



DETROIT PUBLIC SCHOOLS

Golightly Career and Technical Center

900 Dickerson Avenue
Detroit, Michigan 48215-2900

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 Golightly Career and Technical Center. 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 Nina Graves-Hicks, Principal at (313) 822-8820 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/592/>. 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 does not have one of these labels.

Golightly Career & Technical Center does not receive a Michigan Scorecard Status. Career and Technical Centers' progress falls under the state mandated classification of Core Performance Indicators. We will continue to improve students' progress by providing career pathway programs that focus on project based learning, which integrates all core subjects and HSCE's in classroom activities. Students will receive Key Train Lessons and MME/ACT Prep materials. Academic Integration teachers will provide academic assistance in math, reading and writing assistance associated with each program to teachers and

students. Students will also receive home school Math/Reading/Writing assistance. Teachers will utilize digital and online opportunities to assist in the improvement of AYP. All of our students will gain a skill in one of their selected program areas where hands-on and technology skills will enhance their opportunity to transfer those skills into the global workforce and/or higher education.

Parent Involvement

Parents are being asked to become actively engaged by joining our volunteer corps and becoming members of the School Improvement Team, Career Speakers, Hall monitors, classroom and parking assistants, provide technical assistance and share their talents. Parents are offered Pre-GED and GED evening classes. Financial and Career Planning Seminars are offered to assist parents with employment opportunities.

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	No Status
2011-2012	N/A

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 Golightly Career and Technical Center 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	49	1.6%
2011-2012	355	3.8%

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 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):

Golightly Career and Technical Center is pleased to announce that it has credit agreements with colleges and universities. A credit agreement is a method of granting university-level course credit for learning and skills accomplished as part of secondary school instruction. The following colleges and universities are:

- ◆ Davenport University
- ◆ Ferris State University
- ◆ Henry Ford Community College
- ◆ University of Northwestern Ohio

- ◆ Jackson Community College
- ◆ Macomb Community College
- ◆ Schoolcraft College
- ◆ Washtenaw Community College

College Equivalency Courses:

Number and percentage of students enrolled in college equivalent courses (AP/IB)

2012-2013		
Course Name	# Enrolled	% of Students Enrolled
Academy of Finance	17	3.2%
Academy of Information Technology	21	4%
Academy of Travel and Tourism	27	5.1%
Agriscience	26	4.9%
Automotive Body Repair	26	4.9%
Auto Services	40	7.6%
Computer Aided Drafting	10	1.9%
Biomedical Engineering/Electronics	6	1.1%
Mass Media Communications	35	6.7%
Culinary/ Hospitality & Tourism	220	42%
Call Center	4	.07%
Law Enforcement	32	6.1%
Computerized Graphics Communications	42	8.0%
Welding & Cutting	16	3.0%

2011-2012		
Course Name	# Enrolled	% of Students Enrolled
Academy of Finance	23	3.0%
Academy of Information Technology	35	4.7%
Academy of Travel and Tourism	29	3.9%
Agriscience	38	5.1%
Automotive Body Repair	41	5.5%

**Percentage of Students Receiving a Score Leading to College Credit: N/A
(Scores from: ACT/SAT/AP)***

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

Sincerely,

Nina Graves-Hicks, Principal