



## **Fisher Magnet Upper Academy**

15491 Maddelein Street  
Detroit, Michigan 48205-2596

### **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 Fisher Magnet Upper Academy. 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 Harry Coakley, Principal at (313) 866-7233 for assistance.

The AER is available for you to review electronically by visiting the district web site <http://detroitk12.org/aer> or the school's website <http://detroitk12.org/schools/school/421/>. 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, Fisher Magnet Upper Academy did not make Adequate Yearly Progress (AYP) because:

**We did not meet the 90% attendance rate goal.**

- Attendance Rate for All Students 86.3%; Black 86.4%; Students with Disabilities 81.9% and Economically Disadvantaged 86.3%.

**We did not attain target achievement goals for all subgroups of students in English Language Arts.**

- Only 20% of our Students with Disabilities met the AYP State Objective in reading.

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

- Only 6.2% of our Students with Disabilities met the AYP State Objective in mathematics.

Fisher Magnet Upper Academy did not make AYP (student achievement, student growth over time, school improvement over time and/or achievement gaps across each of the tested

subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). We are actively working to improve our AYP issues. Our team will use the School Wide Plan as a road map to success. The Plan is a detailed script, which gives strategies and activities that will aide in closing the achievement gap by way of increasing attendance, math, and ELA scores across all grades.

In order to raise academic achievement across the board, the teachers and administrators will conduct a data dig. The data dig will focus on targeted GLCEs for improvement. The targeted GLCEs will be worked on throughout in the Summer Enrichment Program and MEAP Academy at the beginning of the school year for the first six weeks. The teachers will also use the instructional cycle as a strategy to lay our activities that focus on the targeted GLCEs throughout the school year.

In order to help students with disabilities become proficient in math, the special-education teachers will teach in areas for which they are highly qualified. The students with disabilities will not be self-contained, which will allow for flexibility of direct instruction in each content area.

Fisher school will utilize The School Messenger System provided by the district to make daily contact with the parents and or guardians of Fisher School regarding their student's attendance. A Fisher staff member will make calls weekly notifying parents or guardians regarding the attendance of their students. The Fisher staff will create a contact log of parents and or guardians that have been contacted. Fisher will hire an additional Attendance Officer to help improve attendance throughout the school year. The Attendance Officer will stay in constant contact with students, parents and teachers in the verbal and written form.

## **Parent Involvement**

At Fisher Magnet Upper Academy, we welcome parent involvement. As a team, we offer many opportunities for parents to be involved in our school through participation on the School Improvement Planning Team and as volunteers throughout the day.

The Instructional Specialist and Content Area Coaches will provide materials and training through Parent Workshops to help parents work for their children to improve their children's academic achievement, such as literacy training and the use of technology, as appropriate, to foster parental involvement. Member of this instructional team will hold a workshop for parents on how to identify high-need areas when interpreting their individual student's assessment data and how they relate to the content standards. Staff will create a Parent Resource Kit made available to parents at conferences and in the Parent resource room. Parents will be able to monitor student progress from monthly student progress reports, teacher phone calls, and parent-teacher conferences.



Our Fisher Magnet partner Detroit Parent Network will provide quarterly parent workshops and trainings to facilitate parent involvement, assist with life skills, provide support and identify resources for the ultimate goal of improved student achievement. Detroit Parent Network will also meet with Fisher Instructional staff quarterly to serve as a resource and provide information, workshops and support on how to communicate effectively, work with parents as equal partners and improve our relationship parents.

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/](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 ~ Restructuring - Extended Implementation

### ***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](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 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 Fisher Magnet Upper Academy 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	343	9.0%
2010-2011 (Corrected)	417	10.1%

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.

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

Sincerely,

Harry Coakley, Principal

