



Northwestern High School

2200 W. Grand Boulevard
Detroit, Michigan 48208-1178

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 Northwestern 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 Belinda Raines, Principal at (313) 596-0700 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/560/>. 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, Northwestern High School did not make Adequate Yearly Progress (AYP) because:

We did not meet the 80% graduation rate goal.

- 4-Year Graduation Rate: All Students 54.3%; Black 54.3% and Economically Disadvantaged 57.65%.

We did not test 95% of our students.

- English Language Arts: Only 71.1% of All Students; 71.1% Black and 72.9% Economically Disadvantaged students were assessed.
- Mathematics: Only 69.4% of All Students; 69.4% Black and 71% Economically Disadvantaged students were assessed.

We did not attain target achievement goals for all subgroups of students in mathematics.

- Only 6.6% of All of our Students; 6.6% of our Black students and 7.4% of our Economically Disadvantaged students met the AYP State Objective in mathematics.

Northwestern High School was also named a Priority School because the school's performance is in the bottom 5% of the State based on student achievement, achievement gaps and student growth over time in the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance.

We are working to address our school's performance issues by implementing the objectives and strategies in our School Improvement Plan as well as commit to the successful implementation of the Transformation Model of school-wide reform. The Transformation Model is a research-based model aimed at closing the achievement gaps of at-risk students and increasing the academic achievement of all students. The focus will be on data, personalized learning, job embedded professional development and support for parent engagement. Data will be the most important element in the process used by Northwestern High School staff to direct all resources for all students under our care. The data used will take into account multiple and diverse data sources; will be research-based, and aligned with State academic standards. The analysis of the data will provide Northwestern High School staff with the information they will need to meet the academic requirements of every student; thereby, improving the students' academic performance. Instructional strategies used will include differentiated instruction, on-line academic support, extended learning opportunities, evidence-based interventions, best-practice instructional models, parent/community involvement and professional development.

Parent Involvement

All parents are encouraged to become active participants in their child's learning environment. The Northwestern High School staff will focus on creating a productive partnership between the parent and the school. Several activities will be provided to build and sustain this partnership. Northwestern High School is committed to linking arms with parents as we recognize the value and utility of their contributions. In conjunction with the LSCO, we will look for effective ways to communicate and work with parents as partners as we implement and coordinate parent programs and activities that are designed to improve student achievement. Currently, Northwestern uses the School Messenger system, flyers, telephone calls, emails and other media to inform parents of programs, meetings, school activities, and communication pertinent to student success and development.

Parents are encouraged to ensure that their son/daughter is prepared to receive instruction on a daily basis. At the high school level, students should be thinking about their future. Parents should emphasize to their son/daughter the fact that what they learn and how much they learn



Parent Involvement: (Continued)

in their classes will have a significant impact on their success as they begin to embark on their future; whether it's college, employment, or the military. Stress the importance of taking

standardized assessments seriously as well as striving for achievement as a well-rounded student by participation in extra-curricular activities and volunteer experiences. Help your teen to set goals and to stay focused by taking the time to attend parent/teacher conferences, support involvement in student activities, and have meaningful conversations on a regular basis.

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 web-site at:

http://detroitk12.org/resources/prospective_students/.

School Improvement Status

Year	School Improvement Status
2011-2012	Priority ~ AYP Not Met
2010-2011	AYP Not Met ~ Corrective Action

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 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 Northwestern 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	622	14.3%
2010-2011 (Corrected)	1624	37.7%

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.



Parent-Teacher Conferences (Interactions): (Continued)

- 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

<i>Year</i>	<i>Total # of 11th/12th Graders Enrolled</i>	<i># of Dual Enrollment Students</i>	<i>% of Dual Enrollment Students</i>
<i>2011-2012</i>	0	0	0
<i>2010-2011</i>	0	0	0

College Equivalency Courses: Number and percentage of students enrolled in college equivalent courses (AP/IB)

<i>School Year</i>	<i># of Courses Offered</i>	<i># of Students Enrolled in Advance Courses</i>	<i>% of Students Enrolled in Advance Courses</i>
<i>2011-2012</i>	1	11	1.77%
<i>2010-2011</i>	5	86	11.3%



**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	8	8	0	0.0%
2010-2011 (Corrected)	7	7	0	0.0%

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

Sincerely,

Belinda Raines, Principal

