



DETROIT PUBLIC SCHOOLS

Communication and Media Arts High School

14771 Mansfield Street

Detroit, Michigan 48227-1801

Annual Education Report (AER) Cover Letter (2013-2014)

August 15, 2014

Dear Parents and Community Members:

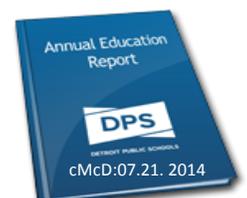
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Communication and Media Arts High School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Donya Odom, Principal at (313) 866-9300 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/cma/>. 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 48202.

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 Reward school.

The key challenges for our school are as follows:

- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
 - Only 39.29% of the Bottom 30% subgroup met the Differentiated target in reading.
- **We did not attain Differentiated target achievement goals for all subgroups of students in writing.**



- Only 6.90% of the Bottom 30% subgroup met the Differentiated target in writing.
- **We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.**
 - Only 5.45% All Students; 0.00% of the Bottom 30%; 5.45% of Black and 6.52% of the Economically Disadvantaged subgroups met the Differentiated target in mathematics.
- **We did not attain Differentiated target achievement goals for all subgroups of students in science.**
 - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in science.
- **We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**
 - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement by implementing the following key initiatives:

1. Utilizing Title I funds to hire supplemental teachers in the areas of ELA, Mathematics, and Social Studies.
2. Develop a School Data Team that analyzes the academic data constantly.
3. All Ninth graders will receive additional math classes based on the pretest that all Ninth graders will take during the summer of the upcoming school year.
4. All Tenth and Eleventh graders will receive Reading and Math Enrichment using a variety of resources such as weekly pull-outs in Math and English Courses, to work on ACT/MME Prep using Star Math and Skills Tutor to increase Math and English competencies.
5. All Students will test at the beginning of the school year to provide teachers with much needed data to develop the Math and Reading Skills for all students.
6. Teachers will use Data Director to create formative assessments that are designed to increase standardized test competencies.
7. All Teachers will receive a series of in-services on Marzano's Nine, and Super 7 strategies of ACT Prep, NWEA MAP Test and Data Director. This training will equip teachers with the skill set to develop assessments that address Common Core standards, and also ensure that the school will meet its Differentiated Proficiency Targets.

8. Mandating After-School Tutorial, specifically in Reading and Mathematics, for students who test at an "urgent" intervention level on the Star Reading Test.
9. Eleventh grade students who test at a 15 or below will be enrolled in a seventh (7th) hour ACT Enrichment Course.
10. Providing Supplemental resources such as Inside Out Literacy Projects to assist both Social Studies and English teachers with the writing targets through Peer teaching and Mini Writing Clinics for students and parents. Utilizing on-line tutorials, Skills Tutor, ACT.org, Gizmos, and Flip Classroom strategies in Science courses. Mathematics teachers will receive training on the implementation of Best practices in all core content areas.
11. Utilizing on-line Pre-Test to drive differentiated instruction

Parent Involvement

Parents can get involved by committing to a parent compact that will develop an academic partnership that supports the school's effort to get students to read and increase their math skills.

Parents are also encouraged to attend parent workshops such as "College Readiness" and Core Content Study Skills that will be held monthly; dates will be on the school calendar which will be mailed to parents over the summer.

Parents can participate in the Academic Enrichment series that covers all content areas beginning September. These sessions will be held the third Tuesday of every month.

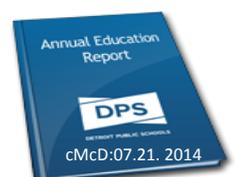
Parents are further encouraged to volunteer in Reading/ computer Labs and read with their child (ren) in our "Read for 35" sustained reading program; details of the program provided to parents in the summer homework packets.

Monthly attendance at the PACSA meetings is extremely helpful. During these meetings parents are given tips on how to assist in the learning process. This year PACSA meeting are schedule at 8:15 a.m. and 6:00 p.m in an effort to attract more parents

Parents will receive training via the monthly parent meetings on how to access their student's academic records using the Parent Connect System. This will give parents and students an opportunity to be informed constantly on their student's progress.

Though the school year, Data Interpretation sessions will be conducted by both Teacher and School Administrators to help parents understand the following Academic assessments:

- | | |
|--------------------------------|-----------------------------|
| 1. NWEA MAP | 5. Star Test data |
| 2. Plan, Explore, Practice ACT | 6. Top-to-Bottom Ranking |
| 3. Pre and Post Test | 7. MiSchool data score card |
| 4. PSAT | 8. Z-score |



State law requires that we also report additional information.

Process for Assigning Pupils to the School

Detroit Public Schools has an “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

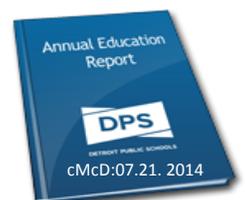
Year	School Improvement Status
2013-2014	Reward
2012-2013	No Status

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



Specific curriculum actions (Continued)

- 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.

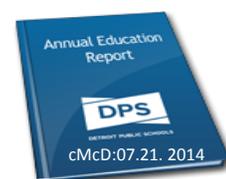
The implementation is a process delineated in the District Plan. This plan serves as the framework for each school’s academic achievement plan.

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 up-dates 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 Communication and Media Arts HS 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:

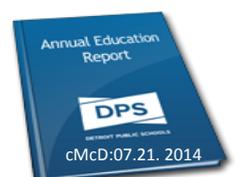
- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Michigan Accountability Scorecard Report
- Annual Education Report
- NWEA ~ MAP aggregate student achievement results

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	1144	27.9%
2012-2013	1697	47.8%

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 (PTC).

- 1.0 Data from the PTC Forms represent “parent interactions” with teachers, per school, per card marking.



Parent-Teacher Conferences (Interactions) (Continued)

- 2.0 Parent Interaction Definition: During Parent-Teacher Conferences 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 eight (8) instances, the calculated percentages are in excess of 100%. In each instance, each of these eight (8) schools may have experienced 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.

*Per the Evaluation Unit of the Detroit Public Schools Office of Research, Evaluation, Assessment and Accountability, data was obtained from the Advanced Placement (AP) Current Score Summary (2014) Report. This report was run July 21, 2014.

The 2014 data for this report provides, per school, the total number of Advanced Placement (AP) students who scored 3, 4, or 5 on at least one (1) Advanced Placement (AP) Exam divided by the total number of AP exams per school.

Postsecondary Enrollments (Dual Enrollments):

Year	Total # of 11 th /12 th Graders Enrolled	# of Dual Enrollment Students	% of Dual Enrollment Students
2013-2014	586	13	2.0%
2012-2013	226	22	1%

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
2013-2014	1	13	2.0%
2012-2013	15	15	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 Students taking the AP Exam(s) receiving a Score of 3, 4, or 5
2013-2014	12	12	0	0.0%
2012-2013	0	12	0	0.0%
Source: College Board				

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

Sincerely,

Donya Odom, Principal

