

KURZMAN ADMINISTRATION SERVICES

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**Grayson Elementary School
2015-2016 Annual Education Report**

March 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for the David Grayson Elementary. 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 Lynn Bigelman, Principal, for assistance.

The AER is available for you to review electronically by visiting the following link <https://www.mischooldata.org/NewAer2/CombinedReport2.aspx> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Grayson has not been given one of these labels. We are not a Reward, Focus, or Priority School. At Grayson Elementary School, we are continuously working on best practices to improve student achievement. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to their elementary, middle and high school buildings based upon established geographical boundaries at each level. Students from outside of

the district are admitted through a School of Choice process in Kindergarten and are placed buildings based upon space available.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Grayson Elementary will continue to focus on the following school improvement goals:

Reading Goal: All students will improve reading proficiency as measured by the DRA and the NWEA assessments

Writing Goal: All students will improve writing proficiency.

Math Goal: Students will improve proficiency in mathematics as measured by common assessments and the NWEA assessments.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Kingsley Montgomery School (KMS), formerly known as Montgomery Developmental Training Center, is a segregated special education facility that provides support for severe cognitive impaired (SCI), severe multiply impaired (SXI), post-secondary cognitive impaired (MoCI), and severe emotionally impaired (SEI) students. Kingsley Montgomery School has been providing special education services since January 1979, starting with SXI and SCI students. Students and staff from the Waterford Training Institute merged with Montgomery Developmental Training Center in the 1997-98 school year and the center was renamed Kingsley Montgomery School. Kingsley Montgomery School currently provides center-based support for SXI and SCI students who are 3 to 26 years of age. KMS currently has three SXI classrooms located in three general education buildings. These classrooms are located at Grayson Elementary, Mason Middle, and Mott High Schools. At KMS there are two SCI and four SXI classrooms, along with seven SEI classrooms.

Children's Village School is a North Central Association accredited facility owned by Oakland County and operated by the Waterford School District. The school serves children in grades K-12 who have been adjudicated via the Probate Court for delinquency, neglect, truancy at home/school, or incorrigibility at home/school. These students come from all 28 school districts in Oakland County, other counties within the State of Michigan and also some out-of-State students.

The core curriculum can be assessed through the district website at www.waterford.k12.mi.us/curriculum/contact.htm. It was implemented in alignment with the State of Michigan which has a comprehensive curriculum for all grade levels. There are no variances from the state's model.

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THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

		Reading	Math	Social Studies	Writing	Science
3rd Grade				N/A	N/A	N/A
	2014-15	70%	59%	N/A	N/A	N/A
	2015-16	61%	55%	N/A		
4th Grade						
	2014-15	42%	37%			7%
	2015-16	41%	38%			7%
5th Grade						
	2014-15	54%	30%	14%	N/A	42.5%
	2015-16	43%	27%	14%		31%

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES FOR THE PAST TWO YEARS:

Grayson Elementary School holds [Student-Led Conferences](#) each year. Teachers, students, and parents come together at a set time to confer on both academic and individual personal goals and achievements. In November, we set a goal to have 100% participation from all stakeholders. We came close to meeting our goal with having 99% participation. This was an increase from the previous year, where we had 98% participation. Our priority is to have all parents involved in parent-student-teacher conferences.

Grayson Elementary School is proud to be recognized as a *Leader in Me* School and was awarded *Lighthouse* status, highest recognition from Franklin Covey. Grayson was the fifth recognized Lighthouse School in the state of Michigan. As a Lighthouse School, we shine the light for other parents and educators as they visit our school, speak with our teachers, and learn from our students. Last year alone, we had over 150 guests come to our school. Our students thrive in a culture built on trust, high standards, and recognizing the whole child. As a staff, we take great pride in empowering and inspiring our students to be the best that they can be in both their personal and academic lives. We hold high standards for creating an environment that excels in student achievement. The 2015-2016 was truly a great year for our students and staff!

Sincerely,

Mrs. Lynn Bigelman
Principal