



# DETROIT PUBLIC SCHOOLS

## John R. King Academic and Performing Arts 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 John R. King Academic and Performing Arts 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](mailto:aer@detroitk12.org).

The AER is available for you to review electronically by visiting the following web site [www.detroitk12.org/AER](http://www.detroitk12.org/AER) or you may review a copy in John R. King Academic and Performing Arts 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 Students with Disabilities 88.6%.
- ❖ We did not attain target achievement goals for all subgroups of students in English language arts.
  - Only 39.2% of Students with Disabilities met the AYP State Objective in Reading.

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

This year our School Improvement Team has planned to implement several initiatives to improve our AYP status. In the area of English Language Arts, we will begin implementing Grade-Level Intervention blocks to ensure that the needs of all learners are being met. During this scheduled Grade-Level Intervention block, all human resources will be directed to the scheduled grade-level so





# DETROIT PUBLIC SCHOOLS

that all children will receive data-indicated targeted interventions. For example, we have scheduled the Grade-Level Intervention block for Kindergarten at 8:00 am. At this time, all School Service Assistants, Resource Room teachers and other available support staff will report to the Kindergarten classes. During this time ALL students will receive small-group interventions that are targeted to their specific need, either remediating or providing more challenging materials. At the Middle School Level, we will implement “Reading Lab” for all students who are below proficiency in reading. The Reading Lab will provide explicit instruction in using Reading Strategies and Vocabulary Strategies to grapple with text at their reading level.

To ensure that our writing scores increase, we will more closely align our writing instruction with the State of Michigan writing genre GLCEs. For the 2011-2012 school year, we have created grade-level specific calendars which lay out specific genres to teach in 2-week mini-units. During these units of study, teachers will explicitly teach the characteristics of each genre, read-aloud mentor texts, model effective writing of the genre and facilitate many opportunities for children to try their hand at writing the genre. By focusing on a small number of genres each year, as indicated by the GLCEs, our units will spiral, giving students multiple exposures to each genre throughout the year. In addition to providing interventions to target students’ specific needs and addressing key writing GLCEs, we will continue to strengthen our use of Accelerated Reader. We have a teacher slated to work in the library who will continue to facilitate the AR program. In addition, she will strengthen our writing program by exposing students to a variety of genres and reinforcing characteristics of each genre.

The mathematics department is determined to improve its AYP status this year. All teachers will receive training on the TI 84 Plus graphing calculator and implement its use in the classroom during the 2011-2012 school year.

Additionally, all students will be given the STAR diagnostic mathematics test at the beginning of the school year. The results of the test will be used to determine which students are in need of remediation during some elective hours. All students will receive the benefit of differentiated assignments from the use of Accelerated Mathematics.

Parents will be encouraged to take an active role in their children’s mathematics education by participating in Family Math/Science Night as well as Learning Village.





# DETROIT PUBLIC SCHOOLS

Science and Social Studies teachers will teach students a variety of strategies for grappling with expository text and will provide multiple opportunities to writing. In this way, content-area teachers will help to improve reading achievement and will help students to better comprehend their content-area text. Additionally, we will host family science night which will incorporate fun activities to reinforce the scientific concepts taught in school.

There are many ways that parents can be involved; parents are our key partners in ensuring student success. To begin, parents can model healthy-living and show that education is a priority by reading to and with their child, engaging in family nights at the school and ensuring that their child is at school, on-time every day. Parents can also attend Parent-Teacher Conferences and Parent Workshops to learn ways that they can help their child become more successful in school. In addition, parents should learn and understand their child's classroom policies on grading, homework and discipline. Parents are encouraged to communicate regularly with teachers via telephone, email and scheduled conferences. We would like all parents to become familiar with the use of Learning Village. We invite all parents to get involved with our LSCO (Local School-Community Organization) which meets monthly to plan and implement parent initiatives at the school. Parent volunteers are always welcome at the school; any parent interested in volunteering should contact the school office.

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/](http://detroitk12.org/resources/prospective_students/)





# DETROIT PUBLIC SCHOOLS

## 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
- \* 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.





# DETROIT PUBLIC SCHOOLS

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.

## 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 John R. King Academic and Performing Arts 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





# DETROIT PUBLIC SCHOOLS

- 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	664	15.5%
2009-2010	766	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.

- 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,  
Vivian Hughes-Norde, Principal

