

## **Golightly Education Center**

5536 St. Antoine Street  
Detroit, Michigan 48202-3831

### **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 Golightly Education 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 Dr. Sherrell Hobbs, Principal at (313) 494-2538 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/015/>. 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, Golightly Education Center did not make Adequate Yearly Progress (AYP) because:

**We did not meet the 90% attendance rate goal.**

- Attendance Rate for All Students 85.3%; Black 85.3%; Students with Disabilities 81.7% and Economically Disadvantaged 85.3%.

We are actively working to address our AYP issue. Attendance will be closely monitored and parental support will be given to ensure that all students attend school daily. Golightly Education Center has developed a four-level plan to improve our school's AYP status. In the first level, each instructional teacher is required to analyze all data available with regards to their students who attend their scheduled courses. In addition, teachers are to create an individual proficient assessment that sites the weaknesses of each child as determined by the GCLEs. Teachers address these proficiency levels and obtain this information through strategic lesson planning and referrals to the title one staff of SSA and teachers.

In the second level, the child through referrals is placed in pull-out and push-in sessions with title one staff. The sessions also include students participating in the Project Seed Program (Math), Gear-Up (Math, Science), and our in-school tutoring for grades 1st through 5<sup>th</sup>.

Level three is the before and after-school programs that are designed to reinforce the in-school programs by supporting students who need additional resources. This reinforcement goes beyond the programs offered during the school day to assist students in meeting their grade-level expectations.

Level four is summer school. All students who have been referred for services during the year, will participate in this program, which finalizes the fourth level of the plan and is designed to address the lack of proficiency with a given content area for each student. The entire student body is required to participate in level one. Students who participate in levels 2-4 are referred by a teacher or curriculum staff person to insure his/her needs are addressed within a school year and to prepare each student for his/her future assessments. The progress of this plan is monitored for effectiveness using Dibels Reports, MEAP results, Accelerated Math/ Reading Scores, report card/progress reports, and our school-based pre and post tests, which are designed to measure each student's yearly progress proficiency.

## **Parent Involvement**

Parents are encouraged to:

- Use the technology portal for parents to view daily lesson and to communicate with teachers (The DPS Parent Portal – Zangle Connection)
- Attend Parent University Workshop the Golightly School Community Organization (GSCO) and title workshops.
- Volunteer for our annual grade level field trips.
- Utilize our parent resource room to receive information concern monthly events involving the school and district parent workshops.
- Communicate with your child's teacher at least once a month through SIS portal.
- Sign up for a committee to keep our family connect strong at Golightly Education Center.

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 website at: [http://detroitk12.org/resources/prospective\\_students/](http://detroitk12.org/resources/prospective_students/)

### School Improvement Status

Year	School Improvement Status
2011-2012	No AYP ~ AYP Not Met
2010-2011	N/A - AYP Met

### School Description:

Golightly Education Center is an application school that provides scholarly educational opportunities for future leaders. The benefits of receiving a solid academic foundation via our PreK-8 program increases the likelihood that our students will graduate from high school and ultimately have a prosperous tomorrow. Please visit our school's website at <http://detroitk12.org/schools/school/015/> for more detailed information about our school.

### *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](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 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. This plan serves as the framework for each school's academic achievement plan.

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 member2 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 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 Golightly Education 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

## Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2011-2012	468	19.6%
2010-2011 (Corrected)	349	14.4%

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



### **Parent-Teacher Conferences (Interactions): (Continued)**

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,

Dr. Sherrell Hobbs, Principal

