



DETROIT PUBLIC SCHOOLS

Carver Elementary-Middle School

18701 Paul Street
Detroit, Michigan 48228-3868

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 Carver 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 Sabrina Evans, Principal at (313) 240-6622 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/057/>. 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 test 95% of our students.

- 90.91% of the All Students and 90.63% of the Economically Disadvantaged subgroups were assessed in social studies.

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

- Only 3.77% of the Bottom 30% 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% subgroup met the Differentiated target for mathematics.

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

- Only 5.66% of the All Students; 0.0% of the Bottom 30%; 4.08% of the African American; 4.35% of the Economically Disadvantaged subgroups met the Differentiated target for science.

We did not attain Differentiated target achievement goals for all subgroups of students in 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:

- ❖ An Instructional Focus Calendar (IFC) and
- ❖ Incorporating Instructional Learning Cycles (ILC) across grade levels to focus on common academic themes based on Common Core State Standards (CCSS).

We strive to ensure a rigorous and relevant curriculum for all students' academic success. The School Improvement Team and Carver's Parent Organization will review and update Michigan School Scorecard progress annually. Carver will implement research-based strategies to meet and maintain the schools' Michigan School Scorecard goals.

The following resources will continue to be implemented to close the achievement gap at Carver:

1. Grade Level Cluster Teacher Collaboration (lesson planning, sharing resources, ideas, team teaching, etc.)
2. Saturday Enrichment Program – Intervention and enrichment for students in grades K-8 in Math and Reading.
3. Utilizing data to drive instruction and provide individualized learning plans for students.
4. Retain teachers by providing incentives for increased student achievement, such as Teacher of the Month
5. Ongoing professional development for all staff to train the trainer is being implemented. Each teacher must attend a session in state or out of state to inform staff about the BEST practices in (e.g., Common Core, Blended Instructions, Scaffolding, etc. across grade levels and curriculum). Additionally, teachers will loop with students to maintain sustainability.

Instruction is being adjusted by having the following in place:

Prekindergarten through 2nd grade is implementing more technology in the classroom and using manipulatives and a hands-on approach to ensure rigor and increase student engagement. Monthly field trips expose and ensure real world connections in an effort to build prior knowledge for students.

Teacher Collaboration

Third through fifth grade has implemented Teaching Cluster Teams with a block schedule, and these grades rotate. Teachers are teaching to their strengths and are focusing on one or two subjects daily. For example: Teacher One teaches Math to 3rd – 5th grade, Teacher Two teaches English Language Arts (ELA) and Writing to 3rd-5th grade, Teacher Three teaches ELA and Science to 3rd-5th grade, and Teacher Four teaches ELA and Social Studies to 3rd – 4th grade. Team Teaching with the ELA Instructional Specialist and Resource Teacher takes place daily. School Service Assistants help facilitate learning in small groups, which includes instructional lunch tutoring.

Middle School Social Studies is being taught by a Nationally Recognized Teacher (2012). Our Math and Science teachers are STEM and DAPCEP certified. We have participated in the following programs or events: DAPCEP, District and school Science Fair, Tomorrow's Leader Today, STEM Day, Family Engineering Night, and Science Family Night.

Carver's curriculum and learning objectives are aligned with the Common Core State Standards. Our goal is to meet and exceed all national, district, and state curriculum goals to ensure all students reach academic achievement.

Carver's primary goal is to develop life-long learners and move toward 100% proficiency on all state and district academic standards and assessments.

We have developed an education plan to increase student achievement:

- After school tutoring
- Lunch tutoring
- SSA academic support
- Teaching cluster
- Portfolios (Individualized Learning Plans and Instructional Focus Calendars)

Carver is a Priority school, but we are actively and aggressively working to ensure that we will meet all state standards so that we are removed from the priority status list.

Parent Involvement

Carver STEM Academy believes that parents play an integral part in education. We believe that a partnership between parents, students, and the school must be implemented to achieve the educational goals set for our students. To that end, Carver is currently working to become a Parent Advisory Council on Student Achievement (PACSA) certified school. We now have an active Local School Community Organization (LSCO). Parents will be asked to participate in their child's learning by attending Parent-Teacher Conferences, assisting their child with homework, attending monthly parent meetings and workshops, and volunteering during our family curriculum nights. We welcome parents to volunteer every day to help enhance teaching and learning.

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/

School Improvement Status

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

School Description:

Please visit our website at <http://detroitk12.org/schools/school/057/> for detailed information about our school.

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
- 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

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 Carver 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	236	15.2%
2011-2012	235	14.5%

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,

Sabrina Evans, Principal