

Detroit Public Schools

Southeastern High 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 Southeastern High 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 Southeastern High School's office.

For the 2009-2010 school year, we are in **AYP Phase 7**. We did not make Adequate Yearly Progress (AYP) because:

- We did not test 95% of our students.
 - English Language Arts: 83.5% All Students; 83.3% Black; 63.6% Students With Disabilities and 82.9% Economic Disadvantaged
 - Mathematics: 81.1% All Students; 80.8% Black; 68.2% Students With Disabilities and 80% Economic Disadvantaged were assessed.

Because our school has not made AYP for 8 year(s), we are identified for Restructuring Extended Implementation.

In order to improve Adequately Year Progress, Southeastern's Leadership Team will communicate with staff the vision and commitment of a Priority School. This will include continuous Job-embedded professional development to all staff on the Rigor/Relevance Framework, Content Literacy Continuum (CLC) to assist in a school-wide literacy focus; Co-Teaching/Inclusion and Differentiated Instruction to help faculty develop a shared vision of SE. we will emphasize the importance of Academic Achievement Plan to improve teacher effectiveness and introduce the continuous Job Embedded Professional Development that will improve teaching and learning. Leadership Team will:

- Provide Job-embedded executive coaching for principal and leadership team to investigate and develop the following turnaround intervention strategies
- Use the Collaborative Instructional Review System based on the International Center for Leadership in Educations (ICLE) Rigor/Relevance Framework.
- Communicate to staff at meetings the vision, and the process/procedures in which SE will develop teacher and school leader effectiveness to help increase academic achievement

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- Emphasize that as a Priority School, commitment to professional development and extended learning time is essential. Staff must share the same perspective and vision as to what it is important to the organization. Supportive relationships, relevant instruction, and academic rigor is essential to ensure student academic achievement.
- Utilize the Effective teacher evaluation system based on student performance measures

In order to involve parents/guardians Southeastern will do the following to Increase parent and community awareness of the critical factors on student achievement:

- Develop a Community Action Plan and a series of Parental Workshops to increase and encourage parental involvement. Keep all stakeholders abreast of school-wide activities
- Provide parents and community members with strategies to reverse the impact of critical issues on student achievement
- Leverage business and community partnerships to secure additional financial resources that support Turn Around Interventions
- Increase parent and community awareness of critical factors on student achievement
- Increased interest in the vision, goals, and mission of SE amongst students, parents and community
- Sustain partnerships with local organizations. Utilize the Southeastern marquee, principal's newsletter for important messages/announcements

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

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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	Restructuring - AYP Not Met
2008-2009	Restructuring - AYP Met

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Southeastern High 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
- 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.

During the 2009-2010 school year, Southeastern High School reported 200 parent interactions. In 2008-2009, there were 225 parent interactions.

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Postsecondary Enrollments:

Year	Total # of 11 th /12 th Graders Enrolled	#of Dual Enrollment Students	% of Dual Enrollment Students
2009-2010	850	80	6%
2008-2009	1800	n/a	n/a

College Equivalency Courses: 6 Courses offered in 2009-2010, 3 courses offered in 2008-2009.

2009-2010			
Course	#enrolled	#passed	percent passed
AM HIST AP	53	4	8%
CALCULUS AP	28	1	4%
BIOLOGY AP	27	1	4%

2008-2009			
Course	#enrolled	#passed	percent passed
American History	45	3	7%
AP CALCULUS	30	2	6%
AP BIOLOGY	30	2	6%

Scores leading to College Credits

School Year	Number of AP Test Takers	Number of Exams with Scores of 3, 4 or 5	Percentage of Exams with Scores of 3, 4, 5
2009-2010	N/A	N/A	N/A
2008-2009	N/A	N/A	N/A
<i>Source: College Board</i>			

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

Sincerely,
Dr. Gerald Craft, 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



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