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Houghton Elementary School Annual Education Report

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Douglass Houghton 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 Principal Valerie Grimes for assistance.

The AER is available for you to review electronically by visiting the following web site: [Houghton Elementary Parent Dashboard](#), or you may review a copy in our main office at your child's school.

The Michigan Department of Education has revised their school designation system. A school can receive no designation, or it can receive one of the three designations described below.

Comprehensive Support and Improvement (CSI)	Targeted Support and Improvement (TSI)	Additional Targeted Support (ATS)
<ul style="list-style-type: none"> • Lowest performing schools (Schools with an overall index value in the bottom 5%) • High schools with graduation rates at or below 67% • Additional Targeted Support Schools not exiting that status within 3 years 	<ul style="list-style-type: none"> • Schools with 1-2 student subgroups* performing at the level of a CSI School 	<ul style="list-style-type: none"> • Schools with 3 or more student subgroups* performing at the level of a CSI school

For the results from the 2016-17 school year, our school has not received a designation.

Our district initiatives in Guided Reading, writing and math have improved teacher practice. Staff are closely following high quality district units of study in all content areas that help students think more deeply and achieve at greater heights. All staff have implemented learning targets in every content area to ensure that clarity is strong in every lesson, every day. Each week our staff also collaborates with teammates to analyze achievement data, adjust instruction and ensure learning for all. Despite the 55% of students qualifying for free or reduced lunch, all of these quality instructional pieces and district initiatives are helping move our student achievement forward.

In the Waterford School District, students are assigned to a school based on their home residence. Parents who wish to have their child(ren) attend a school other than their home school can request that option through our school selection process. Children’s Village School services children who have been adjudicated there through the court system. Students are assigned to Kingsley Montgomery School from around the county through an Individual Educational Plan process.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Houghton Elementary has a School Improvement Plan focusing on reading, writing and math improvement for all students. Our plans are regularly monitored through analysis of achievement data using administration of an individual reading assessment, NWEA Testing and regular classroom assessments. Staff use these assessments to make adjustments instructionally on a weekly, monthly or quarterly basis. District and building professional development are focused on improving student achievement in these three content areas.

Kingsley Montgomery School (KMS), is a special education facility that provides support for severe cognitive impaired (SCI), severe multiply impaired (SXI) and severe emotionally impaired (SEI) students. Kingsley Montgomery School currently provides center-based support for SXI and SCI students who are 3 to 18 years of age.

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 for all of our schools can be assessed through the district website at <http://www.waterford.k12.mi.us/pages/50989/curriculum>. It is 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.

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:
MEAP & M-Step results for Houghton Elementary**

Percent Proficient	Houghton ELA	Houghton Math	Houghton Science	Houghton Social Studies
3 rd 2017 M-Step	46%	42%		
3 rd 2016 M-Step	19%	12%		
3 rd 2015 M-Step	40%	23%		
4 th 2017 M-Step	47%	35%	2%	
4 th 2016 M-Step	43%	43%	6%	
4 th 2015 M-Step	31%	22%	4%	
5 th 2017 M-Step	64%	58%		30%
5 th 2016 M-Step	49%	43%		23%
5 th 2015 M-Step	54%	34%		14%

1. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

- a. Teachers conferred with parents representing 95% of our students at Houghton Elementary one or more times during the 2016-17 and 2015-2016 school years.

We are proud of the efforts and accomplishments of our staff and students yet realize that we still have areas of improvement. As we proceed, we know that our strategic focus on each improvement goal will help us meet the needs of every student. Our school-wide and grade level goals are focused in the core areas and we will make every effort to ensure the learning of all our students.

Sincerely,

Valerie Grimes, Principal
Houghton Elementary School