

Dr. Benjamin Carson High School for Science and Medicine

571 Mack Avenue
Detroit, Michigan 48201-2137

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 Dr. Benjamin Carson High School for Science and Medicine. 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 at <http://detroitk12.org/schools/school/505/>. You may also review a printed copy in the main office at your child's school.

For 2011-2012, Dr. Benjamin Carson High School for Science and Medicine is a new school that opened in the Fall of 2011 to ninth (9) grade students. Dr. Benjamin Carson High School for Science and Medicine will become part of the Self-Governing Schools Initiative during the 2012-2013 school year. It is a Michigan Future School in partnership among three (3) nationally successful programs and the Detroit Public Schools, including Johns Hopkins University Talent Development program, City Year Detroit, and Communities-In-Schools.

Currently, Dr. Benjamin Carson High School of Science and Medicine does not have an Adequate Yearly Progress status. Dr. Benjamin Carson High School of Science and Medicine will continue to ensure that all students are provided an experience that offers a challenging curriculum designed to lead to greater student preparedness for advanced coursework. The curriculum, delivered in an 80-minute block schedule, will offer a very heavy load of English, math and science coursework, with options for students to take specialized elective courses in math and science such as Biochemistry, Science of Wellness, Science Research and Statistical Methods.

The curriculum also incorporates outside experiences to help students connect their learning to the real world. For example, all students will be required to participate in a cooperative learning year-end project where they will solve an authentic work-based problem and will present their findings in a public forum.

In addition to the regular education program, teachers and partner providers will collaborate to ensure that services are delivered in a coordinated manner. Students will receive the following support, where required, to ensure State Core Curriculum Standards are met in the four (4) core academic areas:

- Programmed for an additional English course. This differentiated course will provide direct instruction and online support through a learning management system and technology platform to improve literacy skills.
- Programmed for an additional mathematic course. Students will be enrolled in an Algebra I course and Algebra Lab. The laboratory course will extend learning for students to ensure that foundational skills are being developed and accelerated.
- Tutorial support from a paraprofessional or a City Year Detroit member to ensure that assignments are being mastered.
- Students will also be provided help with homework through an Extended Day program in English, math, science and social studies.
- Students will receive individualized instruction during the regular school day in Destination Math, Destination Reading, Accelerated Math and Accelerated Reading.
- Professional development will be provided for staff members to ensure that services are coordinated and implemented smoothly during the 2012-2013 school year. For example, Detroit City Year will work in conjunction with the administration, staff and parents to support after school tutoring.
- Re-Design Consulting, in coordination with the school improvement team, will develop a plan to support teachers and the administration in the development of leadership coaching and instructional strategies.
- Finally, the school will work collaboratively with Detroit Public Schools Department of Multilingual-Multicultural Education to ensure that bilingual children become effective and productive dual language citizens and master the English Language.

Parent Involvement

At Dr. Benjamin Carson High School of Science and Medicine, parents can be involved in their student's educational experience through:

- Volunteering to serve as mentors, coaching assistants, monitors,



- chaperones, and tutors for school
- Leading lunch-time walks, weekend games, and after-school programs in dance, cheerleading, karate, aerobics, yoga, and other activities that show their skills and talents.
- Assisting at a school sponsored health fair.
- Working to develop the school garden.
- Supporting/sponsoring school clubs (PreMed, Future DOcs, Chess, Baton Clubs, Newspaper, etc.)

activities.

- Participating in the Local School and Community Organization (LSCO).
- Attending school functions and meetings.
- Academically supporting your student through ParentConnect and teacher communications,
- Working in the Parent Resource Center.
- Donating items to support the clothes, food and school supplies bank.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

During the 2011-2012 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 website at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2011-2012	New School
2010-2011	N/A

School Description:



Dr. Benjamin Carson High School for Science and Medicine, an application school, offers Detroit students a rigorous and distinctive learning experience to prepare them for college and careers in science and medicine.

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 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.



Access to the Core Curriculum (Continued)

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 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 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 Dr. Benjamin Carson High School for Science and Medicine, 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	327	41.3%
2010-2011 (Corrected)	New School	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 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

College Equivalency Courses NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB): **None**

Percentage of students receiving a score leading to college credit
(Scores from: ACT/SAT/AP): **None**

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

Sincerely,

Karen P. Ridgeway
Superintendent of Academics

