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Breithaupt Career and Technical Center

9300 Hubbell Street
Detroit, Michigan 48228-2325

2014-2015 School Annual Education Report (AER) Cover Letter

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Breithaupt 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 Dr. Vernon Harlan, Principal, at (313) 866-9550 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer>, the school's website at <http://detroitk12.org/schools/breithauptctc/>. You may review a copy in the main office at your child's school or in the Office of Parent and Community Engagement, Fisher Building, 12th Floor, 3011 W. Grand Boulevard, Detroit, Michigan 48202.

Due to the Michigan Department of Education's transition to the Michigan Student Test of Educational Progress (M-STEP), Accountability data for the 2014-2015 school year does not include school/district-level proficiency targets or final accountability outcomes. This information will resume being a part of the Annual Education Report starting with 2015-2016 data. Graduation, Attendance and Participation Rates are included as a part of the Annual Education Report for the 2014-2015 school year.

Breithaupt Career & Technical Center is proud to collaborate with the High Schools and focus on improving achievement in the following subject areas of Mathematics and Reading/Writing (ELA). We have implemented an Academic Monitoring Assessment Tool within our curriculum. This tool monitors our ELA/Math progression within the individualized programs. We can track student data and laser focus on their deficient areas. Our students will complete additional testing in math and reading, as well as, work on increasing and improving study habits, work on testing strategies, participate in reading clubs, and receive additional support and assistance from Certified Teachers in MATH and ELA. We provide our students with private individualized assistance, as well as, classroom and group learning sessions. We also provide student support services for students who have special needs.

Breithaupt CTC is committed to the success for ALL students. Therefore, we have taken the initiative to support and embrace our District’s Objectives by focusing on strategies to increase our District scores in Math and Reading. Breithaupt CTC will continue to use current resources to develop our students by preparing them to become Career and College Ready citizens and proud, strong learners of Detroit Public Schools.

Parent Involvement

Parental Involvement is the key to our success. Our parents can continue to support the program through the continuous support of their students by attending the community clinics, the buffet, our student centered ceremonies and chaperoning our student organization events. When parents are involved, students are committed. This is a win-win situation for all stakeholders. Parents are encouraged to become involved by assisting the students with selecting a career planning/preparation and success by doing the following:

- Touring the Center and obtaining information
- Contact the student’s home school for scheduling
- Monitor the student’s attendance and progress for student success
- Attend and participate in school events:

<ol style="list-style-type: none"> 1. Parent Teacher Conference 2. Open House 3. Parent Orientation Meeting 4. Buffets 5. SkillsUSA Events/Meetings 6. College Fair 	<ol style="list-style-type: none"> 7. National Technical Honor Society (NTHS) Induction Ceremony 8. Completer Recognition Ceremony 9. Career Day 10. Community Clinics 11. Advisory Committees
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State law requires that we also report additional information.

Process for Assigning Pupils to the School

Open Enrollment Initiative

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/.](http://detroitk12.org/resources/prospective_students/)

Application Schools

Detroit Public Schools has twenty-two (22) schools that require an application for enrollment. Families can apply during the application process window. Applications are open to families of current Detroit Public Schools students as well as those newly enrolling or attending school elsewhere. The District uses one application for its Application Schools. Please note requirements on the application for submission of report cards, test data, transcripts, essay and Grade Point Average information. Schools also may have other individual entry requirements. Be prepared to provide behavior reports.

Examination High Schools

During the Examination High Schools application window, all 8th grade students attending public and non-public schools are eligible to apply for admission to the 9th grade at Cass Technical High School, Renaissance High School and Martin Luther King, Jr. Senior High School’s Mathematics, Science and Applied Technology (MSAT) and Center for International Studies and Commerce programs. Residency is not required. During the beginning of the school year, students must complete and submit an application to take the placement examination.

An application is available at:

- All Detroit Public Libraries
- All Detroit Public School’s Middle Schools
- Detroit Public Schools’ Parent Resource Centers

- Detroit Public Schools Research and Assessment Office located in the Support Services Complex Building A - 1425 East Warren Avenue

Students must submit an application to be eligible to take the examination. Completed applications and all required documents must be submitted to the student’s current school or the Detroit Public Schools’ Office of Research and Assessment. Detroit Public Schools’ students who submit an application will test at their middle school. Non-Detroit Public Schools’ students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

School Improvement Status

Year	School Improvement Status
2014-2015	N/A
2013-2014	N/A

We will continue to work towards meeting our School Improvement Plan goals in reading, writing, mathematics, science and social studies. Research-based strategies, comprehensive data analyses and data driven decision-making drives our school improvement efforts.

School Description

Breithaupt Career and Technical Center ensures students are prepared for employment, higher education or the military through a customer-directed, technology-driven learning environment. **Some Offerings:** Automotive Services/ Collision Repair, Hospitality/Tourism/ Culinary Services Program, School of Cosmetology, Welding, Information Management Technology, Pre-Engineering (From: Picking the Perfect School ~ Detroit Public Schools)

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 Michigan Department of Education standards (science and social studies) and Common Core State Standards (mathematics and English language arts). This represents the core curriculum for Detroit Public Schools 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 and/or standards. The implementation is a process delineated in the District Academic Plan at:

(http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary_2012.pdf). 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 public may access the core curriculum via our public website www.detroitk12.org and then click on the link to the individual academic offices.

Parents/Guardians are offered classes through Parent University to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Parent Resource Centers are a valuable resource that allow parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. The Detroit Public Schools Hub, Web up-dates and semi-annual progress reports are a means to disseminate achievement information to educators.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly NWEA~MAP Reading and Mathematics reports can be found in the Resources section of each schools’ website. The following reports are available on the Detroit Public Schools’ web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>:

Student Achievement Results (Continued)

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- NWEA~MAP aggregate student achievement results
- [Michigan Accountability Scorecard Report](https://goo.gl/GmqXJ4) at (<https://goo.gl/GmqXJ4>)
- [Annual Education Report](http://detroitk12.org/aer) at (detroitk12.org/aer)

Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2014-2015	15	30.6%
2013-2014	17	0.8%

The Detroit Public Schools' Office of Research and Assessment 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.
- 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 Some Detroit Public Schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least two (2) instances, the calculated percentages are in excess of 100%. In each instance, each of these two (2) 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.

Postsecondary Enrollments (Dual Enrollments): None

Year	Total # of 11th/12th Graders Enrolled	# of Dual Enrollment Students	% of Dual Enrollment Students
2014-2015	27	50	54%
2013-2014	N/A		

College Equivalency Courses: None

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

Our staff wishes to encourage our students, parents, community and stakeholders to continue to have faith in our commitment to meet the educational needs of our students. Our resolve is firm; we will meet the challenge of “creating a successful future” for our students.

Sincerely,

Dr. Vernon Harlan, Principal