levels 3 and 4 in order to increase achievement.

Progress monitoring will be done school wide as teachers teach toward mastery of GLCE's, align common core standards to core curriculum, and use supplemental scientific research-based programs such as Destination Reading and Math as well as Accelerated Reading and Math technology programs.

Within the classroom, teachers will use differentiated instruction, direct interactive instructional approach, flexible grouping, inclusion model, peer tutoring, cooperative/collaborative learning, and the DPS Literacy Instructional Approach to provide effective skills and strategies for students with difficulty mastering State academic achievement standards. Based on attendance reporting, teachers will be held accountable for recording accurate attendance using the Zangle Connection application, grade level cluster attendance will be charted on graphs throughout the building, and incentives will be provided for students who attend school daily and report to class every hour.

Parents will continue to be involved in the decision-making process regarding the School Improvement Plan, LSCO monthly meetings, the Annual Title 1 meeting, and Title 1 budget planning process to support academic achievement.

Parental programs will be designed based on Title 1 mandates to increase parent engagement and student achievement. Parents will be informed about norm-referenced and criterion referenced test scores, student performance and progress reports, activities and programs, and school climate during parent teacher conferences, RCT, Parent Cafe' Workshops, the Title 1 Annual meeting, and monthly LSCO meetings. A sub-committee of the Governance Team facilitated by teachers will discuss school improvement efforts to engage parents in academic student learning. In addition, parents will receive a parent contract to support regular student attendance.

Title 1 Parental Involvement funds will be used to provide parents with skills and strategies in each core subject in order to assist their children by making a connection between school and home, and provide workshops facilitated by teachers and Title 1 coaches regarding instructional best practices to support teaching and learning.

Parents will be provided learning resource kits to help their child at home, and have access to the DPS Learning Village online educational system as a digital education resource in the form of learning activities, electronic books, homework and classroom assignments, and websites by grade level allowing students to access resources at an appropriate level of instruction.





DETROIT PUBLIC SCHOOLS

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 Open Enrollment 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
2010-2011	AYP Not Met ~ N/A
2009-2010	AYP Met ~ N/A

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





DETROIT PUBLIC SCHOOLS

- * 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.

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.





DETROIT PUBLIC SCHOOLS

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.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Henderson 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):

School Year	Total Parent Interactions	Percent
2010-2011	246	7.0%
2009-2010	98	N/A

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability has developed a data collection system which has enabled 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.





DETROIT PUBLIC SCHOOLS

- 1.0 Data from the PTC Forms represent “parent interactions” with teachers, per school, per card-marking.
- 2.0 Parent Interaction Definition: During Parent Teacher Conferences (and in some instances school open houses) Schools/Teachers are advised to have each parent participant provide a parent signature—a parent may not sign for a student if they did not talk about that student.
- 3.0 For a variety of reasons, five (5) DPS schools are not included in the data collection count due to some school closures and non-return of Parent Teacher Conference Signature List Documents.
- 4.0 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least three (3) instances, the calculated percentages are in excess of 100%. In each instance, each of these three (3) schools is an elementary school with a large parent turnout at each of the four (4) required conferences. If during each conference one (1) parent with two (2) students enrolled in the school visited three (3) teachers for each of their two (2) students, this would count as six (6) parent interactions, thus increasing the base number and resulting percentage.

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

Sincerely,

Deborah Manciel, Principal

