



DETROIT PUBLIC SCHOOLS

Noble Elementary-Middle School

8646 Fullerton Street
Detroit, Michigan 48238-3033

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

August 15, 2014

Dear Parents and Community Members:

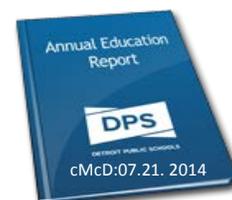
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Noble Elementary-Middle School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Angela Broaden, Principal at (313) 873-0377 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/noble/>. 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 not been given one of these labels.

The key challenges for our school are as follows:

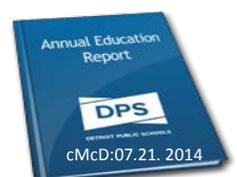
- **We did not meet the 90% attendance rate goal.**
 - The attendance rate for the All Students subgroup is 80%.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
 - Only 11.94% of the Bottom 30% subgroup met the Differentiated target in reading.



- **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 8.96% 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 0.00% of the Bottom 30% and 10.53% 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 5.08% of All Students; 0.00% of the Bottom 30%; 3.51% of the Black and 5.66% 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. When Noble Elementary-Middle School became a Priority School in 2012, the new principal and staff created a plan to systematically transform the school into the high-achieving learning center the students deserve and the parents demand. We identified student attendance, behavior, and academic achievement as challenges to overcome. We enlisted partners, including Diplomas Now, a dropout prevention program from Johns Hopkins University, and the Wayne Regional Education Service Agency to help us study our data and identify ways to quickly improve our students' learning experience. With support from the Detroit Public Schools Office of School Turnaround, we have made progress toward our goals.

With a building-wide focus on reading and writing this year, we have begun teaching Success for All reading. This research-driven program places students for instruction in cooperative groups of students with similar needs, retesting after every eight-week learning cycle. From September 2013 to June 2014, the number of students reading at or above grade level has doubled. Those students who failed to make progress will be tutored during the Extended Year by the Reading and Language Arts Center, and the strategies learned will be used by our language arts teachers in the coming school year. Our writing goal for grades K-8 was to give students opportunities to improve their writing skills and apply these in language arts, math, science and social studies. By using the 6+1 Traits and writing for a variety of purposes, students are developing important life skills which will prepare them for high school, college and careers.



During the 2014-15 school year, we will focus our enhanced literacy skills on math, science, and social studies. We have developed a tiered system of support to extend the right support to the right students at the right time. All students have additional learning time during our Extended School Year. When appropriate, students will receive individual or small group instruction with our Title I teachers, school service or special education aides, City Year mentors, Volunteer Reading Corps tutors or University of Michigan student volunteers. Our afterschool program for elementary students and our 21st Century Community Learning Center for middle school students provide remediation, homework help and enrichment opportunities several days per week. Classroom technology is used effectively PK-8 to engage students and teach communication skills. Programs such as Project Healthy Schools, the Go Green Team, and the DPS School Garden Initiative emphasize healthy lifestyles while engaging students in real world applications. The entire community is focused on helping students reach their full potential.

Parent Involvement

Noble staff has partnered with the Detroit Parent Network in a Home-School Visitation Project to enhance the home-school connection and strengthen relationships. Our Parent Advisory Committee on Student Achievement (PACSA) provides educational workshops, academically- focused family activities, and field trips to expand the knowledge base of our students and their families. Our active parent group partners with local neighborhood and faith-based organizations to enhance the school and the surrounding community. In recent years, they acquired a Safe Routes to School Grant, which improved crosswalks and curb cuts, and installed traffic control devices and speed limit signs along the school frontage to ensure the safety of students walking to school.

As a Pathways to Potential school, Noble has a dedicated Department of Human Services Success Coach in our building Monday through Friday. Besides providing resources and assistance to families, she collaborates with school staff to eliminate barriers that prevent our students from reaching their potential. As an additional resource to students and their families, our Communities in Schools Site Coordinator arranges resources and activities to promote active participation in school and to maximize students' social, emotional, physical and academic growth.

Parents are encouraged to play an active role in the education of their children at Noble. This year each student will receive a student planner in which they can record homework assignments, spelling words and important due dates. Parents can use this valuable home-school communication tool to find information about their child's class and to send messages back to school the next day. We encourage parents to have a presence in the classroom and in the school; which has been shown to have a positive impact on students' attendance, behavior and academic achievement.

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

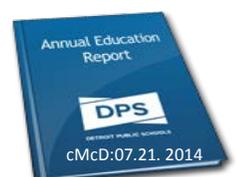
Year	School Improvement Status
2013-2014	No Status
2012-2013	No Status

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



Specific curriculum actions

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.

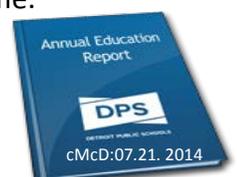
The variances from the State Plan can be found in the grade level expectations, which are also aligned to the higher standards of NAEP.

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 Noble 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	374	13.7%
2012-2013	194	9.1%

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 (PTC).

- 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,

Angela Broaden, Principal

