

Wilkins Elementary-Middle School

12400 Nashville Street
Detroit, Michigan 48205-3848

Annual Education Report (AER) Cover Letter (2011-2012)

August 13, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2011-2012 educational progress for the Wilkins 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, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Yvonne Stokes, Principal at (313) 852-8600 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 <http://detroitk12.org/schools/school/378/>. You may also view a printed copy in the main office of your child's school or in the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

For 2011-2012, Wilkins Elementary-Middle School did not make Adequate Yearly Progress (AYP) because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 80%; Black 80% and Economically Disadvantaged 80%.

Wilkins Elementary-Middle School was also named a Priority School because the school's performance is in the bottom 5% of the State based on student achievement, achievement gaps and student growth over time in the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance. We are working actively to address the school issue by implementing research-based strategies that address our attendance issues. Our strategies for students will include:

- ❖ The Development of a strong school-site attendance policy that is known and understood by all stakeholders.
- ❖ Early intervention procedures to concentrate in the beginning stages of poor attendance.
- ❖ Interventions that target specific forms of attendance issues such as, truancy and suspensions.
- ❖ Personalizing relationships with students to develop a strong school connection.
- ❖ Targeting bullying and harassing behaviors that discourage student attendance.
- ❖ In-school incentives such as talent shows, school clubs and sports to make school a fun and engaging place to be.

Parent Involvement

Parents can be involved in this process by being aware that they are the most powerful advocate in the success of their student by being sure that they attend school daily. Poor attendance predicts school dropout, but students with good attendance, score higher on achievement tests. When parents partner with schools, the results have a lasting impact. Our research-based strategies for parents will to be:

1. Connecting parents with a school our school Social Worker and Attendance Agent to address attendance issues.
2. Improving and expanding communication techniques to endear families.

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
2011-2012	Priority ~ AYP Not Met
2010-2011	AYP Not Met ~ School Improvement (SES)

Detroit Public Schools' Core Curriculum:

Consistent with the Detroit Public Schools Academic Plan for 2012-2013, 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 five (5) pillars of student achievement:

- I. Talent management,
- II. High quality teaching and learning,
- III. Rigorous, transparent and continuous improvement cycle,
- IV. Customer service approach to community and each other, and
- V. A secure, inclusive and dynamic culture.

An Executive Summary of the 2012-2013 Academic Action Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary_2012.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.



Access to the Core Curriculum (Continued):

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.

A Summer Parent University is offered with 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 also a means to disseminate information to parents and community.

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 Benchmark Assessment in Reading and Mathematics for Wilkins Elementary-Middle School can be found on the Detroit Public Schools' webpage 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
- Annual Education Report



Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2011-2012	140	10.3%
2010-2011 (Corrected)	332	20.9%

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 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,

Yvonne Stokes, Principal

