



# DETROIT PUBLIC SCHOOLS

## Murphy Elementary-Middle 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 Murphy Elementary-Middle 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](mailto:aer@detroitk12.org).

The AER is available for you to review electronically by visiting the following web site [www.detroitk12.org/AER](http://www.detroitk12.org/AER) or you may review a copy in Murphy Elementary-Middle School's office.

We are in **AYP Phase 4** 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 84.8%; Black 65%; Students with Disabilities 83.9% and Economically Disadvantaged 84.7%.
- ❖ We did not attain target achievement goals for all subgroups of students in English language arts.
  - 60% of our Students With Disabilities met the AYP State Objective in Reading.

Because our school has not made AYP for 5 year(s), we are identified for Restructuring Planning.

Murphy Elementary Middle School will improve its AYP status by implementing new initiatives for Reading and Mathematics for 2011-2012. Murphy School will offer a cycle of effective instruction that is student-centered and engaging. This cycle will consist of active instruction, on-going assessment and progress monitoring. It will focus on academic content, processes, strategies, and skills. A key element





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of effective instruction is the use of data to drive instruction and the on-going assessments. The process will involve establishing school goals, analyzing State, district and school data, prioritizing and verifying areas of concern, determining academic targets and causes related to targets, research and selected intervention (Response to Intervention, three-tiered program of intervention), implementation of intervention, monitoring of intervention, analyzing results and adjusting instruction as needed.

Parental and Family involvement is critical to the success of Murphy School. We will offer workshops for parents to promote parent engagement. Our parent education initiatives will include the following programs for parents: "Reading Reels at Home" to encourage phonics and reading skills and "Raising Readers" program to provide training for parents to support the reading program at home. Focused parent education workshops that have a school-wide or grade-level focus will be developed to increase the probability of parents attending meetings. This will help Murphy School to maximize resources by providing presentations with specific interest to fewer parents. By narrowing the scope of workshops, it is our hope that a higher percentage of parent participation will be achieved and we can focus on those who most need the information. It is anticipated that parents will leave these meetings with a clear idea of how to directly assist their children.

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 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





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boundary of their home school. Open Enrollment Initiative resources can be found on our web-site at:  
[http://detroitk12.org/resources/prospective\\_students/](http://detroitk12.org/resources/prospective_students/)

## School Improvement Status

| Year      | School Improvement Status       |
|-----------|---------------------------------|
| 2010-2011 | AYP Not Met ~ Restructuring     |
| 2009-2010 | AYP Not Met ~ Corrective Action |

## 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





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## 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 **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 guides 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 communicate 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 sessions that are practical and will result in parent support to students at home.





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## Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Murphy Elementary-Middle 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   | 759                       | 28.9%   |
| 2009-2010   | 368                       | 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.
- 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





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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,

Janet Glenn, Principal

