

Judge Steven Rhodes,  
Transition Manager

Alycia Meriweather,  
Interim Superintendent

Nekeya Irby, Interim Senior  
Executive Director, of the Office  
of Curriculum, Instruction and  
Accountability

Leenet Campbell-Williams  
Network 1 (Priority Schools)

Dr. Sherrell Hobbs  
Network 2 (Turnaround Schools)

Brenda Belcher  
Network 3 (High Schools)

Todd Losie  
Network 4 (East)

Shawn Hill  
Network 5 (West)

Rebeca Luna  
Network 6 (Southwest)



## Gardner Elementary School

6528 Mansfield Street  
Detroit, Michigan 48228-5209

### 2014-2015 School Annual Education Report (AER) Cover Letter

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Gardner Elementary 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 Karen Doneghy, Principal, at (313) 581-4615 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer>, the school's website at <http://detroitk12.org/schools/gardner/> or the MiSchool Data website at <https://goo.gl/YHtm6j>. You may review a copy in the main office at your child's school or in the Office of Parent and Community Engagement, Fisher Building, 12th Floor, 3011 W. Grand Boulevard, Detroit, Michigan 48202.

Due to the Michigan Department of Education's transition to the Michigan Student Test of Educational Progress (M-STEP), Accountability data for the 2014-2015 school year does not include school/district-level proficiency targets or final accountability outcomes. This information will resume being a part of the Annual Education Report starting with 2015-2016 data. Graduation, Attendance and Participation Rates are included as a part of the Annual Education Report for the 2014-2015 school year.

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 83.99%.

Teachers and other staff members at Gardner Elementary will work collaboratively to ensure the successful delivery of curriculum in all five core academic areas. We will do this by attending and implementing professional development relevant to core academic areas, creating and maintaining ongoing formative and summative assessments, working together as a team to ensure the success of each student in our school, communicating with parents and the community effectively and accurately and by working to continuously improve upon the skills of our educators so as to pass that knowledge on to students and their families.

We are actively working to address our attendance challenges, accelerate student achievement and close persistent gaps in achievement. Staff will continue to encourage daily attendance of students by making them aware of the importance of regular attendance and through various incentive programs for attendance.

Improving student attendance and truancy prevention is a priority for our school. In the document entitled “Every Student, Every Day Community Toolkit to Address and Eliminate Chronic Absenteeism (USDOE, 2015), it is noted that students who are not in school cannot learn and frequently drop out. Truant students often engage in high-risk behaviors that may lead them to encounters with the juvenile justice system. We will work with students, parents, the community, business partners and stakeholders to improve student attendance.

Per the United States Department of Education, “a student is chronically absent if he or she misses as few as **two days** of school a month.” That is eighteen absences for the school year.

The following strategies are taken from Every Student, Every Day Community Toolkit to Address and Eliminate Chronic Absenteeism ~ Take Action to Help Eliminate Chronic Absenteeism.”

**Parents and Families can help improve student attendance by:**

- Making getting to school on time everyday a high priority in your family.
- Talking with your child(ren) about the important of school attendance from an early age and the negative effects of too many absences.
- Creating a safe space for your child to share what’s keeping them from participating in school on a regular basis, when necessary.

### **Parents and Families can help improve student attendance by: (Continued)**

- Having a back-up plan for getting your child to school when there are difficulties with transportation, family illness, or other challenges.
- Scheduling doctor and other appointments for after-school hours whenever possible.
- Monitoring students' school attendance to make sure your child is in class every day.
- Contacting your child(ren)'s school to discuss supports and services that can help your child maintain regular school attendance.

### **Students:**

- Help your friends and classmates understand what chronic absenteeism is— missing more than 10 percent (18 days) of school days in a year.
- Attend school every day, encourage your friends to attend school every day and remind them that every absence from school matters.
- Talk with your school principal and teachers about the kind of support that you and/or students in your school need in order to attend school and be successful at school every day.
- Be active in your community to support projects to help eliminate chronic absenteeism and support other young people in schools.

### **Parent Involvement**

Parents can be involved by ensuring their children are in school, daily, on time and prepared to learn. They can also assist by taking an active role in the education of their children by monitoring back-packs and folders that come home for communications from the school and teachers, ensuring homework is completed each night and by reading to students on a regular basis. Attending Parent Conferences is a vitally important way for parents to become and remain involved. Parents can also join the PARENT ADVISORY COUNCIL ON STUDENT ACHIEVEMENT (PACSA) organization located within their children's school.

State law requires that we also report additional information.

## **Process for Assigning Pupils to the School**

### **Open Enrollment Initiative**

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/)

### **Application Schools**

Detroit Public Schools has twenty-two (22) schools that require an application for enrollment. Families can apply during the application process window. Applications are open to families of current Detroit Public Schools students as well as those newly enrolling or attending school elsewhere. The District uses one application for its Application Schools. Please note requirements on the application for submission of report cards, test data, transcripts, essay and Grade Point Average information. Schools also may have other individual entry requirements. Be prepared to provide behavior reports.

### **Examination High Schools**

During the Examination High Schools application window, all 8th grade students attending public and non-public schools are eligible to apply for admission to the 9th grade at Cass Technical High School, Renaissance High School and Martin Luther King, Jr. Senior High School’s Mathematics, Science and Applied Technology (MSAT) and Center for International Studies and Commerce programs. Residency is not required. During the beginning of the school year, students must complete and submit an application to take the placement examination.

An application is available at:

- All Detroit Public Libraries
- All Detroit Public School’s Middle Schools
- Detroit Public Schools Parent Resource Centers
- Detroit Public Schools Research and Assessment Office located in the Support Services Complex Building A - 1425 East Warren Avenue

## Examination High Schools (Continued)

Students must submit an application to be eligible to take the examination. Completed applications and all required documents must be submitted to the student's current school or the Detroit Public Schools' Office of Research and Assessment. Detroit Public Schools' students who submit an application will test at their middle school. Non-Detroit Public Schools' students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

## School Improvement Status

Year	School Improvement Status
2014-2015	N/A
2013-2014	Priority

We will continue to work towards meeting our School Improvement Plan goals in reading, writing, mathematics, science and social studies. Research-based strategies, comprehensive data analyses and data driven decision-making drives our school improvement efforts.

## 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 Michigan Department of Education standards (science and social studies) and Common Core State Standards (mathematics and English language arts). This represents the core curriculum for Detroit Public Schools 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 and/or standards. The implementation is a process delineated in the District Academic Plan:

([http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary\\_2012.pdf](http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary_2012.pdf)). 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 public may access the core curriculum via our public website [www.detroitk12.org](http://www.detroitk12.org) and then click on the link to the individual academic offices.

Parents/Guardians are offered classes through Parent University to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Parent Resource Centers are a valuable resource that allow parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. The Detroit Public Schools Hub, Web up-dates and semi-annual progress reports are a means to disseminate achievement information to educators.

## Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly NWEA~MAP Reading and Mathematics reports for our school can be found in the Resources section of our school's website at <http://detroitk12.org/schools/gardner/>. The following reports are available on the Detroit Public Schools' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/> :

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- NWEA~MAP aggregate student achievement results
- [Michigan Accountability Scorecard Report](https://goo.gl/GmqXJ4) at (<https://goo.gl/GmqXJ4>)
- [Annual Education Report](http://detroitk12.org/aer) at ([detroitk12.org/aer](http://detroitk12.org/aer))

## Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2014-2015	152	27.8%
2013-2014	275	42.2%

The Detroit Public Schools' Office of Research and Assessment 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 (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 Some Detroit Public Schools - schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least two (2) instances, the calculated percentages are in excess of 100%. In each instance, each of these two (2) 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.

Our staff wishes to encourage our students, parents, community and stakeholders to continue to have faith in our commitment to meet the educational needs of our students. Our resolve is firm; we will meet the challenge of "creating a successful future" for our students.

Sincerely,

Karen Doneghy, Principal