



Durfee Elementary-Middle School

2470 Collingwood Street
Detroit, Michigan 48206-1500

Annual Education Report (AER) Cover Letter (2011-2012)

August 13, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2011-2012 educational progress for the Durfee 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 Kenneth Jenkins, Principal at (313) 252-3070 for assistance.

The AER is available for you to review electronically by visiting the District's web site <http://detroitk12.org/aer> or the school's website <http://detroitk12.org/schools/school/430/>. You may also view a printed copy in the main office of your child's school or in the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

For 2011-2012, Durfee Elementary-Middle School did not make Adequate Yearly Progress (AYP) because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 75.5%; Black 75.4%; Students with Disabilities 73.2%; Economically Disadvantaged 75.5%.

We did not attain target achievement goals for all subgroups of students in English Language Arts.

- Only 29.8% of our All Students subgroup met the AYP State Objective in reading.



We are actively working to address our AYP issues via the following strategies:

- Continue to identify and provide remedial services for “At Risk Students” who are not meeting performance levels on standardized test.
- Providing rigorous individualized lesson that are tapered to fit the needs of each individual students to assure success for all students.
- Providing extended learning opportunities for students who are struggling in every day classroom
- Provide extended day/ after school tutorial services
- Implement Alternative Assessment Programs to progress monitor student academic achievement levels.
- To deploy Response to Intervention Teams to help determine the needs of students and assist staff with resources needed to complete daily task
- Continue to provide Professional Development for all stakeholders involved
- To implement innovative ways for Teacher Recruitment for Highly Qualified Staff
- Target deficiencies in reading and math for: Early Childhood” students in grades Pre-K-2
- Increase parent participation by providing a clear understanding of student achievement and expectations, career workshops and family planning opportunities
- Utilize all community resources available and continue to build relationships with local business.
- Provide technology and supplemental services that will help lead students to STEM Careers and College preparation.
- Continue to use Title I/31A to provide remedial services and reduce classroom to help improve student achievement
- Utilize Support Services to help improve daily attendance, social/psychological needs of our students and families
- Provide special in-house training for “Anti-Bullying” move and implementation for staff, students, and parent
- Preparedness and Professional Development for upcoming 2014”:Common Core Standards and its online assessments.



Parent Involvement

Durfee parents will be involved in the following ways:

- Decision Making Process, School Improvement Team, LSCO members, Annual Title I Meeting and Budget Allocations
- Professional Development
- Student Achievement and Curriculum
- Student Behavior Modification Program

Additionally, parents/guardians 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?! - Help your son/daughter establish the urgency to begin now – Take action. (Available online at <http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting>)

State law requires that we also report additional information.

Process for Assigning Pupils to the School

During the 2011-2012 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



Process for Assigning Pupils to the School: (Continued)

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 website at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2011-2012	Priority ~ AYP Not Met
2010-2011	AYP Not Met ~ Not identified for improvement

Detroit Public Schools' Core Curriculum:

Consistent with the Detroit Public Schools Academic Plan for 2012-2013, 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:

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

An Executive Summary of the 2012-2013 Academic Action Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary_2012.pdf

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.



Access to the Core Curriculum: (Continued)

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 on line instructional management system), Web updates and semi-annual progress reports are 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 Division of Teaching and Learning under the Leadership page of our website 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.
- ❖ 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.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Durfee Elementary-Middle School can be found on the Detroit Public Schools' webpage 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
2011-2012	338	8.5%
2010-2011 (Corrected)	111	4.0%

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 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least seven (7) instances, the calculated percentages are in excess of 100%. In each instance, each of these seven (7) schools is an elementary school or a Foundation for Early Learners School with a large parent turnout at each of the 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,

Kenneth Jenkins, Principal

