

Cass Technical High School

2501 Second Avenue
Detroit, Michigan 48201-2605

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 Cass Technical High 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 Lisa Phillips, Principal at (313) 263-2000 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/510/>. You may also review a printed copy in the main office at your child's school in the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

For 2011-2012, Cass Technical High School made Adequate Yearly Progress (AYP) in the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

Cass Technical High School will maintain its AYP status by providing continuous staff training of best practices and Implement differentiated instruction across the curriculum. We will ensure all major decisions are data driven, while installing a data wall in all core areas to celebrate success and improve areas of challenge. We will provide on-the-spot assistance for staff and students. We will provide inquiry based learning in the classroom and incorporate more manipulative across curriculum for all learning styles.

Parent Involvement

Parents can be involved by having representation of parents on stakeholders' board and involving parents from the beginning with committees and activities. We will continue with parent involvement with monthly activities and meetings. Increase communication with

Parent Involvement (Continued)

Learning Village, Parent Connect, Teacher Web, flyers, newsletters etc. We will welcome parents input in decisions of curriculum and activities. We will support workshops for parent and students educational interest and acknowledge parents and their support.

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/.

School Improvement Status

Year	School Improvement Status
2011-2012	N/A ~ AYP Met
2010-2011	N/A ~ AYP Met

School Description:

Cass Technical High School is an examination high school. It has been twice recognized for excellence in education by the U.S. Department of Education as a “**Blue Ribbon School.**” As one of **America’s Best High Schools** by “Redbook Magazine,” and named a **Demonstration School** by NABSE (National Alliance of Black School Educators). Cass is a unique institution with high expectations for its staff and students. As a college preparatory school, we offer basic and advanced academic, scientific and artistic studies.



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.

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 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 Cass Technical High School 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	6101	40.0%
2010-2011 (Corrected)	1432	9.9%



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

Year	Total # of 11 th /12 th Graders Enrolled	# of Dual Enrollment Students	% of Dual Enrollment Students
2011-2012	700	420	59%
2010-2011	928	400	43%



College Equivalency Courses:

Number and percentage of students enrolled in college equivalent courses (AP/IB)

2011-2012		
<i>Course Name</i>	<i># Enrolled</i>	<i>% of Students Enrolled</i>
AP Art History	16	4.8%
AP Biology	23	7.0%
AP Calculus AB	19	5.8%
AP Calculus BC	25	7.6%
AP Chemistry	22	6.7%
AP English Language	106	32%
AP English Literature	69	21%
AP Environmental Science	3	0.9%
AP French Language	1	0.3%
AP Government/Politics	9	2.7%
AP Physics	1	0.3%
AP Spanish Language	3	0.9%
AP Statistics	16	4.9%
AP US History	15	4.5%

2010-2011		
<i>Course Name</i>	<i># Enrolled</i>	<i>% of Students Enrolled</i>
AP American History	26	5.3%
AP Art History	31	6.4%
AP Biology	16	3.3%
AP Calculus AB	43	8.8%
AP Calculus BC	8	1.6%
AP English Language	151	31%
AP English Literature	87	18%
AP Environmental Science	58	12%
AP French	9	1.9%
AP Government/Politics	13	2.7%
AP Physics	17	3.5%
AP Spanish Language	7	1.4%
AP Statistics	20	4.1%



**Percentage of Students Receiving a Score Leading to College Credit
(Scores from: ACT/SAT/AP)**

School Year	Number of AP Students	Number of AP Exams	Number of Students taking the AP Exam(s) with Scores of 3, 4 or 5	Percentage of Students taking the AP Exam(s) receiving a Score of 3, 4, or 5
2011-2012	223	292	79	35.4%
2010-2011 (Corrected)	234	312	59	25.2%
Source: College Board				

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

Sincerely,

Lisa Phillips, Principal

