



March 8, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Washington 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 Mark Short for assistance.

The AER is available for you to review electronically by visiting the following web site www.charlottenet.org or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30 percent of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5 percent of all schools in the state.

For 2015-2016 Washington Elementary ranked 66th percentile on the Michigan Top to Bottom ranking. We also received a rating of Lime on the state scale. This rating is a result of meeting our proficiency targets for all students, but missing the targets for the students scoring in the bottom 30 % of our school. Washington Elementary has been identified as a Focus School, because the school has a large gap between the top 30 percent of the highest achieving students and the bottom 30 percent of lowest achieving students across the subjects of Mathematics. Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance. By maximizing our resources provided by both local and federal Title 1 funding, we are actively working to address the school issues as outlined below:

- Using assessment data to guide classroom instruction: Washington students will be assessed throughout the school year to provide staff members with assessment data to aid in instructional decision making in Reading, Mathematics, and Writing.
- Collaborating in Professional Learning Communities: Washington staff met weekly to discuss assessment data and to make informed instructional decisions based on student data.
- In 2015-2016 Grades K-3rd used the common core aligned version of the Go Math curricular resource.

Principal: Mark Short

517-541-5170

shortm@charlottenet.org



- Data Specialist were hired in both English Language Arts and Mathematics to lead and coach data driven decision making and Instructional Best Practices.
- Institutionalizing the Wonders English Language Arts program with fidelity, to support students in Reading fluency, accuracy, and comprehension. In 2015-2016, a K-3 Writing Advisory Group will be established to develop and convey writing prompts and scoring rubrics.
- Implement intervention blocks in Mathematics to meet the needs of the students at their ability level to ensure student achievement.
- Actively engaging students in explicit instruction at their instructional reading level through leveled guided reading/strategy groups.
- Actively engaging staff members in monthly professional development opportunities that support our School Improvement Goals.

The current challenges of Washington Elementary in the 2015-2016 school year have been “Bell to Bell” student attendance, ensuring an educational school climate, and maximizing instructional time during the school day. In an effort to overcome these challenges the staff will:

- Actively communicate to parents/guardians the importance of attendance of student’s everyday and every minute to ensure students are receiving all lessons being delivered.
- Implementation of the Positive Behavior Interventions and Supports system in the common areas and in the classrooms to proactively and positively encourage student behaviors.

In addition to the facts and figures you will find in the Annual Report, we want to share the following information with you:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Charlotte Public School District has centralized enrollment that assigns students to a school based on residency boundaries established by the district. Charlotte Public School also participates in county-wide Schools of Choice.

2. THE STATUS OF THE 5 YEAR SCHOOL IMPROVEMENT PLAN

At Washington Elementary a continuous cycle of school improvement is in place. This includes conducting comprehensive needs assessments, analyzing achievement trends, identifying areas in need of improvement, and implementing strategies that address those identified areas on an annual basis. As an identified Title I school, Washington



Elementary ensures that all required components of being a School Wide Title building are included in the school improvement plan.

Mission Statement: The Washington community will provide a safe, academically-focused environment empowering all students to achieve their personal best.

2015-2016 School Improvement Goals

80% of All Students will demonstrate a proficiency at or above in Reading by 06/24/2016 as measured by the Fastbridge assessment and the M-Step Assessment.

80% of All Students will demonstrate a proficiency at or above in Mathematics by 06/24/2016 as measured by Fastbridge assessment and the M-Step Assessment.

80% of All Students will demonstrate a proficiency at or above in Writing by 06/24/2016 as measured by district writing prompts.

Progress Toward Goals:

English Language Arts:

3rd Grade M-Step: 41% of all students scored at the Proficient or Advanced Level.

Fastbridge Assessment: As a building, 78.5% of our students were at benchmark or made adequate yearly growth on the end of year Fastbridge Assessment. Individual grade level scores are as follows:

Mathematics:

3rd Grade M-Step: 49% of all students scored at the Proficient or Advanced Level.

Fastbridge Assessment: 88% of the students in our building tested at or above benchmark or made adequate yearly growth on the Fastbridge assessment. Individual grade level scores are as follows:

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Washington Elementary provides instruction for students in grades kindergarten through third grade.



4. 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.

A copy of the curriculum can be viewed on the District website.

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

2015-2016 Fastbridge Assessment Reading:

93% of kindergarteners tested at benchmark or made adequate yearly growth on eReading.
67% of 1st graders tested at benchmark or made adequate yearly growth on eReading.
70% of 2nd graders tested at benchmark or made adequate yearly growth on CBMreading;
87% of 2nd graders tested at benchmark or made adequate yearly growth on aReading.
59% of 3rd graders tested at benchmark or made adequate yearly growth on CBMreading;
91% of 3rd graders tested at benchmark or made adequate yearly growth on aReading.

2015-2016 Fastbridge Assessment Math:

80% of Kindergarteners tested at benchmark or made adequate yearly growth on eMath.
82% of 1st graders tested at benchmark or made adequate yearly growth on eMath. 98% of 2nd graders tested at benchmark or made adequate yearly growth on CBMmath;
86% of 2nd graders tested at benchmark or made adequate yearly growth on aMath. 100% of 3rd graders tested at benchmark or made adequate yearly growth on CBMmath;
82% of 3rd graders tested at benchmark or made adequate yearly growth on aMath.

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

Washington Elementary believes that a strong parent-school connection is vital to high achievement of students. This partnership allows for significant education goals for students, a plan for accomplishing those goals, cooperation on implementing strategies for finding solutions to problems that may occur and continuous communication regarding the progress of the goals.

Parent-teacher conference participation

During the 2015-2016 school year, 92% of Washington Elementary School students' parents/guardians attended conferences this year.

This report is a reflection of our commitment to set high standards for our students. It also shows the hard work and dedication of our students and staff. Our staff works tirelessly to ensure that the classrooms and school are places where all students can find success.



Washington Elementary is committed to preparing our students to become productive citizens and lifelong learners.

Sincerely,

A handwritten signature in black ink that reads "Mark A. Short". The signature is fluid and cursive, with the first name "Mark" and last name "Short" clearly legible.

Mark A. Short, Principal
Washington Elementary School

A handwritten signature in blue ink that reads "Eileen Grant-Ball". The signature is fluid and cursive, with the first name "Eileen" and last name "Grant-Ball" clearly legible.

Eileen Grant-Ball
Director of Curriculum and Instruction