



DETROIT PUBLIC SCHOOLS

Mackenzie Elementary-Middle School

10147 West Chicago
Detroit, Michigan 48204

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 Mackenzie 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 Tracy Carpenter, Principal at (313) 416-6400 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/126/>. 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, and 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 not been given one of these labels.

The key challenges for our school are as follows:

We did not test 95% of our students.

- Only 93.02% of the Students with Disabilities subgroup was assessed in reading.
- Only 91.47% of the Students with Disabilities subgroup was assessed in mathematics.

We did not test 95% of our students. (Continued)

- Only 80.56% of the Students with Disabilities subgroup was assessed in science.
- Only 88.52% of the All Students; 88.52% of the African American and 91.43% of the Economically Disadvantaged subgroups were assessed in social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement.

In the fall of 2012, Mackenzie Pre K-8 opened its doors for the first time and with our brought the introduction of our School-wide Reading Program “Success for All (SFA).” We will continue to implement The SFA Reading Program for its 2nd school year. The following strategies are components of the SFA Reading Program: Cooperative Learning, Progress Monitoring and Differentiated Instruction. Research has proven that all three strategies can increase the quality and the quantity of student achievement. Students will be placed in reading groups that are on reading grade levels. Progress Monitoring will take place every 8 weeks for all students for regrouping. Differentiated Instruction- Direct One on One Instruction will be offered to those struggling students who are furthest away from State’s proficiency targets.

Writing strategies such as 6 + 1 Traits of writing will be used to monitor students writing achievements. Additionally, a series of Professional Development workshops and trainings have been scheduled for our staff and parents in order to maximize the full educational experiences for our students.

We will use. Alternative Assessment Programs such as Star Math and Accelerated Math to drive instruction in the classroom. Math Facts in a Flash will be implemented to Progress Monitor and Differentiate Instruction. Direct One on One instruction will be offered to those students who are furthest away for State’s target. In addition, teacher and parent workshop training will take place throughout the school year, STEAM projects and activities will be implemented, and field trip experiences will be added to help draw connections between classroom activities and real-life experiences.

Mackenzie will be implementing daily STEAM (Science, Technology, Engineering, Arts, and Math) Activities into the classroom under project based learning classes. In addition to project based learning, field trip experiences and a variety of hand on activities will be used to enhance student achievement. Differentiated Instruction- Direct One on One Instruction will be offered to those struggling students who are furthest away from State’s proficiency targets.

Title I Teachers, SSA's, and Paraprofessional along with support staff such as Counselor, Social Workers, School Nurse, and Psychologist will work collaboratively to provide services for those struggling students who are furthest away from State's proficiency targets.

Parent Involvement

Mackenzie parents can be involved by helping maintaining our Adequate Yearly Progress by;

- Honoring the Parent/Teacher/Student Compact Agreement to work together to help give their child the best possible education.
- Parents can continue attend our Annual Title I meeting to find out what school services are available to their child. In addition attend, LSCO monthly meeting and any Parent Workshop training.
- Parents must send their child to school on time and ready to learn every day.
- Utilize Parent Resources and Technology Centers located on school grounds
- Effective use of Parent Connect and Learning Village to monitor student progress and familiarize themselves with curriculum
- Communicate effectively with teachers and support staff
- Ask questions regarding the development of their child

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	No Status
2011-2012	New School

School Description:

Please visit our website at <http://detroitk12.org/schools/school/126/> for more 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 Mackenzie 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	664	17.8%
2011-2012	New school	N/A

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,

Tracy Carpenter, Principal