



MUMFORD HIGH SCHOOL

**Mumford High School
17525 Wyoming Street
Detroit, Michigan 48221-2414**

August 13, 2013

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 Mumford 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.

The AER is available for you to review electronically by visiting the following web site: <http://www.michigan.gov/eaa> and click on Annual Education Reports, or you may review a copy in our main office.

For 2012-2013, Mumford High School had no Adequate Yearly Progress (AYP) because we were in the first year of implementation. However, please note the following information for the 2012-2013 school year:

We did not test 95% of our students.

- Reading: Only 18% of All Students; 70.2% Black; 68.3% Students with Disabilities and 67.9% Economically Disadvantaged students were assessed.
- Mathematics: 0% of All Students; 70.2% Black; 68.3% Students with Disabilities and 67.9% Economically Disadvantaged students were assessed.
- We did not attain target achievement goals for all subgroups of students in mathematics.
- None of our students met the AYP State Objective in mathematics.

Mumford High School was also named a Priority School because the school's performance is in the bottom 5% of the State based on student achievement, achievement gaps and student growth over time in the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance.

Because of our students' performance we transitioned into the Education Achievement Authority (EAA), during the 2012-2013 school year. "The EAA of Michigan is a new statewide system of schools beginning in Detroit that will assume operation of the lowest five percent (5%) of the Persistently Lowest Achieving (PLA) schools as defined by the Michigan Department of Education in the state of Michigan over the next three (3) years."

Parent Involvement: As a parent/guardian, you can become involved in the successful education of your son/daughter by helping them get S.M.A.R.T. - establishing goals, which are:

- Specific - What, Why and How
- Measurable - "If you can't measure it, you can't manage it." Help your son/daughter measure their progress, stay on track and reach their target dates.
- Attainable - Help your son/daughter make the commitment to take the small steps to accomplish the goals they have set.
- Realistic - Is it "do-able?"- Help your son/daughter understand that do-able does not mean easy. It means that they are able to push themselves to acquire the skills and knowledge necessary to meet their goals.
- Timely - Help your son/daughter set a time limit. "Fixing to" or "getting ready to" - are not viable points in time. Whatever the goal may be - Graduation?

State law requires that we also report additional information:

Process for Assigning Pupils to the School: During the 2013-14 school year, Mumford, as an EAA school is an "Open Enrollment" school. 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 is provided for students who select a school outside of the boundary of their home school.

School Improvement Status

Year	School Improvement Status
2012-2013	Priority -- AYP Not Met
*Baseline data	

The EAA Adopts the Detroit Public School's Core Curriculum through a Student Centered Learning Approach and Use of a Digital Learning Platform:

Consistent with the Detroit Public Schools Academic Plan for 2013-2014, 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 five (5) pillars of student achievement:

- Talent management,
- High quality teaching and learning,
- Rigorous, transparent and continuous improvement cycle,
- Customer service approach to community and each other, and
- A secure, inclusive and dynamic culture.

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.

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 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 also a means to disseminate information to parents and community.

Detroit Public Schools Core Curriculum is currently under revision. Pacing Charts and Curriculum Guides are available with the school.

Parent Engagement

- Use the technology portal (Buzz)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.

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2011-2012	561	7.5%
2012-2013 (Corrected)	650	68%

Student Achievement Results

Aggregate Student Achievement Results and Performance Series Assessment in Reading and Mathematics for Mumford High School can be found at the school. The following reports are available:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports

Postsecondary Enrollments (Dual Enrollments): None

2011-2012: None
2012-2013: Students enrolled

College Equivalency Courses: Number and percentage of students enrolled in college equivalent courses (AP/IB)

2011-2012: None
2011-2012: None
2013-2014: 6%

Percentage of students receiving a score leading to college credit
(Scores from: ACT/SAT/AP)

2011-2012: None
2012-2013: >1%

Sincerely Submitted:



KC Wilbourn