



DETROIT PUBLIC SCHOOLS

Renaissance High School

6565 W. Outer Drive
Detroit, Michigan 48235-2723

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 Renaissance 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 Anita Williams, Principal at (313) 416-4600 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/574/>. You may also review a printed copy in the main office at 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, Renaissance 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.

Renaissance High School has met AYP since the inception of Michigan's Adequate Yearly Progress rating system. Renaissance High School consistently out-performs district and state on MEAP/MME measures, graduation and dropout rates. All sub-groups also outperform the district and state on the MME/MEAP and the PSAT. Although this may be true, our scores have been declining, especially in mathematics, which is of great concern. Strategies are being developed with the objective of improving student achievement. Further analysis of the data indicates that in all subject areas, students have difficulty with questions requiring critical thinking skills. Increasing students' ability to think critically and problem solve in all areas is a primary goal in all subject areas including electives. Two (2) strategies we are incorporating are Differentiated Instruction and Professional Learning Communities (to facilitate guided instruction and the inclusion of all stakeholders in the learning process and environment). The strategies developed are to be implemented in all grade levels and across the curriculum. In

order to achieve maximum results, the entire staff is participating in Professional Learning Communities. Teachers share best practices across all content areas, social studies, English, math, science, world languages, and fine arts. The staff recognizes that no one part is greater than the whole. In order to fulfill the goal of differentiate instruction, the staff will maintain vertical and cross---curricular articulation

Parent Involvement

Parents are an integral part of the School Improvement Team. They are highly involved in the day-to-day operations of the school via booster clubs, volunteerism and input given at every school improvement meeting. Communication between staff and parents is in non-academic language and comprehension is checked via informal surveys and Q&A's. Based on the results of staff surveys, parent surveys, perception surveys, Grade Point Averages (GPA), and test scores, the School Improvement Team shares information with parents at Title 1, LSCO and parent grade level meetings. The Renaissance High School Phoenix Parent Organization (PPO) has an office within the school and hours and contact information is posted which is easily assessable to parents during the school year.

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 web-site at: http://detroitk12.org/resources/prospective_students/.

School Improvement Plan Status

Year	School Improvement Status
2011-2012	No AYP ~ AYP Met
2010-2011	N/A ~ AYP Met



School Description:

Renaissance High School, an examination high school, is one of Detroit's premier high schools, offering a rigorous college preparatory curriculum within a unique college-like setting. The population of slightly more than 1100 students, in Grades 9-12, represents a cross section of socio-economic backgrounds.

Renaissance has been recognized consistently by the State of Michigan as well as nationally as a "Blue-Ribbon School of Excellence." Other honors include: three (3)-time Silver-Medal Rated School, according to U.S. News and World Report; one of America's Best High Schools; Skillman Foundation's "High Performing High School"; Gates Millennium Scholarship Winners (2010 & 2011); over \$20,000,000.00 in scholarships awarded in 2010 & 2011; Perennial Academic Games Winner; World-Traveled Vocal & Instrumental Music Department.

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.



Access to the Core Curriculum (Continued)

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 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 Renaissance 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:



Student Achievement Results: (Continued)

- 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	1287	16.9%
2010-2011 (Corrected)	3819	49.6%

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	503	0	0%
2010-2011	458	0	0%

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

2011-2012		
Course Name	# Enrolled	% of Students Enrolled
Calculus AB	26	11.4%
Chemistry AP	30	13.2%
English Language & Comp. AP	90	39.5%
English Literature & Comp. AP	73	32.0%
French AP	17	7.5%
German AP	18	7.9%
Microeconomics AP	43	18.9%
Psychology AP	40	17.5%
Spanish AP	31	13.6%
Studio Art: 2-D Design AP	14	6.1%



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

2011-2012		
Course Name	# Enrolled	% of Students Enrolled
Microeconomics AP	43	18.9%
Psychology AP	40	17.5%
Spanish AP	31	13.6%
Studio Art: 2-D Design AP	14	6.1%

School Year	# of Courses Offered	# of Students Enrolled in Advance Courses	% of Students Enrolled in Advance Courses
2011-2012	38	574	52.61
2010-2011	19	447	40.6%



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	228	334	69	30.3%
2010-2011 (Corrected)	210	302	67	31.9%
Source: College Board				

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

Sincerely,

Anita Williams, Principal

