



# DETROIT PUBLIC SCHOOLS

## Carstens Elementary-Middle School

13000 Essex Avenue  
Detroit, Michigan 48215-3243

### Annual Education Report (AER) Cover Letter (2012-2013)

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012-2013 educational progress for the Carstens 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, accountability and teacher quality. If you have any questions about the AER, please contact Donna Thornton, Principal at (313) 866-5500 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer> or the school's website at <http://detroitk12.org/schools/school/056/>. You may also view a printed copy in the main office at your child's school or at the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

The State has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the State. Our school has been identified as a Priority school.

The key challenges for our school are as follows:

**We did not meet the 90% attendance rate goal.**

- The attendance rate for the All Student subgroup is 82.5%.

**We did not test 95% of our students.**

- Only 89.16% of the All Students; 89.29% of the African American; 89.86% of the Economically Disadvantaged and 67.83% of the Students with Disabilities subgroup were assessed in reading.
- Only 85.38% of the All Students; 86.05% of the African America and 86.96% of the Economically subgroups were assessed in writing.
- Only 85.30% of the All Students; 85.64% of the African American; 86.20% of the Economically Disadvantaged and 64.35% of the Students with Disabilities subgroup were assessed in mathematics.
- Only 84.83% of the All Students; 84.83% of the African American; 85.83% of the Economically Disadvantaged and 68.89% of the Students with Disabilities subgroup were assessed in science.
- Only 75.41% of the All Students; 75.41% of the African American; 74.51% of the Economically Disadvantaged and 64.35% of the Students with Disabilities subgroup were assessed in mathematics.

**We did not attain Differentiated target achievement goals for all subgroups of students in reading.**

- Only 4.35% of the Bottom 30% and 22.54% of the Students with Disabilities subgroup met the Differentiated target for reading.

**We did not attain Differentiated target achievement goals for all subgroups of students in writing.**

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for writing.

**We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.**

- Only 0.0% of the Bottom 30% and 8.70% of the Students with Disabilities subgroup met the Differentiated target for mathematics.

**We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement by implementing the following key initiatives:

Teachers collaborate within Professional Learning Communities using the Instructional Learning Cycle to obtain a variety of diagnostic results, analyze data, identify and select targeted skills to address gaps in achievement. Staff has also adopted a school-wide Response to Intervention to address authentic teaching and learning; teachers exercise “reflecting on instructional practices” to develop professional teaching habits that focus on all school data: achievement, perception, process and demographic. Teachers no longer work in self-contained classrooms but as grade level partners. Additionally, Title I funds have been set to provide additional staff in order to create small groups for a more intense, individualized educational setting. We also know that transitioning between classes can be overwhelming for our elementary students; therefore, we have begun “platooning” in first grade instead of third. Students now experience more than one teacher at an earlier age.

Carstens Elementary-Middle School has developed a partnership with WRESA. Math and ELA coaches visit the school weekly to support instruction. The Leadership Team also meets with the WRESA coaches and a School Improvement Facilitator to discuss the school’s progress and develop additional strategies.

Carstens has also contracted the services of the following programs to extend our students’ learning: Partnerships with Project Seed, InsideOut, Children’s Choir and STEM: Genius, which provides additional opportunities for students to develop as well rounded individuals.

## **Parent Involvement**

We have planned a variety of programs that invite parents to learn strategies for supporting their child’s academic success. Carstens participates in the Parent Network, which offers a great deal of training and parent workshops to support the whole family. We have increased the Volunteer Reading Corps and parent volunteers. Carstens offers “Parent Connect,” a program that allows parents to view their child’s academic grades, attendance, school activities, newsletters and calendars. Carstens has a number of community partners to support the school’s vision, goals and family needs.

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 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/](http://detroitk12.org/resources/prospective_students/)

## School Improvement Status

Year	School Improvement Status
2012-2013	Priority
2011-2012	Priority ~ AYP Not Met

## Detroit Public Schools’ Core Curriculum:

Consistent with the Detroit Public Schools 2013-2017 Strategic Plan, 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 strategic plan to:

- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service
- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. Minimize the Impacts of Change
- IX. Foster School-Based Leadership

## Specific Curriculum Actions (Continued):

- X. Celebrate and Promote Success
- XI. Ensure Fiscal Stability
- XII. Improve Attendance and Discipline

The “Neighborhood-Centered, Quality Schools,” Strategic Plan, is available online at [http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic\\_Plan\\_DRAFT-FINAL.pdf](http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.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.

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.

Parents/Guardians are offered 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 a means to disseminate achievement information to educators. Parents will have the opportunity to monitor students’ progress, including attendance, through **Parent Connect** in the Fall.

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 NWEA~MAP Reading and Mathematics reports for Carstens 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
- Michigan Accountability Scorecard Report
- Annual Education Report

## Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2012-2013	735	59.3%
2011-2012	221	15.1%

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

**Parent-Teacher Conferences (Interactions) (Continued):**

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,

Donna Thornton, Principal