

Communication and Media Arts High School

14771 Mansfield Street
Detroit, Michigan 48227-1801

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 Communication and Media Arts 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 Donya Odom, Principal at (313) 866-9300 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/526/>. 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, Communication and Media Arts High School did not make AYP because:

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

- ❖ Only 5.1% All Students; 5.1% Black; and 5.3% of our Economically Disadvantaged students met the AYP State Objective in mathematics.

We are actively working to address our AYP issues by:

1. Utilizing Title I funds to hire supplemental teachers in the areas of ELA, Math and Social Studies.
2. All ninth graders will receive additional math classes based on the pretest that all ninth graders will take over the summer of the upcoming school year.
3. All tenth and eleventh graders will receive reading and Math Enrichment using a variety of resources such as weekly pullouts in math and English courses to work on ACT/MME Prep using Key Train and Skills Tutor to increase math and English competencies.
4. All students will test at the beginning of the school year to provide teachers with much-needed data to develop the math and reading skills for all students.

5. Teachers will use Data Director to create formative assessments that are designed to increase standardized test competencies.
6. All teachers will receive a series of in-services on Marzano's Nine, and Super 7 strategies of ACT Prep.
7. Mandatory After-School Tutorial specifically for reading and math for students who test at an urgent intervention level on the Star Reading Test.
8. Eleventh graders who test at a 16 or below will be enrolled in a seventh (7th) hour ACT Enrichment Course.

Parent Involvement

Parents can get involved by committing to a parent compact that will develop an academic partnership that will support the school's effort to get students to read and increase their math skills.

Parents are also encouraged to attend parent workshops such as "College Readiness" and Core Content Study Skills that will be held monthly; dates will be on the school calendar, which will be mailed to parents over the summer.

Parents are further encouraged to volunteer in Reading Labs and read with their child(ren) in our "Read for 35" sustained reading program; details of the program were provided to parents in the summer homework packets.

Monthly attendance at the LSCO meetings is extremely helpful. During these meetings, parents are given tips on how to assist in the learning process.

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	No AYP ~ AYP Not Met
2010-2011	AYP Not Met ~ Not identified for improvement

School Description:

Communication and Media Arts (CMA) High School is an application school. It was voted by *U.S. News and World Report* as one of “America’s Best High Schools” in 2008 and 2009.

Communication and Media Arts H School features a rigorous college-preparatory curriculum in a clean, safe and nurturing environment. Communication and Media Arts H School ranks among the highest in the State in graduation rate (98 percent), student attendance (95 percent) and student enrollment into post-secondary institutions (97 percent). In 2010, Communication and Media Arts H School was the only Midwestern high school to be selected by the NBC television show “School Pride,” to receive a building makeover.

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 Communication and Media Arts HS 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	1401	39.3%
2010-2011 (Corrected)	752	21.8%

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



Parent-Teacher Conferences (Interactions) (Continued)

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):

Year	Total # of 11 th /12 th Graders Enrolled	# of Dual Enrollment Students	% of Dual Enrollment Students
2011-2012	60	33	55%
2010-2011	20	14	70%

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,

Donya Odom, Principal

