

Osborn Academy of Mathematics

11600 E. 7 Mile Road
Detroit, Michigan 48205-2112

Annual Education Report (AER) Cover Letter (2011-2012)

August 13, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2011-2012 educational progress for the Osborn Academy of Mathematics. 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 Doug Ross, Director/Chief Innovation Officer at (313) 873-7927 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer> or the school's website <http://detroitk12.org/schools/school/566/>. You may also view a printed copy in the main office of your child's school or in the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

For 2011-2012, Osborn Academy of Mathematics did not make Adequate Yearly Progress (AYP) because:

We did not test 95% of our students.

- English Language Arts: Only 89.7% of All Students; 90.9% Black and 90.5% Economically Disadvantaged students were assessed.
- Mathematics: Only 89.7% of All Students; 90.9% Black and 90.5% Economically Disadvantaged students were assessed.

We did not attain target achievement goals for all subgroups of students in mathematics.

- Only 2.1% of All of our Students; 2.2% of our Black students and 2.2% of our Economically Disadvantaged students met the AYP State Objective in mathematics.

We are actively working to address our school's academic performance issues.

Our school will become part of the Self-Governing Schools Initiative during the 2012-2013 school year.

The staff at Osborn Academy of Mathematics, Science, and Technology High School understands intellectual growth begins with a grand vision and a strong school wide instructional framework. Therefore, we embrace a cycle of continuous improvement needed to produce sophisticated and innovative thinkers able to compete intellectually in a technological, scientific, and mathematical society. Given that educational advancement and adequate yearly progress is the overarching vision in our school, learning environments in our school are universally designed from data and a common school wide instructional framework where reading, writing, listening, viewing, and representing is embedded across all subject areas. Some of these include formative assessments, courageous conversations, inquiry, Bloom’s Taxonomy, abstracting, adaptive learning environments, cubing, frontloading, backward forward planning, independent shared reading and writing, and cooperative learning. In addition, interventions such as: before, during & after-school tutoring/enrichment and web-based supplemental learning programs (Keys to Literacy, Study Island, etc.). These Best Practice Strategies assist our school with its mission to educate and graduate high—tech thinkers who create innovations that improve the world.

Parent Involvement

It is important for our parents to be involved in the educational progress. Before the start of the year, the parent committee alongside a teacher partner will generate a wish list and act upon it through careful planning and implementation throughout the summer. This group will be divided into parent leadership committees who will focus on improving parental involvement, in and after—school enrichment programs, and school—wide events including open house throughout the school year. Our parent committee supports the schools vision to graduate high—tech thinkers who create innovations that improve the human condition.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

During the 2011-2012 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
2011-2012	No AYP ~ AYP Not Met
2010-2011	N/A

Detroit Public Schools' Core Curriculum:

Consistent with the Detroit Public Schools Academic Plan for 2012-2013, 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 are based on the District's five (5) pillars of student achievement:

- I. Talent management,
- II. High quality teaching and learning,
- III. Rigorous, transparent and continuous improvement cycle,
- IV. Customer service approach to community and each other, and
- V. A secure, inclusive and dynamic culture.

An Executive Summary of the 2012-2013 Academic Action Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary_2012.pdf.

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 software 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. This plan serves as the framework for each school's academic achievement plan.



Access to the Core Curriculum: (Continued)

The frequent monitoring of the implementation of these plans are 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 is a vehicle for parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an online 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 guides will be posted to the Division of Teaching and Learning under the Leadership page of our web-site in the near future.

Parent Engagement

- ❖ Use the technology portal for parents to view daily lessons and to communicate with teachers.
- ❖ Implement and follow through with the parent contracts.
- ❖ Use the Parent Resource Center to engage parents in innovative workshops and sessions 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 Osborn Academy of Mathematics 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
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Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2011-2012	357	21.6%
2010-2011 (Corrected)	226	17.2%

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 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least seven (7) instances, the calculated percentages are in excess of 100%. In each instance, each of these seven (7) schools is an elementary school or a Foundation for Early Learners School with a large parent turnout at each of the 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.



Postsecondary Enrollments (Dual Enrollments): None

2011-2012: None
2010-2011: None

College Equivalency Courses: NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

2011-2012: None
2010-2011: None

**Percentage of students receiving a score leading to college credit
(Scores from: ACT/SAT/AP)**

2011-2012: None
2010-2011: None

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

Sincerely,

Karen P. Ridgeway
Superintendent of Academics

