

Detroit School of Arts
123 Selden
Detroit, Michigan 48201-2003

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 Detroit School of Arts. 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 Ahna Felix-Brown, Acting Principal at (313) 494-6000 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/327/>. 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, Detroit School of Arts made Adequate Yearly Progress (AYP) in the tested subjects (mathematics, reading, science). 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.

Detroit School of Arts is committed to maintaining a high level of academic achievement and will make Adequate Yearly Progress by employing the following strategies:

- Provide research based, data-driven Instruction.
- Rigorous and Relevant Professional Development opportunities for all Teachers
- Effective use of technology
- Effective scheduling of core academic classes to achieve optimum results
- Offer a myriad of parental involvement opportunities, workshops and activities

Parent Involvement

Detroit School of Arts (DSA) believes parents are our first partners in education. Therefore, Detroit School of Arts will provide numerous opportunities for parental involvement, which include monthly participation in the Local School Community Organization (LSCO) meetings; Parent Booster Clubs for each Arts curriculum; provide daily school parental volunteer schedules; maintenance of Detroit School of Art's Parent Resource Room; Parent workshops; Parental involvement on the School Improvement Team; a website for parent/teacher communication; ACT/MME Test-taking strategies; helping students prepare for college and financial-aid workshops, just to name a few.

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 Met |
| 2010-2011 | N/A ~ AYP Not Met |

School Description:

Detroit School of Arts, an examination high school, is a nationally renowned Arts and Academic high school that offers a strong college-preparatory Academic and Arts Curriculum, with pre-professional study in Vocal Music, Instrumental Music, Music Technology, Dance, Theater, Speech, Radio/Television production, Visual Arts and Visual Communications.



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



Access to the Core Curriculum (Continued)

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 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 Detroit School of Arts 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 | 1228 | 28.4% |
| 2010-2011 (Corrected) | 1003 | 26.7% |

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



Parent-Teacher Conferences (Interactions) (Continued)

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 | 327 | 53 | 16% |
| 2010-2011 | 347 | 60 | 17% |



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

| 2011-2012 | | |
|--------------------|-------------------|-------------------------------|
| Course Name | # Enrolled | % of Students Enrolled |
| Calculus AP 1 | 17 | 10% |
| Calculus AP 2 | 17 | 10% |
| Physics AP 1 | 10 | 6% |
| Physics AP 2 | 10 | 6% |
| English AP 11 | 29 | 17% |
| English AP 12 | 29 | 18% |
| Studio Art 2D | 11 | 7% |
| Business 150 | 28 | 17% |
| Psychology 101 | 25 | 16% |

| 2010-2011 | | |
|--------------------|-------------------|-------------------------------|
| Course Name | # Enrolled | % of Students Enrolled |
| Calculus AP 1 | 14 | 7% |
| Calculus AP 2 | 14 | 7% |
| Physics AP 1 | 23 | 12% |
| Physics AP 2 | 23 | 12% |
| Studio Art 2D | 19 | 10% |
| Studio Art 3D | 19 | 10% |
| Business 150 | 36 | 22% |
| Psychology 101 | 24 | 13% |



**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 | 38 | 41 | 1 | 2.4% | 2.6% |
| 2010-2011 | 31 | 32 | 2 | 2% | 6.25% |
| Source: College Board | | | | | |

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

Sincerely,

Ahna Felix-Brown, Acting Principal

