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## Durfee Elementary-Middle School

2470 Collingwood Street  
Detroit, Michigan 48206-1500

### 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 Durfee 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 Ricardo Martin, Principal, at (313) 252-3070 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/durfee/> or the MiSchool Data website at <https://goo.gl/sFBI5g>. 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 81.34%.

**We did not test 95% of our students.**

- ❖ Only 79.11% of the All Students; 78.87% of the Black; 79.01% of the Economically Disadvantaged and 65.96% of the Students with Disabilities subgroups were assessed in English Language Arts.
- ❖ Only 80.78% of the All Students; 80.56% of the Black; 80.25% of the Economically Disadvantaged and 75.53% of the Students with Disabilities subgroups were assessed in mathematics.
- ❖ Only 62.93% of the All Students; 62.93% of the Black and 62.14% of the Economically Disadvantaged subgroups were assessed in science.
- ❖ Only 78.46% of the All Students; 78.13% of the Black; 79.31% of the Economically Disadvantaged and 57.14% of the Students with Disabilities subgroups were assessed in social studies.

We are working to meet our challenges with assessment participation and student 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. Behavior and attendance incentives programs will be implemented, monitored and evaluated.

Per the United States Department of Education, “A student is chronically absent if he or she misses as few as **two (2) days** of school a month.” That is eighteen (18) 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, every day a high priority in your family.
- Talking with your child(ren) about the importance of school attendance from an early age and the negative effects of too many absences.

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

- Creating a safe space for your child to share what's keeping them from participating in school on a regular basis, when necessary.
- 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 school.

## **Parent Involvement**

Parents will be involved in improving and maintaining Accountability status for all core academic areas through participation in our parent organization PACSA (Parent Advisory Council on Student Achievement) whereby parents are offered training and workshops on managing behavior, improving study habits and encouraging family reading time. As a part of PACSA's Read to Children Day parents volunteer reading to children in the classroom. Students have the option of choosing at least two books that they would like read to them for their enjoyment. Also, parents are invited to participate in our PLC's (Professional Learning Communities) stakeholder's meetings where parents provide feedback through perception surveys about our school, staff, parents and students. Parents are continuously involved with the Attendance Officer to ensure students are regularly attending school and are on time. The parents at Durfee volunteer in the classroom, during lunchtime as well as chaperone on planned field trips.

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

## **Specific curriculum actions are based on the District’s strategic plan to: (Continued)**

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/durfee/>. 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	209	8.2%
2013-2014	208	7.7%

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 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,

Ricardo Martin, Principal