



DETROIT PUBLIC SCHOOLS

Cooke Elementary School

Annual Education Report (AER) 2010-2011

August, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Cooke Elementary 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 the school for assistance. You may also leave a message on the AER Hot-line (313) 873.6473 or email us at aer@detroitk12.org.

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 Cooke Elementary School's office.

We are in **AYP Phase 0~Alert** for the 2010-2011 school year. We did not make Adequate Yearly Progress (AYP) because:

- ❖ We did not meet the 90% attendance rate goal.
 - Attendance Rates for All Students 88.3%; Black 88.2% and Economically Disadvantaged 87.8%.

Because our school has not made AYP for 1 year(s), it is not identified for school Improvement.

Cooke Elementary has several school improvement goals, which are designed to have a positive impact on our AYP status.

One goal for school improvement is to improve student achievement in reading. We will implement Open Court and Story Town Reading programs with our students. We will continue to use DIBLES assessments and BURST reading intervention programs. These resources provide student evaluations and teaching strategies to help struggling learners. Lower achieving students will receive individual





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and differentiated instruction in the areas of their deficit reading skills. Accelerated Reading will be used to provide practice for students. Additionally, we will use Title I resources to provide support staff for students in the positions of School Service Assistance and Education Technician.

The next goal is to improve student achievement in mathematics. Our plans are to implement the Accelerated Mathematics, Star Math and Math Facts in A Flash programs for students in grades 1-6. A math coach will coordinate the implementation of the building wide action plan to ensure that all students in grades 1-6 learn their basic facts in mathematics. New Neo lap-top computers will be used to help students practice mathematic skills and to embed the use of technology into the curriculum.

Another goal is to continue to use the smart board, white boards, multi-media projectors and document cameras as teaching tools to support our writing program. Cooke developed a School-wide Writing Plan through the use of Skillman Foundation grant funds. We will continue professional development efforts to improve the teaching of writing to help students become more proficient writers.

Our final goal is to improve student attendance. We have a social skills curriculum, which encompasses teaching social skills, anti-bulling strategies and provides incentives for good attendance. A part of this initiative is to provide incentives to students who come to school each day and demonstrate good attendance. We are also planning to embed art across the curriculum to expand opportunities for students to express their creativity while learning in all core subject areas.

Our parents have the opportunity to engage in parental involvement on multiple levels:

Of course the most basic level of involvement is to ensure that students come to school each day. It is key that parents make sure that students have a good night sleep and have nutritious meals at home. It is important for parents to understand that students should come to school on time and remain the entire day to receive six hours of instruction.

Our school offers three parent programs, which provides a structured calendar of events for parental involvement. We have a Local School Community Organization (LSCO), which meets monthly. These meetings provide an opportunity for the home and school to share information, to receive and to





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address concerns. This venue allows for parents to make recommendations and provides an avenue for parents to have input regarding school activities for students.

Next, we have a Title One Parent organization, which meets monthly. Here, parents are engaged in professional development activities to help their child(ren) be successful in school.

Additionally, we have the Parent Executive Board. This committee is a part of the School Improvement Team (SIT). Parents on this committee have the opportunity to be involved in school governance. The SIT is the engine that runs the school. Parents on this committee have an active role developing and implementing the School Improvement Plan (SIP). The SIP encompasses all facets of school activities.

Finally, the school provides a series of opportunities for parents to come to school for parental involvement. We provide four Parent Teacher Conference days each year, one for each report card marking. Parents have a chance to come to school and meet with teachers to discuss student's academic progress. We sponsor a MEAP Recognition Program, Thanks Giving Writing Festival, Physical Fitness Field Day, Career's Day, Science Fair, Writing Fair, Christmas Program, an African American History Program. We also have plans for Family Math Night, Family Science Night and Family ELA Night.

Parents are not limited to coming to school for the planned programs we provide. Our doors are always open. Parents are welcome to come to school at their convenience, to volunteer or to make appointments to come to ask questions or have their needs addressed.

A copy of the Parent Involvement Policy is available in the school's office.

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.





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During the 2010-2011 school year Open Enrollment 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
2010-2011	AYP Not Met – N/A
2009-2010	AYP Met ~ N/A

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





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*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.

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.





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*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.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Cooke Elementary 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

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2010-2011	540	65.2%
2009-2010	400	N/A

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.

- 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.





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- 3.0 For a variety of reasons, five (5) DPS schools are not included in the data collection count due to some school closures and non-return of Parent Teacher Conference Signature List Documents.
- 4.0 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least three (3) instances, the calculated percentages are in excess of 100%. In each instance, each of these three (3) schools is an elementary school with a large parent turnout at each of the four (4) 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.

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

Sincerely,

Diane Goins, Principal

