



Mason County Central School District
Your Family For Lifelong Learning
www.mccschools.com

Jeffrey Mount, *Superintendent*

Kevin Kimes, *Upper Elementary Principal*

1/26/17

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 Mason County Central Upper 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 Principal Kevin Kimes for assistance.

The AER is available for you to review electronically by visiting the following web site www.mccschools.org, 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 has not been given one of these labels.

A key challenge for our school is to continue providing an education of excellence during a time of resource allocation reduction. We have been doing more with less for many years now, and this predicament continues to be a challenge. As expectations increase regarding student achievement, additional resources, or at least status quo, should be provided from the state and federal governments. The opposite continues to happen. We are putting more resources into our K-3 literacy initiative to help meet students reading goals and laws by the end of the third grade.

Another key challenge is providing meaningful remediation to every student and bringing the lowest functioning students up to proficiency. Our data shows the students with disabilities not making the gains expected by the state. Programming, including inclusion and RTI/MTSS continue to be fundamental to our growth here.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL- We assign students based on age and grade level. We are a 3-5 building, therefore we serve students who have been residents and those who are choosing us a school of choice. We have done it this way for the last 2 years.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN- The Upper Elementary is in a constant state of school improvement programming utilizing a series of state mandate expectations and processes. The process is evolutionary, and on-going. MTSS has been our most recent focus emphasizing culture and reward systems building wide.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL- We have no specialized schools.
4. Our curriculum is based on Common Core Expectations. A copy of this may be accessed at the office here, the CBO or the Michigan Department of Education (MDE) website. The SIP may be reviewed in the office with the principal.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS- For M-STEP data see attached reports. Dibels: Spring 2015 3rd grade- 79% proficient. Spring 2016 3rd grade- 82% proficient. Dibels: Spring 2015 4th grade-82% proficient. Spring 2016 4th grade- 80% proficient. Dibels: Spring 2015 5th grade- 76% proficient. Spring 2016 5th grade- 81% proficient. NWEA: Spring 2015 3rd grade- 53% at national norm. Spring 2016 3rd grade- 51% at national norm. NWEA: Spring 2015 4th grade-47% at national norm. Spring 2016 4th grade- 49% at national norm. NWEA: Spring 2015 5th grade- 52% at national norm. Spring 2016 5th grade 49% at national norm.
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: 3rd grade 2015, 81%, 2016, 84%. 4th grade 2015, 75%, 2016, 79%. 5th grade 2015, 74%, 2016, 82%.

We value the school /parent relationship at MCC. We also appreciate you taking the time to review our AER. If you have any questions or concerns, please stop in and/or let us know. I would love to meet with you to discuss any information contained herein or any other questions you may have. Furthermore, I look forward to working with our school community to continue a high level of academic excellence here at MCC Upper Elementary.

Sincerely,

Kevin Kimes