



DETROIT PUBLIC SCHOOLS

Marquette Elementary-Middle School

6145 Canyon Street
Detroit, Michigan 48236-2009

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 Marquette 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 Christopher Lockhart, Principals at (313) 414-9360 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/236/>. 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 Students subgroup is 88.2%.

We did not test 95% of our students.

- Only 92.07% of All Students; 92.45% African American; 92.86% of the Economically Disadvantaged and 87.80% of the Students with Disabilities subgroups were assessed in science.
- Only 94.85% of All Students; 94.79% African American and 94.44% 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 0.0% of the Bottom30% and 27.27% of the Students with Disabilities subgroups 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% and 6.06% of the Students with Disabilities subgroups 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%; 9.60% of the Economically Disadvantaged and 6.12% of the Students with Disabilities subgroups met the Differentiated target for mathematics.

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

- Only 3.36% of All Students; 0.0% the Bottom 30%; 3.45% of the African American; 3.76% of Economically Disadvantaged and 0.0% of the Students with Disabilities subgroups met the Differentiated target for science.

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

- Only 0.0% of the Bottom 30%; 7.63% of Economically Disadvantaged and 3.33% of the Students with Disabilities subgroups 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.

Marquette has not reached the proficiency and attendance targets, therefore, all content areas are included in the goals we have chosen. Since a majority of our students are not proficient across content and grade level, goals have been established to increase the achievement of all students. These goals also address a need to improve student behavior and attendance.

Marquette is striving to improve in the areas of curriculum and instruction, student achievement, school climate and culture, effective use of data, parental involvement, professional development, intervention techniques, and technology initiatives. One way we will change teaching and learning is through a Collaborative Governance Model that ensures all stakeholders are engaged in the process of improving academic performance at every grade level.

Teachers and community members will work together in Professional Learning Communities (PLCs) to analyze student achievement data using the process taught during professional development training sessions. Results of classroom assessments generated from Data Director, STAR Reading, STAR Math, Carnegie Math, DIBELS, BURST, TRC, NWEA-MAP, and teacher-created pretests and posttests will be used to make instructional decisions to improve the academic achievement of all students.

Teachers will use the outcomes of the data analysis to modify their classroom instruction to meet student needs while remaining aligned with the district's curriculum. Within PLCs, teachers also will identify and evaluate differentiated instruction methods and research-based best practices for the academic success of all the students.

Parent Involvement

Marquette's parents will be involved in school improvement in numerous ways. Parent participation will include:

- Participation on the School Improvement Team
- Active membership of the Local School Community Organization (LSCO) to stay updated about school progress and opportunities to become involved in the social and academic growth of students
- Membership on the Parent Advisory Council on Student Achievement (PACSA), which includes training to focus on the academic improvement of all students in the school, using data related to academic performance to make suggestions within PLCs, and building capacity in all interested adults to support the efforts of the school
- Collaborative monitoring of student progress by parents, students, and teachers

- School Messenger calls and flyers to remind parents of upcoming activities, such as monthly LSCO meetings, quarterly Parent-Teacher Conferences, workshops, district events, and monthly Gleaners food pick-up
- Receive training at district workshops, local workshops, LSCO meetings, and through information made available in the Parent Resource Room
- Collaborative development of the School Parental Involvement Policy and the Parent/Student/Staff Compact
- Helping to create a climate and culture that is conducive to student 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

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 Marquette 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	627	17.2%
2011-2012	215	5.7%

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,

Christopher Lockhart, Principal