



DETROIT PUBLIC SCHOOLS

Gompers Elementary-Middle School

14450 Burt Road
Detroit, Michigan 48223-2711

Annual Education Report (AER) Cover Letter (2013-2014)

August 15, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Gompers 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, Bobbie Posey, Principal at (313) 494-7495 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/gompers/>. 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 48202.

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:

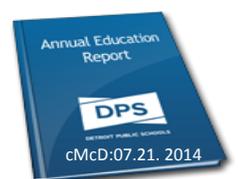
- **We did not meet the 90% attendance rate goal.**
 - The attendance rate for the All Students subgroup is 87%.
- **We did not test 95% of our students.**
 - Only 89.69% of the All Students; 90.53% of the Black and 91.46% of the Economically Disadvantaged subgroups were assessed in social studies.



- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
 - Only 17.04% of the Bottom 30% and 47.83% of the Students with Disabilities subgroups met the Differentiated target in reading.
- **We did not attain Differentiated target achievement goals for all subgroups of students in writing.**
 - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in writing.
- **We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.**
 - Only 8.21% of the Bottom 30% subgroup met the Differentiated target in mathematics.
- **We did not attain Differentiated target achievement goals for all subgroups of students in science.**
 - Only 5.37% of the All Students; 0.00% of the Bottom 30%; 4.73% of the Black and 5.30% of the Economically Disadvantaged subgroups met the Differentiated target in science.
- **We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**
 - Only 15.71% of All Students; 0.00% of the Bottom 30% ; 15.83% of the Black and 15.63% of the Economically Disadvantaged subgroups met the Differentiated target 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:

We will improve our status in Math by continuing with double Math periods; providing differentiated instruction through Accelerated Math and the Success Maker programs; through small group instruction by Title I teachers and Educational Technicians and through the use of learning centers within the classroom. We will also provide consistent academic vocabulary development through quarterly Instructional Learning Cycles; plateau the Math program in grades 5 through 8; provide in-house professional development through the Math Instructional Specialist; provide time for grade level and content area collaboration (PLC's) imbedded within the weekly schedule; encourage staff attendance at district, state and national professional development and conferences; and by continuing with after school tutorial programs.

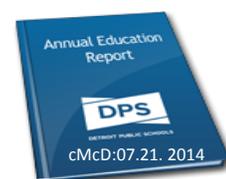


We will improve our status in Reading by providing differentiated instruction through Accelerated Reader and the Success Maker programs; through small group instruction by Title I teachers and Educational Technicians and through the use of learning centers within the classroom. We will also provide consistent academic vocabulary development through quarterly Instructional Learning Cycles; provide in-house professional development through the Reading Instructional Specialists; provide time for grade level and content area collaboration (PLC's) imbedded within the weekly schedule; encourage staff attendance at district, state and national professional development and conferences; and by continuing with after school tutorial programs.

We will improve our status in Writing by continuing to stress writing across the curriculum; using a consistent writing model, such as 6 + 1, across all grade levels; providing time for students to journal; publishing student work in writing portfolios; providing consistent academic vocabulary development through quarterly Instructional Learning Cycles; provide time for grade level and content area collaboration (PLC's) imbedded within the weekly schedule; encourage staff attendance at district, state and national professional development and conferences; and by continuing with after school tutorial programs.

We will improve our status in Science by providing a highly qualified Science teacher in grades 4 and 5 whose concentration of instruction will be Science. We will provide a Science Specialist during extended year who will work with teachers and students through hands-on experiments. We will conduct a data analysis of the MEAP Science to determine targeted areas of concentrations at each grade level. We will continue our yearly Science Fair in all grades. We will continue the Future City; "You Be the Chemist" and the DAPCEP programs in Middle School and begin a robotics program in both Upper elementary and Middle school. We will continue the World in Motion program through the GM Foundation in the 5th through 8th grades. We will also provide consistent academic vocabulary development through quarterly Instructional Learning Cycles; provide time for content area collaboration (PLC's) imbedded within the weekly schedule; encourage Science teachers to attend district, state and national professional development and conferences. We will request a Science Specialist through RESA to provide support as needed at each grade level.

We will improve our status in Social Studies by platooning the Social Studies program in grade 5 and by securing a highly qualified Social Studies teacher in the Middle School. We will also provide consistent academic vocabulary development through quarterly Instructional Learning Cycles in all grades. We will conduct a data analysis of the MEAP Social Studies to determine targeted areas of concentrations at each grade level. We will request a Social Studies Specialist through RESA to provide support as needed at each grade level. Social Studies teachers at all grade levels will be encouraged to attend district, state and national professional development and conferences.



Parent Involvement

Parents can be involved by participating in the Parent Advisory Council on Student Achievement (PACSA); by attending the annual Title I Parent meeting; attending parent teacher conferences; by monitoring homework; volunteering for school functions; and by making sure their child attends school regularly and on time. Parents may also be involved with the School Improvement Team.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

Detroit Public Schools has an “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

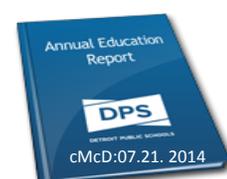
Year	School Improvement Status
2013-2014	Priority
2012-2013	Priority

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



Specific curriculum actions (Continued)

- 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

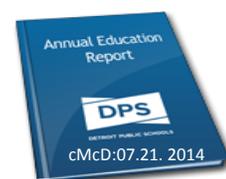
The instructional strategies and grade level expectations are aligned to the State standards and the NAEP. This represents the core curriculum, which is supported by the texts, materials, computer software and other school level resources used daily in the classrooms. All of the professional development 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

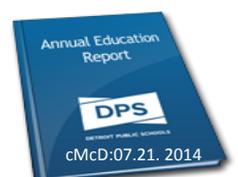
Aggregate Student Achievement Results and Detroit Public Schools Quarterly NWEA~MAP Reading and Mathematics reports for Gompers Elementary-Middle School can be found on the Detroit Public Schools' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following 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
- NWEA ~ MAP aggregate student achievement results

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	499	30.5%
2012-2013	594	37.5%

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 (PTC).



Parent-Teacher Conferences (Interactions) (Continued)

- 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 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 eight (8) instances, the calculated percentages are in excess of 100%. In each instance, each of these eight (8) schools may have experienced 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,

Bobbie Posey, Principal