



# WALKERVILLE PUBLIC SCHOOLS

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**REVISED 2016-17 TEMPLATE**

## **School Annual Education Report (AER) Cover Letter**

February 27, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Walkerville Public 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 Michael L. Sweet for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/9vOH4h#Accountability>, 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.

Our school was not identified as a "FOCUS, PRIORITY, or REWARD" school. We were not given one of these labels.

Addressing a need to increase math and reading achievement scores drives Walkerville Public School's improvement plans; however, a District Improvement Team identified a strong need to address behavior and motivation support prior to adding increased math and reading support. The summer of 2016 and the fall of 2016 was focused on establishing a positive school climate by working with all staff and student stakeholders. Work in this area will continue and increased reading support work will begin in the winter of 2017.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL—There is only one school within the district, so all students over the last two years have been assigned to the K-12 building.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN—The school is in its third year of implementing the current school improvement plan that was written in 2014.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL—No specialized schools are present in the Walkerville Public School District.
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 core curriculum for the Walkerville Public School can be accessed through the Principal’s office at 145 Lathrop St. It is implemented through grade level classrooms and Title 1 program in grades K-12. The curriculum coincides with the State standards and curriculum.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Grade Spring 2015	Reading NWEA Mean RIT	Math NWEA Mean RIT
K	153.7	151.9
1	164.1	167.0
2	189.4	192.1
3	186.9	193.8
4	198.9	208.5
5	215.2	222.0
6	206.5	215.3
7	209.6	221.2
8	212.7	222.4
9	214.6	217.5
10	212.4	226.9

Grade Spring 2016	Reading NWEA Mean RIT	Math NWEA Mean RIT
K	153.2	153.8
1	165.5	172.4
2	184.7	185

3	202.5	201.5
4	193.7	207.5
5	210.3	215.6
6	214.8	221.1
7	212.2	221.7
8	204.2	206.7
9	215.9	220.1
10	218.9	206.6

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

2016—Fall Conferences 178 of 275 students represented by parents (65%).

Spring Conferences 142 of 242 students represented by parents (59%)

2017—Fall Conferences 157 of 262 students represented by parents (60%)

Spring Conferences 133 of 239 students represented by parents (56%)

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS

(DUAL ENROLLMENT)—Two students are enrolled in post-secondary

courses. Sixty-six students are enrolled in grades 9-12, so three

percent of students are enrolled in post-secondary courses.

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)—

No college equivalent courses are offered by the district staff. Students

may elect to take college equivalent courses through Michigan Virtual

University.

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN

COLLEGE EQUIVALENT COURSES (AP/IB)—No students are enrolled in

college equivalent courses.

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE

LEADING TO COLLEGE CREDIT—No students are enrolled in college

equivalent courses.

The staff at Walkerville Public School continues to work very hard to provide the best possible education for our children. We believe that our recent investment in math and science curriculums, along with intensive work building Multi-tiered Systems of Support for all students, will display an increase in student achievement in the coming years.

Sincerely,

Michael L. Sweet  
Superintendent/Principal

