

Ann Arbor Trail Magnet School

7635 Chatham

Detroit, Michigan 48239-1027

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 Ann Arbor Trail Magnet School. 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 Deborah Griffin - Ferguson, Principal at (313) 274-8560 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 at <http://detroitk12.org/schools/school/005/>. You may also review a printed copy in the main office at 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, Ann Arbor Trail Magnet School did not make AYP because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 80.9%; Black 80.7%; Students with Disabilities 75.9%; Economically Disadvantaged 80.9%.

We are actively working to address our AYP issue. Student attendance will be monitored daily. We have always made great gains in Reading; however, with the new cut scores we have devised the following plan to increase student achievement to the next level. The following will be implemented for the fall:

- Staff training in August on all District programs
- Small group support for struggling students
- Instructional Specialist in Reading and Math
- Individualized Instructional Plans
- Parent-Teacher Conferences
- Student Led Conferences
- College/Peer tutoring

The use of these and other strategies will give us an opportunity to focus our attention on those students with the greatest needs. We will use the Common Core and State GLCE to focus on objectives necessary for success with all of our students.

Parent Involvement

We hold monthly parent meetings called “Parents as Partners.” These meetings provide parents with the necessary training to support their child’s academic achievement. Parents learn to read and understand all school related assessment data as well as what is needed in order to support their child at home. We also provide training using computers and all our online programs. Parents learn how to use the home version of Destination and Khan Academy. Parents receive Parent Connect Agreement Contracts so that they have complete access to their child’s current record information. We also ask that parents plan to attend the Monthly LSCO Meetings as well as the numerous student/parent programs we hold throughout the year.

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 would 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 website at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2011-2012	AYP Not Met~ Continuous Improvement School
2010-2011	N/A - AYP Met



School Description:

Ann Arbor Trail Magnet PreK-8 School, an application school, has a college preparatory focus with an instructional program that includes AP Courses, Introduction to Pre-Algebra, Pre-Algebra, Algebra, Open Court, Language Literacy, World Language, Global Science, and much more.

We address each student as an individual, not as a collective. We start at an early age preparing them for the rigors of high school and college. We will work with every child and every parent to challenge, motivate and drive each child to his or her personal best. We offer foreign language and dance classes, as well as a variety of after-school programs. For more detailed information about our school, please visit our website at <http://detroitk12.org/schools/school/005/>.

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 the 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 website 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 Ann Arbor Trail Magnet School can be found on the Detroit Public Schools' webpage 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
2011-2012	741	36.8%
2010-2011 (Corrected)	911	44.1%

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.

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

Sincerely,

Deborah Griffin-Ferguson, Principal

