



DETROIT PUBLIC SCHOOLS

Hutchinson Elementary-Middle School

2600 Garland

Detroit, Michigan 48214-4037

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 Hutchinson 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 Stanley Johnson, Principal at (313) 866-4169 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/174/>. 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 not been given one of these labels.

The key challenges for our school are as follows:

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

- Only 3.06% 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 3.45% of the All Students; 0.0% of the Bottom 30%; 3.49% of the African American and 1.28% 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.

- Only 0.0% of the Bottom 30% subgroup 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. Principal Johnson and staff have a three and two tier model that is designed for Hutchinson to maintain and increase student growth. Tier 1: Strategies for all students: Differentiated Instruction Tier II: Intervention Strategies: Accelerated Reading/ Small group instruction with an instructional specialists or Para-professional. Tier III: Intervention Strategies: After-school tutoring and Summer Learning Academy.

Strategies that will be used to increase the core subject in Writing are: Tier 1: Strategies for all students Differentiated Instructions and PLC's, Tier II: Writer's Workshop, Writing Across the Curriculum. Mathematics: Tier I: Strategies for all students: Differentiated Instruction, Direct Instruction, Teaching with manipulatives, teaching using abstract and concrete and Problem Solving Skills. Tier II: Intervention Strategies: Accelerated Math/ Small group instruction with an instructional specialist or a para-professional. Tier III: Intervention Strategy: After -school tutoring and Summer Learning Academy. Social Studies: Tier I – Strategies for all students: Differentiated Instruction, Involving Real- World Context,

Assistance from Visual- Aid, and Technology. Tier II- Intervention Strategies: After school tutoring,

Science: Tier I Strategies for all students: Differentiated Instruction, Intervention Strategies: Small Group instruction with an instructional specialist or paraprofessional.

Hutchinson School will continue to create an inviting school environment that communicates our philosophy, goals, and values that all students will learn. We believe that our students best succeed with the collaborative support of our teachers, administration, parents and our community. All staff utilizes data driven and research based strategies to enable our students to be independent, responsible, lifelong learners. Hutchinson has set high expectations and standards for the academic and social development of all students. Together, with our parents, Hutchinson continues to build and develop a partnership that will help our children achieve the state's high academic standards. Our students will grow to become educated and productive members of our society as well as tomorrow's leaders.

Parent Involvement

Hutchinson School has created strategies to increase parental involvement through our monthly LSCO meetings, Student of the Month Awards, Student Achievement/Principal Awards quarterly, and quarterly Parent/Teacher Conferences. Hutchinson will coordinate and integrate parental involvement programs and activities to ensure continued success for all stakeholders. Hutchinson ensures that parent involvement activities are accessible to all parents, including parents with disabilities and parents with limited English proficiency. Regular monthly parent meetings have professional educators presenting teaching methods to incorporate with daily student lessons for parental assistance at home. Parental feedback from the above-mentioned activities is utilized and reflected in the design of Hutchinson's School-wide Plan.

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.

Process for Assigning Pupils to the School (Continued)

“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	No AYP ~ 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 Hutchinson 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	228	9.7%
2011-2012	613	26.7%

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

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,

Stanley Johnson, Principal