

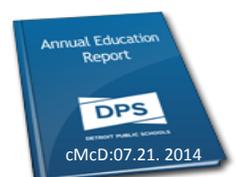


- Only 92.42% of the Students with Disabilities subgroup was assessed in mathematics.
- Only 94.31% of the All Students; 94.26% of the Black and 74.36% of the Students with Disabilities subgroups were assessed in science.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
  - Only 9.74% of the Bottom 30% and 22.52% 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% and 8.33% of the Students with Disabilities subgroups met the Differentiated target in writing.
- **We did not attain Differentiated target achievement goals for all subgroups of students in science.**
  - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in science.
- **We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**
  - Only 0.00% of the Bottom 30% subgroup 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 key initiatives.

After a careful data analysis of student achievement for the school year 2013-2014, results showed a need to increase student achievement levels in all content areas. Our primary focus will be on increasing student achievement in reading and math for all students.

Moving forward, Mackenzie School will improve our Michigan School Scorecard status by continuing to implement, with fidelity, our School-wide Reform Reading Program “Success for All” and provide tutorial services for those students who are reading below grade level. In math, Mackenzie School will continue to utilize several District assessment tools such as Star Math, MAP, and District Assessment Pre-Post Test along with teacher assessment to raise overall student achievement levels in math for all students. In addition, Mackenzie staff will be involved in Professional Development activities that enhance the way we deliver quality instruction in the classroom such as the “Gradual Release of Responsibility” (GRR) in all content areas for all students, “Differentiating Through Small Group Instruction” for students who are struggling in the classroom, and “Increased Instructional Time” in school and After School Tutoring, for students who are furthest away from State Proficiency Targets. Since Mackenzie School did not meet the State average daily attendance target of 90% in 2012-2013 and 2013-2014 school year, Mackenzie School will continue to utilize several attendance



strategies and staff members to progress monitor our average daily attendance in an effort to meet our State attendance goal, annually. Most of all, Mackenzie school will continue to work collaboratively with our District on improving the quality of customer service that we render to our parents and the surrounding community in order to build mutual, long lasting relationships among all stakeholders involved.

## **Parent Involvement**

Parents can be involved in helping maintaining our Adequately Yearly Progress by:

- Honoring the Parent/Teacher/Student Compact Agreement to work together to help give their child the best possible education.
- Continue to attend our Annual Title I meeting to find out what services are available to them and their child. In addition, Parents can attend our Monthly PASCA Meetings and Parent Workshops
- Parents must send their child to school on time and ready to learn.
- Utilize Parent Resources and Technology Centers located on school grounds in an effort to promote Digital Literacy.
- Effectively use Parent Connect and Learning Village to monitor student progress and familiarize themselves with the 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**

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/](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:

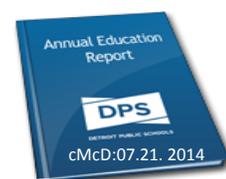
- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service
- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. Minimize the Impacts of Change
- IX. Foster School-Based Leadership
- X. Celebrate and Promote Success
- XI. Ensure Fiscal Stability
- 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](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.

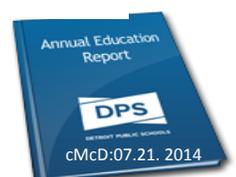
## Parent Engagement

- ❖ 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
- NWEA ~ MAP aggregate student achievement results



## Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	699	18.6%
2012-2013	664	17.8%

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,

Tracy Carpenter, Principal