



KURZMAN ADMINISTRATION SERVICES

CRARY CAMPUS

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Haviland Elementary School Annual Education Report

April 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Haviland 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 Michelle Sullivan, Principal at Haviland Elementary School for assistance.

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

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels based on our 2017-2018 results. Haviland Elementary School continues to refine our practices to meet the needs of all our students. Our district Guided Reading Initiative, Gradual Release Model, Non-Fiction Writing Initiative and Learning Target Theory of Action have contributed to an aligned approach with research based practices supported by professional development opportunities. Our building leadership team has formulated comprehensive, yearlong improvement plans designed to close achievement gaps. In addition, our staff engages in weekly PLC meetings to analyze data and plan instructional next steps both for intervention and enrichment opportunities. 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:

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:

The District received accreditation through the State of Michigan starting in the 2016-2017 school year.

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

Reading Goal: All students will become proficient readers. 75% of all students will increase student growth as measured by the NWEA.

Writing Goal: All students will become proficient writers. 75% of students will increase student growth as measured by language usage on NWEA.

Math Goal: All students will become proficient in mathematics. 75% of student will increase student growth as measured by the NWEA.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

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.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL:

The core curriculum for all of our schools can be assessed through the district website at <http://www.waterford.k12.mi.us/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:

**Michigan Educational Assessment Program (MEAP and M-STEP)
5 Year Haviland School comparison**

		Reading	Math	Writing	Science	Social Studies
3 rd Grade	2014	53%	32%	N/A	N/A	N/A
M-Step	2015	57%	60%	N/A	N/A	N/A
M-Step	2016	53%	58%	N/A	N/A	N/A
M-Step	2017	35%	45%	N/A	N/A	N/A

M-Step	2018	35%	30%	N/A	N/A	N/A
4 th Grade	2014	76%	38%	68%	N/A	N/A
M-Step	2015	48%	26%	69%	N/A	N/A
M-Step	2016	54%	75%	N/A	8%	N/A
M-Step	2017	54%	59%	N/A	13%	N/A
M-Step	2018	50%	39%	N/A	N/A	N/A
5 th Grade	2014	98%	60%	N/A	27%	N/A
M-Step	2015	51%	28%	N/A	N/A	15%
M-Step	2016	45%	20%	N/A	N/A	5%
M-Step	2017	45%	34%	N/A	N/A	22%
M-Step	2018	42%	32%	N/A	N/A	17%

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

Haviland Elementary School holds parent teacher conferences every year. Students play a role in sharing their student data binders with parents and discuss academic and personal goals. We strive to have 100% participation from all stakeholders. For the 2013-2014 school year we had 98% participation, 96% participation for the 2014-2015 school year, 98% for the 2015-2016 school year, followed by 96% for the 2016-2017 and 2017-2018 school years.

Haviland Elementary School strives to empower, educate, and empower our students for their future in all academic and personal endeavors. We hold high standards for our students and strive to improve student achievement across all curricular areas. Our staff is committed to working collaboratively in professional learning communities to improve instructional practices.

Sincerely,

Michelle Sullivan, Principal
Haviland Elementary School
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