

Jerry L White Center High School

14804 W. McNichols
Detroit, Michigan 48235-3938

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 Jerry L. White Center 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 Tia'Von Moore-Patton, Principal at (313) 416-4200 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/504/>. 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, Jerry L. White Center High School did not make Adequate Yearly Progress (AYP) because:

We did not test 95% of our students.

- English Language Arts: Only 87.2% of All Students; 88.9% Black; 87.2% of Students with Disabilities and 89.2% of our Economically Disadvantaged students were assessed.
- Mathematics: Only 89.7% of All Students; 91.7% Black; 89.7% of Students with Disabilities and 91.9% of our Economically Disadvantaged students were assessed.

Jerry L. White Center High School was also named a Focus School because the school has a large student achievement gap between the top 30% of highest achieving students and the bottom 30% of lowest achieving students across 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 actively working to address our AYP issues.

For the 2012-13 school year, Jerry L. White Center High School, with the continued support of staff, community business partners and parents will work to achieve the following improvement goals to met Adequate Yearly Progress:

- **Completion of Program**

Jerry L. White Center High School students do not graduate or receive diplomas. Students who reach age nineteen (19) by December 1st, have completed a course of study leading to a Certificate of Completion. Afterwards, they are promoted to a transition center where students complete a post-secondary educational program until the age of 26. It is our goal to ensure that all students eligible for promotion will receive transitional support services to prepare for enrollment in a post secondary program.

- **Assessment Participation and Performance**

Jerry L. White will meet the participation target and assess 95% of all students required to complete Mi-Access, State Assessments, and District Assessments for all subgroups of students: Black students, Students with Disabilities, and Economically Disadvantage Students.

Student performance will meet targeted achievement goals for all subgroups of students in Math, Science and English language Arts. Students will continue to receive modifications and accommodations support in all applicable conditions to enable student to advance appropriately toward attaining achievement goals.

- **Daily Rate of Attendance**

We will maintain our attendance target of 91% or better. Students with irregular attendance will receive support through the services our attendance agent, counselor and Communities in School Coordinator.

- **Student Achievement**

Student achievement towards reaching targeted goals will be enhanced through the utilization and integration of assistive technology.

Finally, Jerry L. White staff will align our curriculum and assessment to state standards and benchmarks to ensure academic success for students.



Parent Involvement

Strategies to increase parental involvement toward student success will include:

- Providing parents with frequent student progress towards meeting goals and objectives,
- Offering workshops to provide parents with information for the interpretation of assessment results,
- Collaborating with community agencies that provide parental support, Sending timely information to parents regarding parent-teacher conferences (PTC) grading, course of study, assessment scheduling,
- Inviting parent to attend yearly individualized education plan (IEP) meetings.

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	Focus ~ AYP Not Met
2010-2011	AYP Not Met ~ Not Identified for School Improvement



School Description:

Jerry L. White is a center-based special education school for Visually Impaired, Hearing Impaired, Moderately Cognitively Impaired, Severely Multiply Impaired and Severely Cognitively Impaired students ages 14-19.

Our purpose is to create a continuum of services for students with disabilities; to acquire an age-appropriate learning environment; and to provide a full-service program for students who are between the ages of 14-19. We prepare students to transition into the appropriate post-secondary educational program and to live as independently as possible.

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 Jerry L White Center 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	28	1.7%
2010-2011 (Corrected)	75	3.9%

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	0	0	0%
2010-2011	0	0	0%

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 Students taking the AP Exam(s) receiving a Score of 3, 4, or 5
2011-2012	0	0	0	0%
2010-2011 (Corrected)	0	0	0	0%

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

Sincerely,

Tia'Von Moore-Patton, Principal

