



DETROIT PUBLIC SCHOOLS

Henderson Academy

16101 W. Chicago
Detroit, Michigan 48228

Annual Education Report (AER) Cover Letter (2012-2013)

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012-2013 educational progress for the Henderson Academy. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Deborah Manciel, Principal at (313) 852-0512 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/404/>. You may also view a printed copy in the main office at your child's school or at the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

The State has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the State. Our school has been identified as a Priority school.

The key challenges for our school are as follows:

We did not meet the 90% attendance rate goal.

- The attendance rate for the All Students subgroup is 82.6%.

We did not test 95% of our students.

- Only 91.62% of the All Students; 91.43% of the African American; 92.31% of the Economically Disadvantaged and 73.33% of the Students with Disabilities were assessed in science.
- Only 89.80% of the All Students; 90.53% of the African American; 91.67% of the Economically Disadvantaged subgroups were assessed in social studies.

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

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for reading.

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

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for writing.

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

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for mathematics.

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

- Only 1.87% of the All Students; 0.0% of the Bottom 30%; 1.90% of the African American and 2.20% of the Economically Disadvantaged subgroups met the Differentiated target for science.

We did not attain Differentiated target achievement goals for all subgroups of students in social studies.

- Only 6.84% of the All Students; 0.0% of the Bottom 30%; 6.84% of the African American and 6.42% of the Economically Disadvantaged subgroups met the Differentiated target for social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement.

In order to improve Henderson Academy's Michigan School Scorecard status, we will continue analyzing data utilizing the Data Wise Framework aligned to the Common Core Standards and implement the criteria set forth in the Priority School Transformational Reform Model. We will continue building the Professional Learning Communities with effective strategies to enhance teacher professional capacity and collaboration while focusing on all core subjects (reading, math, science, writing, and social studies) as areas of improvement in order to close achievement gaps. Based on the multiple assessments (MAP, DIBELS, Burst, Star Reading and Math, MEAP, and Pre/Post test for Science and Social Studies) teachers will use the data reports of the Individualized Student Learning Plans to modify instruction in each core area. There will be a data-driven focus on the Common Core Standards that students have not mastered, and provide differentiated instruction during whole group and small group instruction that support Response to Intervention strategies. Teachers will use the Instructional Focus Calendar that embeds specific power standards on the MEAP that need to be taught in each domain. All students will have an Individualized Learning Plan that will assist the teacher in teaching specific skills and objectives in order to meet the needs of each student. Title 1 Teachers will provide additional intervention strategies to students who scored at the lowest 30% and are furthest from the performance target in order to increase student growth. Progress monitoring will be done school wide as teachers teach toward proficiency targets aligned to the core curriculum and common core standards, and use supplemental scientific research-based programs. All teachers will use differentiated instruction, the direct interactive instructional approach, flexible grouping, inclusion, peer tutoring, cooperative/collaborative learning and project based-learning in order to design effective lessons that reflect rigor, relevance and high student engagement. Parents will continue to be involved in the decision-making process of the School Improvement Planning to support academic achievement. Parental programs will be designed to increase parent engagement. Parents will be informed about student performance, attendance and behavior issues that impact achievement as well as attend workshops to train parents in interpreting assessment data. There will be continuous professional development for all staff, inclusive of School Service Assistants regarding instructional best practices in each core subject to support teaching and learning.

Parent Involvement

A sub-committee of the Governance Team facilitated by teachers will discuss school improvement efforts to engage parents in academic student learning. Parents will receive the parental engagement contract and policy that confirms their commitment to student success. Title 1 funds will be used to provide parents with skills and strategies in each core subject in order to assist their children by making a connection between school and home. Workshops will be facilitated by Title 1 teachers and the Instructional Specialist in each core subject. Parents will be provided learning resource kits, supplies, technology and materials that are suitable for each student at varying grade levels to help their child at home.

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
2012-2013	Priority
2011-2012	Priority ~ AYP Not Met

Detroit Public Schools' Core Curriculum:

Consistent with the Detroit Public Schools 2013-2017 Strategic Plan, 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 strategic plan to:

- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service
- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. Minimize the Impacts of Change
- IX. Foster School-Based Leadership
- X. Celebrate and Promote Success
- XI. Ensure Fiscal Stability
- XII. Improve Attendance and Discipline

The "Neighborhood-Centered, Quality Schools," Strategic Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.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.

Parents/Guardians are offered 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 achievement information to educators. Parents will have the opportunity to monitor students' progress, including attendance, through **Parent Connect** in the Fall.

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 NWEA~MAP Reading and Mathematics reports for Henderson 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
- Michigan Accountability Scorecard Report
- Annual Education Report

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2012-2013	135	3.7%
2011-2012	95	3.3%

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.

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

Sincerely,

Deborah Manciel, Principal