

Breithaupt Career and Technical Center

9300 Hubbell Street
Detroit, Michigan 48228-2325

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 Breithaupt Career and Technical 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 Charlene Mallory, Principal at (313) 866-9550 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/590/>. 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, Breithaupt Career and Technical Center does not receive an Adequate Yearly Progress Status. Breithaupt Career and Technical Center will support Adequate Yearly Progress by improving the following Core Performance Indicators (CPIs): 1S1 Attainment of Academic Skill – Reading/Language Arts and 1S2 Attainment of Academic Skill – Mathematics via teacher professional development sessions and assessment conducted by academic integration specialists for the aforementioned subjects. We will maintain the following CPIs:

- 3S1 School Completion;
- 5S1 Placement;
- 6S1 Non-traditional Participation;
- 6S2 Non-traditional Completions,

Breithaupt Career and Technical Center has either met or exceeded the State Required Percentages as established by the Michigan Department of Education, Office of Career and Technical Education, Carl D. Perkins Career and Technical Education Act of 2006 and Secondary Annual Performance Evaluation (2010-2011).

Parent Involvement

Parents/Guardians can become involved by taking a more active role in their child(ren)'s career planning/preparation and success by doing the following:

Parent Involvement (Continued)

- learn more about the center;
- insist that their child(ren) attend class everyday;
- attend
 - parent teacher conferences at the career center;
 - open houses;
 - buffets;
 - Articulation Informational Meeting;
 - Skills USA Orientation Meetings;
 - NTHS Induction Ceremony;
 - Completer Recognition/Awards Ceremony;
 - Parent Orientation Meeting, etc.

State law requires that we also report additional information.

Process for assigning pupils to the school

We serve tenth, eleventh and twelfth-grade students from throughout the City of Detroit. Students who elect, to come to our center, through their guidance counselor, spend half the day at their comprehensive high school where they receive academics as well as the opportunity to participate in extracurricular activities. The other half of their day is spent at our center where they receive career training in one of our career pathways.

School Improvement Status

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

School Description:

The mission of Breithaupt Career and Technical Center is to ensure that all students are prepared for the world of work, higher education or the military through a customer-directed,



data/technology driven learning environment; and to enhance students' academic achievement levels to equip them for the best career opportunities and skills for life. Visit our school website for more detailed information about our school, at <http://detroitk12.org/schools/school/590/>.

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.

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 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 Breithaupt Career and Technical Center 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	416	13.5%
2010-2011 (Corrected)	260	5.10%

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	0	0	0%
2010-2011	0	0	0%



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

School Year	# of Courses Offered	# of Students Enrolled in Advance Courses	% of Students Enrolled in Advance Courses
2011-2012	0	0	0%
2010-2011	0	0	0%

**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 Exam(s) with a Score of 3, 4, or 5	Percentage of Students taking the AP Exam(s) receiving a Score of 3, 4, or 5
2011-2012	0	0	0	0%	0%
2010-2011	0	0	0	0%	0%
Source: College Board					

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

Sincerely,

Dr. Charlene Mallory, Principal

