

Detroit Public Schools

Keidan Special Education School

Annual Education Report (AER)

August 16, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2009-2010 educational progress for the Keidan Special Education 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 us at (313) 873-6473 or email us at AER@detroitk12.org if you need assistance.

The AER is available for you to review electronically by visiting the following web site www.detroitk12.org/AER or you may review a copy in Keidan Special Education School's office.

For the 2009-2010 school year, we are **AYP Phase 2**. We did not make Adequate Yearly Progress (AYP) because:

- We did not meet the 90% attendance rate goal.
 - Attendance Rates for All Students 80.5%; Black 80.5%; and Economically Disadvantaged 80.5%.
- We did not attain target achievement goals for all subgroups of students in English language arts.
 - 45.5% All Students; 45.6% Black; 45.5% Students With Disabilities and 44.4% Economic Disadvantaged students met the AYP State Objective in Reading.
- We did not attain target achievement goals for all subgroups of students in mathematics.
 - 48.2% All Students; 48.3% Black; 78.2 Students With Disabilities and 48.1% Economic Disadvantaged students met the AYP State Objective in Mathematics.

Because our school has not made AYP for 3 year(s), we are identified for School Improvement Supplemental Educational Services (SES).

The staff at Keidan Center has developed a continuous review process of our instructional practices, student assessment data and School Improvement Plan (SIP).

Parents can attend monthly LSCO meetings where teachers share "helpful hints for helping at home". Parents are encouraged to visit during the school day to observe teacher/student interactions. Staff and parents are also afforded the opportunity to participate in joint professional development activities.



I'm in.

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Detroit Public Schools' Core Curriculum:

Attached

State law requires that we also report additional information.

Process for assigning pupils to the school

During the 2009-2010 school year, students were required to live within the boundary of the school to which they were assigned.

During the 2010-2011 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 web-site at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2009-2010	School Improvement - AYP Not Met
2008-2009	School Improvement - AYP Met

School Description

Keidan is a center-based school for cognitively moderately to severely multiply Impaired children ages 3 - 13. We provide physical and occupational therapy as well as psychological and social work services. We have two nurses on staff to meet the needs of our medically fragile students. In addition, we have teachers for the visually and speech impaired and offer adaptive physical education and music therapy. Students can participate in Omni Arts, share cultural venues, music, dance, graphic and physical arts. We continually seek community-based experiences to enrich our students' lives. For more detailed information about our school please visit our web-site at <http://detroitk12.org/schools/all-schools/>. Click on the name of our school.

Detroit Public Schools Core Curriculum

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Keidan Special Education 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

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- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Annual Education Report

A hard copy is also available in the school's office. Contact the school's office for more details.

Parent-Teacher Conferences (Interactions)

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability is developing a data collection system which will enable 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. We are currently able to report the number of parent interactions as ascertained by Parent-Teacher-Conferences signature lists submitted by DPS schools. In the future, we will report the data according to the Annual Education Report criteria.

Parent-Teachers-Conferences information is forthcoming. When the data becomes available, the website information will be updated. Please contact the school office for more information.

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

Sincerely,

Yvette Pinchem-Stewart, Principal

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Detroit Public Schools' Core Curriculum:

Consistent with the District academic plan, **Excellent Schools for Every Child**, 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 include:

- *alignment of the curriculum, lessons planning and pacing calendars to national and state standards
- *ensuring that material and texts and supplemental resources and used in the classroom are directly linked to and with the grade expectations
- *defined grade level expectations to create alignment throughout the school
- * Administration and review of quarterly benchmark assessments for students in grades 3-12
- *use pre-intervention tools such as the Dynamic Indicator of Basic Early Literacy Skills (DIBLES) to assess language fluency for students on grades Prek-2 to ensure literacy foundation for reading success
- *use of the data (both formal and informal) to inform teaching strategies and professional development needs for staff, including but not limited to, teachers and administrators
- *focused professional development on the use of appropriate curriculum and teaching strategies, monitoring results and developing the interventions for re-teaching, as necessary
- *use technology (Learning Village/an on-line instructional management system) as a tool to manage instruction and teacher practice

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 soft ware 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 **Excellent Schools for Every Child**. This plan serves as the framework for each school's academic achievement plan. The frequent monitoring of the implementation of these plans is conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar.

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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 are a vehicle for parents and other community member to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an on line 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 guided will be posted to the Academic Affairs page of our web-site in the near future.

Parent Engagement

- *Use the technology portal for parents to view daily lessons and to communication with teachers

- *implement and follow through with the parent contracts

- *increase the Volunteer Reading Corps from approximately 5000 volunteers this year to 10,000 for next school year

- *use the Parent Resource Center to engage parents in innovative workshops and session that are practical and will result in parent support to students at home